USING HIGH-IMPACT PRACTICES TO ACHIEVE HIGH-IMPACT LEARNING (HIPS BASICS)

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INTRODUCE YOURSELF TO PEOPLE AT YOUR TABLE

Name, Institution, Position at Institution
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
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
- Promotes greater engagements in 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
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.
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)
A MODEL OF HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

HIGH IMPACT PRACTICE

- Activity 1
- Activity 2
- Activity 3

INSTITUTIONAL PROBLEM

- Student Outcome 1
- Assessment
- Student Outcome 2
DESIGNING SOLUTIONS TO YOUR PROBLEM

INSTITUTIONAL PROBLEM
AT UNIVERSITY, PROGRAM, OR COURSE LEVEL

What are desired?

That helps solve

Assessment

High-Impact Practice

Activity 1

Activity 2

Activity 3

Student outcome

Student outcome

Student outcome

Student outcome
CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

High-Impact Practices

First-Year Seminar | Undergrad Research | Learning Community | Capstone | Internships | Writing Intensively | Common Intellectual Experiences | Service Learning | Diversity/Global Learning | Collaborative Assignments
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High-Impact Activities

INSTITUTIONAL PROBLEM
Graduates Not Getting Employed
CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

High-Impact Practices

- First-Year Seminar
- Undergrad Research
- Learning Community
- Capstone
- Internships
- Writing Intensively
- Common Intellectual Experiences
- Service Learning
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- Collaborative Assignments

INSTITUTIONAL PROBLEM
Graduates Not Getting Employed

High-Impact Activities

- Improved communication skills
97% of Employers want employees with critical thinking, communication, and problem-solving abilities (more important than undergraduate major)

87% of Employers prefer college graduates who have completed a senior project
Creating High-Impact Activities within High-Impact Practices

INSTITUTIONAL PROBLEM
Graduates Not Getting Employed

Improved communication skills

High-Impact Practices
- First-Year Seminar
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High-Impact Activities
**CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES**

**High-Impact Practices**
- First-Year Seminar
- Undergrad Research
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**INSTITUTIONAL PROBLEM**
Graduates Not Getting Employed

**High-Impact Activities**
- Student oral presentation on research
- Students collect data without any analysis
- Features that matter

**Features that matter**
- Improved communication skills

**Assessment**
CREATING HIGH-IMPACT ACTIVITIES WITHIN HIGH-IMPACT PRACTICES

High-Impact Practices

- First-Year Seminar
- Undergrad Research
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Students view documentary film—some write a review, some create a short film.

Features that matter

- High-Impact Activities
  - Students take the same three classes

INSTITUTIONAL PROBLEM
Graduates Not Getting Employed

Improved communication skills

Assessment
CUMULATIVE EFFECT OF HIPs

Evidence 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
Regardless of your role at your institution, you and the rest of the members of your campus “team” need to be helping students achieve your desired outcomes.
In a previous HIPs Institute, one team’s goal was to create a learning community for their students---by requiring students to take the same three, existing courses. Their plan was to identify the three courses.

What do you think about this “plan?”
THE QUESTIONS ARE....

- What was the problem they were trying to solve and what did they hope their students would gain from the experience (outcomes)?
- How were they going to create a learning community?
- What did they mean by “learning” and how would they know?
- Their “plan” lacked intentionality.
- The outcome is NOT the creation of a learning community (in name), but what happens to the students as they form and become part of a community of learners.
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…..
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
  - (Jillian Kinzie, 2012)
SERVICE LEARNING EXPERIENCE

WHAT IF YOU TOOK YOUR CLASS TO NEW ORLEANS AND HAD THEM WORK WITH HABITAT FOR HUMANITY?

DO YOU THINK THAT IS A “GOOD” SERVICE LEARNING EXPERIENCE?

WHAT COULD SOMEONE DO---INTENTIONALLY---TO MAKE IT BETTER?
WHY DO HIPS WORK SO WELL?

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
6. Opportunities to discover relevance of learning through real-world applications
7. Performance expectations set at appropriately high levels
8. Public demonstration of competence
IDENTIFYING PROBLEMS THAT YOU WANT TO SOLVE

Have you identified any particular problem/issue at your institution that you would like to address/solve? Could it be what brought you here to the HIPs Institute? What has motivated you to change? No deficit thinking!

(It could be simply that you want to improve the quality of instruction that your students are experiencing.)
What Student Outcomes Would Help Solve That Problem?

Students from (your institution) are known for _____?

(when they leave your program)

Not what they experience during their undergraduate program (they are part of a learning community), but what they have learned and what can they do with their knowledge as a consequence of their participation in that high-impact practice (what skills were gained during the learning community)
WHAT STUDENT OUTCOMES (Competencies) WOULD YOU EXPECT FROM YOUR PROGRAM?

Think about what is important for your students.....what should students know (and understand), value, and be able to do by the end of your learning experience? This could help you articulate for what your students are known.

