A LOOK INSIDE THE LEARNING: CLASSROOM PEDAGOGY AS A HIGH-IMPACT PRACTICE
SECTION 1:

WELCOME AND INTRODUCTIONS
LEARNING OBJECTIVES

• Review the definition and characteristics of HIPs
• Discuss their application to classroom pedagogy, especially in first-year seminars
• Share research and theory to examine between classroom practice and pedagogy as a HIP
• Address arguments and share implications
QUALIFICATIONS
DATA SOURCES AND AFFILIATIONS

National Resource Center for The First-Year Experience and Students in Transition
- National Surveys
- Publications

Association of Public and Land-grant Universities

Coalition of Urban Serving Universities
SECTION 2:

HIGH-IMPACT PRACTICES (HIPs)
HIGH-IMPACT PRACTICES (HIPs)

...are curricular and cocurricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students...[toward] increase rates of retention and student engagement.”

(Kuh, 2008)
**High-Impact Educational Practices**

**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 high-quality first-year experiences place a strong emphasis on critical thinking, 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 studios and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., archaeology 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 written assignments and span 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 communications, 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 fostering solidarity in the minds of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course to teamwork 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, science is encouraging 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 in actively constructed 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 note emphases on courses and programs that help students explore culture, life experiences, and worldviews different from their own. These studies—which may add to 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, international studies are augmented by experiential learning in the community and/or by study abroad.

**ePortfolios**
ePortfolios are the latest additions to AASCU’s list of high-impact educational practices, and higher education has developed a range of ways to implement them for tracking 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 work and ideas with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, deploying 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 offers 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, 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 seminars” or among other name those culminating experiences require seniors near 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.
HIPs CHARACTERISTICS

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Public displays of accountability
ADAPTABILITY OF HIPs

“[HIP] key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large number of students participate.”

(Kuh in Brownell & Swaner, 2010)
WHAT DOES THAT EVEN MEAN?
EMERGENT AND POTENTIAL HIPs

• Campus activities
• Student employment
• Campus media
• Advising
• Athletics
• Physical fitness and wellness
• Supplemental instruction
• Peer leadership

• Student clubs and groups
• Common reading
• Housing & residential life
• Transactional experiences
  • Course registration
  • Placement testing
  • Financial aid
  • Library

**Classroom Pedagogy**
SECTION 3:

CLASSROOM PEDAGOGY AS A HIP
CLASSROOM PRACTICE AS A HIP: 3 ELEMENTS

Quality of Effort

Pedagogical Approaches

Interpersonal Interactions

HIP
QUALITY OF EFFORT

• **Creates an investment of time and energy**
• Includes interaction with faculty and peers about substantive matters
• Real-world applications
• **High expectations**
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PEDAGOGICAL APPROACHES

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• **Includes frequent feedback**
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INTERPERSONAL INTERACTIONS

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• Public displays of accountability
Knowing what to do and not doing it is the same as not knowing what to do.

Robin S. Sharma
FIRST-YEAR SEMINAR SYLLABUS STUDY

QUESTION:
As the primary artifact of first-year seminar practice, how are the characteristics of high-impact practices represented on first-year seminar syllabi?

• Syllabi requested from respondents to 2017 NSFYE
• Received 196 syllabi from 77 campuses
• 65 syllabi randomly selected for initial analysis
• Qualitative analysis
  • Content analysis
  • 3 rounds
  • Dedoose software
HIPs CHARACTERISTICS

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What do you think was found most frequently? Least frequently?
Let's talk about themes
QUALITY OF EFFORT: THEMES

• **Expectations** that were baseline in nature and oriented toward lowest levels of involvement, requirements, and compliance issues were coded more frequently than true high expectations
  • Syllabi expectations need to contain more than policies
  • “High” expectations is a misnomer

• **Time and effort**, most often represented in detailed description of assignments and the number of assignments

• Range in tone, from dry and highly transactional to deeply developmental and connected to student learning outcomes
PEDAGOGICAL APPROACHES: THEMES

• Need to reframe “real world” as the college environment and the adjustment process during the first year

• **Real world** is skill based, but with a focus on skill application

• **Integrated learning** sometimes includes reflection but not always; sometimes reflection is a writing exercise

• **Integrated learning** was more about transferability of knowledge across conditions, classes, disciplines, and time

• Aspects of student learning and evaluation—accountability and frequent feedback—were least present on the syllabi and
INTERPERSONAL INTERACTIONS: THEMES

• Highly concerning that these were least represented HIPs characteristics given what the literature says
• Syllabi listed contact information for faculty interaction, but little information about the nature and type of interaction that a student might seek with their FYS instructor or other FY faculty
• Overreliance on group projects as primary means of peer interaction
• Exposure to diverse perspectives:
  • Coverage was mostly lip service
  • Tension of diverse perspectives as content or interaction
What are your reactions to these findings? What validated your thinking? What surprised you?
CONCLUSIONS

• Results of this analysis indicate that these syllabi tend to contain some, but not all, of the tenets that are fundamental to...HIP[s] and their use as a tool for student success.”

• “Overall, these syllabi appear to indicate missed opportunities in terms of the quality and consistency of FYS content and [classroom] pedagogy,...suggesting specific areas for educational innovation and pedagogical improvement.”
SECTION 4:

ARGUMENTS AND COUNTER-ARGUMENTS
“I KNOW, BUT.....”

• “I don’t include everything on my syllabus.”
“I KNOW, BUT.....”

• “I don’t include everything on my syllabus.”

• “I have limited control to change the syllabus.”
“I KNOW, BUT.....”

