



Engagement is HIP: High Impact Practices at Loyola

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HIPs in brief: George Kuh

<https://www.youtube.com/watch?v=4i9xHt5erAc>

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.

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.

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 (see below). 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.

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 U.S. 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.

High-Impact Educational Practices



Writing Intensive Example: SP206

Subjective: Brendan seems super engaged in his speech therapy, just a little nervous or apprehensive. You could tell this by his lack of engagement.

Objective:

Clinician: Joni Long	Write goal	What did the clinician do to help the client achieve the goal? Include materials used.	How did the client respond?
Client Brendan			
STG 1	Brendan VBAT work on appropriate place for emphasis/stress in a sentence	Joni gives Brendan instructions to repeat certain sentences so that he can work on his emphasis and stress in those sentences. Joni uses social/verbal reinforcement to encourage Brendan to speak louder.	Brendan does well with this exercise. The use of the iPad tracks the sound of his speech and records it, this is beneficial because he can hear himself back and can hear what needs improvement.
STG 2	Brendan VBAT shift words in a sentence to make different meanings	Joni uses envelopes of different colors, all of which have different words, this prompts Brendan to come up with different sentences that all have different meanings.	Brendan completes this task to the best of his ability and fully understands Joni's instructions
Rapport	Beginning: At the beginning of the session, Joni uses physical stimuli such as	Middle: In this session, Joni uses many physical stimuli to motivate conversation. This is important because it demonstrates how	End: At the end of the session, Joni and Brendan have some time to play with the

Submitted for grading

Graded

Assignment was submitted 9 hours 9 mins early

Student can edit this submission

Block #3.pdf +

March 18 2021, 12:15 AM

Export to portfolio

Comments (1)

Brianne Roos - Mon, Mar 22, 2021, 3:00 PM

Subjective: Well-supported statements, just avoid writing "you can tell this because" and state your observation instead. For example, "You can see this because she likes to move around a lot" can be "Claire seems slightly distracted in her session because she moved around a lot, her attention is on the camera..."

Goals: Well written and accurate for the sessions

Clinician: Great use of class terms! Remember that therapy materials (mirrors, papers, etc.) are called physical stimuli, so you can use that word in Block 4. Keep a list of class terms handy so you remember to use them.

Client: Good work reporting on how the clients did with the goals

Rapport: Nice use of Joysa Post vocab with supporting examples

Comments: Nice work on your comments and I'm glad to read that you enjoy the sessions and can see yourself doing different kinds of therapy.

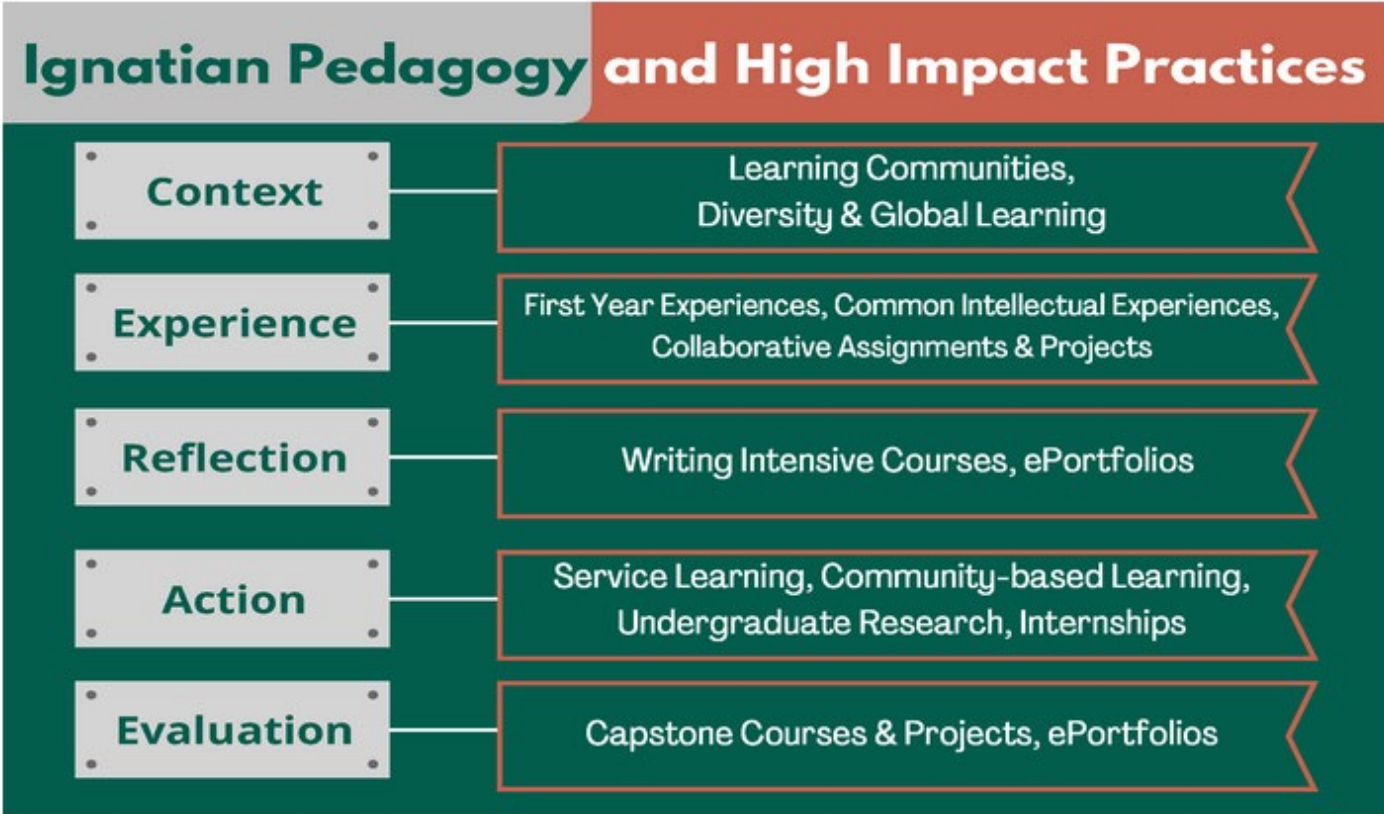
Feedback: Alexia - nice work on these reports; next time be sure to include even more class vocab in the clinician and client columns to show that you understand how to apply those terms to observations. Thanks!

Add a comment...

Save comment | Cancel



Ignatian
Pedagogy is
HIP!



HIPs in your class?



Resources

[AAC&U High Impact Practices](#)

[LUM Ignatian Pedagogy & HIPs](#)

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.

Verschelden, C. (2017). Bandwidth recovery: Helping students reclaim cognitive resources lost to poverty, racism, and social marginalization. Stylus.