High-Impact Learning and Teaching Practices

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"That's nice. What else have we learned at school?"

Employers are raising the bar

❖ 91% of employers say that they want "employees to *take on more responsibilities* and to *use a broader set of skills* than in the past"

❖ 90% of employers say their "employees are expected to *work harder to coordinate with other departments* than in the past."

❖ 88% of employers say "*the challenges employees face are more complex* than they were in the past."

❖ 88% of employers agree "to succeed in their companies, employees need *higher levels of learning and knowledge* than they did in the past"

Source: "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn" *(AAC&U and Hart Research Associates, 2018)*

The key word

INTENTIONALITY

Design and implementation fidelity
are essential

High-Impact Activities

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Inquiry & Creative Activity
- ★ Diversity/Global Learning
- ★ Service/Community-Based Learning
- ★ Internships, Clinicals, Field Placements
- ★ Capstone Courses and Projects
- ★ ePortfolio

Association of American Colleges and Universities

Why HIPs are important

➢ They are associated with **increased** persistence, completion and gains on a variety of desired outcomes

➢ They have *salutary effects* for students from historically underserved populations

➢ They shrink the psychological size of the institution and help foster a sense of belonging

➢ They require applied, hands-on, deep integrative learning

➢ Multiple HIPs have cumulative, additive effects

Features of high impact practices

✓ *Appropriately high expectations*

✓ *Substantial time and effort over an extended period*

✓ *Substantive interactions with faculty and peers*

✓ *Experiences with diversity*

✓ *Timely, frequent feedback*

✓ *Real-world applications that show relevance of learning*

✓ *Competence demonstrated publicly*

✓ *Reflection and integration of learning*

Ponder this

1. How can you enhance the impact of your work using HIPs or HIP-like features?

   - What would it take and what resources might you need?

2. How are high-impact practices (HIPs) being used now in courses and elsewhere at UNO?

   - How do you know they are "high impact?"

   - How many and which students are able to participate?

3. What would it take for every UNO student to be able to do a HIP-like activity early in their studies and one (or more) later in their major program?

4. And embed HIP-like features in more courses and other activities?

The rest of the story

➢ What matters to learning and personal development in college

➢ Why and how HIPs are important to student and institutional performance

➢ Anatomy of a HIPs-oriented course

➢ Priorities and closing thoughts

Key capabilities open the door for career success and earnings

"Irrespective of college major or institutional selectivity, what matters to career success is students' development of a *broad set of cross-cutting capacities…*"

Anthony Carnevale
Georgetown University
*Center on Education and the Workforce*

The major tasks

Prepare students to:

- *Reflect* ─ think about their thinking and experiences in and out of the classroom, on and off the campus

- *Apply* ─ transfer and use what one has learned in different settings that present novel challenges and opportunities

