Enhance Student Success with High Impact Practices

A CETL Workshop

• High Impact Practices (HIPs) have been shown to have a significant positive impact on student learning, engagement, and retention.

• In this session, participants will gain familiarity with the research on HIPs and explore an inventory of evidence-based teaching and learning practices that can be tailored to fit specific course and learning goals.
Intros

• Who are you?

• What do you teach?

• I am interested in HIPs because...

• I would love to get my students to...

• What are your “specific course or learning goals?”
What are HIPs?
What makes them so HIP?

<table>
<thead>
<tr>
<th>High Impact Programs</th>
<th>Examples</th>
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<tr>
<td>First Year Seminars</td>
<td>Small; frequent interaction; emphasis on critical inquiry, writing, info literacy, even collaborative research.</td>
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<td>Learning Communities</td>
<td>Linked courses, linked faculty, big question(s). The “co-” model.</td>
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<td>Writing Intensive Classes</td>
<td>But also quantitative reasoning, communication. Different kinds of reasoning and writing.</td>
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<td>Collaborative Assignments and Projects</td>
<td>Working and solving problems together. CBL, BPL, peer writing and editing.</td>
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<td>Internships/Study Abroad</td>
<td>Direct exposure and experience. Must be learning-centered –an opportunity to do the one thing you can’t do in class.</td>
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<td>Diversity/Global Learning</td>
<td>Evolve to D, I, and Equity Mindedness.</td>
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<td>Service Learning/Community-Based Learning</td>
<td>Real-world connection, empathy, efficacy. Must be learning-centered.</td>
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<td>Undergraduate Research</td>
<td>Can be on a single question, on developing one of their own, on the use of tech. Point is to generate excitement and skill answering important questions.</td>
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<td>Capstone Classes</td>
<td>Shift from capstone to culminating experience</td>
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Hmmm...notice a trend?

• Anyone else notice how content is relatively minimized??
• What does this tell us about teaching and learning?
• Do we teach for learning or do we teach to convey information?
• Why do we say we value learning as a process yet strive to cram in still more content??
From Programs to Practices

At the core of HIP programs are **HIP pedagogies and practices** that make the learning experience valuable. Just...

1. **Engage** students in the **learning** experience and their **awareness of it**.
2. Use a variety of **active and collaborative learning** techniques.
3. Set and maintain **high expectations** of student performance.
4. **Clarify** what students need to do to succeed in class, in college, and potentially beyond.
5. **Employ pedagogies** appropriate for course objectives and students’ abilities (inclusion, UDL).
6. **Build on/tie into** students’ knowledge, experience, interests, and abilities.
7. Provide meaningful **feedback**.
8. Weave **diversity** into the curriculum.
9. **Make time** for students.
10. Help them become **accountable** for their learning.
# Flipping the Focus: A Plan

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<th>What?</th>
<th>What are you currently doing?</th>
<th>Alternatives?</th>
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<td>Enhance and expect student accountability</td>
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Engaged Learning?

- Sophocles: “One must learn by doing the thing, for though you think you know it – you have no certainty until you try”

- Chickering and Gamson: “Learning is not a spectator sport”

- Doyle: “The one who does the work does the learning”

- Bonwell “Active Learning: Creating Excitement in the Classroom”

- Zakrajsek: “Making the distinction between active and passive misdirects the focus away from learning…”

- Active learning requires a shift from a disengaged to an engaged role in the learning process – mentally and/or physically
  - Students must be engaged in some type of learning (not just doing) activity
What’s the Problem?

—“...on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning”*

• We can change this.

  – *LEAP report: https://www.aacu.org/leap/hips
Enhancing Learning Through Engagement

A call... ...and a response

Even passive learning is active learning!

Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

Passive

10% of what we read
20% of what we hear
30% of what we see
50% of what we hear and see

Active

70% of what we say
90% of what we both say and do

Low-Risk/High-Yield Active Learning Strategies

1. Interactive Lecture
2. Think-Pair-Share
3. One Minute Papers
4. Discussions – large & small
5. Muddiest/Clearest Points
6. Concept Tests
7. Debates and Simulations
8. Peer Review
9. Info Lit Races
10. Case Studies, CBL, PBL
Tips for HIPs

• Connect with and involve your students
  – Make learning relevant to student goals.
    • When they have an opportunity to make decisions about what they learn and how, they become more invested and motivated in the learning experience.
    • Strategy: brainstorm learning objectives...and how to accomplish them.
More Tips

• Triangulate Collaboration
  – With faculty – UGR
  – With peers – writing, editing, presentation development. Also, small group discussions, PIE (Mazur – minute write/solution, peer discussion, why we’re tempted to be wrong, and why what’s wrong is wrong)
  – With community partners

• The Doyle Connection
  – CBL, PBL, Debates, Simulations
    • Don’t forget to think about the evidence of their learning!
# Action Plan

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References

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