Chancellor's Teaching Scholar
Faculty Learning Community
Facilitator: Steven Brown

Focuses:
- TILTing our classes
- Applying TILT within our small teaching experimentation
- TILTing exams
- TILTing first day of class
- TILTing high impact practices (HIPs)

Our community focused on Transparency in Learning and Teaching (TILT) through Small Teaching and HIPs. For our first session, we discussed the concept of TILT. I did my best to accommodate everyone's teaching schedules and availability. This was difficult, and I know that a few people were not able to participate, given the scheduled time, but I did my best with the schedules I had to work with and tried to accommodate the largest number of potential participants, without preference. Our meeting schedule for the semester was as follows:

Met in GGC Dining Hall:
- Meeting 1: Tuesday, Feb 18th, 12:30 pm - 1:45 pm - Topic: Understanding TILT
- Meeting 2: Tuesday, March 3rd, 12:30 pm - 1:45 pm - Topic: Using Small Teaching experimentation to innovated our TILTed classes

Met online using Microsoft Teams:
- Meeting 3: Tuesday, April 7th, 12:30 pm - 1:45 pm - Topic: Using High-Impact Practices to Improve TILTed teaching; Distance Learning
- Meeting 4: Tuesday, Apr 14th, 12:30 pm - 1:45 pm - Topic: Designing TILTed courses; Distance Learning
- Meeting 5: Tuesday, Apr 21st, 12:30 pm - 1:45 pm - Topic: Distance Learning
- Meeting 6: Tuesday, Apr 28th, 12:30 pm - 1:45 pm - Topic: Distance Learning

Rather than have specific reading for our first session, to set the tone and foundation, we examined the concept of TILT. Here (https://tilthighered.com/tiltexamplesandresources) is a collection of resources that you can peruse and use to gain more knowledge on the subject. The webpage includes an auto-play audio file explaining TILT that provides some great basic information, (though I found the auto-play annoying.) In addition, I encouraged the participants to sign up for using one of their course sections as part of an experiment in TILT conducted by TILT Higher Ed founder, Mary-Ann Winkelmes, at Brandeis University's Center for Teaching and Learning (https://tilthighered.com/abouttilt). In preparation, I provided the following links that I found especially helpful:
- Transparent Assignment Template (https://www.unlv.edu/sites/default/files/page_files/27/TILT-FacultyTransparentAssgntTemplate.pdf)
- DRAFT Checklist for Designing a Transparent Assignment (https://www.unlv.edu/sites/default/files/page_files/27/Provost-DRAFT-Checklist-for-Designing-a-Transparent-Assignment.pdf)
- Season 3-Episode 7: Going Full TILT: Supporting Learner Success Through Intentional Transparency (https://soundcloud.com/ibd_podcast/season-03-episode-07-going-full-tilt-supporting-learner-success-through-intentional-transparency)
- How Transparency Improves Learning(http://maateachingtidbits.blogspot.com/2017/10/how-transparency-improves-learning.html)

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Chancellor's Teaching Scholar
Steven Brown Facilitator

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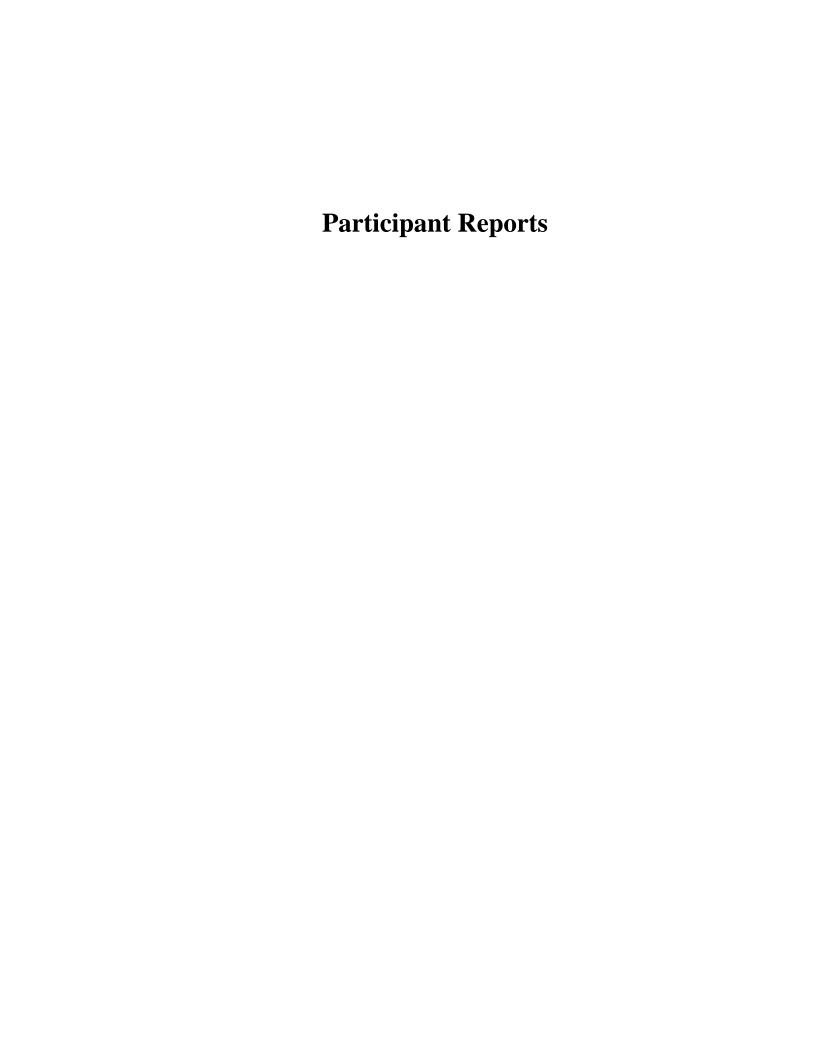*Email Address:* mschilpz@ggc.edu

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Participant Reports

Steven Brown:
Applying Concepts from the FLC:

Our learning community originally started out as focused on TILT, but it grew over the course of time. We eventually changed the focus to distance learning once we were in lockdown. I personally benefitted from both the in-person FLC gatherings and discussions of TILTing our classes, HIPS, and Small Teaching experimentation in our classes.

For my class, one of the things I did was that I TILTed my assignments once online, by trying to provide more reasoning into why we were doing things.

I have included an example of what I TILTed in my class below:

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EXAMPLE 1 – TILTING AN ASSIGNMENT FOR DISTANCE LEARNING

From: Steven Brown <sbrown77@ggc.edu>
Date: Monday, April 27, 2020 at 5:57 PM
Subject: MGMT 4350 - FAQ Clarifications Concerning the Personal Development Plan

Hi folks,

There has been some confusion about the Reflected Best Self assignment, Part 3 of the Personal Development Plan (PDP). I've heard from a few folks about it and understand that it may not be very clear, so let me provide an overview and if you have any questions, then please reach out and let me know.

For the Reflected Best Self, there are three documents posted.
- *Personal Development Plan - Part 3A of 4 - Instructions for the Reflected Best Self*
- *Personal Development Plan - Part 3B of 4 - Sample Introduction and Questions for Assignment 3*
- *Personal Development Plan - Part 3C of 4 - Reflected Best Self Workbook and Instructions*

Okay, so the instructions *(Part 3A of 4 - Instructions for the Reflected Best Self)* just spell out that you need to reach out to 15-20 people (5 minimum) you know to ask them about yourself. It idea is to find out how other people see you. What do they see as your strengths? What are your strongest personality traits? What are the types of activities in which you seem to excel?

The goal is to get an idea of how other people see you, because we often think we know, but unless we ask, we are just making assumptions. You can ask people whatever you want, but I've provided a list of questions to help you with things *(Part 3B of 4 - Sample Introduction and Questions for Assignment 3)*. You can still ask whatever you like – feel free to make up your own questions – and, if someone gives you an answer and you want to dig deeper, you can ask follow up questions. Notice that there are no negative questions, such as: "What are my worst traits?" or "What am I bad at?" because people are more comfortable telling you good things. But you can identify areas you can improve based on what people DON'T say. If no one says you are funny, odds are, you aren't that funny. If no one says you are brave, odds are, you aren't brave. And so forth . . .

So, you can ask people these questions in person (social distance!), on social media, or by phone or video conferencing. You can email the questions and have them send the answers back in an email. Whatever you do is up to you.

Once you have received information from at least 5 people, 10-15 is best. Then take everything they have given you and look through it all to identify things that are unique to specific relationships, meaning only that one person sees you in a particular way. Most importantly, identify qualities that two or more people see in you. The more that people mention a quality, the more likely it is a strong aspect of who you are and how people perceive you.

Write up, in your own words, a summary of your findings. For example, you can write a few paragraphs and say things based on what they tell you like:

"My parents think I take the initiative, I am confident, and I am loyal to my family, but they did not mention that I am kind, or funny, or supportive of my siblings, which I thought they would mention. Maybe those things don't stand out about me as much as I thought.