- *Integrate* ─ connect and grasp the relevance of what they are learning from different courses, out-of-class experiences, and life beyond the institution
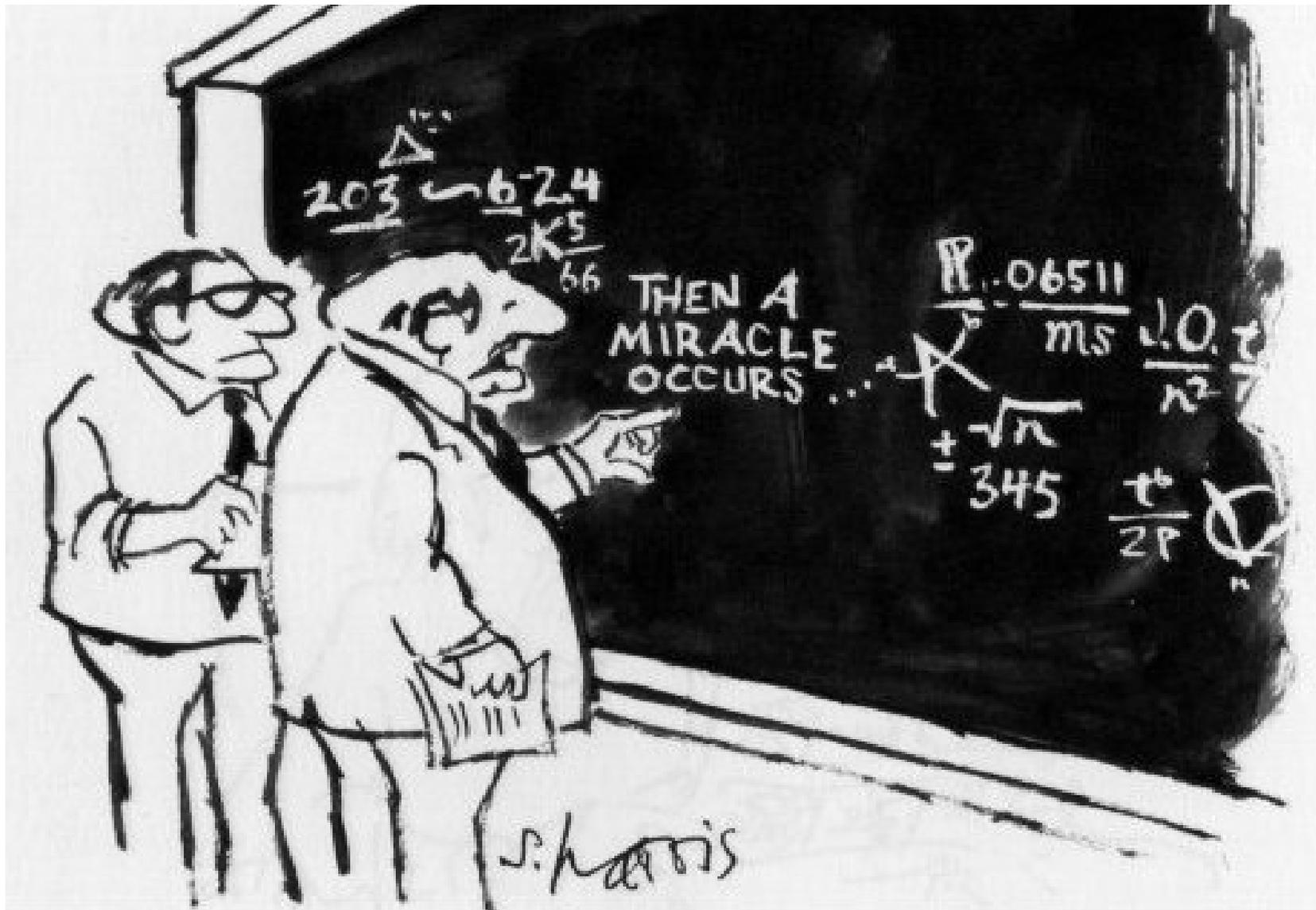
"I think you should be more explicit here in step two."

What *really* matters in college?
Student engagement
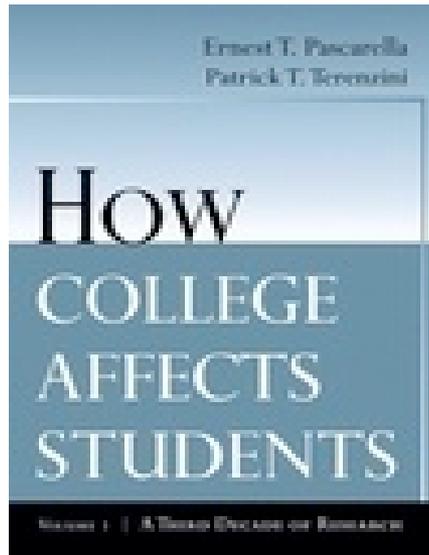
Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement (i.e., the time and effort students devote to educationally purposeful activities)

Pascarella & Terenzini, 2005, p. 602

It takes a whole campus
(maybe even a whole city)
*to educate a student*

Something else that
really matters in college

The greatest impact appears to stem from students' *total level* of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are *mutually reinforcing*…

Pascarella & Terenzini, 2005, p. 647
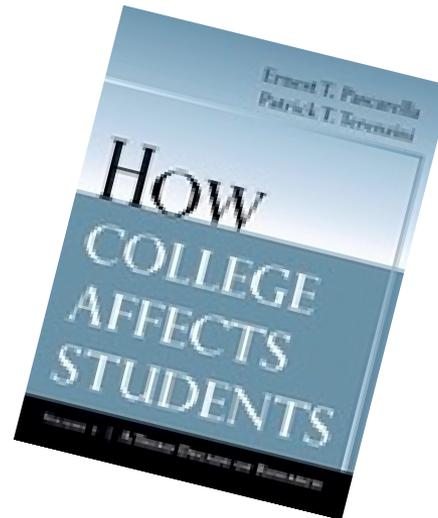
Rich harvest of learning
outside the classroom (OOC)

➢ Students spend 70% of waking hours OOC, often in company of peers, family members and co-workers.

