

UNLV Best Teaching Practices Expo

Thursday, January 19, 2017

Student Union Ballroom A

12:00 - 1:30 pm

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The teaching practice and the need it addresses:

Racially diverse, first-generation students gain more from one key relationship with an instructor or administrator than from money spent on typical support services (Bensimon, 2007). Instructors can strive to build this relationship with their students by meeting one-on-one for 3-5 minutes outside of class. These meetings are typically held during the first two weeks of class and focus on getting to know the students and answering questions about the course. It is suggested for teachers to ask students to sign-up for meetings on the first day of class.

Evidence this practice benefits UNLV students:

Assessment data for First and Second-Year Seminar courses (FYS/SYS) with these meetings indicate students were satisfied to very satisfied with faculty respect for students ($M = 5.20$ FYS, 5.07 SYS), quality of instruction ($M = 5.11$ FYS, 4.98 SYS), and availability of faculty for office appointments ($M = 5.11$ FYS, 5.07 SYS). The College of Education FYS/SYS program has also grown exponentially over the past few years. Nearly all of the FYS/SYS instructors conduct this practice.

Resources and where to find them:

- Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship of student success. *The Review of Higher Education*, 30(4), 441-469.
- Reber, J. (2011). The underexamined life: A proposal for critically evaluating teachers' and students' philosophies of teaching. *College Teaching*, 59, 102-110.
- Slife, B. D. (2004). Taking practice seriously: Toward a relational ontology. *Journal of Theoretical and Philosophical Psychology*, 24(2), 157 - 178.
- Svinicki, M. D., McKeachie, W. J., & Nicol, D. (2012). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Boston, MA, United States: Wadsworth, Cengage Learning.

How other UNLV teachers might adopt this practice

UNLV teachers from any academic discipline can adopt this practice by scheduling 3-5 minute meetings with their students at any point in the semester (e.g., first two weeks, mid-terms, study week). Meetings can be held in convenient locations for the teacher (e.g., library, coffee shop, office).