"My friends that I've had for a long time see a lot of the same qualities as my family, but they think I am funny, so maybe when I am in the role of a son, I pull back on trying to make people laugh. They don't think I am a kind person either, because none of them mentioned it. Only one of them thinks I am loyal, but he's my best friend, so maybe it takes a while to earn my loyalty or at least perceive it. My friends also point out that I am really good when it comes to solving problems. Sometimes they ask me for advice with their own problems.

"My boss also mentioned this, and it is something that I could work on to make me stand out more at work."

So, this summary write up can be any length, depending on how much information you gain, but should be at least enough for a page or so, single-spaced 12 pt. TimesNewRoman.

Once you have this summary, you can complete the workbook *(Part 3C of 4 - Reflected Best Self Workbook and Instructions).* If you want, you can read the introduction in the workbook, which gives you a better explanation of the usefulness and purpose of the assignment. The summary you write up is actually Activity 1 in the workbook, as seen below, so you have just completed Activity 1 and need to complete Activities 2-5.

For Activities 2-5, you do not actually have to fill out the workbook, you can provide short answers for each activity that needs attention in the same Word document a your summary about yourself (Activity 1). Just label them Activity 2, Activity 4, and Activity 5. There is no minimum or maximum page requirement for your answer. This is all about self-reflection, not meeting some arbitrary checkbox.

- *Activity 2 (You Need to Complete This Activity):* **Analyze Data and List Enablers and Blockers:** Make a list with descriptions for both enablers and blockers.

- *Activity 3 (You Have Already Done in Part 2 of the Personal Development Plan, No Need to Complete):* **Personal Vision Statement:** You have already done this in Part 2, so you can skip over it.
- *Activity 4 (You Still Need to Complete This Activity):* **Identify Contribution Gaps**: Completing this will help you prepare to complete Part 4 of the Personal Development Plan, SMART Goals. Write a paragraph or two for this.
- *Activity 5 (You Still Need to Complete This Activity):* **My Personal Development Agenda and Action Plan**: This is the gap between Part 3 and Part 4, SMART Goals. This activity may require more time and attention, but it will help you in developing Part 4: SMART Goals, which should be much easier, because you are doing all of the self-reflection, self-analysis, ideation, and planning in this activity.

You can structure your answers and write them up however you please. I am looking to see if you really did the work of self-reflection and that you communicate that to me. How you do it is up to you. Once you have completed all of these activities, you can move on to Part 4, SMART Goals, which you will likely be coming up with as you complete Activities 4 and 5 in Part 3.

Put all of your Personal Development Plan into a single Word Document. **Part 1** (Eulogies & Legacy), **Part 2** (Core values, personal mission statement, how you will apply your values and mission within your life roles), **Part 3** (Reflected best-self summary, enablers and blockers to self-improvement, contribution gaps representing where you are vs. where you want to be – taking into account what you said in Parts 1 & 2 as well as what you've written in Part 3; and your agenda & action plan, and **Part 4** (SMART goals) based on everything you have reflected on about yourself in Parts 1-3.

The goal of this entire Personal Development Plan process is to give you the experience of structured self-reflection, which you can do throughout the rest of your life when you start to feel like you have lost your way, aren't at your best, or need something better or new in your life. You don't have to write it out, you can do it in your head, just thinking things through in a structured way, though journaling and note taking helps. This PDP process is meant to be a leadership development skill to add to your tool box for self-improvement and self-leadership.

Everything is due by May 4th, midnight, in the Dropbox.

Let me know if you have any additional questions.

I hope you and your loved ones are all safe and well!

Best regards,

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EXAMPLE 2 – TILTING AN ASSIGNMENT FOR DISTANCE LEARNING

For my "LeadRight" business ethics and leadership learning community that I co-teach with Dr. Douglas Johnson, we were forced to change the final class project to something that could be done online, so we had our students create videos for an ethics video competition. I created the following guidelines for the students and tried to include the principles of TILT within the instructions.

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New Guidelines for the
LEADRIGHT Learning Community Project

Project Expectations and Grading:
The video project consists of four components based on a combination of activities, each contributing a percentage to the overall grade. The breakdown is as follows:
- *1-3 Minute Video:* 40% of overall grade
- *30-60 Second Video:* 30% of overall grade
- *Concept Paper:* 15% of overall grade
- *After-Action Review:* 15% of overall grade

Work Individually or in Small Groups:
- You may complete the project individually and independently, if you so choose, without the need to work within a group.
- If you choose to work in a group, your group must be no more than three members. (Please do not contact Dr. Doug nor I for an exception.)

Submission in D2L:
Upload all four of your components to the dedicated dropbox labeled *LEADRIGHT PROJECT* located in the *MGMT 3400 Business Ethics* course content in D2L Brightspace. If you are working in a group, only one person should upload the content for your group, but everyone's name must be on the content.

PARTS 1 AND 2: COMMERCIAL AND SHORT VIDEO
You are expected to produce two videos, one commercial that is 30-59 seconds and one that is a 1-3-minute short video.
- The videos should conform to the expectations presented within the NASBA Center for the Public Trust 2020 Ethics in Action Video Competition.
- For more information on the guidelines for video creation, appropriate content for the videos, and previous winners in the competition, see this webpage.
- You are not required to actually submit the videos to the competition, but we encourage you to do so because cash prizes are available ($800 grand prize for commercial; $1,000 for short video; with additional prizes). The due date for the competition is March 29th, 2020, which is two weeks prior to the course deadline for the project.
- The due date for the videos and the accompanying documents is 2:00 PM, April 15th, 2020.

Grading Criteria: We will use the same criteria as the competition, which consists of evaluating the following characteristics.
1. *Originality* (videos should use original content, not excerpts from existing shows, songs, movies, etc.)
2. *Clarity* (video and audio should be easy to see and hear)
3. *Relevance* (video addresses an ethical dilemma that is relevant to young business professionals)
4. *Critical Thinking* (videos should display complex ethical dilemmas that require viewers to use critical thinking skills to determine the best solutions. This is in contrast to videos that display ethical issues that have clear right or wrong solutions).

PART 3: COMPLETE A CONCEPT PAPER:

When designing your project, create an outline for the content and message. The concept paper should describe for both your commercial and short video the following:

1. *Purpose* (objectives, intentions, goals for the videos)
2. *Structure* (outline or script for the videos, choices for visual elements – e.g. charts, tables, images, graphics, and video, method of communication – e.g. roleplaying, discussion use of quotes)
3. *Content* (facts and evidence, arguments and reasoning included).

Grading: The overall grade for the concept paper will consist of evaluation of each component: Purpose (20%), Structure (30%), and Content (50%).

PART 4: COMPLETE AN AFTER-ACTION REVIEW (AAR)

An after-action review (AAR) is a tool commonly used to assess what went right and what went wrong with an activity or project. It is also used to generate ideas on ways that things could have been done better and how to improve in the future. Answer the following questions as thoroughly, clearly, insightfully, and succinctly as you can.

Project Outcomes: Evaluate the results of your effort.

1. *What were your intended results for the LEADRIGHT video project?*
   (What was planned? What were the goals? What did you hope to achieve?)
2. *What were your actual results?*
   (What really happened? How did it measure up to your expectations? What went wrong? What went right?)
3. *What caused your results?*
   (Why did things turn out the way they did? Were the results due to specific actions and/or lack of actions taken?)
4. *What could you do better next time?*
   (What could improve if you did it again? Were your expectations correct? Were the right goals pursued? In what ways could you do things different to achieve better results? What are some ideas that you wish you could have explored that you believe could have improved the outcomes?)

Lessons Learned and Personal Effort: Think about yourself as a professor evaluating yourself as a student and respond to the following questions. Please be ethical and evaluate yourself honestly.

5. *How successful were you in terms of your effort and, if working with others, contributing to the overall effort as a leader?*
6. *How did you fall short in terms of your potential efforts (and contributions if working in a group)?*
7. *What are the reasons you fell short of achieving the outcomes you desired for yourself? What responsibilities do you bare for those shortcomings?*
8. *What were your biggest lessons learned and takeaways from this project?*

Grading Criteria: Quality of answers to each question, which includes "completeness," perceived honesty, and thoughtfulness that went into the answers.

USEFUL TECHNOLOGY:

You can record video on any sort of video recorder, such as your smartphone, webcam, or video camera. If you are recording audio over images, video not featuring the speaker(s), or images, you can use screen capture video recording software, which allows more control and editing, but requires editing together all the participants pieces of the presentation into one video. Here are some free versions of apps:

- OBS Studio (https://obsproject.com)
- FlashBack Express (https://www.flashbackrecorder.com/express/)
- Apowersoft Free Online Screen Recorder (https://www.apowersoft.com/free-online-screen-recorder)
- ShareX (https://getsharex.com)
- Screencast-O-Matic (https://screencast-o-matic.com/home)

Marvin Bontrager, Ph.D.
mbontrager@ggc.edu
Assistant Professor of Management

Being a member of this committee allowed me to collaborate with other faculty across disciplines to discuss innovative pedagogies and best practices in the classroom. By meeting with each other on an ongoing basis, there were multiple opportunities to learn about new approaches that are being used to enhance student learning. Personally, I experienced increased motivation to improve teaching skills as a result. In addition, the move to online teaching for most institutions in the United States created more urgency in these areas as faculty had to quickly develop new teaching methods through online delivery. Being part of this committee provided access to needed support from peers who were also facing the same challenges.

