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

SECTION 1:

WELCOME AND INTRODUCTIONS

HELLO MY NAME IS

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-Ye
Experience and Students in Transition

- National Surveys

- Publications

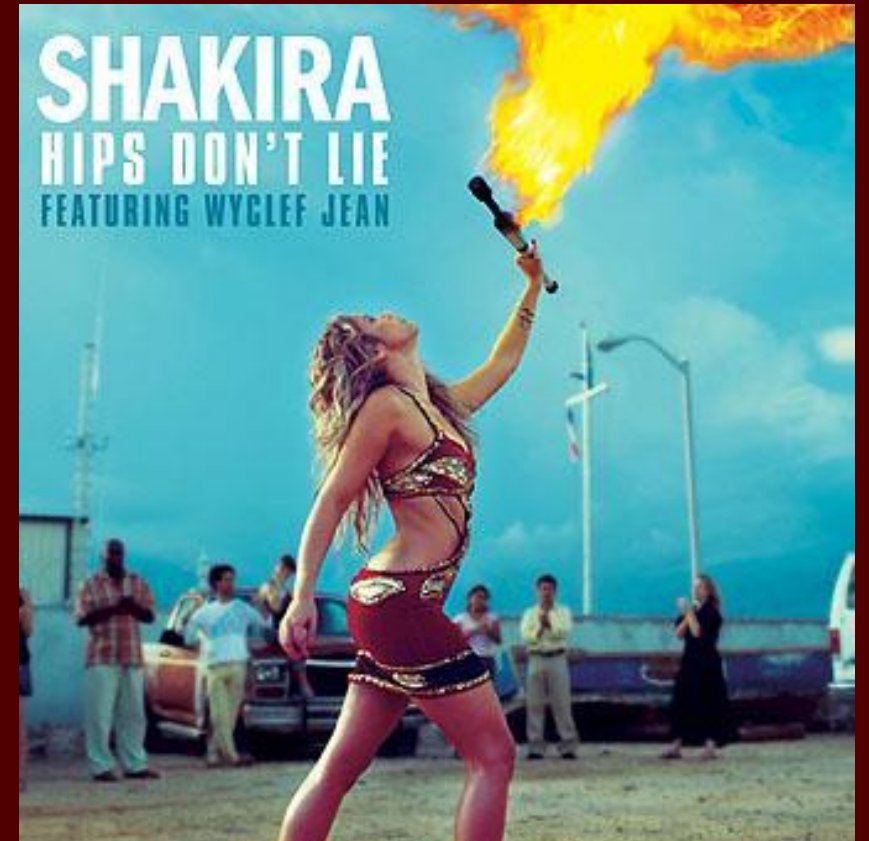**Association of Public and Land-grant**

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 tudents**..,[toward] increase rates of retention and student engagement."

(Kuh, 2008)

High-Impact Educational Practices

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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.

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 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.

## 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.
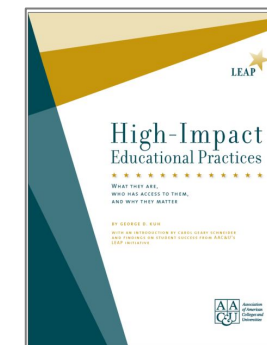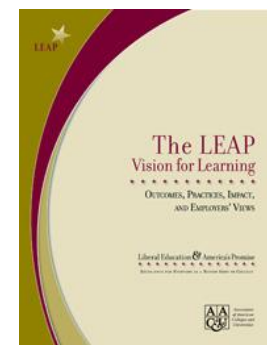
LEAP

This one goes to 11

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

LEAP

Ensuring Quality &
Taking High-Impact
Practices to Scale

BY GEORGE D. KUH AND KEN O'DONNELL
WITH CASE STUDIES BY SALLY REED

AAC&U Association of American Colleges and Universities

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*)

