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.
What are HIPs?
What makes them so HIP?

<table>
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<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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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>Make time for students</td>
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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](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...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we HEAR and SEE
- 70% of what we SAY
- 90% of what we both SAY and DO

Nature of Involvement

- Reading
- Verbal Receiving
- Hearing Words
- Looking at Pictures
- Watching a Movie
- Looking at an Exhibit
- Seeing It Done on Location
- Participating in a Discussion
- Giving a Talk
- Receiving / Participating
- Doing a Dramatic Presentation
- Simulating the Real Experience
- Doing the Real Thing

Active Learning Strategies

- Experiential Learning (site visits)
- Forum Theater
- Jigsaw Discussion
- Inquiry Learning
- Role playing
- Active Review Sessions (Games or Simulations)
- Interactive Lecture
- Brainstorming
- Case Studies
- Hands-on Technology
- Group Evaluations
- Peer Review
- Informal Groups
- Triad Groups
- Large Group Discussion
- Think-Pair-Share
- Writing (Minute Paper)
- Self-assessment

Mazur’s PIE

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O’Neal and Tammie Finden-Grouws, Center for Research on Learning and Teaching, University of Michigan

Active Learning and HIPS

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

Low-Risk/High-Yield HIPS
1. Critical Reflection Journals
2. DEAL
3. Peer Editing/Writing/Presenting
4. Simulations
5. Place-based learning
6. Portfolios
7. Digital Narratives/Storytelling
8. UGR
9. Engagement X3
10. Tech4Teaching+Learning
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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<th>Collaborators and Methods</th>
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References

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• http://nsse.indiana.edu/NSSE_2007_Annual_Report/index.cfm