

Instructional Development & Research presents:

UNLV Best Teaching Practices Expo



Josh Hawkins/UNLV Photo Services



The first of its kind at UNLV, the Best Teaching Practices Expo highlights great ideas from UNLV's teaching community. Help yourself to a buffet lunch and some food for thought as you browse a selection of posters and mini-presentations that highlight teaching strategies that work with UNLV students.

All presenters will address these criteria:

- an innovative teaching practice, and the need it addresses
- evidence this practice benefits UNLV students
- resources and where to find them
- how other UNLV teachers might adopt this practice.

WHEN:

Thursday
January 19, 2017
12:00 p.m. to 1:30 p.m.

WHERE:

Student Union,
Ballroom A

For any questions or for more information,
contact Mary-Ann Winkelmes at mary-ann.winkelmes@unlv.edu or visit <https://www.unlv.edu/provost/idr>

UNLV Best Teaching Practices Expo

Thursday, January 19, 2017

Student Union Ballroom A

12:00 - 1:30 pm

SELECTION COMMITTEE

We are grateful to the following distinguished members of our selection committee for their extensive work reviewing proposals, offering feedback and planning this event.

Pradip Bhowmik, College of Sciences
Christopher Cain, William F. Harrah College of Hotel Administration
Lori Candela, School of Nursing
Daniel Gianoutsos, Academic Success Center
Jane Hafen, College of Liberal Arts
Anjala Krishen, Lee Business School
Tamara Madensen, Greenspun College of Urban Affairs
Andrew Scott Murtishaw, Graduate College
Michael Nussbaum, College of Education
Terrill Pollman, William S. Boyd School of Law
Sang-Duck Seo, College of Fine Arts
Andreas Stefik, Howard R. Hughes College of Engineering
Rexel Suba, Online Education

DISTINGUISHED CONTRIBUTORS

These proposals received top ratings from the selection committee:

- Matthew Bernacki, Assistant Professor, Educational Psychology & Higher Ed, “Online Tools that Help STEM Students ‘Learn to Learn’”
- Emma Bloomfield, Assistant Professor, Communication Studies, “An App that Measures Students’ Real-time Understanding During Class.”
- Lori Candela, Associate Professor, School of Nursing, “Reducing Online Students’ Isolation”
- David Copeland, Associate Professor, Psychology, “Cumulative Exams (with a twist)”
- Malayka Neith Cornejo, Graduate Assistant, Teaching & Learning, “Building Community and Metacognition”

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AGENDA

12:00-12:15 pm WELCOME and OPENING REMARKS

Welcome and recognition of Distinguished Contributors:

Diane Chase, Executive Vice President and Provost

Recognition of Sponsors and Selection Committee:

Mary-Ann Winkelmes, Coordinator, Instructional Development & Research

One-minute Previews:

- Matthew Bernacki, Assistant Professor, Educational Psychology & Higher Ed, “Online Tools that Help STEM Students ‘Learn to Learn’”
- Malayka Neith Cornejo, Graduate Assistant, Teaching & Learning, “Building Community and Metacognition”
- Haroon Stephen, Assistant Professor, Civil and Environmental Engineering & Construction, “My Best Teaching Practices”
- Emmanuel Ayim, Assistant Professor in Residence, Kinesiology and Nutrition Science, “Self-identification and Graduation Rate Increases”

12:15 – 12:45 pm EXPO: EAT, BROWSE, VOTE

- Visit the posters and gather teaching ideas
- Talk with presenters
- Vote for the teaching practices you are most likely to try in your courses

12:45 pm AWARDS for Most Applicable Best Practices

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BALLOT:



Please select the 3 practices you are most likely to adopt. Turn in your ballot at the door.

Self-identity / Self-efficacy and Learning	
	Emmanuel Ayim, Assistant Professor in Residence, Kinesiology and Nutrition Science, "Self-identification and Graduation Rate Increases"
	Jori Beck, Assistant Professor, Teaching & Learning, & Christina Santoyo, "Mastery Learning"
	David Copeland, Associate Professor, Psychology, "Cumulative Exams (with a twist)"
	Malayka Neith Cornejo, Graduate Assistant, Teaching & Learning, "Building Community and Metacognition"
	Ed Jorgensen, Lecturer, Computer Science, "Class Splitting for Large Lecture Courses"
	Elana Paladino, Assistant Professor in Residence, College of Sciences, "Providing Annotated Examples Increases Science Learning"
	Shelly Volsche, Graduate Student and Visiting Lecturer, Academic Success Center, "Intersectionality/Diversity and Learning"
Service Learning and Site-based Learning	
	Nathan Hanke, Director, Service Learning, Student Engagement & Diversity, "Service Learning"
	Anna Smedley-Lopez, Assistant Professor in Residence, Sociology, "Service Learning: SLICES"
	Erica Tietjen, Lecturer, Public Policy & Leadership, "The Las Vegas Wash: Student Real-world Site Involvement"
Online Learning	
	Matthew Bernacki, Assistant Professor, Educational Psychology & Higher Ed, Online Tools that Help STEM Students "Learn to Learn"
	Lori Candela, Associate Professor, School of Nursing, "Reducing Online Students' Isolation"
	Leeann Fields, Assistant Director, Office of Online Education, "Tips-n-Tricks for Online Teaching"
Apps and Tools for Teaching/Learning	
	Emma Bloomfield, Assistant Professor, Communication Studies, "An App that Measures Students' Real-time Understanding During Class"
	Joe Ervin, Visiting Assistant Professor, Academic Success Center, "Games and Learning"
	Lori Johnson, Assistant Professor in Residence, Lawyering Process, "Class Polling Devices and Learning"
	Ed Jorgensen & Guyman Hall, Lecturers, Computer Science, "First-Year Experience Teaching Tools"
	Kim Nehls, Executive Director of ASHE and Visiting Assistant Professor, Educational Psychology & Higher Ed, "A Gaming App that Increases Learning"
Other Best Practices	
	Jacimaria Batista and Erica Marti, Department of Civil & Environmental Engineering and Construction, "Continuous Lab Feedback"
	Roberta Sabbath, Adjunct Faculty, Department of English, "Getting Students to Talk (Even the Shy Ones)"
	Nathan Slife, Assistant Professor in Residence, Educational Psychology & Higher Education, "Building Relationships for UNLV Students' Success"
	Haroon Stephen, Assistant Professor, Civil and Environmental Engineering & Construction, "My Best Teaching Practices"
	Diane Villa, Assistant Professor in Residence, Psychology, "Evidence, 'Truthiness,' and Critical Thinking"
	Mary Wammack, Part Time Instructor, History, "Introducing Students to Faculty Scholarship"

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Expo attendees' best teaching practices include:

One of my best teaching practices (shared when you registered for this event) is...

- Actively engaging students; Intentional Engagement
- Group work
- Informal presentations with class feedback
- Collaborative problem solving in class for credit
- Discovery learning
- Rotating notes - class is divided into groups and each group is given a topic related to the reading. Each group creates a key points handout. The topic and notes are then passed to the next group who reviews and adds to it. Finally, notes are shared with the whole class to facilitate group discussion and students can each photograph the notes for own use.
- Providing a variety of assessment types
- Having students participate in brainstorming short exercises where they have to work in groups and arrive at their own topic and research question. I find that having them create a research question moves them much farther in their learning process and pushes them to move from passive to active students throughout the project.
- Treat students as growing academics, junior colleagues. This allows me to build a very different community with my class.
- Reinforcing first generation college participants, and education strategies for American Indian students
- Groups are assigned at the beginning of the semester. For each new topic the students read the chapter. Students are quizzed individually on the reading with usually with a 10 question multiple choice test. They turn in the quiz for an individual grade. They retake the same quiz in their groups (two heads are better than one) and turn that quiz in for a group grade. After the quizzes are completed they stay in their group to work on a group project/assignment on the material that is covered. Thus, each student touches the material at least 3 times in a variety of different processes.
- Journal writing.
- Student-centered and critical pedagogy.
- Ask students to set their own etiquettes for the course and online discussion forum
- Transparent assignment design.
- Designing application-based courses that facilitate meaningful learning experiences for students.
- Incorporating pop culture such as movies to teach theoretical concepts.
- Interactive workshops that focus on critical reading skills, problems with writing, as well as the development of students voices in both their writing and their discussions.
- Leading discussions and developing activities
- Classroom and didactic clinical teaching
- Use of 'transparencies' for all assignments
- Mixing current affairs with practical application, and various forms of engagement through interactive learning
- Infusing practical material into the content
- Using clickers. Using interactive questioning through mobile devices to engage students and provide immediate feedback.
- Getting students to discuss their ideas related to reading selections and build off of others' ideas in class discussions
- Applying servant leadership and transformational leadership theory principles to my teaching practices (Greenleaf, Kouzes and Posner): needs of the students and the institution always come before the needs of teacher. "These are some of the skills and strengths you possess and here are some ways you can improve these even further" as opposed to "perform well and I'll give you a good grade." Also, students help determine what, exactly, being successful means (guided the whole time by the overarching intent of the course). Sincerity, empathy, and enthusiasm are at the core of every action I take as an instructor. Actively embracing these three qualities as a starting point has, in my experience, exponentially increased the students' willingness to engage.
- Drawing from my personal experiences by using stories to demonstrate or apply concepts.
- Active learning strategies that engage students. Encourage "thinking about one's thinking."
- Social Constructivism / Reggio Emilia approach
- Public relations and marketing
- Students apply what they have learned indoors to being outdoors, and get their hands dirty and feet wet in the process!
- Get my students out into the world to report their stories. I encourage them to venture to places they have not yet experienced (safe places, of course) and to speak to strangers or public figures who might have an interesting story to tell them. Although they often complain at first (they feel "dumb" or "embarrassed"), in the end they usually feel empowered and excited, and like the world has opened up to them.

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SPONSORS

President Len Jessup, Executive Vice President and Provost Diane Chase, and the Instructional Development & Research group are grateful for the following supporters of this event and UNLV's teaching support services:

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