Malayka Neith Cornejo, M.Ed.
Adjunct Faculty, Departments of Higher Ed. and Gender & Sexuality Studies

The teaching practice and the need it addresses:

∇ **Build community:** Strengthens instructor-student relationship; peer interactions; connection to course content, and sense of belonging. Shifts normative classroom power structures and empowers students to co-construct the learning experience. Student voice matters.

∇ **Think about your thinking:** On-going opportunities to learn and practice higher order thinking (H.O.T.) increases awareness of cognition, connections with learning outcomes & real world application. Strengthening H.O.T. skills is key to success in college & life.

∇ **Collaborative learning:** Strengthens self-efficacy, sense of belonging, community, group outcomes & cooperative student learning

∇ **Shift to formative assessments:** Learning becomes enjoyable and authentic. Students are highly engaged; attendance increases; promotes creativity & innovation, while strengthening community.

∇ **Self-management & recognition:** Strengthens community, increases sense of self-efficacy, student grit, and improves learning outcomes. Transferable to life skills.

∇ **Practice inquiry & connections:** Differentiate Ella Baker and Jim Crow questions & offer opportunities to practice. Use graphic organizers and concept maps to help visualize connections and write academic papers.

Evidence this practice benefits UNLV students:

∇ Students perform best within caring & supportive interpersonal relationships citing more positive dispositions to learning, increased satisfaction with school, and higher academic engagement (Klem & Connell, 2004; Kohl, 1998).

∇ Classroom activities requiring higher order thinking that test students at the same cognitive level ensure high academic achievement and a deep conceptual understanding of skills/class content. (Crowe et al., 2008).

∇ Employers hire based on soft skills of communication, teamwork, & critical thinking. Learning how to work effectively in a group decreases anxiety & avoidance behaviors.

∇ Students exposed to authentic tasks that are multidimensional, focus on growth & higher levels of cognitive thinking for meaningful learning (Montgomery, 2010).

∇ External barriers challenge student’s ability to focus on assignments & intake new information. Self-management tools & weekly recognitions increase student grit & growth.

∇ Exposure to organization, inquiry & developing questions strengthens critical thinking skills.

Resources and where to find them:

Instructional resources can be obtained by emailing Malayka at jaraconsulting@gmail.com.

How other UNLV teachers might adopt this practice

∇ Integrate intentional name/identity teambuilding to review syllabus, class expectations, & course. Maintain weekly. One clap for good things in student’s lives. Co-construct cooperation contract with shared agreements; everyone signs; posted in class.

∇ Use dialogic monitoring tool to encourage participation. Think-pair-share & neighbor talks

∇ Teach Bloom’s taxonomy by co-constructing content related H.O.T. questions using stems.

∇ Use role cards to teach group work. Allow students to negotiate roles to ensure everyone has a meaningful way to contribute.

∇ Utilize higher order thinking product cards to encourage creativity & authentic assessments.

∇ Celebrate student resilience. Teach students to self-validate, encourage peers, and use a growth mindset. Offer informal awards ceremony; meaningful feedback; recognition cards/notes; end with a potluck 😊

∇ Encourage frequent use of graphic organizers, concept maps, & critical inquiry.