

USING HIGH-IMPACT PRACTICES TO ACHIEVE HIGH-IMPACT LEARNING (HIPs 101—THE BASICS)

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AACU HIGH-IMPACT PRACTICES: HELPING STUDENTS REACH LEARNING OUTCOMES

- **First-year Seminars and Experiences**
- **Common Intellectual Experiences**
- **Learning Communities**
- **Writing Intensive Courses**
- **Collaborative Assignments and Projects**
- **Undergraduate Research**
- **Diversity/Global Learning**
- **Service Learning, Community-based Learning**
- **Internships**
- **Capstone Courses and Projects**
- **ePortfolios**

WHAT IS LEARNING?



DEFINE AND SHARE

WHY IMPLEMENT HIPs?



SUCCESSFUL PARTICIPATION IN HIPs

- **Increases retention and graduation rates (biggest gains for historically disadvantaged students)**
- **Leads to more positive attitudes about college, faculty, learning, and students themselves**
- **Students find relevance of what they are studying**
- **Engages students through experiential learning**
- **Promotes deep learning and self-reported gains in learning**

WHAT IS DEEP LEARNING?



STUDENTS...

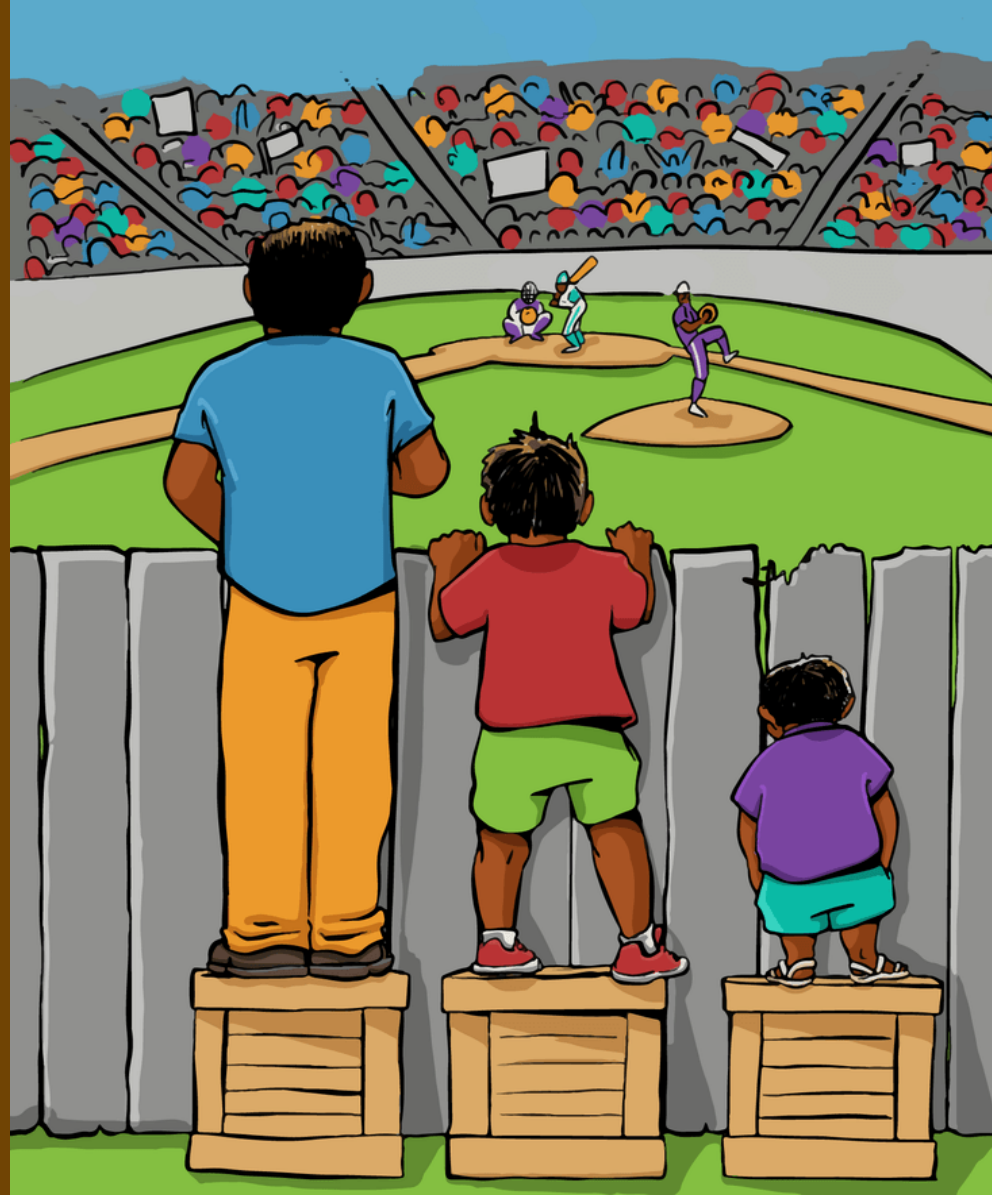
- **Understand and appreciate the dimensions of a problem**
- **Get at underlying meaning of information**
- **Integrate and synthesize different ideas from different sources**
- **Discover patterns in evidence or phenomena**
- **Apply knowledge in different situations**
- **View issues from multiple perspectives**