➢ Educationally purposeful OOC experiences provide practice in using academic learning

➢ OOC experiences can help foster holistic student development including honing of dispositional attributes mentioned earlier

➢ There is mounting empirical evidence that participating in certain well designed educationally purposeful OOC activities benefit students in many desirable ways

Student engagement trifecta

➢ What students *do* -- time and effort devoted to educationally purposeful activities

➢ What institutions *do* -- using effective educational practices to induce students to do the right things

➢ Educationally effective institutions channel student energy toward *the right activities*

Good Practices in Undergraduate Education
(Chickering & Gamson, 1987;
Pascarella & Terenzini, 2005;
Mayhew et al., 2016)

✓   Student-faculty/staff contact

✓   Active learning

✓   Prompt feedback

✓   Time on task

✓   High expectations

✓   Respect for diverse learning styles

✓   Cooperation among students

Grades, persistence, student satisfaction, gains across a range of desired outcomes, and engagement go hand in hand

It's complicated (of course)

➢ *Many educational effects are "conditional"*

➢ *Some have unusually positive effects* – high-impact practices

High-Impact Activities

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The HIPs juggernaut
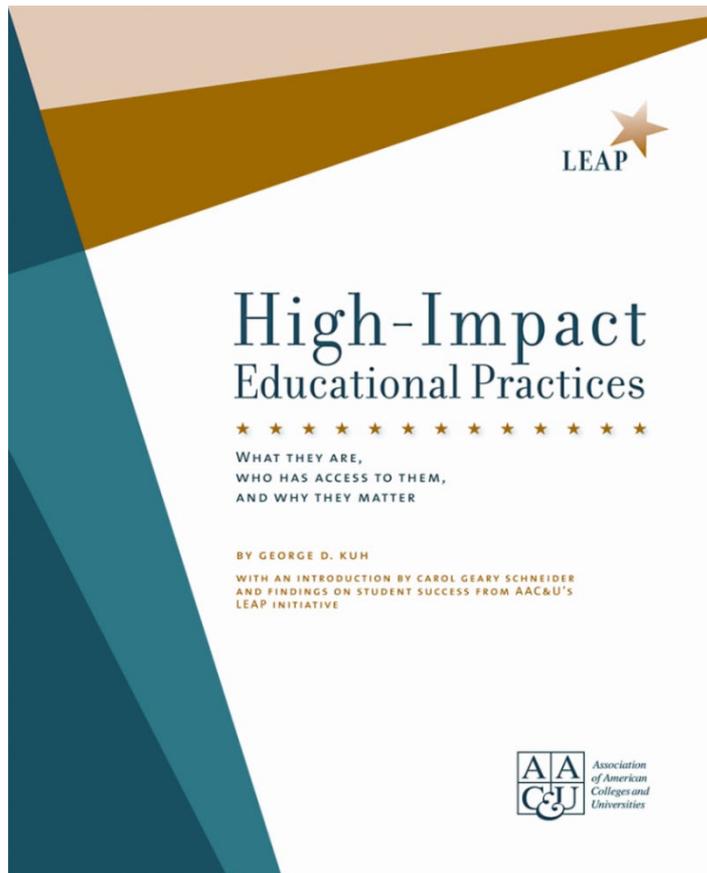
AAC&U HIPs resources
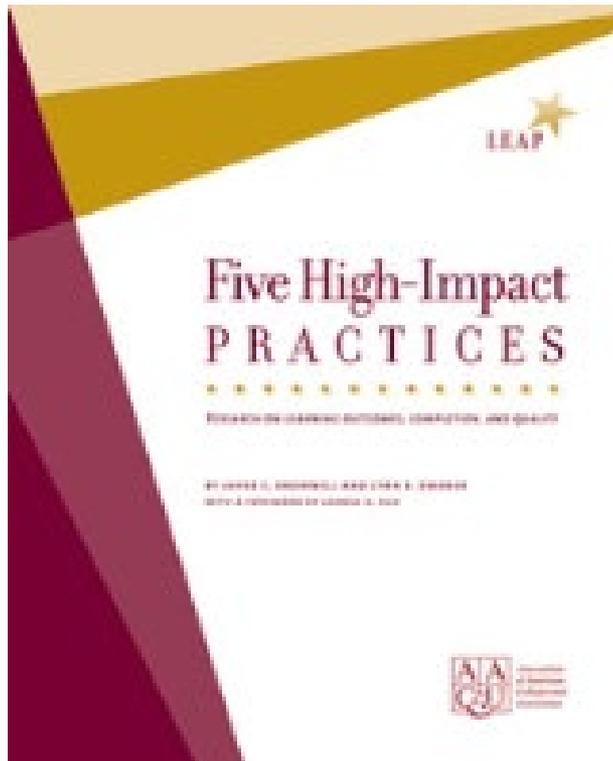
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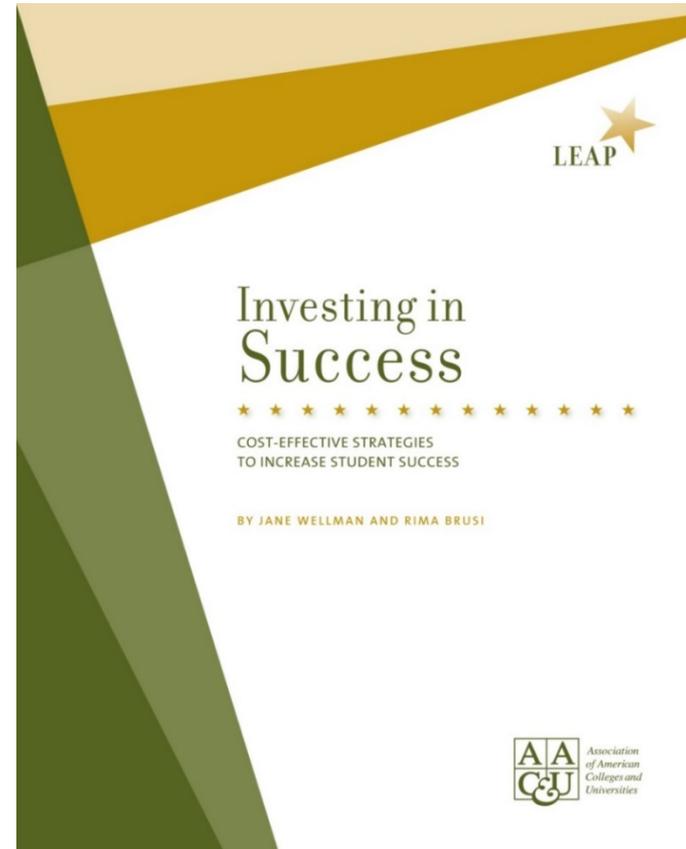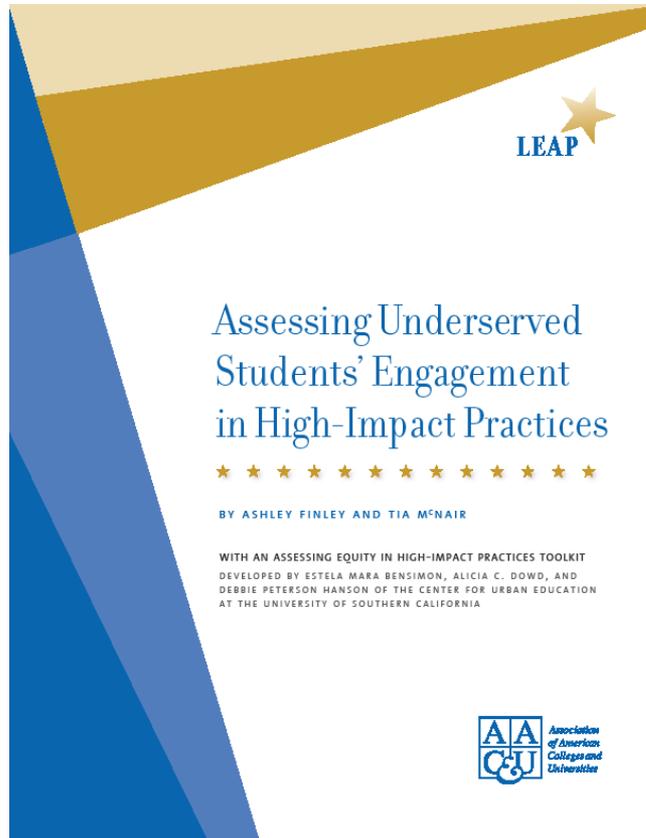
Assessing Underserved Students' Engagement in High-Impact Practices
BY ASHLEY FINLEY AND TIA MᶜNAIR
WITH AN ASSESSING EQUITY IN HIGH-IMPACT PRACTICES TOOLKIT
DEVELOPED BY ESTELA MARA BENSIMON, ALICIA C. DOWD, AND DEBBIE PETERSON HANSON OF THE CENTER FOR URBAN EDUCATION AT THE UNIVERSITY OF SOUTHERN CALIFORNIA