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
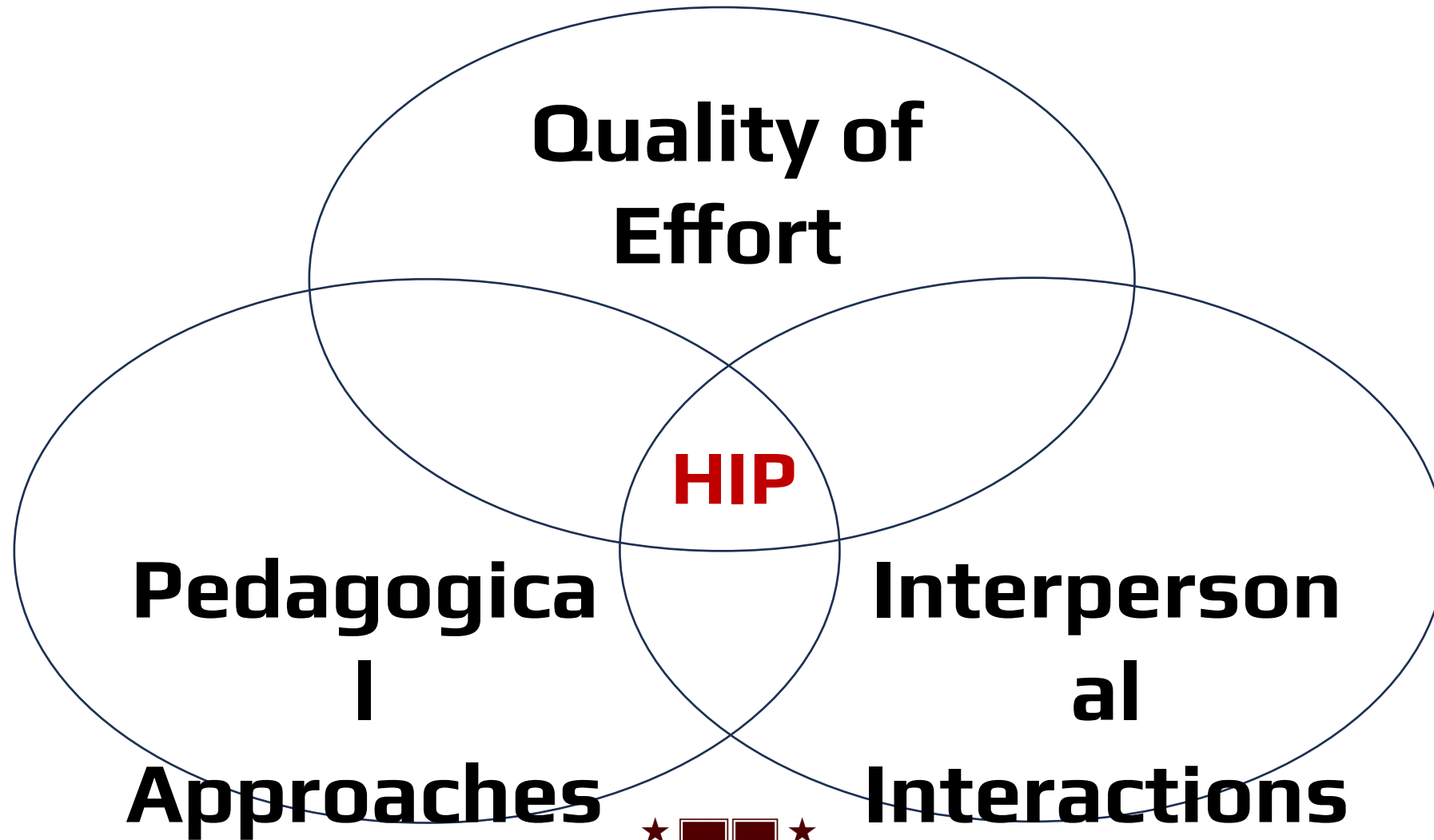
QUALITY OF EFFORT