WHY IMPLEMENT HIPs?



HIPs provide opportunities for engagement with and empathy for students as individual learners.

Equity Teaching/Learning



EQUALITY



EQUITY

STUDENTS MAY NEED DIFFERENT KINDS OF INDIVIDUAL ATTENTION

HIPs can provide the “boost” that some students may need to level the playing field and be successful.

Accommodates different learning styles

Motivates and interests students through relevance

Metacognition helps students see what they need to understand and do to solve a problem

Skills gained through experience

WHY IMPLEMENT HIPs?



HIPs help resolve department or institution problems

Are graduates not getting jobs?

Do you have too many majors not achieving their career goal?

Are students leaving your institution at a high rate?

HIGH-IMPACT PRACTICES ARE JUST A *FRAMEWORK* FOR LEARNING

A law practice or medical practice---but it's the individual activities that are important

High-impact practices should be “what you do” on your campus, but that is just the beginning

You should focus on high-impact ACTIVITIES that make up each high-impact practice--- (You may have already implemented HIAs but not yet identified them as such)

HIPs form the framework for HIAs

BUT...THE DEVIL IS IN THE DETAILS



WHERE MANY PROJECTS/HIPs FAIL....

Creating a framework of HIPs without creating *intentional*, high-impact *activities* within a HIP to help students reach desired outcomes

INTENTIONALITY



Spend time on what you think is important, tell your students why you think it is important, develop activities directly and specifically related to help students obtain this particular outcome, and then make sure you “test” to see if students have reached outcome.

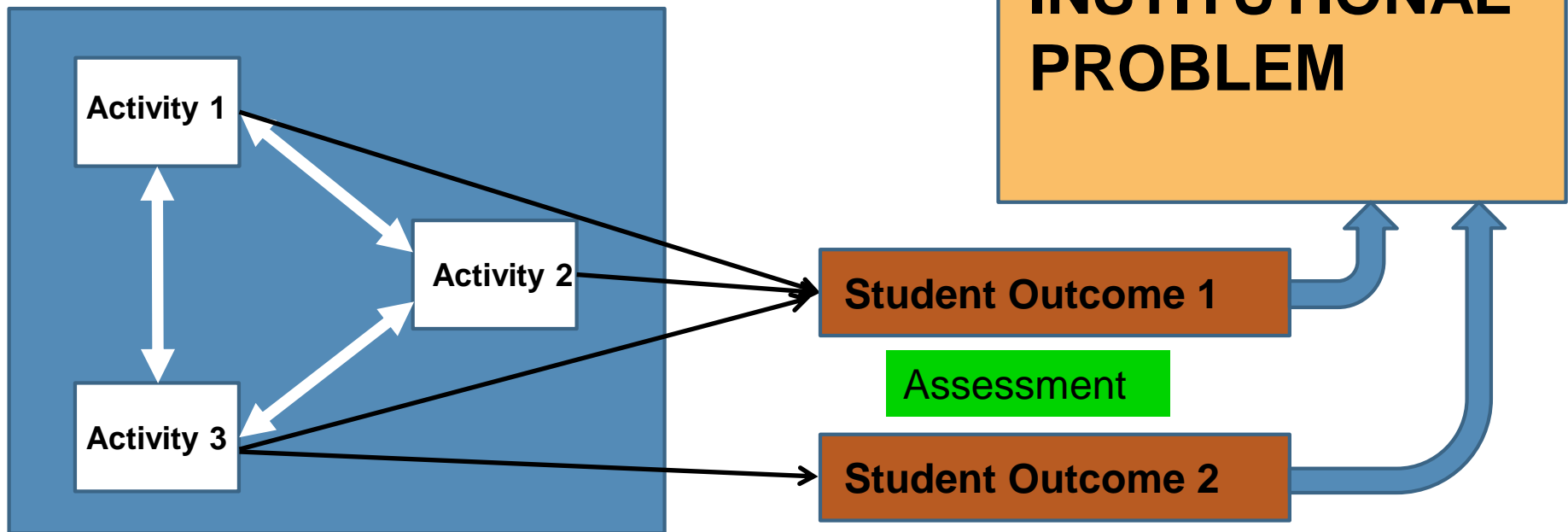
For instance....if you think that writing is important.....