One specific area I experimented with was related to transparency in assignments. Previously, I relied more on assignment descriptions being included in the Syllabus. However, students sometimes miss important details pertaining to project requirements. Providing separate documents with detailed purpose, background, and other instructions dramatically improved the understanding level of students regarding class expectations.

Experimentation is an imperative in order to be continually improve teaching skills. By experimenting with new teaching methods, committees such as these provided opportunities for instructors to become more skilled in teaching. I am pleased with the results of this initiative and believe these types of efforts can be invaluable to assist in faculty development and the quality of teaching delivered in the classroom.

Chancellor's Learning Scholars' FLC
Spring 2020

Name: Janita Rawls
Email: Jrawls@ggc.edu
Position: Associate Professor of Management /Assistant Dean for Assessment and Accreditation

What I gained from this experience?

The commitment to attend the Chancellor's Learning Scholars FLC meetings provided me a structured experience in which to dialog with colleagues throughout GGC about teaching ideas. Besides the importance of positively interacting with others to discuss teaching pedagogy, the experience was valuable in other ways, which included:

- Generating new ideas for teaching
- Processing/dissecting ideas for teaching so implementation was enhanced
- Exposing one to new ways of thinking in the classroom and reassurance that certain other methods are still valuable
- Promoting professional connections which will facilitate future discussions

Any new teaching experimentation you conducted related to the FLC?

One of the teaching ideas I recently experimented with is the use of checklists to inform students about assignment requirements. This was related to the final assignments in Spring 2020. After providing a narrative explanation about the assignment requirements, I then summarized in a checklist format exactly what the student need to complete.

Another idea, which I did not conduct, but will implement is the use of audio embedded clips into documents to add both a personal touch and additional student learning style interaction with classroom materials. I have executed this idea with PowerPoint presentations, but would like to extend this practice to assignment information.

What you learned from experimenting?

The results from this experiment have not be realized as they were just implemented.

Anything else you want to share?

Dr. Steven Brown was very organized and planned our meetings well. His meeting organization facilitated great conversations.

1. Your Name: Kathleen B. Pinson
2. Email: kpinson@ggc.edu
3. Position: Assistant Professor of Accountancy

What you can focus on:

4. **What you gained from the experience.**

   I learned a lot about my colleagues. Everyone in the group was interested in teaching and student learning. Having an educational degree as well as business, these discussions brought to mind several things I had not thought of in years. For example, a lot of the TILT literature is actually Brain Based Learning. I had not thought of the visual literacy part of this until this program. The other thing I gained was from a comment made by Brett about students being responsible for their own performance. I contacted him directly and asked if he had ever used student-learning contracts. We are discussing doing a research project of whether a student-learning contract makes the student responsibility of learning more transparent. The way I plan to present student learning contracts incorporates visual aids.

5. Anything new teaching experimentation you conducted related to the FLC.

   Too late in the term, and too many other problems, to institute many changes this term. The visual student learning contracts will be for fall. The one thing I did observe from the TILT literature is that no one is discussing tilting exams or any type of assessment. I made an attempt of making my exams transparent, but it is a work in progress.

6. What you learned from experimenting.

   Students do not like change, even small ones, during the term. Truly experimenting with a course is a new prep. Doing justice to TILT in a course will take hours of teacher preparation since none of the textbooks I use are framed with TILT in mind.

7. Anything else you want to share.

   Our meetings were very valuable to me, especially after March 13th. With the lack of communications from our school, talking and sharing with like-minded colleagues kept me going.

MaryBeth Chrostowsky
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Lecturer of Anthropology

As an educator, I am always working on ways to improve my instruction and student learning outcomes. Participation in the FLC TiLT lead by Dr. Steven Brown has been extremely helpful in improving how I meet a key element of my teaching philosophy: to ensure that students understand why they are learning what they are learning before they learn it.

I teach Introduction to Anthropology. As a general education course, many students are often unaware of why they are required to take a class they think to be unrelated to their major. I take great care not only at the beginning of the course but throughout the semester to help students understand how and why anthropology is relevant and useful to them in their daily lives and their future careers. Understanding how and why the course material is relevant to them and valuable in their future career motivates students to engage with the content and improves student learning outcomes.

My philosophy is in line with ideas behind TiLT that educators should explain to students why they require students to complete an activity, such as an assignment, exam, presentation, or project. Knowing why they are doing the assignment and what skills they are improving, and knowledge they are gaining stimulates student interest and promotes student learning. While I have actively incorporated this idea into the delivery of course material, I have only recently begun to apply this idea to the course requirements.

The readings provided and discussions with my collogues who participated in this FLC have provided me with many new ideas, solutions to potential problems, and examples of how to better implement this key element in my teaching philosophy moving forward. Using the information I gained here, I will transition my previous attempts into a much more transparent and concise format. For example, TiLT suggests defining the learning objectives in a language that helps students recognize how the assignment will benefit their learning. My first attempts to help students understand why I assigned a presentation on a news article about anthropological research, was awkward and filled with "accreditation" language. Small changes to language and format from *Student Learning Outcomes* to *Purpose, Skill*, and *Knowledge* can make it easier for students the purpose of the assignment. My goal is to apply TiLT to all fall course.

Dr. Carlos Ruiz
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Associate Professor of Management

Critical Reflection Report of Participation at the Chancellor's Learning Scholars' Faculty Learning Community

During the academic year 2019-2020, I had the opportunity to participate in the Chancellor's Learning Scholars' FLC . My participation in the FLC was motivated by my desire to find ways to continuously improve my teaching.

During my participation in the FLC, I was exposed to different pedagogies related to Transparency in Learning and Teaching (TILT). As part of my preparation, I had the opportunity to read articles and watch videos related to TILT. I learned the importance of being transparent and how by making some small changes in my assignments, I can be more effective as a professor. I learned through conversations with my colleagues in the learning community, different strategies that I can use in the classroom. I learned that equally important as the assignment itself, is explaining to students why they are doing these assignments. For students to understand the value of the assignment, they need to know what they are going to gain from the assignment and how the assignment is related to the material covered in class. I also learned that it is very important to be clear with expectations. Students need to clearly understand what is expected from them in these assignments.

As part of the learning community, I was introduced to documents such as *Checklist for Designing a Transparent Assignment* and *Transparent Assignment Template.* I found that information included in these documents is very valuable in designating transparent assignments; I plan to use this information in making my assignments more transparent.

Due to the COVID-19 contingency, classes in the USG transitioned to online for four weeks of the semester. The learning community helped me to get ideas of how to become effective as an online instructor. I did not have online teaching experience, so being able to discuss with my colleagues what works and what does not work was very helpful to me.

During our weekly sessions we had the opportunity to discuss how things were with our students during the week. I learned that I was not alone with the challenges I was facing. Some of my colleagues shared the same challenges as a result of the quick transition we made from face-to-face to online. I learned from my colleagues how to respond in an effective manner to these challenges.

One activity that I experimented with for the first time was the use of Microsoft Teams to deliver synchronous instruction. The first week I used this tool, I was uncertain of how students were going to receive this new mode of instruction; however, I was pleased to see that it worked better than I anticipated. Being part of the learning community was very helpful to learn what my colleagues were doing and to learn from them.

In the future, I plan to continue using some of the pedagogical techniques that I learned related to TILT and the experiences I learned from teaching online to enrich my classes.

Examples of FLC Instructional Materials

TILT Learning Community
Session 1 Agenda

Agenda
- Thanks!
- Thoughts about TILT?
    - How do you define TILT? (Page 2)
    - Why is clarifying Purpose, Task, and Criteria specifics so beneficial? (Pages 2-4)
    - Do you think TILT is a useful practice?
    - How can we integrate TILT practices to improve our teaching?
- How do you TILT your assignments and activities already?
    - What benefits (or drawbacks) have occurred as a result?