- **Creates an investment of time and energy**
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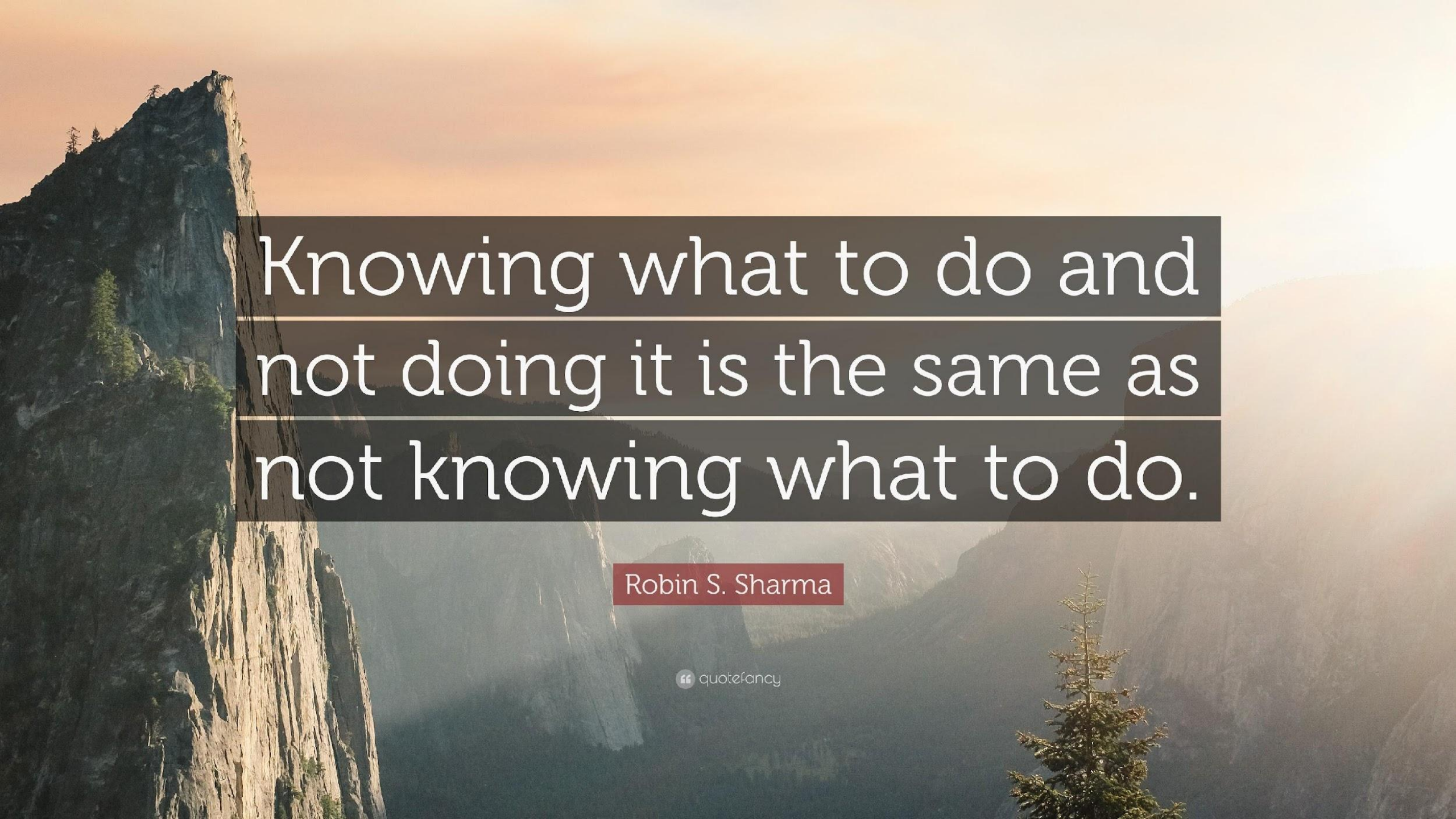- Demands reflection and integrated learning
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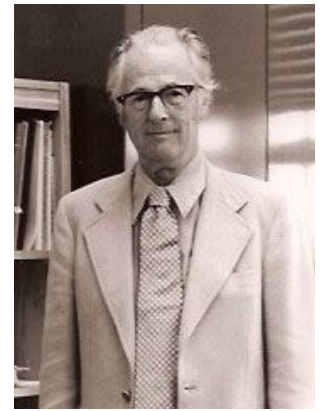
PEDAGOGICAL APPROACHES