**THAT MEANS YOU HAVE TO THINK
ABOUT DESIRABLE OUTCOMES FOR
YOUR STUDENTS**

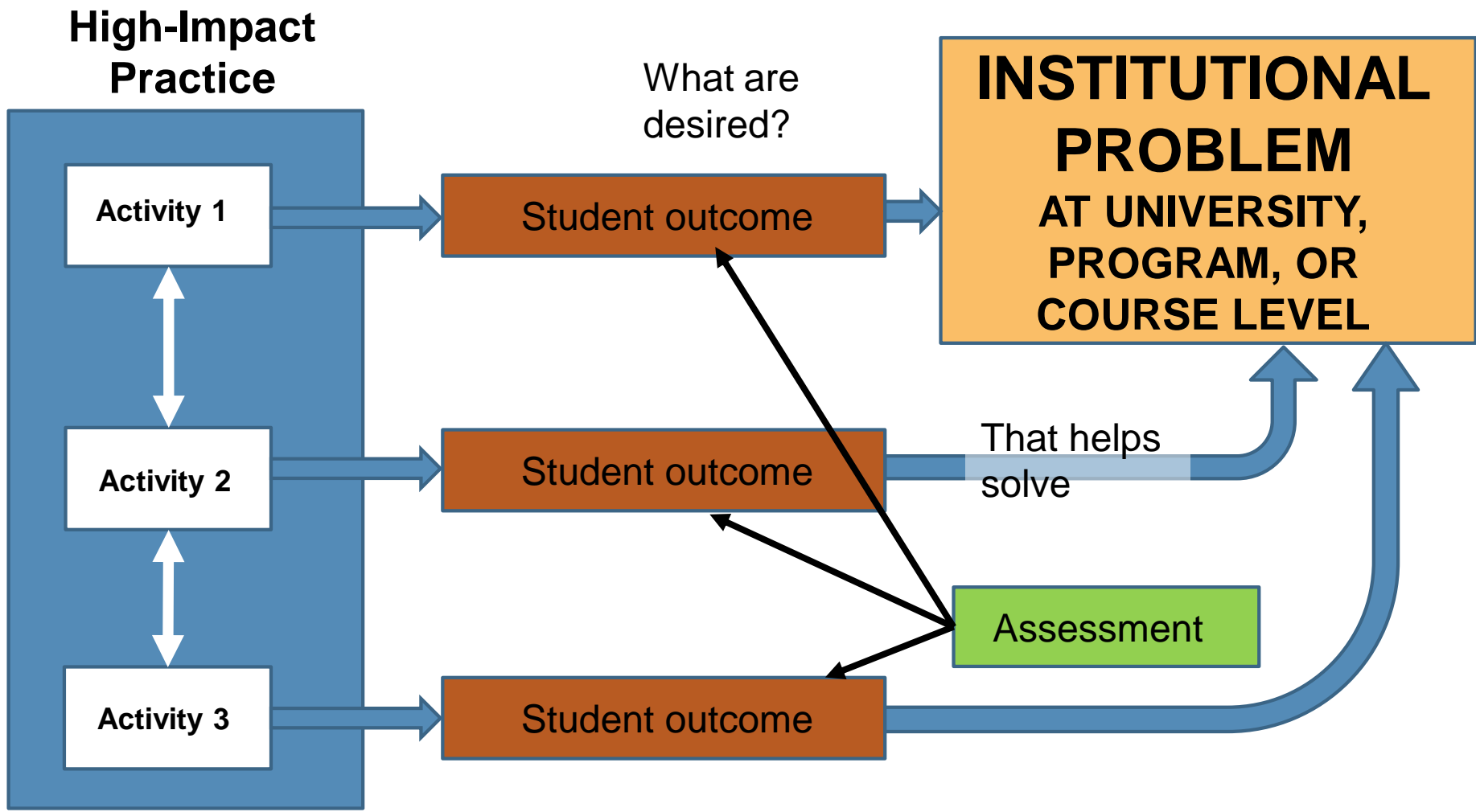


A MODEL OF HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

HIGH IMPACT PRACTICE



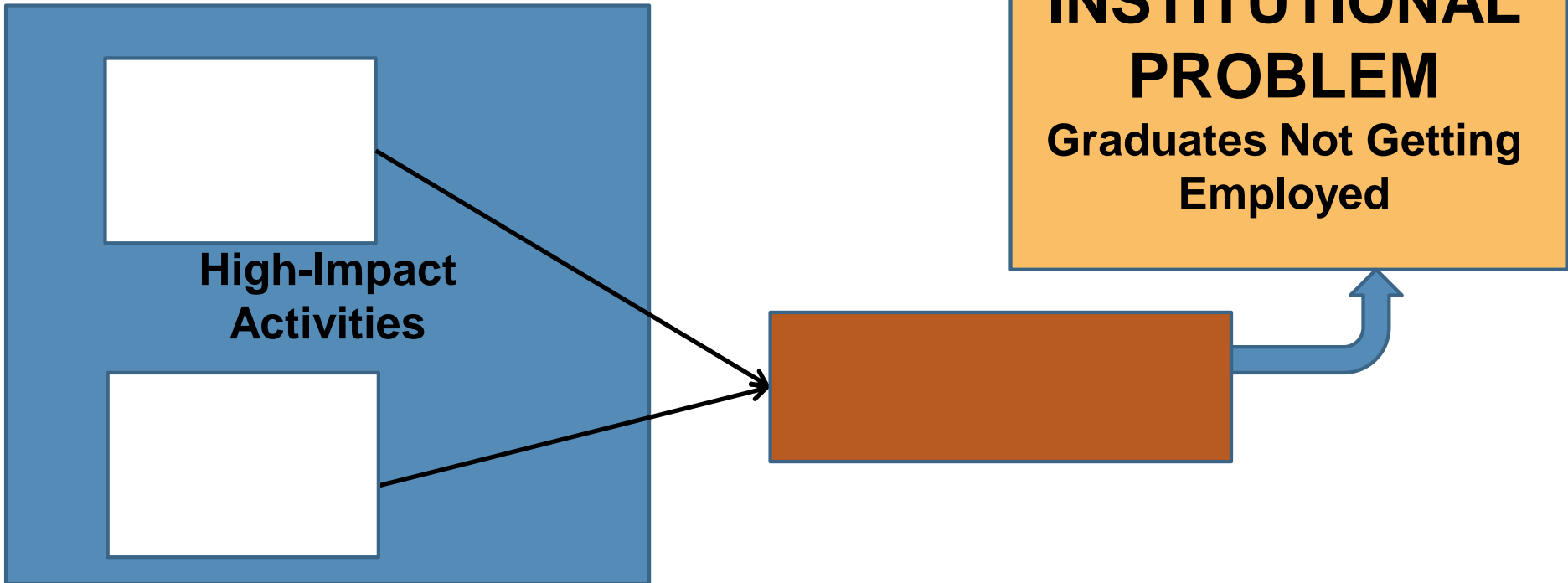
DESIGNING SOLUTIONS TO YOUR PROBLEM



CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