Preparation for Session 2
- Meeting 2: Using Small Teaching experimentation to innovated our TILTed classes – Tuesday, March 3rd, 12:30 pm - 1:45 pm
- Think about how to apply TILT:
    - Identify some activity or assignment that you can TILT to produce better outcomes.
- Become familiar with the concept of Small Teaching
    - Think about how TILT and Small Teaching work together to produce more TILTed results

Information on Small Teaching

Articles:
- Collection of Articles by James Lang: https://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44
- Small Teaching Summary Handout: https://kelley.iu.edu/doc/bloomington/about/offices/instructional-consulting/small-teaching-handout.pdf

Videos:
- Small Teaching: Motivate Students: https://www.youtube.com/watch?v=hm8E63SFyy8 (3:17 minutes)
- How and Why the Science of Learning Changed My Classroom, by Michael Enz: https://www.youtube.com/watch?v=pss-pH-I_tA (22:46 minutes)
- Video Interview with James Lang: https://app.vidgrid.com/view/V1qNA2BnWgio/?sr=1LkKSr (104:41 minutes)

Book:
- *Small Teaching: Everyday Lessons from the Science of Learning*. By James M. Lang. 1st Edition, Jossey-Bass; ISBN-10: 1118944496; ISBN-13: 978-1118944493. Link: https://www.amazon.com/Small-Teaching-Everyday-Lessons-Learning/dp/1118944496

Transparency in Learning & Teaching (TILT)

DEFINITION

Transparency in Learning and Teaching (TILT) is a small and easy teaching strategy that has a big impact on student learning. The basic idea is that you explain to the students WHY you are having them do particular activities, such as homework, projects, and exams.

Why would this have a big impact? It turns out that most students have no idea that instructors carefully choose course activities to increase student learning. This means that they are often unmotivated and do the minimum work necessary. It also means that they are not "learning how to learn," which is an extremely valuable skill.

Mary-Ann Winkelmes and her colleagues at UNLV have developed a useful framework for making our teaching more transparent.

There are three simple parts to "TILTing" an assignment:
1. Explain the purpose of the assignment. What does it teach? Why is it relevant?
2. Describe the task in some detail. Provide examples with annotations, if possible.
3. Explain the criteria for grading. A rubric is great! Encourage self-assessment and peer assessment.

SPECIFICS

- **Be more transparent about the PURPOSE of your course content and activities.** What knowledge and skills will students get out of the course and how do those things connect to their lived experiences and personal goals? (Examples: If you have students give oral presentations to the class, explain what they will gain by honing that skill. Connect what students are learning in your class to what they have learned and will learn in future courses.)

- **Be more transparent about the TASKS that students have to complete.** What is the first step that students need to take on an assignment? How can students get themselves unstuck? How can students complete those tasks to get the most out of them? How can students complete those tasks efficiently? (Examples: Describe common errors that students tend to make and how to avoid them. Require students to visit your office hours or your school's drop-in tutoring center at least once, so that they become familiar with how to get help on their work.)

- **Be more transparent about the CRITERIA for success in your class.** What do you expect good work in your class to look like? What does bad work look like? (Example: I give students this handout by MAA Past President Francis Su with annotated examples of good and bad homework problem write-ups. Francis gives this version to students in lower division courses.

RESOURCES

- Collection of TILT Resources: https://tilthighered.com/tiltexamplesandresources
- TILT Project by Mary-Ann Winkelmes: https://tilthighered.com/abouttilt

References:
- https://iu.instructure.com/courses/1540449/pages/transparency-in-learning-and-teaching-tilt
- http://maateachingtidbits.blogspot.com/2017/10/how-transparency-improves-learning.html
- https://www.unlv.edu/sites/default/files/page_files/27/Provost-DRAFT-Checklist-for-Designing-a-Transparent-Assignment.pdf

Checklist for Designing a Transparent Assignment

PURPOSE:

<u>Skills</u>

- Does your purpose statement specify a skill or skill set that students will gain from doing this assignment?
- Does your purpose statement link that particular skill set to the larger context of:
- recent topics of class sessions?
    - o This part of the course?
    - o The whole course?
    - o The major? the discipline?
    - o Your institution's main learning outcomes?
- Does your purpose statement indicate the relevance and/or usefulness of this skill to the students' lives:
    - o Beyond the course? beyond the major? beyond college?

<u>Knowledge</u>

- Does your purpose statement specify content knowledge that students will practice while doing the assignment?
- Does your purpose statement link that particular knowledge to examples/contexts where this skill was important in the context of:
    - o Recent class sessions?
    - o This part of the course?
    - o The whole course?
    - o The major? the discipline?
    - o Your institution's main learning outcomes?
- Does your statement indicate the relevance and/or usefulness of this knowledge to the students' lives:
    - o Beyond the course? beyond the major? beyond college
- Would this assignment benefit from segmenting it into several assignments, each one focused on a discrete set of skills that should be mastered to insure students' successful completion of the next assignment in the sequence?

TASK:

- Does your description of the task:
    - o Identify the very first thing students should do when they begin working on the assignment?
    - o The very next thing they should do?
    - o The next, etc.
- Does your description of the task help students to avoid wasting their time on unnecessary steps, unproductive time expenditure?
- Does your description help students to focus their time efficiently on producing the highest quality work possible in the time given?
- Would students benefit from some practice exercises (in the form of a pre-task) in class to prepare them to perform the task outside of class on the graded assignment?

CRITERIA:

- Can students use the criteria while they are working on the assignment to determine whether they are completing the assignment efficiently and effectively?
- Do the criteria take the form of a checklist students can use to evaluate the quality of their efforts while they are working on the assignment?
- Does the checklist specify characteristics of high quality work for this assignment?
- Can you help students apply the checklist to evaluating some sample work in class, so they understand how each criterion would look in practice?
- With your guidance, can the students collaboratively annotate several examples of work to indicate where/how the work satisfies the criteria? (These annotated examples may then be shared as a reference for students to use while they work on their own assignments.)
- Would a rubric be helpful to students for this assignment?
- Does the rubric provide an amount of information that helps students at this phase in their learning?
- Does the rubric provide an overwhelming or counterproductive amount of information for students at this phase in their learning?

Designing Transparent Assignments that Promote Inclusive Excellence

Research on Learning		Implications for Assignments	Possible Applications
Elbow, Jaschik/Davidson, Mazur, Ambrose, Bergstahler Gregorc, Kolb	**PURPOSE**	• Varied / flexible formats are inclusive appeal equitably to student strengths • Low stakes for greater creativity / risk	
AAC&U HIPs, Bass, Bloom, Colomb, Felder, Perry		• Build critical thinking skills in intentional sequence • Provide a compass, set expectations • Target feedback to phase, don't ov erwhelm	
Doyle, Felder, Tanner, Winkelmes		• Specify relevant knowledge/skills, criteria • Encourage self-monitoring	
Fiske/Light, Tanner	**TASK**	• Provide annotated examples of successful work w/ criteria applied, before students begin work.	
Aronson, Dweck, Fisk, Light, Schnabel, Spitzer, Steele,Treisman Yeager/Walton, Vygosky		• Structure and require peer instruction, feedback; positive attribution activities	
Finley & McNair, Winkelmes et al., Yeager, Walton	**CRITERIA**	• Explicate purpose, task, criteria before • Explicate applicability, relevance; • Engage students in applying shared criteria to increase belonging.	

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Example of an unTILTED and TILTED Assignment

**UnTILTed Version -
Less Transparent**

Intro Social Sciences Course
Interview Assignment

1. Select a professional in your prospective academic discipline and/or career field that is considered an expert in an area in which you are interested.

2. Secure an interview with the professional for a date and time that is convenient for both of you.

3. Prepare 8-10 questions to ask the professional about their knowledge of a particular academic discipline/career field.

4. Conduct a 20 – 30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.

5. Prepare a typed transcript of the questions and answers using the audio/video recording

6. Write a 400 – 500 word reflection paper in which you address the following items:

    1. Who you selected and why?

    2. What you learned from them that is most interesting?

    3. What this assignment helped you learn about your major/career decision?

    4. What questions you still have?

7. Submit the typed transcript and reflection paper to your instructor.

COLA100E, University of Nevada, Las Vegas
Interview Assignment
Katharine Johnson

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TILTed Version -
More Transparent

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Due dates:

- Draft interview questions – September 30, 2014
- Transcript of interviews – October 15, 2014
- Report - November 17, 2014

Purpose: The purpose of this assignment is to help you make an informed decision about the major/career you are considering.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in school and your professional life beyond school. In this assignment you will:

- Access and collect needed information from appropriate primary and secondary sources.
- Synthesize information to develop informed views.
- Compose a well-organized, clear, concise, report to expand your knowledge on a subject in your major.

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- Issues facing professionals in a field
- Scholarly research formats for documenting in-text sources and creating reference pages (i.e., bibliographies).

Task: To complete this assignment you should:

1. Select two professionals in your prospective academic discipline and/or career field that are considered experts in an area in which you are interested.
2. Secure an interview with the professionals for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professionals about their expertise in a particular academic discipline/career field. The questions must be based on a review of the field using 5 credible sources as defined by the librarian in our research module. Sources should be cited using APA formatting.
4. Conduct a 20 – 30 minute, face-to-face interview with each professional to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
5. Prepare a typed transcript of the interviews
6. Compare and contrast the information provided by both professionals in an **8 page (1.5 spaced, 12 point Times New Roman font, 1 inch margins) report** that documents the advantages and disadvantages of a career in the selected field.