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INTERPERSONAL INTERACTIONS

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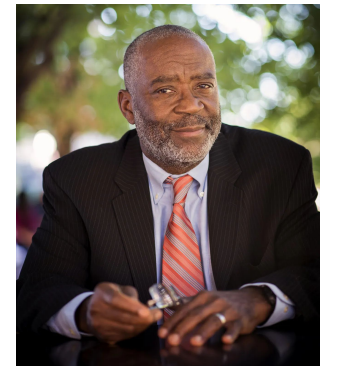
"Knowing what to do and not doing it is the same as not knowing what to do."

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

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HIPs CHARACTERISTICS

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What do you think was found most frequently? Least frequently?

Let's talk about themes

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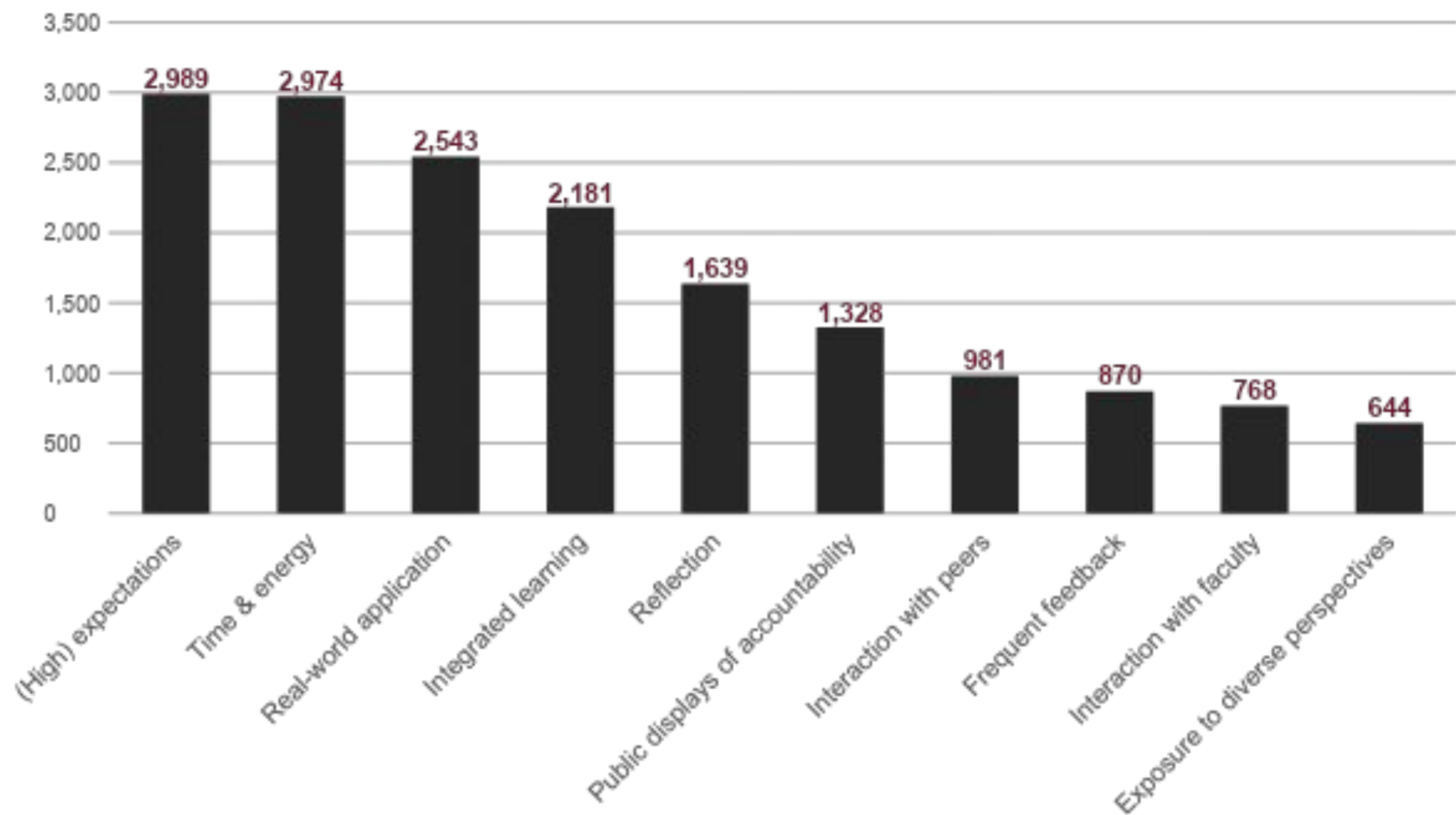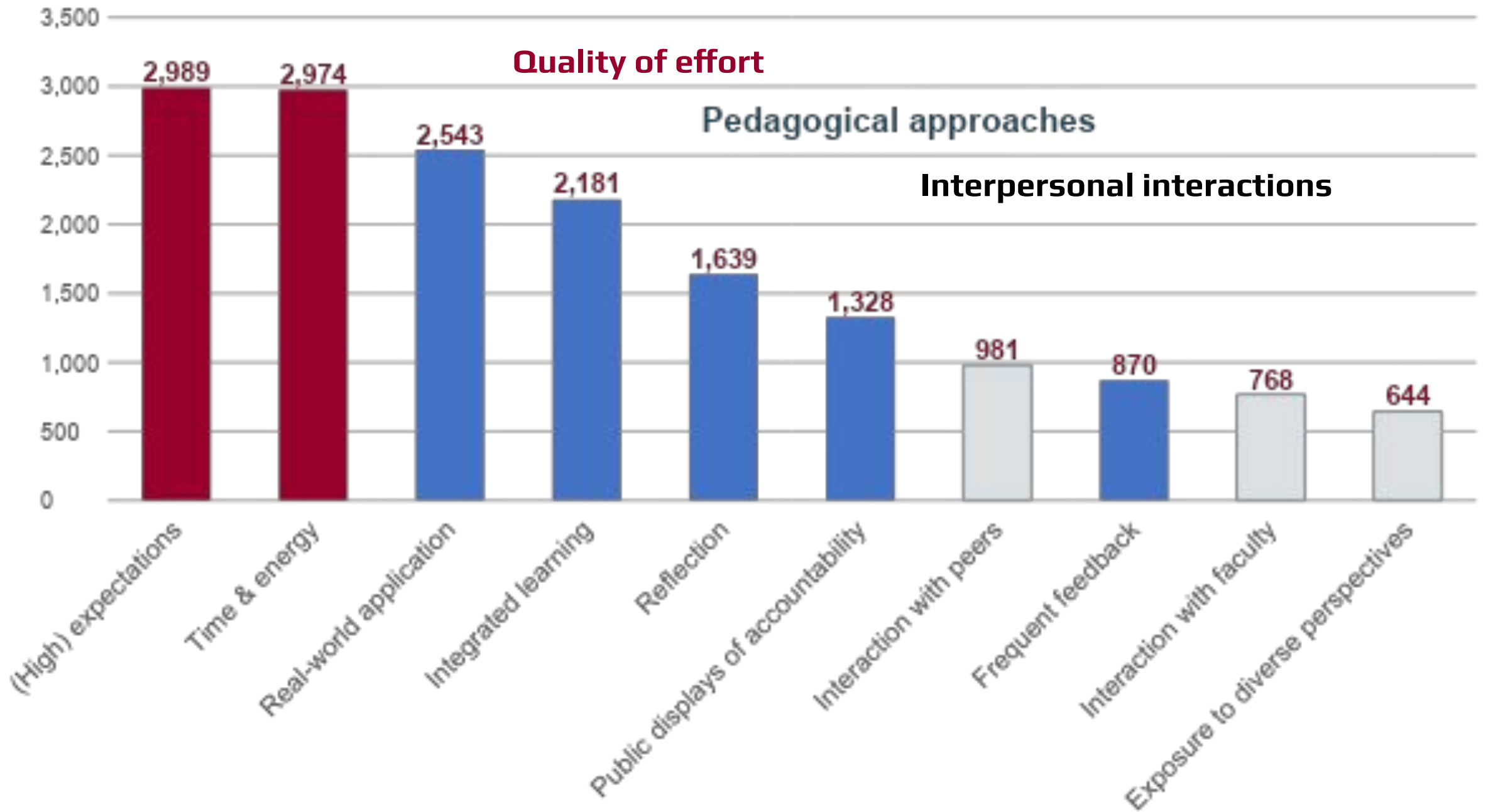
QUALITY OF EFFORT: THEMES

- **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 <u>least</u> 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
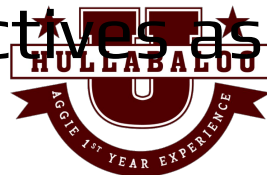
What are your reactions to these findings?
What validated your thinking?
What surprised you?

SHARE

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-ARGU MENS
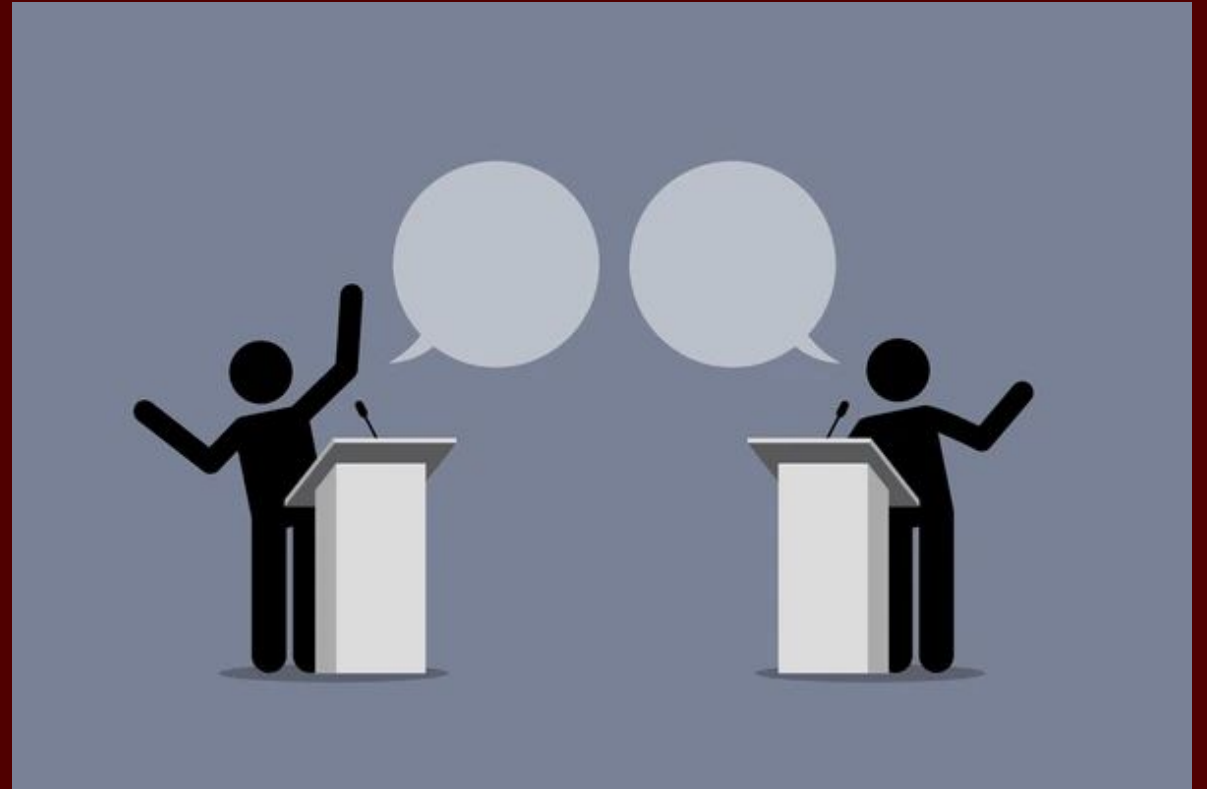
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"Budgets are the moral documents of your institution; the syllabus is the ethical covenant of your classroom."

~Melissa Harris-Perry (2022)~

SECTION 5:

IMPLICATIONS AND IDEAS FOR PRACTICE
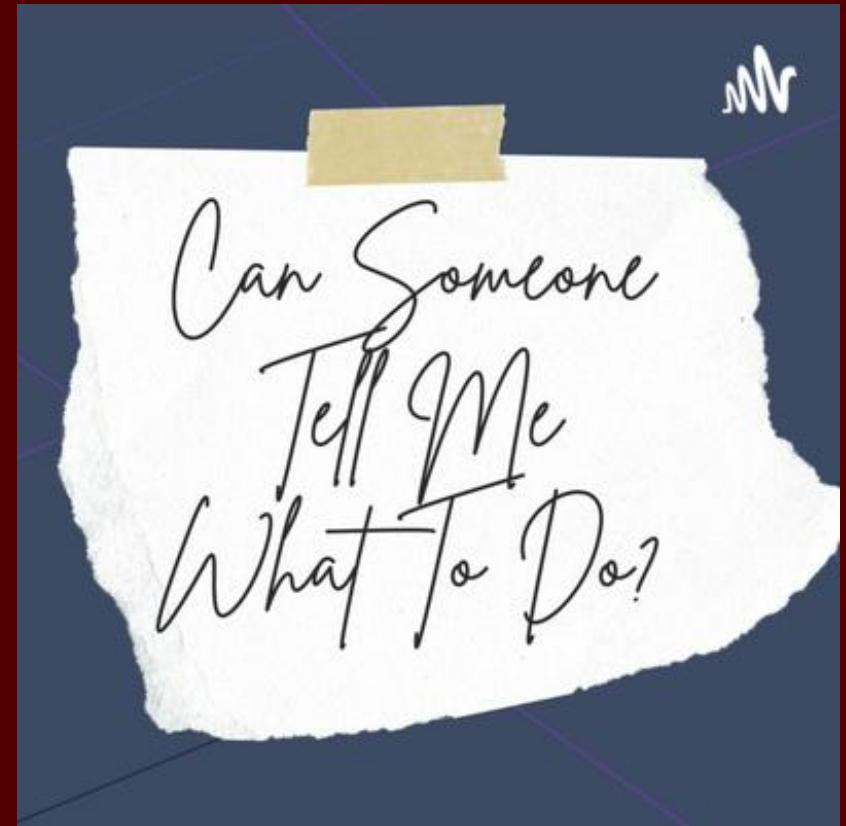
THREE CONSIDERATIONS FOR PRACTICE

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)

#1: CLASSROOM AS "COMMUNITY OF PRACTICE"