High-Impact Practices—OPEN TO ALL STUDENTS

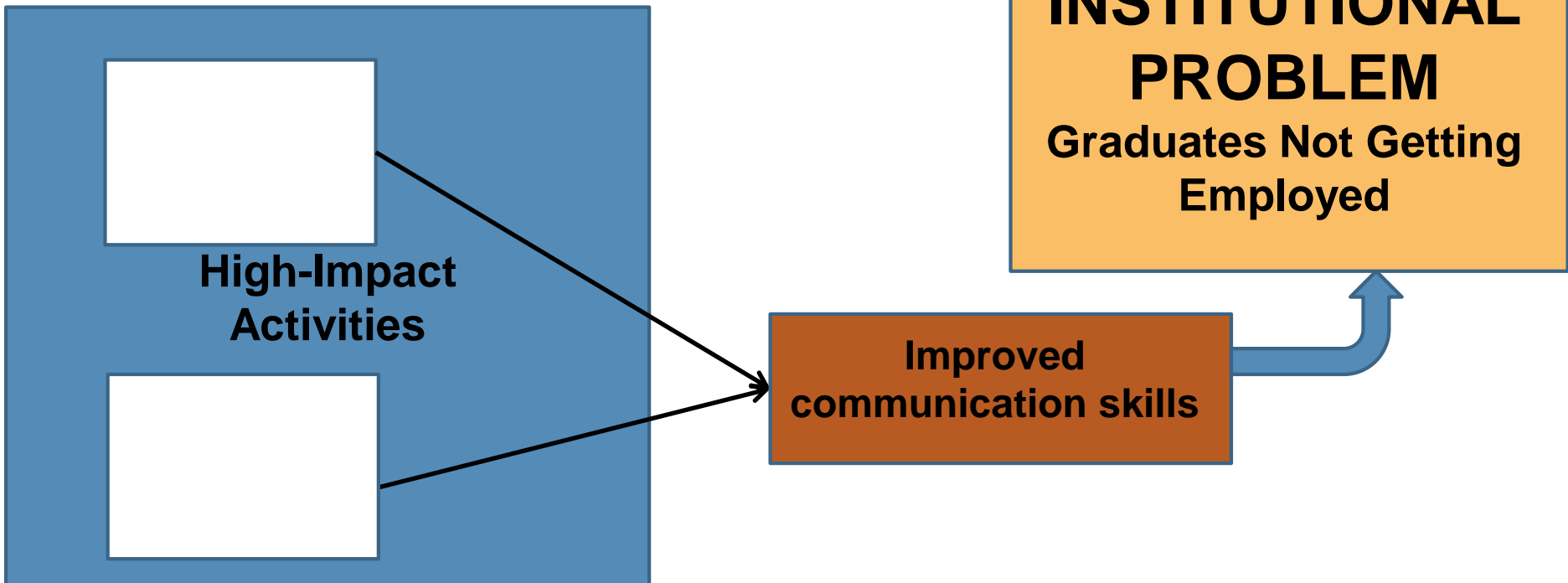
First-Year Seminar	Undergrad Research	Learning Community	Capstone	Internships	Writing Intensive	Common Intellectual Experiences	Service Learning	Diversity/ Global Learning	Collaborative Assignments
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CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

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WHAT EMPLOYERS WANT

Vast majority of Employers want Employees with critical thinking, communication, and problem-solving abilities (more important than undergraduate major)