Criteria for success: Please see the attached rubric.

Rubric for TILTed Version

	Accomplished	Good	Developing
Content	34 (34%) - 40 (40%) • Addresses all of the essay components • Each topic is given thoughtful consideration, depth, and detail	20 (20%) - 33 (33%) • Most of the essay components are covered; and/or • Topics are somewhat given thoughtful consideration, depth, and detail	0 (0%) - 19 (19%) • Zero to few of the essay topics are covered; and/or • Topics are significantly lacking thoughtful consideration, depth, and detail
Style	9 (9%) - 10 (10%) • Uses appropriate grammar, punctuation, spelling, and capitalization • Includes smooth and effective transition words and phrases • Takes the reader through your answers in a logical, progressive way • Clearly written with engaging style	7 (7%) - 8 (8%) • Somewhat uses appropriate grammar, punctuation, spelling, and capitalization; and/or • Includes somewhat smooth and effective transition words and phrases; and/or • Takes the reader through your answers in a somewhat logical, progressive way; and/or • Somewhat clearly written with engaging style	0 (0%) - 6 (6%) • Significantly lacking in appropriate grammar, punctuation, spelling, and capitalization; and/or • Significantly lacking in smooth and effective transition words and phrases; and/or • Significantly lacks logic and progression; and/or • Significantly unclear and/or unengaging
Structure	9 (9%) - 10 (10%) • Includes an introduction, body, and conclusion • Organizes main ideas in well-defined paragraphs that relate to each other • Meets formatting requirements (typed, double-spaced, 12-point font, style requirement, page length) • Includes in-text citations and a reference/works cited page	7 (7%) - 8 (8%) • Somewhat includes an introduction, body, and conclusion; and/or • Somewhat organizes main ideas in well-defined paragraphs that relate to each other; and/or • Somewhat meets formatting requirements (typed, double-spaced, 12-point font, style requirement, page length); and/or • Somewhat includes in-text citations and a reference/works cited page	0 (0%) - 6 (6%) • Significantly lacking an introduction, body, and conclusion; and/or • Significantly lacks organizing main ideas in well-defined paragraphs that relate to each other; and/or • Significantly lacks formatting requirements (typed, double-spaced, 12-point font, style requirement, page length); and/or • Significantly lacks in-text citations and a reference/works cited page
Interviewee	18 (18%) - 20 (20%) • Person interviewed is well qualified and relevant to your area of interest	15 (15%) - 17 (17%) • Person interviewed is somewhat qualified and relevant to your area of interest	0 (0%) - 14 (14%) • Person interviewed is not qualified and/or relevant to your area of interest
Transcript	18 (18%) - 20 (20%) • Interview transcript is detailed with a verbatim account of 5 questions and answers. • Interview questions are relevant and purposeful.	15 (15%) - 17 (17%) • Interview transcript lacks detail and includes a brief description of questions and answers. • Less than 5 questions are included. • Interview questions somewhat lack relevance and purpose.	0 (0%) - 14 (14%) • Interview transcript lacks detail and includes an insufficient description of the questions and answers. • Less than 5 questions... Interview questions mostly lack... purpose. • Interview transcript is not included.

TILT Learning Community
Meeting 2 Agenda

Agenda
- Thanks for coming!
- Thoughts about Small Teaching?
  - How do you define Small Teaching?
  - Why is clarifying Purpose, Task, and Criteria specifics so beneficial?
  - Why is Small Teaching is a useful practice?
  - How can we integrate Small Teaching practices to improve our teaching?
  - Have you engaged in Small Teaching experimentation already? If so, what were the benefits (and/or drawbacks) that have occurred as a result?
- How can we combine the concepts from TILT and small Teaching to achieve better results?

Preparation for Meeting 3:
- Meeting 3: Tuesday, March 24th, 12:30 pm - 1:45 pm - Topic: Using High-Impact Practices to Improve TILTed teaching
- Become familiar with the concept of High Impact Practices
- Think about how we can use and TILT High Impact Practices within our teaching.

Resources Concerning HIPs:
Webpages:
- High-Impact Practices. Association of American Colleges & Universities:
- https://www.aacu.org/resources/high-impact-practices
- High-Impact Practices Publications. Association of American Colleges & Universities:
- https://www.aacu.org/resources/high-impact-practices/publications
- High-Impact Practices. National Survey of Student engagement (NSSE):
- https://nsse.indiana.edu/html/high_impact_practices.cfm

Handouts:
- Summary of High-Impact Practices. Association of American Colleges & Universities: https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf
- Summary of High-Impact Practices. National Survey of Student engagement (NSSE): http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf

Article:
- Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities, 14(3), 28-29. https://apps.weber.edu/wsuimages/oie/Support%20Documents/Kuh_HighImpactActivities.pdf
- Maybe Not So 'High Impact'? By Marjorie Valbrun. Inside Higher Ed: https://www.insidehighered.com/news/2018/04/25/study-questions-whether-high-impact-practices-yield-higher-graduation-rates
- What Really Makes a 'High-Impact' Practice High Impact? By George D. Kuh and Jillian Kinzie. Inside Higher Ed: https://www.insidehighered.com/views/2018/05/01/kuh-and-kinzie-respond-essay-questioning-high-impact-practices-opinion
- High-Impact Practices Work. By Richard F. Vaz. Inside Higher Ed: https://www.insidehighered.com/views/2019/06/04/why-colleges-should-involve-more-students-high-impact-practices-opinion

How small changes can improve our teaching

By Derek Graf

As instructors, we sometimes look for ways to create big changes in our courses, departments, and degree programs. Searching for complete overhauls to our teaching practices, we risk losing sight of the small changes we can make in our next class meeting.

Lang's Small Teaching Tips:

Retrieving:
• Give frequent, low-stakes quizzes to help your students seal up foundational course content

Predicting:
• Prior to first content exposure, ask students to write down what they already know about that subject matter or to speculate about what they will be learning.

Connecting:
• Use concept maps multiple times throughout the semester with different organization principles

Practicing:
• Prior to any major assessment, ensure that students have had multiple opportunities to practice the skills they will need to do well.

Growing:
• Provide examples of initial failure or setbacks in your own intellectual journey or in those of famous or recognizable figures in your field to demonstrate that such failures can be overcome.

James M. Lang, author of *Small Teaching: Everyday Lessons from the Science of Learning*, believes that fundamental pedagogical improvement is possible through incremental change (4). For example, he explains how asking students to make predictions increases their ability to understand course material and retrieve prior knowledge. He offers various strategies for incorporating prediction exercises into the classroom, such as utilizing a brief pretest on new material at the beginning of class, asking students to predict the outcome of a problem, or closing class by asking students to make predictions about material that will be covered in the next class (60). As Lang says, "predictions make us curious," and as instructors we can encourage student curiosity if we allow them to make predictions about the course material.

In *Small Teaching*, Lang shows how instructors can capitalize on minor shifts to a lesson plan to motivate students, help them connect with new content, and give them time to practice the skills required on formal essays and exams. As Lang explains in the introduction, small teaching defines a pedagogical approach "that seeks to spark positive change in higher education through small but powerful modifications to our course design and teaching practices" (5). Lang argues that big changes begin with each new class, and he provides numerous strategies for enacting those changes.

An English professor and director of the Center for Teaching Excellence at Assumption College in Worcester, Mass., Lang says that small teaching practices can be utilized by teachers from any discipline, in any course, at any point in the semester. Lang understands that many instructors, such as adjuncts and GTAs, lack the time and the resources necessary to make major curriculum shifts in their departments. Small teaching allows instructors of all levels to innovate their teaching and generate enthusiasm in the classroom in ways that are incremental, deliberate, and, most importantly of all, accessible.

Lang identifies accessibility as the key to the potential success of small teaching: "Teaching innovations that have the potential to spur broad changes must be as accessible to underpaid and overworked adjuncts as they are to tenured faculty at research universities" (5). The small teaching activities Lang offers fulfill this criteria because, "with a little creative thinking, they can translate into every conceivable type of teaching environment in higher education, from lectures in cavernous classrooms to discussions in small seminar rooms, from fully face-to-face to fully online courses and every blended shade in between" (6). Lang has either practiced or directly observed every piece of advice he offers in Small Teaching, and these activities fall into one of three categories:

- Brief (5-10 minute) classroom or online learning activities.
- One-time interventions in a course.
- Small modifications in course design or communication with your students.
- Knowledge, understanding and inspiration

Over three sections, organized under the broad categories of "Knowledge," "Understanding," and "Inspiration," Lang provides numerous ways to implement small teaching, even during the opening minutes of tomorrow's class. For example, Lang shows how we can motivate students to develop an emotional response to the course material by telling great stories: "Once class has started, the simplest way to tap the emotions of your students is to use the method that every great orator, comedian, emcee, and preacher knows: begin with a story" (182). Drawing from the research of experimental psychologist Sarah Cavanagh, Lang explains how "when emotions are present, our cognitive capacities can heighten; so if we open class by capturing the attention of our students and activating their emotions with a story, we are priming them to learn whatever comes next" (182). While great stories don't necessarily lead to great class sessions, they do allow for students to create an emotional bond with the course material.

