

HIGH IMPACT PRACTICES MADE SIMPLE

MAVIS BISS, PHILOSOPHY

HIGH IMPACT PRACTICES

- (1) first-year seminars and experiences
- (2) common intellectual experiences
- (3) learning communities
- (4) writing-intensive courses
- (5) active & collaborative learning
- (6) undergraduate research
- (7) diversity/global learning (study abroad)
- (8) service learning/community based learning
- (9) Internships
- (10) capstone courses and projects



BETTER OUTCOMES FOR ALL STUDENTS

The list of 10 practices first appeared in George Kuh's *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (2008)

HIP benefit *all* students, but they have a pronounced effect on the experiences of students from groups historically underrepresented in higher education.

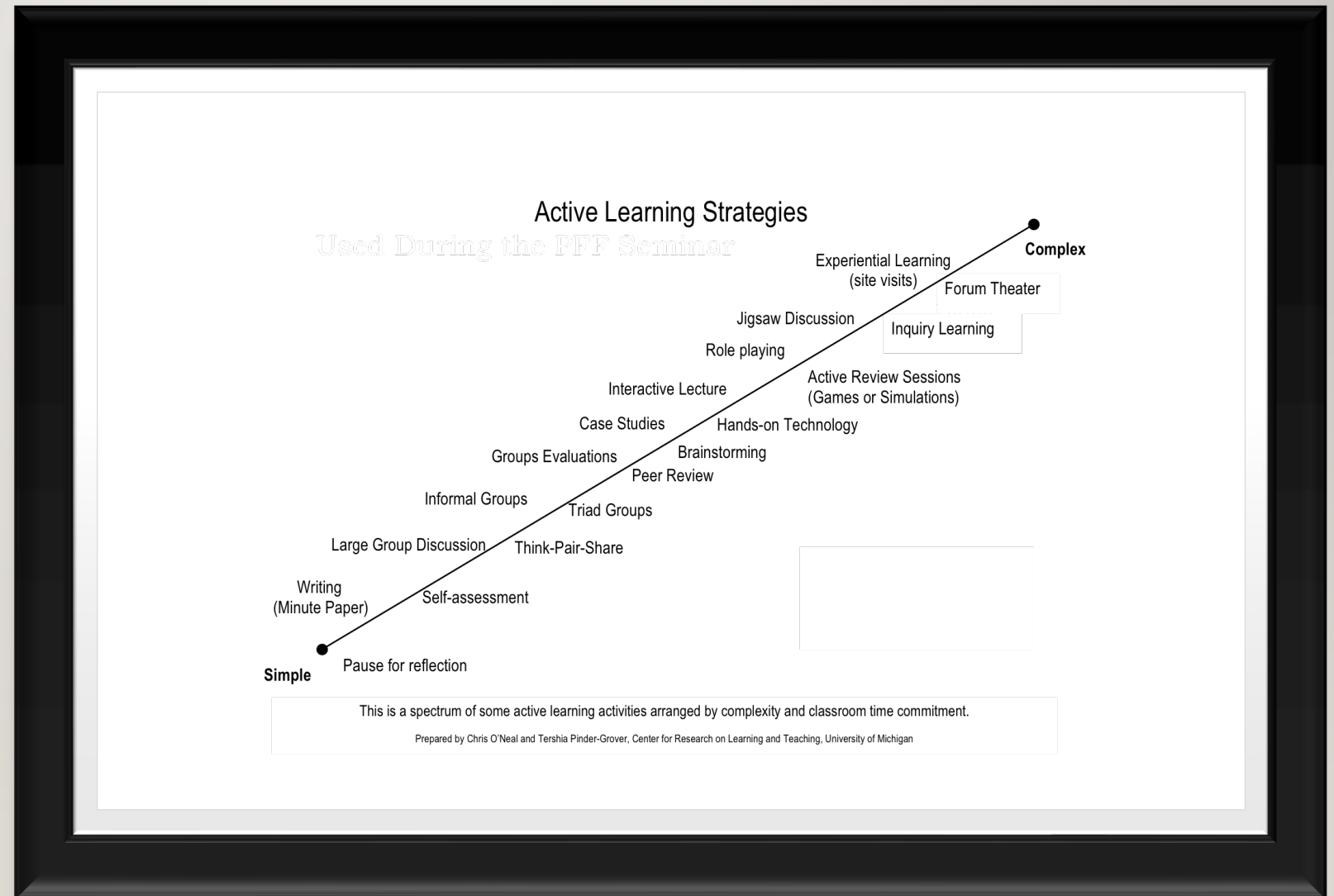
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HIGH QUALITY HIGH IMPACT PRACTICES

- **Intentionality:** The student experience with a high-impact practice needs to be coherent and educationally purposeful. It's not just "time on task" but rather meaningful time on task.
- **Transparency:** The goals and components of the practice need to be understood by students. Transparency enhances student motivation and helps students connect their learning to other experiences.
- **Interaction:** The experience should support meaningful interaction not only between students and faculty, but also potentially with others including peers and community partners.
- **Reflection:** Structured reflection should occur throughout the duration of learning experience, not just at the end, to help students make sense of their developing knowledge, skills, and understandings.

ACTIVE LEARNING



**KILGO, SHEETS, &
PASCARELLA
(2015)**

Active and Collaborative Learning →

Critical Thinking

Need for Cognition

Intercultural Effectiveness

Socially Responsible Leadership

STUDENT FEEDBACK



“Thinking is necessary.”



”Challenges you to form your own ideas and take others’ ideas into consideration.”



”Engaging class discussions encourage participation.”



“What you do and the work you produce really comes from you and requires you to think.”

**ACTIVITY
TIME!**



PROMPT #1

- “When a student speaks, instead of thinking that I am depriving her (of assurance or of some valuable thought) by *not* responding, I think to myself that I am depriving her precisely *by* responding: preventing interaction with her peers, the reasons they can give to her, and the opportunity to surprise and be surprised by them.” - Harry Brighthouse, UW Madison
- **Q:** Do you think it is important for students to have a discussion *among themselves*, as opposed to between the teacher and one student at a time?
- **Q:** Have you met challenges in attempting to encourage discussion *among* students?

PROMPT #2

- Harry Brighouse, Professor of Philosophy at the University of Wisconsin-Madison, has claims that “instructional quality is the most neglected—and perhaps the most serious—equity issue in higher education.”
- **Q:** What reasons might be given in support of this claim?
- **Q:** Why might one resist this claim?

PROMPT #3

- Gina Schouten, Associate Professor of Philosophy at Harvard University, describes a view that she used to hold about teaching. She writes, “For a long time, I’ve been convinced that we can only improve our teaching practice in a reliable, systematic way *up to some threshold*. Below that threshold, we can read books, talk to those who have more experience, and refine our teaching by growing our knowledge of best practices for getting students to learn. But once we’ve really effortfully done all that, further gains just aren’t something we can get through any sort of studied practice. We hope we continue to improve, but our best bet is just to figure out over time how to fully inhabit our teaching skin.” Dr. Schouten has recently changed her view.
- **Q:** Do you believe that a person can become a really good teacher through study and study driven practice?

PROMPT #4

- In *Teaching to Transgress: Education as the Practice of Freedom* bell hooks writes, “Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. Their empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks. Professors who expect students to share confessional narratives but who are themselves unwilling to share are exercising power in a manner that could be coercive. In my classrooms, I do not expect students to take any risks that I would not take, to share in any way that I would not share” (p. 21).
- Q: Why and in what ways might classroom practices that encourage active and collaborative learning require instructors to take risks and make themselves vulnerable?

DISCUSSION