Investing in Success
COST-EFFECTIVE STRATEGIES TO INCREASE STUDENT SUCCESS
BY JANE WELLMAN AND RIMA BRUSI

Why HIPs are important

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➢ They require applied, hands-on, deep integrative learning

➢ Multiple HIPs have cumulative, additive effects

Undergraduate Research

WAIT -- there's more

HIPs participation is particularly promising for cultivating dispositional attributes essential for success during and after college.

- ❖ interpersonal competencies -- expressing information to others, interpreting others' messages and responding appropriately.

- ❖ intrapersonal competencies -- self-management, conscientiousness, flexibility, resilience

- ❖ neuro-cognitive competencies –crystallized and fluid intelligence

What Google managers prefer

- ❖ Generosity

- ❖ Curiosity

- ❖ Empathy

- ❖ Emotional intelligence

- ❖ Effective communication and listening skills

- ❖ Egalitarian sensibilities

- ❖ Collaborative problem solving

Recent graduates with applied and project-based learning experiences are preferred by employers

Would be MUCH More Likely to Hire Recent Grad with this Experience

	Business executives	Hiring managers	Much/ somewhat more likely
Internship/apprenticeship with a company or organization	52%	60%	93% / 94%
Project in community w/people from different backgrounds/cultures	29%	37%	72% / 83%
Multiple courses requiring significant writing assignments	29%	23%	82% / 72%
Research project done collaboratively with peers	28%	33%	81% / 81%
Advanced, comprehensive senior project (thesis, etc.)	28%	28%	80% / 76%
Service learning project with a community organization	24%	32%	71% / 78%
Study abroad program	18%	16%	54% / 47%

Fulfilling the American Dream: Liberal Education and the Future of Work/2018 Employers Survey ♦ May-June 2018 ♦ Hart Research for AAC&U

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Anatomy of a HIPs-oriented course

1. Adopt a "classroom as the locus of community" mindset

2. Integrate backward design and universal design principles

3. Select the appropriate HIP(s) and/or HIP features to emphasize

4. Incorporate additional effective educational practices

Anatomy of a HIPs-oriented course

1. Adopt a "classroom as the locus of community" mindset

   a) Invite students to help shape course guidelines (e.g., reciprocal expectations, personal interests)

   b) Structure ways for students to spend time with classmates (online, inside and outside of class) and connect in meaningful ways with positive role models (peers, tutors, staff, others).