The above example proved to be my favorite of the activities outlined in *Small Teaching*. As an instructor of freshman composition, I often feel as though my students enter college lacking a positive emotional relationship to writing. They associate writing with an instructor's judgment on their intellectual capabilities.

Realizing this, I decided to open one of my classes with a personal story about a former instructor of mine who would humiliate students for their lack of quality prose. After sharing an anecdote in which I was the recipient of a particularly harsh and public critique, I admitted how his experience affected my confidence while also explaining that I did not let this moment define my identity as a writer or a student. I asked my students if they had any similar experiences with writing. Sure enough, several of them shared that their relationship with writing was dominated by the "red pen" approach of a past instructor, and some of them shared stories of procrastination gone wrong.

This conversation allowed me to explain my approach to grading and assessing student writing, increase my transparency as an instructor, and also commiserate with students about the difficulties of writing for an academic audience. My decision to begin class with a personal story altered the emotional climate of the room, and my students' engagement with the course material benefited from that shift.

"Tell Great Stories" is just one of many activities Lang shares throughout Small Teaching. Balancing a personal tone with clear explanations of the psychological and cognitive research backing his argument, Lang ultimately collapses the binary between "small teaching" and "big changes." Perhaps they are one and the same, each informing the other, and leading toward necessary shifts in higher education, one class at a time.

Inventory of Small Teaching Practices

Select one course to consider when responding below. Focus course: _____

Preparing to Learn:	Never	Rarely	Sometimes	Often	Always
1. I reserve a small part of quizzes and/or exams for questions or problems that require students to draw on prior course content.					
2. I arrive at class early and spend a few minutes getting to know my students.					
3. I supply my students with a pretest at the beginning of the course/semester (e.g. pre/post-test or concept inventory).					
4. I provide students with a scaffolding or framework of lecture material in advance of or following class (Guided Notes).					
5. Before the semester begins, I brainstorm a comprehensive list of skills students will need to succeed in my course.					
6. I provide students with clearly outlined expectations/criteria for their course work and/or examples of what satisfactory work looks like.					
7. I provide rationale and opportunities for students to explain why they are learning course content.					
8. I include tips on study strategies for success in my course in my syllabus.					
9. I attend faculty development programming to consider how I can make small changes to my teaching to improve students' learning.					
10. I provide students with guided reading prompts.					

First Five Minutes of Class:	Never	Rarely	Sometimes	Often	Always
11. I put up questions for my students to consider before beginning each class session.					
12. I give frequent low stakes assessments (e.g. weekly).					
13. I open class by asking students to recall and reflect on prior learning.					
14. Prior to the first content exposure, I ask students to write down what they already know about the topic.					
15. I open class by giving students time to discuss a confusing or challenging point from the prior class/homework assignment.					
16. I open each course session by telling a story or presenting an intriguing fact, image, or quote to elicit emotion or capture attention.					
17. I open class with silent contemplation, journaling, or a mindfulness exercise for deepened awareness and concentration.					
18. I communicate enthusiasm for my discipline in each course session.					
19. I encourage students with prompt feedback in growth language (e.g., Mistakes train your brain. / I believe you can learn to do this.).					
20. I begin class by providing students with the learning outcomes for the current course content.					

Hitting Pause:	Never	Rarely	Sometimes	Often	Always
21. I pause multiple times during class for student feedback (student response systems/clickers).					
22. I pause for small group discussions, problem-solving, or other course work.					
23. I pause to show demonstations, simulations, or video clips.					
24. I offer everyday examples or common experiences, or more importantly invite students to research and provide their own.					
25. When presenting cases, problems, or examples I stop before the conclusion to ask students to predict the outcome.					
26. I ask students to create concept maps, diagrams, or pictographical representations that demonstate students have grasped key concepts.					
27. I ask students to solve new problems.					
28. I make use of peer review or peer instruction in my courses.					
29. I create spaces for students to explain or reflect on their learning while they work.					
30. I use classroom assessment techniques like "Think-Pair-Share" as an active lecture break.					

Last Five Minutes of Class:	Never	Rarely	Sometimes	Often	Always
31. I close class by asking students to write down the most important concepts to help students see, summarize, or express confusion (e.g., Muddiest Point; Know-Wonder-Learned).					
32. I close class by asking students to take a short quiz, answer written questions, or solve a problem (Exit Ticket).					
33. I close class by asking students to predict what we are going to cover in the next class session.					
34. I close class by posing a question that will be answered by the reading or the next class session.					
35. I ask students to write letters to future students in the course (or their future selves) about how to succeed in the course.					
36. I provide my students with time to update a classmate on what they learned.					
37. I provide my students the opportunity to "support a statement" using the content they have learned in that class session.					
38. I create mini review sessions in which the students spend the last fifteen minutes of class applying that week's content to a new problem.					
39. I provide the opportunity for students to tie the day's material into contexts outside of the classroom (Closing Connections).					
40. I close class by asking students to create new connections (One Minute Thesis).					

Resources for Small Teaching:

Articles:
- Collection of Articles by James Lang: https://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44
- Small Teaching Summary Handout: https://kelley.iu.edu/doc/bloomington/about/offices/instructional-consulting/small-teaching-handout.pdf
- Thriving in Academe: Small Teaching: https://www.nea.org/assets/docs/1609Advocate_ThrivingFinal.pdf
- Small Teaching Online. By Doug Lederman: https://www.insidehighered.com/digital-learning/article/2019/06/26/bringing-small-teaching-online-classroom

Videos:
- Small Teaching: Motivate Students: https://www.youtube.com/watch?v=hm8E63SFyy8 (3:17 minutes)
- How and Why the Science of Learning Changed My Classroom, by Michael Enz: https://www.youtube.com/watch?v=pss-pH-I_tA (22:46 minutes)
- Video Interview with James Lang: https://app.vidgrid.com/view/V1qNA2BnWgio/?sr=1LkKSr (104:41 minutes)

Podcast:
- Teaching in Higher Ed Episode 092 - Small Teaching: https://teachinginhighered.com/podcast/small-teaching/

Book:
- *Small Teaching: Everyday Lessons from the Science of Learning*. By James M. Lang. 1st Edition, Jossey-Bass; ISBN-10: 1118944496; ISBN-13: 978-1118944493. Link: https://www.amazon.com/Small-Teaching-Everyday-Lessons-Learning/dp/1118944496
- *Small Teaching Online: Applying Learning Science in Online Classes*. Flower Darby and James M. Lang. 1st Edition, Jossey-Bass; ISBN-10: 1119619092; ISBN-13: 978-1119619093. Link: https://www.amazon.com/gp/product/1119619092/

TILT Learning Community
Online Meeting 3 Agenda
April 7th, 2020, 12:30 pm - 1:45 pm
Microsoft Teams

Meeting 3 Agenda
- Thanks for coming!
- How can we use TILT, Small Teaching, and HIPs in our online teaching and in-person classes?
- Thoughts about High Impact Practices?
    - Why are High Impact Practices so important and useful?
    - What had a "high impact" on you when you were a student?
    - What are the key elements to make something a "High Impact Practice"?
    - What are the HIPs you use, and how do you use them? What were the benefits (and/or drawbacks) that have occurred as a result?
    - How can we integrate High Impact Practices to improve our teaching?
    - How can we TILT our HIPs to achieve better results?

Preparation for Future Online Meetings:

Meetings 4, 5, and 6 – Topic: Plans for Moving Forward Online. How we can integrate TILT, Small Teaching and HIPs within our online and in-class teaching – Things to consider
    - Hosted Online via Microsoft Teams
    - Tuesday, April 14th, 12:30 pm - 1:45 pm
- Think about how we can start applying TILT in specific ways within both our online and in-person classes.
- What are some things to avoid? What are some small teaching experiments we can conduct online and in-class? What HIPs are we using or planning to use that we can TILT?

Meetings: Hosted Online via Microsoft Teams
    - Tuesday, April 7th, 12:30 pm - 1:45 pm
    - Tuesday, April 14th, 12:30 pm - 1:45 pm
    - Tuesday, April 21st, 12:30 pm - 1:45 pm
    - Tuesday, April 28th, 12:30 pm - 1:45 pm

FACULTY LEARNING COMMUNITY
HIGH-IMPACT PRACTICES

Here is a collection of information I have put together from various resources concerning HIPs:

HIGH-IMPACT PRACTICES: PROMOTING PARTICIPATION FOR ALL STUDENTS
By: Jillian Kinzie [Link](#)

Certain educational activities, such as learning communities, undergraduate research, study abroad, and service learning, have been identified as high-impact practices (HIPs) because they engage students in active learning that elevates their performance on desired outcomes (NSSE 2007; Kuh 2008). When done well, these practices require students to make their own discoveries and connections, grapple with challenging real-world questions, and address complex problems—all necessary skills if students are to become engaged and effective members of their communities. The strong positive effects of several HIPs are well-documented in extant research about programs that support student learning. Brownell and Swaner conclude that high-impact practices "live up to their name," noting a wide range of benefits for participants (2009, 30).