- **Know** = content (but focus on big ideas)
- **Value** = attitudes
- **Do** = skills (critical thinking, process skills of discipline)
SOME DESIRABLE COMPETENCIES OF SUCCESSFUL STUDENTS

- Ask unique/relevant questions
- Survey a field and find an empty niche
- Apply knowledge to new situations
- Explain information in their own words
- Make connections between ideas or concepts
- Appreciate, accept, and use evidence
- Be creative and innovative
- Work well with others
- Understand and use the investigative process of the discipline (research savvy)
- Use critical thinking skills effectively and often
AFTER YOU IDENTIFY YOUR PROBLEM AND ARTICULATE DESIRED STUDENT OUTCOMES

THEN....

BEGIN TO SELECT APPROPRIATE HIPS

THEN....

DEVELOP INTENTIONAL HIGH-IMPACT ACTIVITIES THAT WILL HELP YOUR STUDENTS REACH THE DESIRED OUTCOMES
AT YOUR TABLE….

Describe One Major Problem Or Issue You Have Identified At Your Institution.

Talk with your group about the PROBLEM or ISSUE at your institution, the STUDENT OUTCOMES that would help resolve these problems, AND a HIGH-IMPACT PRACTICE that you have chosen (or could choose) to help your students.
High-Impact Practices (HIPs) often lead to higher levels of student performance, learning, and development than traditional classroom experiences, and are often implemented in an effort to meet the unique needs of a new generation of students. (Brownell and Swaner, 2010)
SERVICE LEARNING: FEATURES THAT MATTER

- Opportunities for structured reflection
- Strong connection between course material and experience
- Collaboration between site, students and faculty on community based research/project
LEARNING COMMUNITIES: FEATURES THAT MATTER

Be intentional in linking courses; integration of material, assignments, and experiences across courses; AND links to other courses.

Support students in traditional gateway courses and “weed-out” courses that have high rates of failure.

Consider tying an extended orientation or integrative seminar to the learning community.

Use instructional teams whenever possible: faculty, advisers, librarians, and technology professionals.

Invest in faculty development to ensure that courses are fully integrated, with coordinated materials, assignments, out-of-class trips, and grading rubrics.

At least one of the linked courses is writing- or inquiry-intensive or has a service-learning component.
LEARNING COMMUNITIES
FEATURES THAT MATTER

Instructors teaching the linked courses use engaging pedagogies and also structure class activities and design assignments that require students to integrate and apply material from one course to another, such as reflective journaling and class discussion.

Active attempt to get students to collaborate and to study and work together.

Peer mentors facilitate student participation in out-of-class activities that complement the learning goals of the linked courses.

Learning community students and peer mentors live on campus in close proximity.

One learning community instructor is the academic advisor for the students in the learning community for the first year.
UNDERGRADUATE RESEARCH: FEATURES THAT MATTER

- 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
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
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
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
DEVELOPING HIGH-IMPACT ACTIVITIES

1. Help each other develop one specific high-impact activity within your high-impact practice you have chosen that specifically addresses your institution’s problem or helps your students reach one of your desired outcomes.

2. Then, think of one way that your high-impact activity can be a foundation to another high-impact activity OR connect to a different activity in a different high-impact practice (combine HIPs).
ASSESSING HIPs

If you really want to help your students “improve”…..you gotta measure something!

Gain an understanding of what your students actually know, value, and are able to do—so that you can improve your high-impact activities (provide greater positive impact)
CAN YOUR STUDENT OUTCOMES BE MEASURED?

Outcome: (a) students can write better OR (b) students are able to construct a detailed, organized outline of an essay on ____.

Qualitative Data: To what degree do students believe the activity helped them to improve their writing skills?

Quantitative Data: How many students took a second intensive-writing course or published some of their work?
TO ASSESS DEEP LEARNING

Students:

Analyze the basic elements of an idea, experience, or theory

Synthesize and organize ideas and information into new, complex relationships

Make judgments about the value of information, arguments or methods

Apply theories or concepts to problems

Integrate ideas or information from various sources

Include diverse perspectives in discussion or writing

Discuss ideas with faculty and other students outside of class

Examine strengths and weaknesses of own views
One Example

http://www.elcentrocollege.edu/about/slos
A RECIPE FOR DEVELOPING HIGH-IMPACT ACTIVITIES FOR YOUR OWN INSTITUTION

1. Do you have a particular problem you want to address OR a particular student outcome you want to help achieve?
2. What do you want your students to know, value, and be able to do at the end of your program/class/experience? (Outcomes or Competencies)
3. Next, describe activities to help students reach your desired outcomes. (What are the best high-impact practices/high-impact activities to help your students?)
4. What is intentional about your plan?

5. How will you know the activities were “successful”? (assessment)

6. How will you connect your high-impact activities within your high-impact practice and your different high-impact practices with each other? (in an intentional manner)