~ 90% Employers prefer college graduates who have completed a senior project

CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

High-Impact Practices—OPEN TO ALL STUDENTS—results captured in ePortfolio

First-Year Seminar

Undergrad Research

Learning Community

Capstone

Internships

Writing Intensive

Common Intellectual Experiences

Service Learning

Diversity/ Global Learning

Collaborative Assignments

Student oral presentation on research

Features that matter

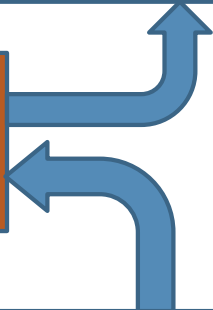
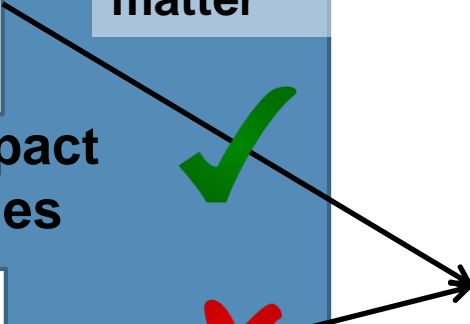
High-Impact Activities

Students collect data without any analysis

Improved communication skills

INSTITUTIONAL PROBLEM
Graduates Not Getting Employed

Assessment



CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

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Students view documentary films—some write reviews, some create short films

High-Impact Activities

Students take the same three classes

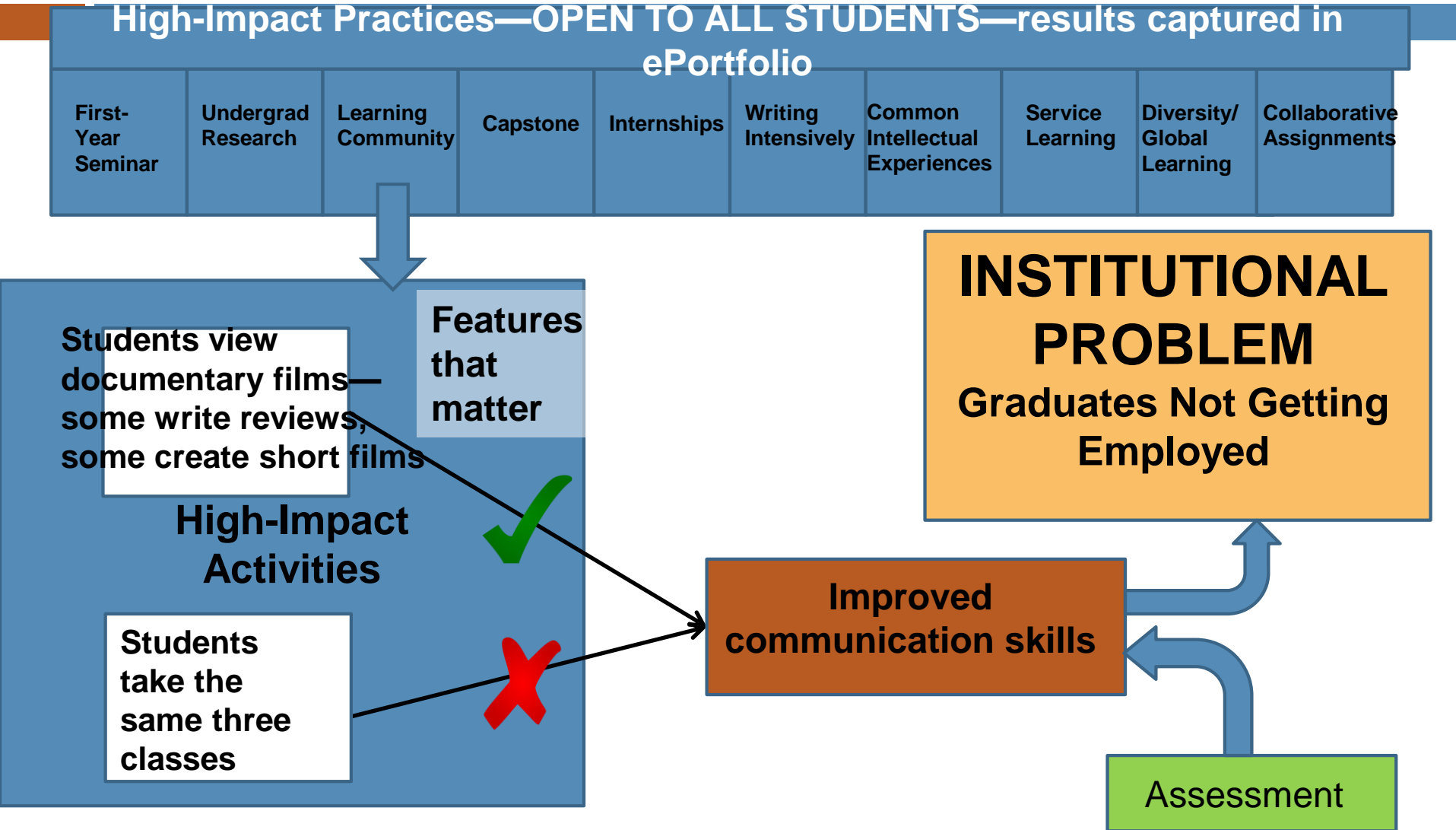
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FIRST-YEAR SEMINAR: FEATURES THAT MATTER

- **Instructional teams---faculty, advisors, peer mentors, student life staff**
- **Using engaging pedagogies—active and collaborative learning, experiential activities; personal and supportive; challenging and rewarding**
- **Emphasize academic content—not just study skills and transition issues; introduction to the language and process of discipline**

(Jillian Kinzie, 2012)

FIRST-YEAR SEMINAR



- 1. Expose students to the methodologies, practices and results of the discipline**
- 2. Read and review scholarly and peer-reviewed papers**
- 3. How to keep research records/notes**
- 4. How to use equipment/library/literature/master works**
- 5. How to write an abstract/summary**
- 6. How to identify a research question**
- 7. Introduce on-campus research/scholarly/creative activities**

CULMINATING SENIOR PROJECT or CAPSTONE: FEATURES THAT MATTER

- **Requires a significant investment in time**
- **Includes discussions with other students**
- **Plans frequent meetings with supervising faculty member**
- **Clear expectations are delineated**
- **Allows students to integrate and apply what they have learned throughout their undergraduate experience**
- **Cements a student's disciplinary affiliation and provides a rite of passage into profession(s)**

UNDERGRADUATE RESEARCH: FEATURES THAT MATTER

- **Regular, meaningful faculty mentoring**
- **Real-life applications**
- **Scaffold research skills in curriculum to build over time**
- **Review literature**
- **Interpreting findings—not just data collection**
- **Community scholarship celebration**
- **Peer support**
- **Significant public communication of research**

UNDERGRADUATE RESEARCH RESOURCES



Council on Undergraduate Research (CUR)

www.cur.org

“How to Mentor Undergraduate Researchers”

**“Broadening Participation in Undergraduate
Research”**

CUR Focus Quarterly/CUR Focus on the Web

FOR LEARNING COMMUNITIES FEATURES THAT MATTER---

- **Intentional links between courses---integration of material and experiences across courses; AND links to other courses**
- **Need for instructional teams and investment in faculty development**
- **Active attempt to get students to collaborate and to study and work together**
- **Use of engaging pedagogies**
- **An integrative experience/assignment**

WHY DO HIPS WORK?

- **Create Engaged and Supportive Community**
- **Involve Students in Purposeful Learning**
- **Connect Learning with Big Questions and Real-World Settings**
- **Require Higher Order Inquiry, Exploration, and Problem Solving**
- **Engage Diversity as a Resource for Learning**
- **Involve Students in Experiential Learning**

WHEN DO HIPS WORK WELL? **INTENTIONAL** CONDITIONS FOR QUALITY HIPS

1. Significant investment of time and effort by students over an extended period of time
2. Multiple interactions with faculty and peers about substantive matters
3. Students experience diversity (people and ideas)
4. Frequent, timely, and constructive feedback
5. Periodic, structured opportunities to reflect on and integrate learning (**metacognition, reflective pedagogy**)
6. Opportunities to discover relevance of learning through real-world applications
7. Performance expectations set at appropriately high levels
8. Public demonstration of competence

CUMULATIVE EFFECT OF HIPs



Evidence exists for positive relationships between students' cumulative participation in multiple High-Impact Practices (when done right!)