Participation in HIPs, including those that emphasize civic engagement (see sidebar), has powerful educational benefits for all students. These kinds of educational experiences are especially powerful for students who may be the first in their family to attend college, and those who are historically underserved in postsecondary education. This article briefly introduces the benefits of HIPs, examines participation in them, and suggests approaches to making these valuable practices more widespread to advance educational equity and social justice goals.

Benefits of HIPs
Most HIPs can have a transformative influence on students' personal development and educational growth. Research has shown persuasively that HIPs improve the quality of students' experience, learning, retention, and success, particularly for underserved students (Kuh 2008). Moreover, HIPs are associated with outcomes such as improved graduation rates and narrowed achievement gaps between racial–ethnic groups.

In a report summarizing the effect of selected HIPs (service learning, internships, senior culminating experiences, research with faculty, and study abroad) on certain measures of student persistence and success of interest in the California State University system, Huber (2010) found that HIPs had modest positive effects on final GPA, time to degree, and increases in timely graduation. Results varied by racial–ethnic and socioeconomic background, with HIP participation having differentially positive effects on the GPAs of both Latina/o respondents and Pell grant recipients. Likewise, Latina/o students had significantly lower average times to degree and greater improvements in timely graduation with increased HIP participation. These

findings suggest that HIP participation supports student performance and success, with historically underserved students often benefitting more than their peers.

Participation in HIPs

Opportunities like first-year seminars, study abroad, and internships have become more available across a range of bachelor's granting institutions, both public and private, from large research institutions to small private liberal arts colleges. Increasingly, community colleges have adopted learning communities, first-year experience programs, and internships (see the Community College Survey of Student Engagement's High-Impact Practices Initiative atccsse.org). Some institutional types are more likely to offer certain HIPs. For example, Carnegie-classified Baccalaureate Arts and Sciences institutions lead in student participation in culminating experiences, study abroad, undergraduate research, and internships, while learning communities are more available at Research Universities. Overall, participation in HIPs at four-year colleges and universities ranges from a high of half of all seniors reporting an internship to a low of 15 percent reporting a study abroad experience (NSSE 2011). A large number of students participate in HIPs that are explicitly engaged with the community, with 48 percent of students participating in service learning.

While research shows that all students benefit from participating in HIPs, not all students participate equally. For example, first-generation students (defined as those with neither parent holding a bachelor's degree) were significantly less likely to participate in study abroad or in a culminating experience than their non-first-generation peers. Transfer student participation is low across all HIPs. Disaggregating by race–ethnicity also reveals differences in participation, including a very low proportion (9 percent) of African American students participating in study abroad and a high proportion (53 percent) participating in service learning, exceeding the overall average. In addition, Latino and African American students participate in internships less frequently than white students. Examining results by race–ethnicity reveals persistent inequities and lends insight into how to address them. For example, more responsive financial aid rewards might remedy patterns of low participation in study abroad and internships.

Importantly, these participation rates do not necessarily align with students' expectations for their college experience. First-year students show high levels of interest in all HIPs, and more students indicate an intention to participate in HIPs than actually do participate. For example, about three-quarters of first-year students report that they plan to hold an internship, and about a third plan to study abroad (NSSE 2011). Results vary little by race–ethnicity, with African American and Latino students showing a stronger interest in service learning, community service, and even undergraduate research than their white peers, but about the same interest in study abroad. At the same time, first-generation students were significantly less likely to plan to study abroad and participate in undergraduate research than their non-first-generation peers. Institutions may be able to better encourage these students' participation by exploring assumptions and debunking myths about who should participate.

High-Impact Practices that Emphasize Civic Engagement
High-impact practices of all kinds can involve civic engagement. Examples include
- partnering with a community agency to assess youth needs as part of a service-learning course;
- earning credit as an intern in a demanding political campaign;
- working side-by-side with a faculty member researching local water quality;
- focusing a community-based senior capstone project on patient use of a free medical clinic;
- creating a themed learning community on social and environmental justice that includes historically accurate walk-about tours of the city and neighborhoods.

Making HIPs More Widespread
Given the benefits of HIPs, disparities in participation are reason for concern. Interest in making HIPs more widespread has motivated some institutions to examine access and implement initiatives to increase participation. For example, Indiana University-Purdue University Indianapolis has integrated undergraduate research or service learning into its required first-year learning communities, demonstrating a concerted effort to ensure that all students participate in HIPs reflective of the urban commuter experience. The University of Wisconsin–Madison has devised a focused approach to introducing HIPs to new students during orientation and throughout the year via advising, using a curricular map to identify where HIPs occur in the undergraduate program. Hobart and William Smith Colleges have focused on expanding students' opportunities to experience two HIPs—service learning and study abroad—that are most relevant to their mission. Convinced that these experiences affected persistence and engagement, administrators determined that men and low-income students were underrepresented within them and involved faculty and student affairs in devising approaches to address these disparities.

Educational equity and social justice goals support investments in HIPs that expand participation among diverse student groups. The contemporary focus on using evidence-based changes to increase student success has motivated campuses to adopt HIPs, document their educational benefits, and craft more effective approaches to supporting these practices. However, while research shows that participation benefits all students, not all students take part. Institutions should adopt intentionally structured curricula that make HIPs more widespread and more available to all students.

HIGH-IMPACT EDUCATIONAL PRACTICES

Below is an excerpt from *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008).

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

- **First-Year Seminars and Experiences:** Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

- **Common Intellectual Experiences:** The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

- **Learning Communities:** The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

- **Writing-Intensive Courses:** These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

- **Collaborative Assignments and Projects:** Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's

own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

- **Undergraduate Research:** Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
- **Diversity/Global Learning:** Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.
- **ePortfolios:** ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.
- **Service Learning, Community-Based Learning:** In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.
- **Internships:** Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.
- **Capstone Courses and Projects:** Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their

college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

HIGH-IMPACT PRACTICES: EIGHT KEY ELEMENTS AND EXAMPLES

1. **Performance expectations set at appropriately high levels:** *Example:* A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or projects—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students' precollege accomplishment evidenced by placement tests or ACT or SAT scores.

2. **Significant investment of time and effort by students over an extended period of time:** *Example:* A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper; concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

3. **Interactions with faculty and peers about substantive matters:** *Example:* Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

4. **Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar:** *Example:* A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

5. **Frequent, timely, and constructive feedback:** *Example:* A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students' contributions up to and through the completion of the project.

6. **Periodic, structured opportunities to reflect and integrate learning:** *Example:* Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

7. **Opportunities to discover relevance of learning through real-world applications:** *Example:* An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

8. **Public demonstration of competence:** *Example:* An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

HOW TO BRING 'HIGH-IMPACT PRACTICES' TO YOUR COURSES
By Dan Berrett Link

The 'Juggernaut'
The phrase "high-impact practices" is, by now, now pretty familiar. It seems to have first appeared in the 2006 annual report of the National Survey of Student Engagement, or Nessie. Since then, the term, which was defined at the time as activities that "deepen learning and change the way students think and act," has been cited thousands of times.

The phrase is often credited to George Kuh, who was director of Nessie when the term appeared, and developed it after consulting with Carol Geary Schneider of the Association of American Colleges & Universities. Reflecting a few years ago in Change magazine on the spread of these practices, Kuh referred to them as "a juggernaut."

HIPs, as they're called, take many forms. They're often associated with programs, like internships, learning communities, service learning, and study abroad. They're also identified with elements of the curriculum, like collaborative assignments and e-portfolios. This variety of iterations might be part of why things have started to get a little complicated for HIPs recently.

At the AAC&U's annual meeting in January, Matthew Mayhew and several of his co-authors of How College Affects Students raised questions about the empirical evidence for HIPs. They synthesized studies to determine the relationship of HIPs with measures of student learning, like the development of verbal, quantitative, and subject-matter competence.

They found that the effect of many HIPs were often unknown or had little relationship with things like graduation rates. "If we don't know much about these at all," Mayhew, a professor of educational administration at Ohio State University, said during the presentation, "why are we calling them high impact?"

Kuh has no quarrel with Mayhew's findings. HIPs, says Kuh, do foster dispositional attributes, which include interpersonal abilities, traits like conscientiousness and resilience, and neurocognitive skills that help people monitor and regulate their thinking and behavior – all of which contribute to persistence and completion. While he says these attributes have some overlap with what Mayhew studied, they're also different. For Kuh, pushback is also to be expected. "Every shiny new toy stays shiny" for only so long, he said.

