Robert Sabbath, PhD,
Adjunct Faculty, English Department

The teaching practice and the need it addresses:

- Practice #1, Structured, Regular, Oral Student Discussion Post Explanation: Provide highly structured requirements for regular/weekly written prompt responses, provide weekly prompt options, and provide regular, in-class time for student oral explanation of their written responses projected onto the screen.
  NEED: Practice expressing ideas orally and functioning in a collaborative setting
- Practice #2, Structured One-Time, 7-Minute Topical Student Class PowerPoint Presentation: Provide a structured assignment, a list of topic options, a sign-up time the second day of class, and a time in class each week for student PowerPoint (or other) 7-minute Presentation.

Evidence this practice benefits UNLV students:

- The pre- and post-surveys sponsored by the Transparency in Learning and Teaching project (TILT Higher Ed) has given me more confidence in the effectiveness of strategies that provide generous opportunities for students to speak in class.
- Anonymous surveys over several semesters indicate student pleasure and dramatic learning results because of the shared ideas and discussion on the common reading assignment
- Consistent high student evaluations

Resources and where to find them:

- WebCampus platform and PowerPoint, Prezi, pdf, or other projection systems
- Smart classrooms
- Students know these tools usually better than we do!

How other UNLV teachers might adopt this practice

- Regular/Weekly assignments include student oral review of their written responses to the class
- Once a semester, each student presents for 5-10 minute on a topic selected from a teacher generated list