

## What Makes the First-Year Seminar High Impact? - Evidence of Effective Educational Practices in First-Year Seminars

Effective educational practice	Implementation strategy
<b>Performance expectations set at appropriately high levels</b>	Discussions about purpose of the course/introduction to college-level academic expectations Scaffolded/staged writing assignments/expectations for college-level writing Student-led discussions/peer teaching Significant reading (quantity, difficulty) Gamification Direct research experiences
<b>Significant investment of time and effort</b>	Research papers (on academic topic, major) Academic papers (i.e., thesis-driven, argumentative) Attendance requirement Required reading Direct research experience Multi-course sequence demanding substantial thinking, writing, revision, and collaboration
<b>Interactions with faculty and peers</b>	Group/partner paper/presentation/project Group discussions/structured classroom discussions Collaborative learning activities/small-group activities Learning community configuration Learning teams/peer teaching Replies to journal entries; dialogue in journals One-on-one conferences with instructor
<b>Experiences with diversity</b>	Establishing diversity as a primary focus of the experience Community service experiences Social barometer activities Course texts representing a variety of perspectives, genre, etc. Elements of identity presentation/structured opportunities for sharing Connection to common read, emphasizing diversity issues Faculty development on inclusive teaching
<b>Frequent, timely, and constructive feedback</b>	Encouraging use of campus writing center Videotaping presentations Writing conferences Peer review workshops (writing/presentations) Use of rubrics Scaffolded assignments Required revisions
<b>Opportunities to reflect on and integrate learning</b>	Reflective journal/weekly reflective exercises Reflective papers/assignments Personal narrative Self-assessment inventories (e.g., LASSI, personality inventories) Reflective essay (final) or pre/post reflective essays/letters to self Portfolio development

	<p>Teaching and practicing principles of self-regulated learning (i.e., planning, doing, reflecting)</p> <p>Personal goal setting/life planning/values clarification</p> <p>Education plan</p> <p>Classroom assessment techniques (i.e., one-minute paper, think-pair, share)</p> <p>Creation of concept maps</p> <p>Reading responses</p> <p>Writer's memos</p>
<b>Relevance of learning through real-world applications</b>	<p>Field trips/field experiences</p> <p>Participation in on-campus/off-campus experiences/out-of-class learning experiences</p> <p>Activities emphasizing connection between college and future careers</p> <p>Service-learning</p> <p>Research on real-world problems</p> <p>Alumni guest speaker/mentors</p>
<b>Public demonstration of competence</b>	<p>Participation in undergraduate symposium/research showcase; oral presentations in a public forum</p> <p>Oral presentations (in-class)</p> <p>Submission of class work for publication (print or online, such as a blog)</p> <p>Conducting primary research/presenting findings</p> <p>Public teaching demonstrations/outreach</p>

Adapted from:

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