Connections Outside Class
What does a HIP look like in a course? Take the following multiple-part assignment, which Cornelia Lang, an associate professor of astronomy at Iowa, developed for a team-taught,

interdisciplinary general-education course, "Big Ideas: Origins of the Universe, Earth, and Life."

Students are asked to identify and describe two separate, surprising concepts about the origins of life in the universe that they've learned in the course. They develop a model – it can be a physical object, a demonstration, or a drawing – for one of the concepts and use it explain the idea to friends or family.

Then students interview the person to whom they just explained the concept. They ask what the person learned that contradicted their previous assumptions and what new insight they developed. Finally, students reflect on the experience by writing about any questions that were posed to them that they couldn't answer.

"I was struck by how personal the experience was for students," Lang said. It can get knotty, like when a family member rejects scientific consensus about the age of the universe in favor of a biblical interpretation. But that's also part of why she thinks the assignment is high-impact. "They can take a concept from class and find a deeper connection or context to something outside the classroom," Lang said, "and they can carry that with them as students."

It's important to build students up to the point where they can pull off a high-impact experience, as Yolanda Spears, a clinical assistant professor of social work at Iowa, has found with the assignment she uses for her course, "Foundations of Critical Cultural Competence."

Her students attend a meeting or activity of a group that is unfamiliar and culturally different from them. So white students might attend a public event like a recent speech by Ron Stallworth, the subject of the movie BlacKkKlansman, or go to a Native American beading event.

They write a two-to-three-page reflection, describing their personal reactions and affective responses, citing at least two sources. "They have to go out and make this exploration, not with me holding their hand," Spears said.

Throughout the course, Spears builds students' sense of preparedness by assigning papers and journaling exercises, and building their trust in her by guiding them through difficult discussions about race, culture, sexuality, and religion.

She hadn't initially thought of her assignment as high impact, though she certainly sees its value. "I'm not saying my activity is going to be the game changer for today, but I'm saying you're going to look back at this later on," she said.

And that's part of what seems to make a term like "high-impact practices" a little squirrely. A juggernaut is bound to be embraced widely – and interpreted differently in different contexts. Kuh, the articulator of the idea, said that an argument can be made that lots of experiences can be high-impact, even if they're not academic – like working in a challenging campus job, leading a club, or serving in student government.

When it comes to assignments, Kuh says the more important question isn't whether the exercise is high impact. What matters is whether the purpose and desired learning outcomes for it have been thought through. "Few people," he said, "even define the outcomes to begin with."

MAKING AN IMPACT IN ONLINE COURSES

By Mark Lieberman [Link](#)

Educators employ high-impact practices in the classroom with the goal of keeping students engaged in the course material and developing skills they can apply in other courses and beyond. During a panel last Friday at the Association of American Colleges and Universities conference, three instructors offered insights into practices they've adopted in their online classrooms that elevate the course experience beyond conventional recorded lectures and quizzes.

Steven Greenlaw, a professor of economics at the University of Mary Washington, in Virginia, recently participated in an institution-wide study aimed at the challenges of offering high-quality instruction in online and hybrid formats. A key finding of the study, according to Greenlaw, came when looking at the potential for high-impact practices to make a meaningful difference. The term "high-impact practices" encompasses classroom activities designed to promote learning, engagement and completion. Examples of high-impact practices are in bold throughout the story; others include learning communities, practicums, supervised fieldwork and first-year seminars. "High-impact practices work pretty much just as well in an online environment as they do face-to-face," Greenlaw said. "You just sometimes have to do things a little bit differently."

Gretchen McKay, a professor of art history at McDaniel College, in Maryland, keeps her students writing throughout her course in Byzantine art, part of the Council of Independent Colleges' effort to offer more options to students at multiple institutions through online courses. In addition to participating on discussion boards, McKay asks students to maintain a regular learning log, upon which they reflect at various points throughout the semester -- replacing class discussions that would take place face-to-face. Active reflection in this writing-intensive environment helps them deeply process and more easily recall the material, even at a distance.

Greenlaw incorporated writing-intensive elements into his introductory economics course, which is populated mainly by residential students who opted for the online option. His instructions for writing papers were identical to those for face-to-face students, but he gave online students the option to turn in early drafts for feedback before they submit the final version.

One of the key projects in McKay's course is a collaborative writing assignment -- using image searching to document classical visual references in The Paris Psalter, a Byzantine illustrated

manuscript from the year 1133. Though the logistics of partnerships between students who don't have physical access to each other might seem daunting, McKay said she lets the partnerships form organically, and her students have generally managed to equally distribute the workload through email communication.

The finished products end up occupying an online digital humanities project that collects student work around Italo-Byzantine art, helping McKay hit two more high-impact practices: student content creation and student-faculty collaboration.

Collaboration within assigned three-person study groups was similarly fruitful in Greenlaw's course, though he was never able to avoid the reality that "certain students didn't want to play the game." He also held a synchronous weekly Google Hangout, during which he fielded questions and offered some lecture. The videos were immediately archived after recording wrapped up, and most students returned to them at least once, Greenlaw said.

At St. Edward's University in Texas, Rebecca Frost Davis, director of instructional and emerging technology, collaborated with her institution's academic affairs department, instructional designers and other faculty members to create an online version of her capstone course when she heard that many students had already fulfilled their other requirements and left the university -- to apply for medical school or otherwise prepare for their postgraduate careers -- but still needed to complete this last course.

The learning objective is for students to think critically and apply moral reasoning to complex problems, and to make reasoned decisions about issues in accordance with their values. Davis asked students to choose a policy issue, write about it from multiple perspectives and ultimately determine their own position.

To prevent the exercise from becoming overly insular and academic, Davis incorporated a community-based learning element: requiring students to complete interviews on both sides of the issue with experts. Motivating students to complete this task was a challenge, Davis said, until she scaffolded the assignment by requiring proposals for interview subjects early on.

Expanding Definitions
Friday's panel ended with an opportunity for audience members to weigh in with ideas for incorporating high-impact practices in their own classrooms. A photography professor, for instance, said she incorporates peer review by requiring online students to draw each other's photographs using only a written description.

Jesse Stommel, executive director of the division of teaching and learning technologies at Mary Washington, said during that portion that he wants to see informal, self-motivated discussions considered as a high-impact practice of sorts. In his face-to-face classes, he sometimes starts class by asking how students spent their weekends, and students sometimes approach him after class for free-flowing conversations that last 10 minutes or more. He thinks creating an environment where similar spontaneity can flourish would make a high impact as well.

RESOURCES CONCERNING HIPS:

Books:
- Kuh, George D. 2008. *High-Impact Educational Practices: What They Are, Who Has Access To Them, and Why They Matter.* Washington, DC: Association of American Colleges and Universities. (over $700 on Amazon)

Webpages:
- High-Impact Practices. Association of American Colleges & Universities:
- https://www.aacu.org/resources/high-impact-practices
- High-Impact Practices Publications. Association of American Colleges & Universities:
- https://www.aacu.org/resources/high-impact-practices/publications
- High-Impact Practices. National Survey of Student engagement (NSSE):
- https://nsse.indiana.edu/html/high_impact_practices.cfm

Handouts:
- Summary of High-Impact Practices. Association of American Colleges & Universities: https://www.aacu.org/sites/default/files/files/LEAP/hip_tables.pdf
- Summary of High-Impact Practices. National Survey of Student engagement (NSSE): http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf

Article:
- Brownell, Jayne E., and Lynn E. Swaner. 2009. "High-Impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs." Peer Review 11 (2): 26–30.
- Huber, Bettina J. 2010. "Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge?: Some Preliminary Insights." http://leap.aacu.org/toolkit/wp-content/files_mf/huber_hips_report.pdfKuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges & Universities, 14(3), 28-29. shorturl.at/msAF2
- Maybe Not So 'High Impact'? By Marjorie Valbrun. Inside Higher Ed: https://www.insidehighered.com/news/2018/04/25/study-questions-whether-high-impact-practices-yield-higher-graduation-rates
- What Really Makes a 'High-Impact' Practice High Impact? By George D. Kuh and Jillian Kinzie. Inside Higher Ed: https://www.insidehighered.com/views/2018/05/01/kuh-and-kinzie-respond-essay-questioning-high-impact-practices-opinion
- High-Impact Practices Work. By Richard F. Vaz. Inside Higher Ed: https://www.insidehighered.com/views/2019/06/04/why-colleges-should-involve-more-students-high-impact-practices-opinion
- National Survey of Student Engagement (NSSE). 2007. Experiences That Matter: Enhancing Student Learning and Success. Bloomington, IN: Indiana University Center for Postsecondary Research. http://nsse.iub.edu/NSSE_2007_Annual_Report.
- National Survey of Student Engagement (NSSE). 2011. "Fostering Student Engagement Campuswide—Annual Results 2011." Bloomington, IN: Indiana University Center for Postsecondary Research. http://nsse.indiana.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf