

Making Practices High Impact by Embedding the 8 Key Elements



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Purpose

- ▶ To unlock the 8 Key Elements of the High Impact Practices through examples of successful HIPS courses
- ▶ To explore how applying the Elements can enrich courses with one or more HIP(s)
- ▶ To describe some possibilities for your learning community.

Workshop overview

(A) HIPS key docs—2008, '13, '17.

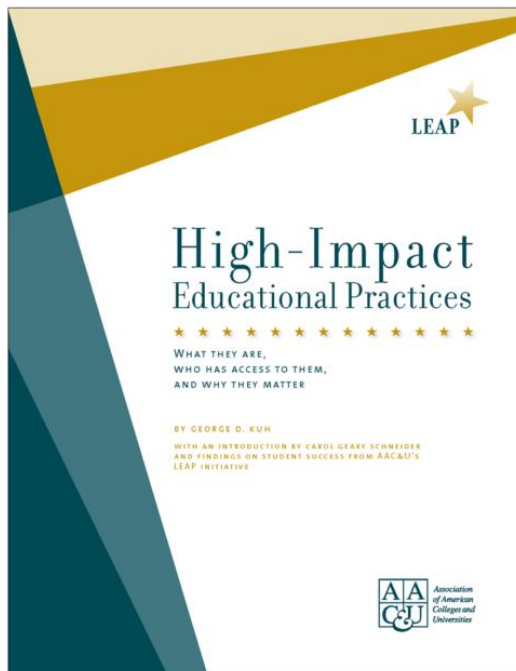
(B) The 11 HIPS, especially those used primarily by individual faculty. Examples from successful courses.

(C) Going deeper with 8 Key Elements

(D) Conclusions, enriching every HIP and considerations for leading an FLC

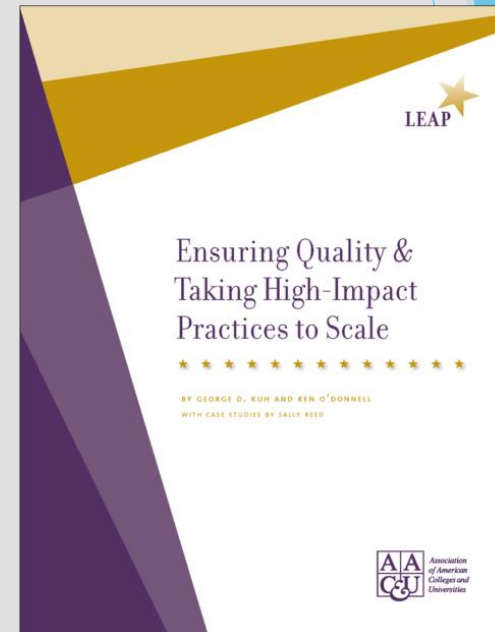
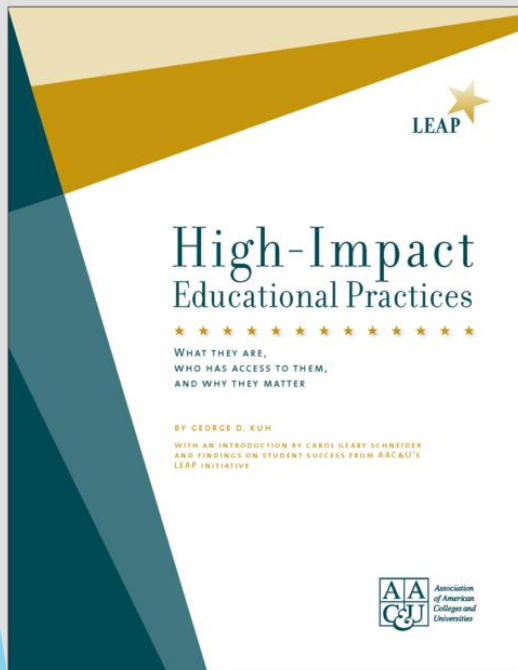
George D. Kuh

- Founding Director of NSSE and advocate for student engagement as predictor of success.
- Identified initial HIPs that impacted learning; argued they should become the norm.
- Developed common 'conditions' running through these practices



Exercise: Why 11 High Impact Practices

- Why 11?
- Can every strategy be a HIP?
- Room for a 12th?



George Kuh (2008): HIPS: What They Are, Who has Access to Them, and Why They Matter

1 Gathered data on six educational activities and posited that they (and four more) led to greater learning, retention, success than had been seen before. Later e-portfolio was to become the 11th HIP.

2 The data showed everyone benefited from these activities or practices, but some students benefited even more.

3 He connected pedagogical practices, curricular and co-curricular practices to the Essential Learning Outcomes.

George Kuh and Ken O'Donnell (2013): Ensuring Quality and Taking High Impact Practices to Scale

1. Focused on how institutional/system resources can substantially add to HIPS quality. (eg, Having a Service Learning office as does University of Georgia, an office with a national rep).
2. Multiple case studies provided key insights about quality and resources. Elon University is one case in point.
3. The key standard for quality has been the emergence of the 8 Key Elements. Kuh identified these as 'recurring conditions' at first.
4. The meaning of each Element depends on the context, the course, and conversation with colleagues and students, too.

Kuh, O'Donnell, & Carol G. Schneider (2017): 'HIPS at Ten'

1. Kuh first used the phrase 'high impact practices' in his essay introducing the NSSE Report.
2. Finding: 'Student participation in one or more HIPS is associated with a range of positive outcomes' (9).
3. As of 2017, access to HIPS experiences remains limited.
4. For institutions to change the faculty reward system, the fiscal benefit of increased graduation rates, among other benefits, must be shown. (my note: progress is slow but programs like MLS are doing the hard work).

Updates: O'Donnell, the NSSE (2024), and a snapshot

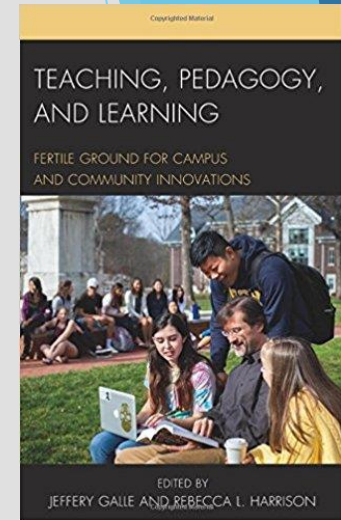
1. See [Kinzie and O'Donnell update](#) about student outcomes cutting across vertical institutional silos.
2. From 2006 up through today, the High Impact Practices have continued to spread, be researched in terms of impact on student learning, and traditional measures of RPG. See the annotated bibliographies offered on the Resource page.

- ▶ First Year Seminars
- ▶ Common Intellectual Experiences
- ▶ Learning Communities
- ▶ Writing-Intensive courses
- ▶ Collaborative assns/proj
- ▶ Undergraduate Research
- ▶ Global Learning
- ▶ Service Learning
- ▶ Internships
- ▶ Capstone and Projects
- ▶ ePortfolios