- 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.
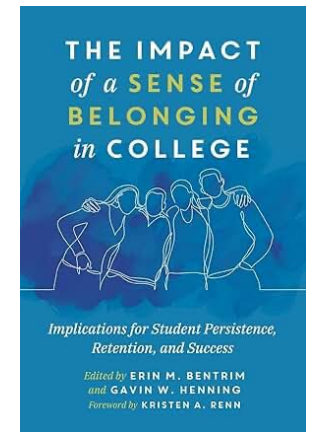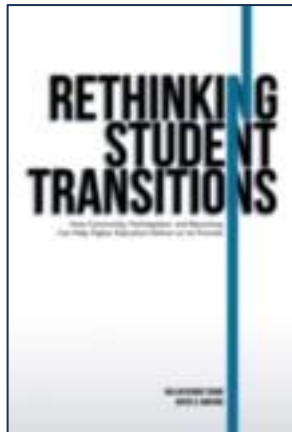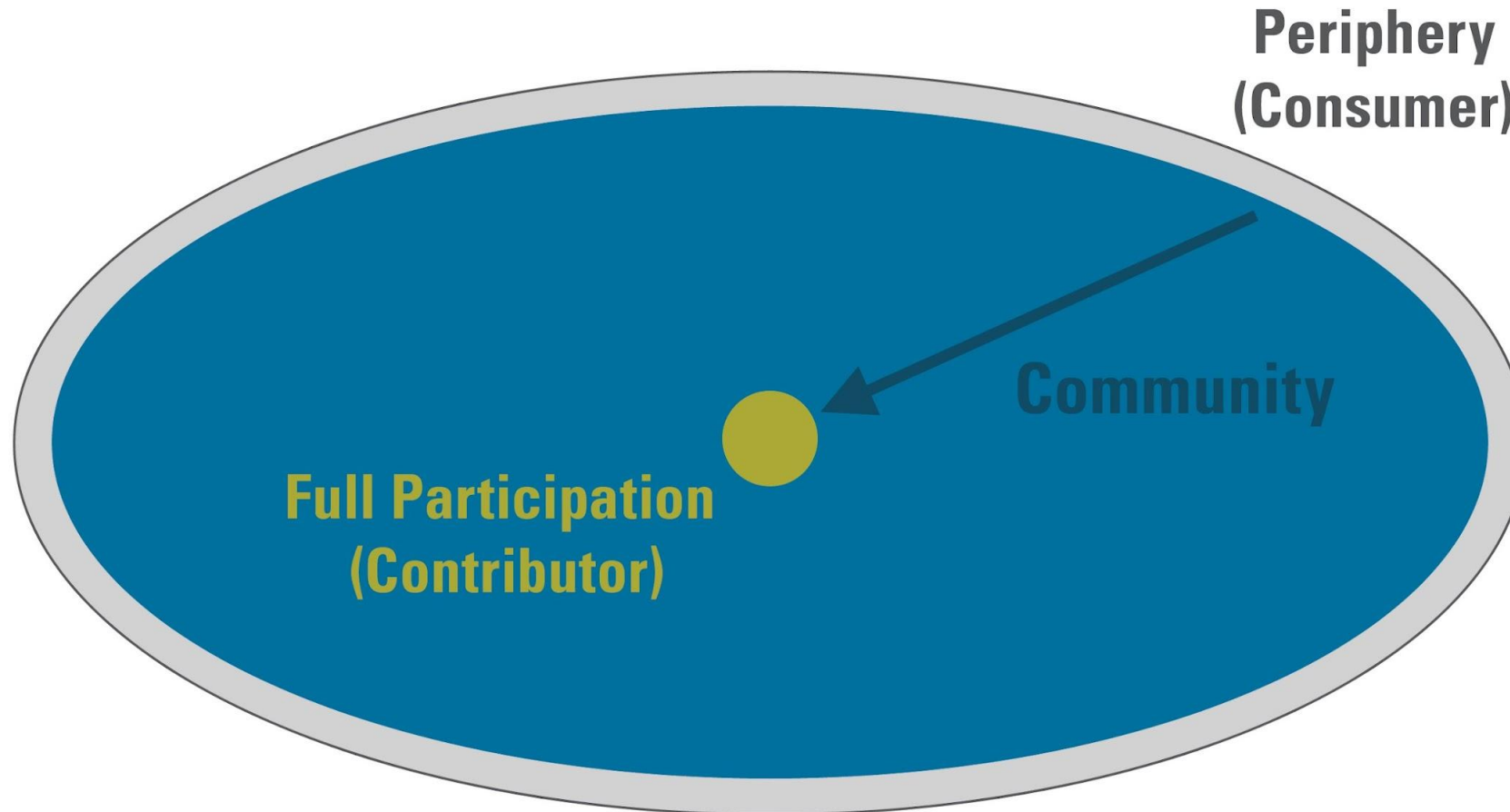
#1: CLASSROOM AS COMMUNITY OF PRACTICE

#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.

Walton, G.M., & Cohen, G.L. (2011). A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students. *Science, 331(6023),* 1447–1451.

Walton, G.M., & Cohen, G.L. (2007). A Question of Belonging: Race, Social Fit, and Achievement. *Journal of Personality & Social Psychology 92(1),* 82–96.

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.

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#3: SHOWING UP AUTHENTICALLY

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"

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- Capture **3** things you learned from today's presentation

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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