Anatomy of a HIPs-oriented course

2. Combine *backward design* and universal design principles:
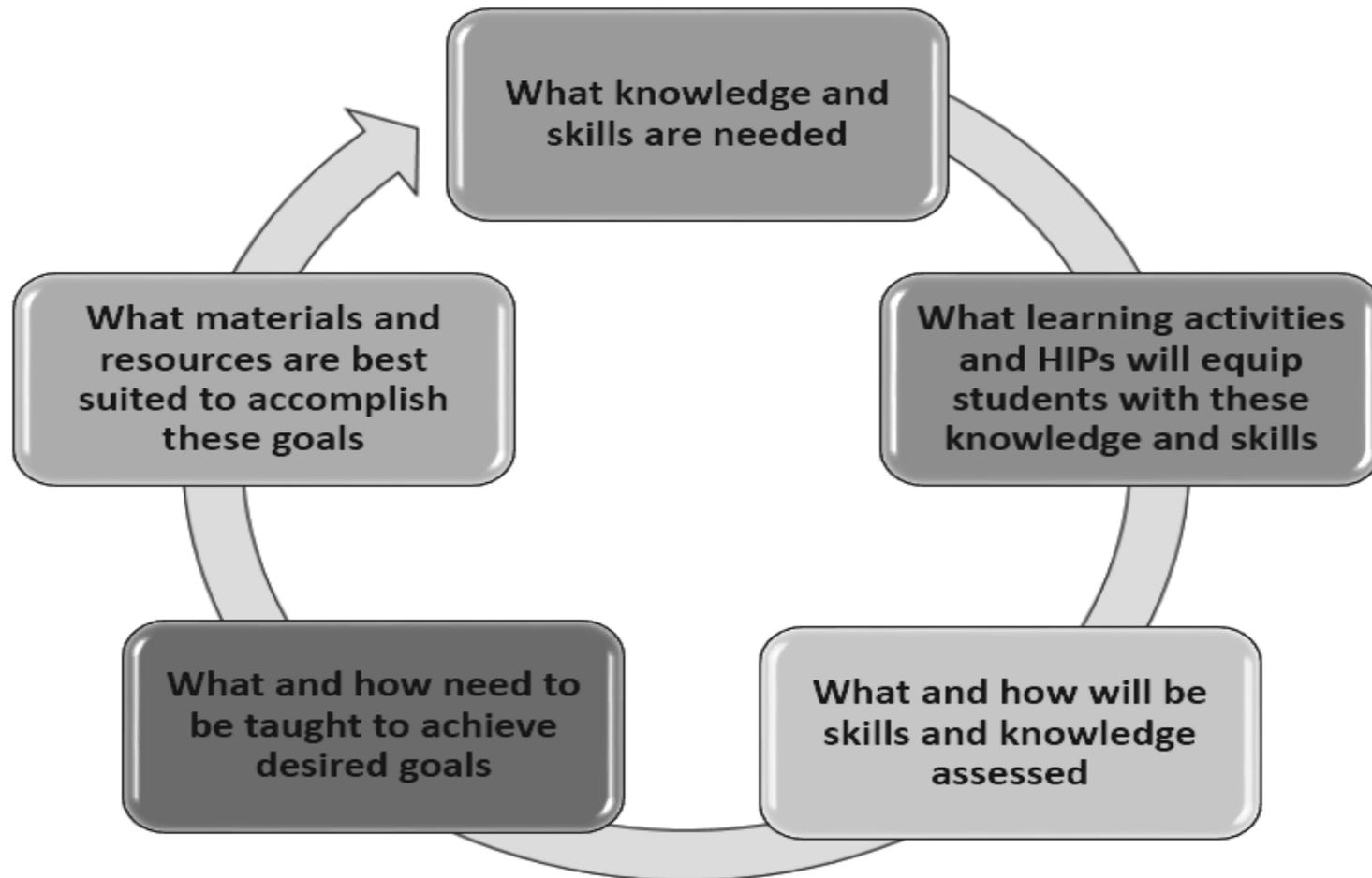
Anatomy of a HIPs-oriented course

2. Combine backward design and universal design principles:

✓ *Start with the ends in mind*: Determine course learning outcomes to be addressed and assessed aligned with program and institutional learning goals

✓ Design assignments that induce students to demonstrate what they have learned and can do.

