

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?

High Impact Programs	Examples
First Year Seminars	Small; frequent interaction; emphasis on critical inquiry, writing, info literacy, even collaborative research.
Common Intellectual Experiences	Gen. Ed., common read, curricular and co-curricular (think, “application”).
Learning Communities	Linked courses, linked faculty, big question(s). The “co-” model.
Writing Intensive Classes	But also quantitative reasoning, communication. Different kinds of reasoning and writing.
Collaborative Assignments and Projects	Working and solving problems together. CBL, BPL, peer writing and editing.
Internships/Study Abroad	Direct exposure and experience. Must be learning-centered –an opportunity to do the one thing you can’t do in class.
Diversity/Global Learning	Evolve to D, I, and Equity Mindedness.
Service Learning/Community-Based Learning	Real-world connection, empathy, efficacy. Must be learning-centered.
Undergraduate Research	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.
Capstone Classes	Shift from capstone to culminating experience

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

What?	What are you currently doing?	Alternatives?
Engage students in their learning		
Employ a variety of active and collaborative learning techniques		
Set and maintain high expectations		
Clarify what students need to do in order to succeed		
Course objectives and students' abilities		
Build on/tie into student skill, knowledge, experience, talents		
Provide meaningful feedback		
Weave in diversity		
Make time for students		
Enhance and expect student accountability		

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>

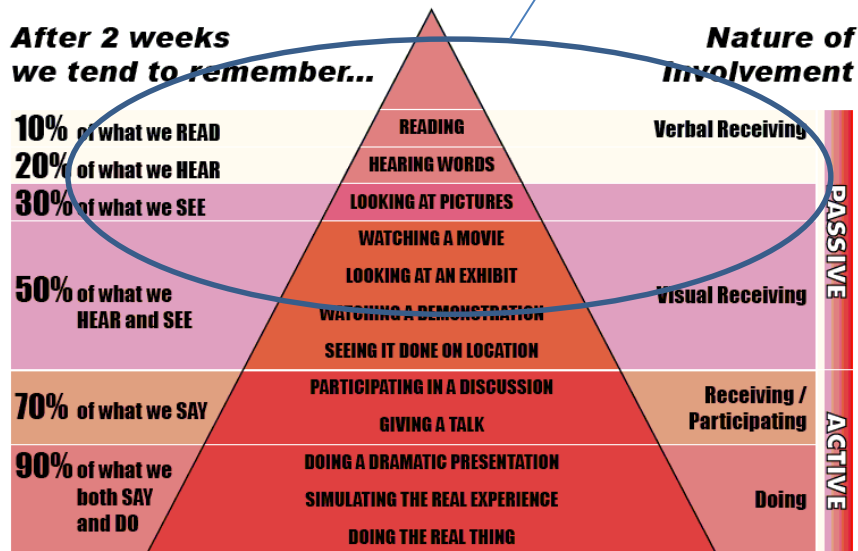
Enhancing Learning Through Engagement

A call...

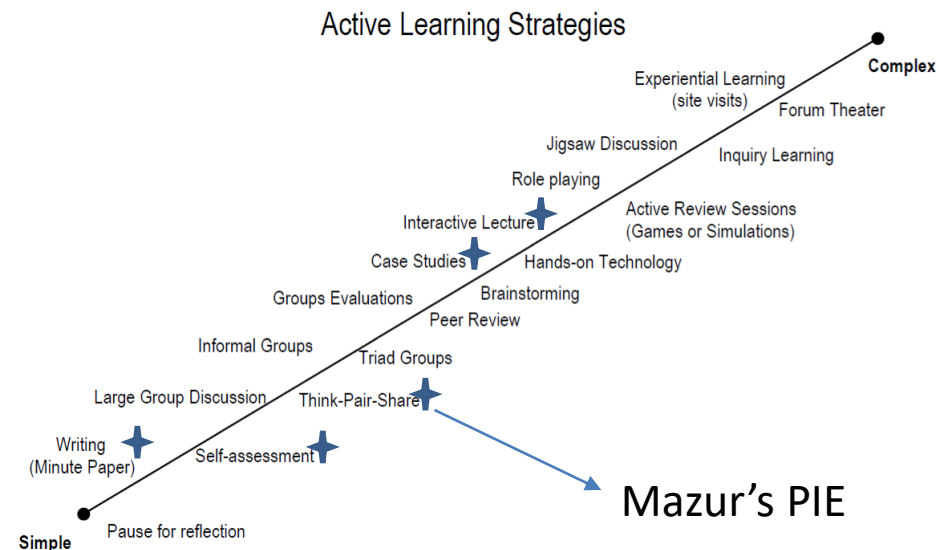
...and a response

Even passive learning is active learning!

Cone of Learning (Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.



Mazur's PIE

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

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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!

References

- <https://www.aacu.org/leap/hips>
- [http://nsse.indiana.edu/NSSE 2007 Annual Report/index.cfm](http://nsse.indiana.edu/NSSE_2007_Annual_Report/index.cfm)
- [http://nsse.indiana.edu/Institutional Report/High-Impact%20Practices.pdf](http://nsse.indiana.edu/Institutional_Report/High-Impact%20Practices.pdf)
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