That means HIPs and HIP activities can be combined...e.g., intensive writing activities while engaged in a service learning project

WHAT IS THE TRAJECTORY OF LEARNING IN YOUR PROGRAM? EXPOSING STUDENTS TO MULTIPLE INTERVENTIONS

- **Pre-college Preparation/Activities**
- **Freshman Seminar**
- **ePortfolio** 
- **Learning Community**
- **Common Intellectual Experience**
- **Undergraduate Research**
- **Internship**
- **Capstone**
- **Preparation for Post-Degree Work or Career**

WHAT ARE YOUR PROGRAMMATIC LEARNING OUTCOMES?

- **Statements that describe the knowledge AND skills students should acquire by the end of a course or program and help students understand why that knowledge and those skills will be useful to them.**
- **Outcomes emphasize the application and integration of knowledge and articulate how students will employ the material---not what material is covered by a single course.**
- **Outcomes should shape the learning and assessment activities of all the courses in the program.**

(University of Toronto, 2008)

CURRICULUM MAPPING

	SKILL 1	SKILL 2	SKILL 3	SKILL 4			
MAJOR CONCEPT 1	INTRO COURSE		INTRO COURSE	SOPH COURSE			
MAJOR CONCEPT 2		INTRO COURSE	SOPHOMORE COURSE				
MAJOR CONCEPT 3	SOPHOMORE COURSE		JUNIOR COURSE	CAPSTONE			
MAJOR CONCEPT 4		JUNIOR COURSE	CAPSTONE				

HOW WOULD YOU LINK TWO HIGH IMPACT PRACTICES?



ANOTHER WAY TO LOOK AT OUTCOMES



For what are your graduates known?

At the end of their degree program, our students can do/know what?

Our students are sought after by employers because.....?

Our students can get into good graduate programs because.....?

FIRST-YEAR SEMINARS AND EXPERIENCES



Bring small groups of students together with faculty or academic staff on a regular basis. Have a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning and other skills that develop students' intellectual and practical competencies. Involve students with cutting-edge questions with faculty members' research and introduce students to the scholarship and practices of a discipline.

COMMON INTELLECTUAL EXPERIENCES

A set of activities or an organized program that is shared by students (outside of a single class) and that often combines broad themes, e.g., technology and society, global interdependence, with a variety of curricular options for students.

(think about book clubs)

LEARNING COMMUNITIES

Students take two or more linked courses as a group and work closely with one another and with their professors. May explore a common topic and/or common readings through the lenses of different disciplines. Involve students with “big questions” that matter beyond the individual classroom.

WRITING INTENSIVE COURSES



Emphasize writing at all levels of instruction and across the curriculum. Students are encouraged to produce and revise writing for different audiences in different disciplines. Has led to parallel efforts such as quantitative reasoning, information literacy, or oral communication.

COLLABORATIVE ASSIGNMENTS AND PROJECTS

Two Key Goals:

- 1) help students learn to work and solve problems in the company of others,**
- 2) sharpen a student's understanding of a topic by considering diverse insights.**

Could be a study group within a course, a team-based assignment, or cooperative research project.

UNDERGRADUATE RESEARCH



Scientists reshape their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. Students are involved in actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

DIVERSITY/GLOBAL LEARNING

Programs that help students explore cultures, life experiences, and worldviews different from their own. May explore difficult differences such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.

SERVICE LEARNING, COMMUNITY BASED LEARNING

Students gain direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. Students have opportunity to apply what they are learning in real world settings and reflect in a classroom setting on their experiences. Supports the idea that giving something back to the community is an important outcome and good preparation for citizenship, work, and life.

INTERNSHIPS

Students gain direct experience in a work setting, usually related to their career interest, with benefit of supervision and coaching from professionals in the field. Students may complete a project or paper that is approved by a faculty member.

(could replace a capstone)

CAPSTONE COURSES AND PROJECTS

Culminating experiences that require students near the end of their college years to create a project that integrates and applies what they have learned over the course of their entire program. This might be a research paper, a performance, or an exhibit of artwork.

ePORTFOLIOS



Enable students to collect—electronically—their work over time, reflect upon their personal and academic growth and then share selected items with professors, advisors, and potential employers. Should be connected to other HIPs to show connections between various educational experiences.



I HOPE YOU HAVE A GREAT WEEK!

**KEEP UP THE GOOD WORK
THAT YOU HAVE BEGUN!**

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