3. Find x.

3. Find x.

3 cm

4 cm
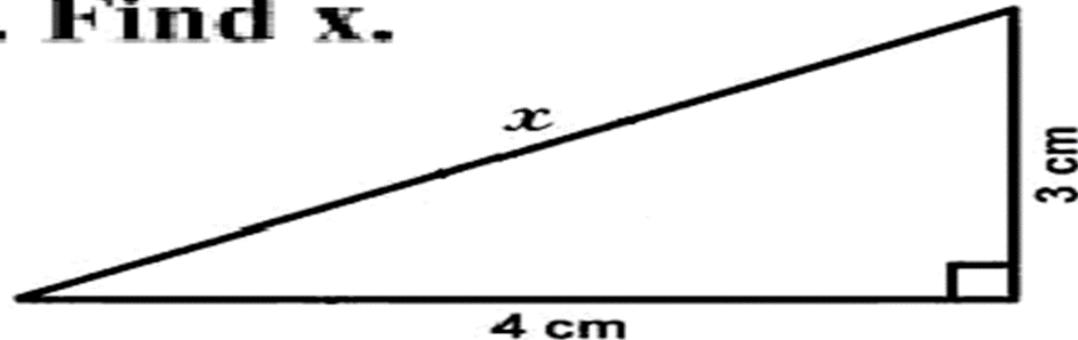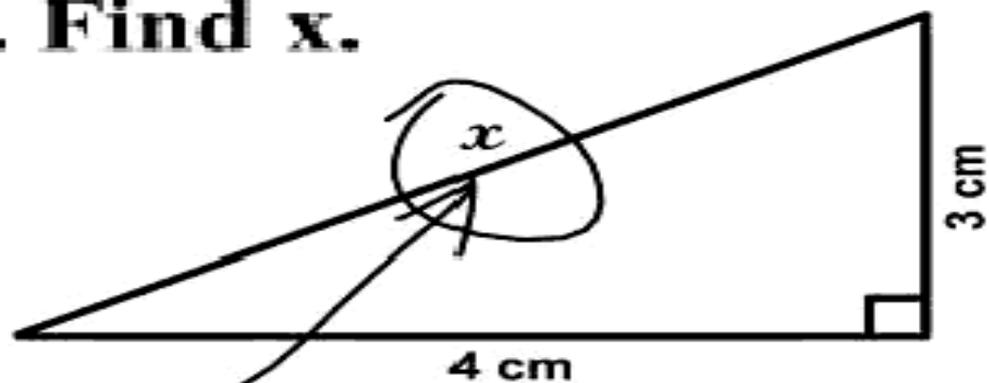
Here it is

Why focus on assignments?

The best evidence of whether students have attained the desired proficiencies is their performance on assignments specifically crafted to elicit those behaviors. Too often, assignments are not intentionally designed to require students to demonstrate one or more intended outcomes nor are the assigned tasks across a program of study aligned to insure students acquire the promised body of knowledge and skills.

**National Institute for
Learning Outcomes Assessment**
Making Learning Outcomes Usable & Transparent

Assignment library and tool kits

❖ 85+ assignments aligned with essential proficiencies

❖ Revised and improved with feedback

❖ Contributed by faculty from a wide range of fields and institutional types

❖ Online, indexed, and searchable

❖ With a scholarly citation

❖ Stimulates and supports good assignment work

www.assignmentlibrary.org
www.learningoutcomesassessment.org/assignmenttoolkit.html

Anatomy of a HIPs-oriented course

2. Combine backward design and *universal design* principles:

 a. *Equitable use*. The course design is relevant and marketable to people with diverse abilities.

 b. *Flexibility*. The course design accommodates a wide range of individual preferences and abilities.

 c. *Simple and intuitive*. The course design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

 d. *Perceptible information*. The course design communicates effectively necessary information to students.

 e. *Tolerance for error*. The course design minimizes the adverse consequences of accidental or unintended actions.

Anatomy of a HIPs-oriented course

2. Combine backward design and universal design principles:

✓ Evaluate the relationships between learning and teaching practices and:

- course completion

- success in subsequent courses

- persistence

- degree/certificate completion

- transfer success

- employment/employer evaluations

Anatomy of a HIPs-oriented course

3. Select the HIP(s) appropriate for the course objectives

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LEAP

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Anatomy of a HIPs-oriented course

4. Bundle effective educational practices

   a. Use engaging pedagogies:

   - Classroom organization
   - Early and continuing assignments requiring reflection and integration coupled with feedback
   - Use of peer preceptors/mentors
   - One minute papers (variations)
   - Small group problem sets
   - Case studies
   - Debates
   - Simulations

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b. Incorporate HIP features

Features of high impact practices

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- ✓ ***Reflection and integration of learning***

PROF. STEVE MUMFORD, PUBLIC ADMIN.