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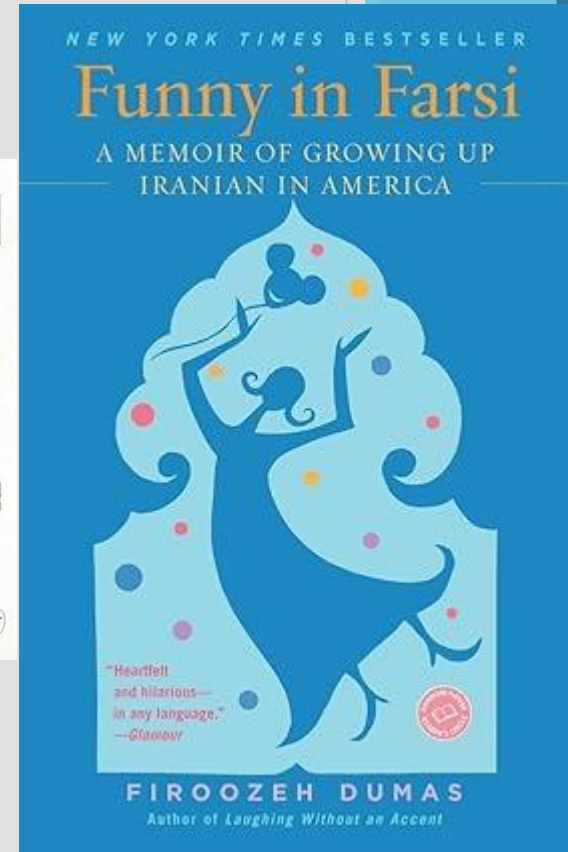
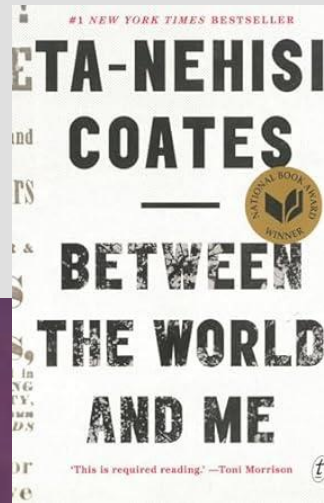
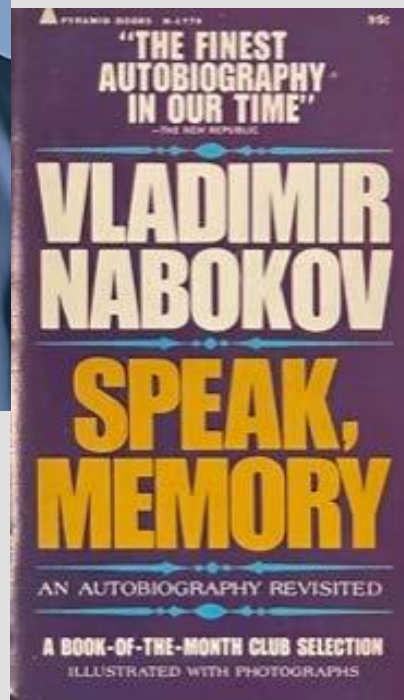
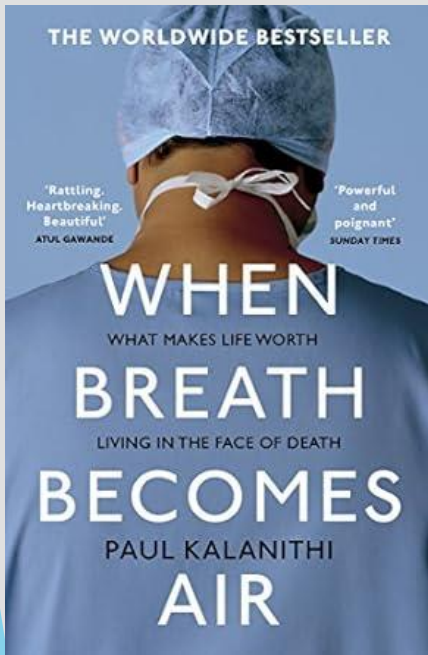
Growth of HIPs in My Courses

- ▶ ULM, 2003 Northeast LA Veterans Home interviews
- ▶ Emory, 2008, 1st yr Writing, Senior Citizens essays
- ▶ Emory, 2010, Memoir (content changes, SL same)
- ▶ Emory, 2014, What is Tragedy?
- ▶ Emory, 2015, Issues involving the Canon
- ▶ Emory, 2017, Seminar on Place



Content, lives told in a variety of books

- ▶ 4 books per course x 2 per year x 10 years



Course activities

- ▶ In class: student led facilitation, quizzes, student conferences on multiple drafts of each essay. Last essay is a required Reflection Essay
- ▶ Service-Learning project: partner varied but the focus is to apply course content to different contexts to produce an essay on a key experience in the life of the interviewee.
- ▶ All courses are Writing Intensive and many involve key disciplinary issues/questions, so could be Undergraduate Research.
- ▶ A research project and presentation: from the class-generated list of Life Writing Issues or from the Service-Learning experience

Course outcomes

- ▶ Critical reading and analysis
- ▶ Writing short and long analytical papers and the research paper
- ▶ Conducting class discussion
- ▶ Interviewing, notetaking, transcription, and production of manuscript
- ▶ A final reflective essay that captures decisions, tensions, and outcomes of the content and the service learning.

Career Ready Competencies (NACE)	High Impact Practices, Essential Learning Outcomes (ELOs)	Outcomes of the Memoir Course
Critical Thinking/Problem Solving	Critical & Creative Thinking	Critical & Creative Thinking
Oral/Written Communications	Written and Oral Communication	Written and Oral Communication
Team Work / Collaboration	Teamwork and problem solving	Teamwork and problem solving
Digital Technology	Information Literacy	
Leadership	Civic knowledge and Civic Engagement	
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency	Intercultural competence	Intercultural competence
	Inquiry and analysis	Inquiry and analysis
	Quantitative Literacy	
	Ethical Reasoning	Ethical Reasoning

HIPS Across the Institution

- ▶ Work-based INTERNSHIP programs in Business, 2-yr schools, and others in many cases can mirror the outcomes of other HIPS.
- ▶ In biology, college students with school students take water samples from area streams, analyze them, and present results.
- ▶ In sociology, college students create and administer survey of inmates completing GED versus those who do not over a three-year span as a part of their social survey stat class.
- ▶ In political science, college students facilitate a debate program as part of a rhetoric of politics course.
- ▶ In art, college students administer a creativity program to cancer patients as part of a course on the healing arts.
- ▶ In history, college students participate in a book project on the history.