- “I don’t include everything on my syllabus.”
- “I have limited control to change the syllabus.”
- “I am mandated to include policies on my syllabus”
“I KNOW, BUT…..”

• “I don’t include everything on my syllabus.”

• “I have limited control to change the syllabus.”

• “I am mandated to include policies on my syllabus”

• “My syllabus is a learning contract.”
“I KNOW, BUT…..”

- “I don’t include everything on my syllabus.”
- “I have limited control to change the syllabus.”
- “I am mandated to include policies on my syllabus”
- “My syllabus is a learning contract.”
“Budgets are the moral documents of your institution; the syllabus is the ethical covenant of your classroom.”

~Melissa Harris-Perry (2022)~
SECTION 5:

IMPLICATIONS AND IDEAS FOR PRACTICE
THREE CONSIDERATIONS FOR PRACTICE

1. Classroom as a “Community of Practice” (Legitimate Peripheral Participation)
2. Student Experience Project: First Day Toolkit (Growth Mindset)
3. Showing up authentically (Concealable Stigmatized Identities)
• Legitimate peripheral participation (LPP) situates learning within a larger context that is conceptualized as a community of practice, thereby highlighting the importance of belonging.

• The community of practice may have physical parameters, but it is much more meaningful when conceptualized as a social system comprised of co-participants with various levels of proficiency, including masters, experienced participants, advanced peers, and new members (Lave & Wenger, 1991).

• Instead of learning being understood as the acquisition of information and knowledge, LPP frames it as a dynamic, interactive, iterative system of experiences that engages members across all levels and validates attachment and belonging within the community.
#1: CLASSROOM AS COMMUNITY OF PRACTICE

- Periphery (Consumer)
- Community
- Full Participation (Contributor)

Books:
- RETHINKING STUDENT TRANSITIONS
- THE IMPACT of a SENSE of BELONGING in COLLEGE
BUT WAIT... THERE'S MORE!
#2: SEP PROJECT: FIRST DAY TOOLKIT

- **The Student Experience Project (SEP)** is a collaborative of university leaders, faculty, researchers and national education organizations committed to innovative, research-based practices to increase degree attainment by building equitable learning environments and fostering a sense of belonging on campus.

- **The First Day Toolkit** is a suite of resources designed to help institutions engage instructors in revising their syllabi and other messages that students receive on the first day of class to create an inclusive and supportive learning environment. By fostering a positive student experience in the classroom, institutions can increase a student’s likelihood of persevering through academic challenges to graduation.
First Day Toolkit

Improving the messages and signals students receive on the first day of class to foster growth mindset, belonging, and equity in student experience
• Students’ answers to these questions are informed by environmental and interpersonal cues from the institution, instructors, and other students about whether they, and people like them, can belong and succeed.

• Conclusions they draw can influence how they face challenges, whether they reach out for support, and ultimately affect their retention and academic achievement.


**First Day Practices**

- **Policy Review** - Faculty will be guided through a number of steps to review their course policies and consider ways to make them more equitable without sacrificing course rigor.

- **Establishing Expectations** – Faculty can establish expectations for coursework engagement and performance using a student-centered approach that promotes a growth mindset about abilities and care for student success.
#3: SHOWING UP AUTHENTICALLY

April 24, 2024

Making Faculty Identities Visible, for Students’ Sake

A new study finds that students are missing out on opportunities to see key parts of themselves—concealable stigmatized identities, such as learning differences or mental health issues—represented in their science instructors. The work builds on research on the importance of role models.
Student identities matter in the classroom. But while much of the literature in this area focuses on overt student identities, namely race and gender, a new study focuses on what it calls concealable stigmatized identities, or “CSIs.” These include LGBTQIA+ status, being a first-generation college student, struggling academically during college, being a community college transfer student, growing up in a low-income household, and having anxiety, depression, addiction or a disability.

The study “Beyond Gender and Race: The Representation of Concealable Identities Among College Science Instructors at Research Institutions,” published in CBE-Life Sciences Education, sought to answer four questions:

Sara Brownell (not pictured) and her colleagues hope their work will encourage instructors to share their nonvisible underrepresented identities to inspire even more students to see themselves as future scientists.
#3: SHOWING UP AUTHENTICALLY

The study “Beyond Gender and Race: The Representation of Concealable Identities Among College Science Instructors at Research Institutions,” published in *CBE-Life Sciences Education*, sought to answer four questions:

1. To what extent do science instructors hold CSIs?

2. To what extent are instructors revealing their CSIs to undergraduates?

3. How does the prevalence of CSIs among instructors compare to undergraduates?

4. What are the primary reasons why instructors conceal or reveal their CSIs?
SECTION 6:

CONCLUDING THOUGHTS AND TAKEAWAYS
PROCESSING EXERCISE

THE BRAIN seems to work best thinking in threes.
PROCESSING EXERCISE: “THREES”
PROCESSING EXERCISE: “THREES”

• Capture 3 things you learned from today’s presentation
PROCESSING EXERCISE: “THREES”

• Capture 3 things you learned from today’s presentation

• Identify 3 people you want to share those ideas with
PROCESSING EXERCISE: “THREES”

• Capture 3 things you learned from today’s presentation

• Identify 3 people you want to share those ideas with

• Identify 3 goals for you to accomplish in the next month with what you learned
PROCESSING EXERCISE: “THREES”

• Capture 3 things you learned from today’s presentation

• Identify 3 people you want to share those ideas with

• Identify 3 goals for you to accomplish in the next month with what you learned

• Identify any questions you still have
THANK YOU