- **TEACHING CASES**
  - Public management cases/memos
  - Online courses in nonprofit management (4000/5000)

- **Challenges/Opportunities:**
  - Student preparedness/discussion
  - Difficult to find local cases
  - Limited case information
  - Guest speakers

- **SERVICE LEARNING**
  - Course-length project: program evaluations with local nonprofits
  - MPA Capstones with clients

- **Challenges/Opportunities:**
  - Clear expectations for all parties
  - Academic timeline
  - Group projects
  - Lot of coordination needed

LOW TOUCH ← → HIGH TOUCH

Priorities

➢ Marshal interest and support for HIPs (e.g., HIPs faculty/staff interest groups; student focus groups; newsletter blurbs, presentations to faculty and student organizations, and alumni)

➢ Determine how HIPs can be modified for online use

➢ Gather and report data on benefits of HIP participation

➢ Key "implementation with integrity" (Bryk, 2016) questions:

(a) "What do we need to do to get this HIP to work well at UNO?

(b) How well is this HIP working *for whom* under *what circumstances*?

Priorities

➢ Employ intrusive advising to convert opportunity into equity-sensitive *participation* by more students

  ✓ *Fewer 1st gen students*

  ✓ *Fewer students of color*

  ✓ *Fewer part-time students*
  ✓ *Fewer older students*

➢ Require HIPs participation for degree completion

➢ Keep in mind – not every faculty member has to be involved in a HIP

Beware of the "implementation dip"

It's not all about HIPs:
Make mandatory other effective practices

➢ Require embedded ongoing orientation

➢ Stop late registration

➢ Math refresher before placement test

➢ Reduce D/W/F rates

➢ Deploy *effective* early warning systems

➢ Scale up Supplemental Instruction, peer tutoring and mentoring

➢ Increase the number of theme-based student residences

➢ Communicate with students' family members

Ponder this

1. How can you enhance the impact of your course(s) with HIPs or HIP-like features?

    - What would it take and what resources might you need?

2. How are high-impact practices (HIPs) being used now in courses at UNO?

    - How do you know they are "high impact?"

    - How many and which students are able to participate?

3. What would it take for every UNO student to be able to do a HIP-like activity in their first 2-3 courses and one more later in their major program of study?

4. And embed HIP-like features in more courses?

More To Ponder

✓ What are the incentives and barriers to effectively implement HIP-like activities at UNO?

✓ What kinds of faculty and staff development activities are needed to do HIPs and other forms of experiential learning *well* here?

✓ MOST IMPORTANT: What will we have to *stop doing* to effectively implement high quality HIPS and HIP-like features in your work with students and more broadly across UNO?

"The things we have to learn before we do them, we learn by doing them."

Aristotle, *Nicomachean Ethics*

Questions
&
Discussion
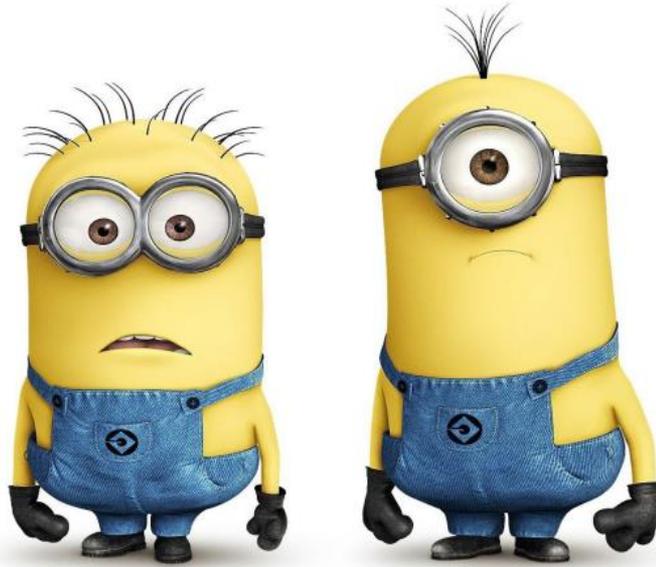
May you live in interesting times