Considerations

- ▶ T and P policy of Oxford College supports this kind of work
- ▶ Emory's Oxford College prided itself on high teaching quality and student engagement
- ▶ Our 2015 book *How to be a HIP Campus* demonstrates the commitment to student learning through many strategies, including the High Impact Practices
- ▶ Emory University's many colleges deeply valued excellence in teaching; hence, many Emory College faculty participated in and led the two-day sessions of the institute my office created to support and spread pedagogical expertise.

Toward a Process for HIP Growth

1. Begin with course and course content
2. See the HIP practice that connects well with the forms and content of the course.
3. Availability of community partner or entity that makes the application of course content to real world application much simpler.
4. Note: favor the instances when students are 'doing the discipline.'
5. With or without significant institutional structures, resources, or framework, the HIPS can grow in many ways.
6. Faculty ingenuity and creativity play a greater role than we think.

epiphany

As important as the class activities and the course HIP, underlying 'Elements' also fostered learning.

The 8 Key Elements

- ▶ Appropriately high performance expectations
- ▶ Significant investment of time and effort
- ▶ Interactions with faculty and peers about substantive matters
- ▶ Experiences of difference and the unfamiliar
- ▶ Feedback, constructive and timely
- ▶ Periodic, structure opportunities to reflect and integrate learning
- ▶ Opportunities to discover relevance of learning with real world applications
- ▶ Public demonstration of competence.

Exercise: Application of One Element

- ▶ Please select one or more of the 8 Key Elements, particularly ones that present difficulties.
- ▶ Reflect, scribble, or however you brainstorm: 2-3 minutes, this topic: How will/would this ELEMENT appear IN MY COURSE(S)? What are the questions and issues you will face in the integration?
- ▶ Discuss with one or more colleagues in the table group.

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Exercise: Unlocking the Key Elements

1. Expectations: challenge beyond criteria set by placement scores
 2. Time & Effort: a multiple part assignment
 3. Interactions: context like speaker/Q&A
 4. Unfamiliar others: meet and interact w others different background
 5. Feedback: multiple stage w feedback that takes student to next draft
 6. Structured reflection: assn drawing on other courses, integrate
 7. Real-world application: time to integrate external setting and courses
 8. Public demo: spectrum of presentations and audiences
- ▶ What does each element really mean in terms of courses, students, and your aspirations for your students to learn?
 - ▶ What are the underlying tensions, opportunities for faculty?

Conclusions: HIPS Work

- ▶ Kuh, O'Donnell, Schneider studies and summaries provide history, impact, and proliferation of the High Impact Practices. See annotated bibliography for much more.
- ▶ General recommendation now is every student should have at least 2 HIPS in the first year. (It's 5 at Georgia College in curriculum).
- ▶ Results include scaling up particular HIPS like Service Learning from individual faculty, to institutions, to entire systems of higher education.
- ▶ Other pedagogies in different contexts, say Work-Based Learning, are taking on specific HIPS, even without knowing the resources that are available. So Internships could be enriched with 8 Key E
- ▶ The Meauxmentum Learning Scholars are in a strategic place with the HIPS, the 8 Key Elements, a number of guide books, and studies to employ.
- ▶ **COURSE CONTENT + HIP + 8 ELEMENTS = DEEP LEARNING**

Possibilities: MLS Community

- ▶ Explore individual HIPs to add to an existing course.
- ▶ Discuss course redesign and then add a HIP
- ▶ Consider the 8 Key Elements for possible activities, new depth.
- ▶ Select one of the 8 Key Elements, like Feedback, and develop course feedback activities based on the addition of this Element.
- ▶ Where applicable, modify assignments, including research project, to include a public demonstration of competence.
- ▶ With proper approvals, work to develop institutional partnership for future HIPs courses.
- ▶ Would it be possible to join individual course(s) to an existing program at the institution?

Sample Resources

Annotated Bibliographies of Research Studies

[HIGH-IMPACT PRACTICES: EVIDENCE & OUTCOMES](#) (2019)

[HIPS IN PRACTICE - IN THE CLASSROOM](#) (2019)

Kuh, George, et al (2008). *High Impact Practices: What They Are, Who has Access to Them, and Why They are Important* (AACU).

Kuh, George, et al (2013). *Ensuring Quality and Taking High Impact Practices to Scale*. (AACU).

Rogers, Satu and Jeff Galle (2015). *How to Make Your Campus a 'HIP' Campus*. Rowman and Littlefield Publishers.

Good weather helps, too

Class discussion on a spring day

