



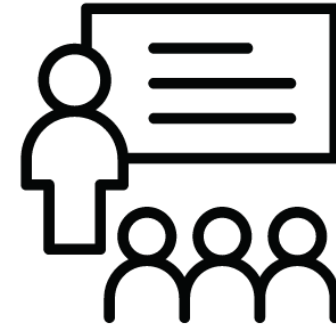
BOARD *of* REGENTS
STATE OF LOUISIANA

Meauxmentum Scholars Workshop

Monday, August 12, 2024

Workshop Logistics

- Take breaks as needed!
- Wifi
 - Network Name: Guest_Portal



- **Questions About the Day?** Ask a Regents staff member.

Faculty Learning Communities and the Meauxmentum Scholars

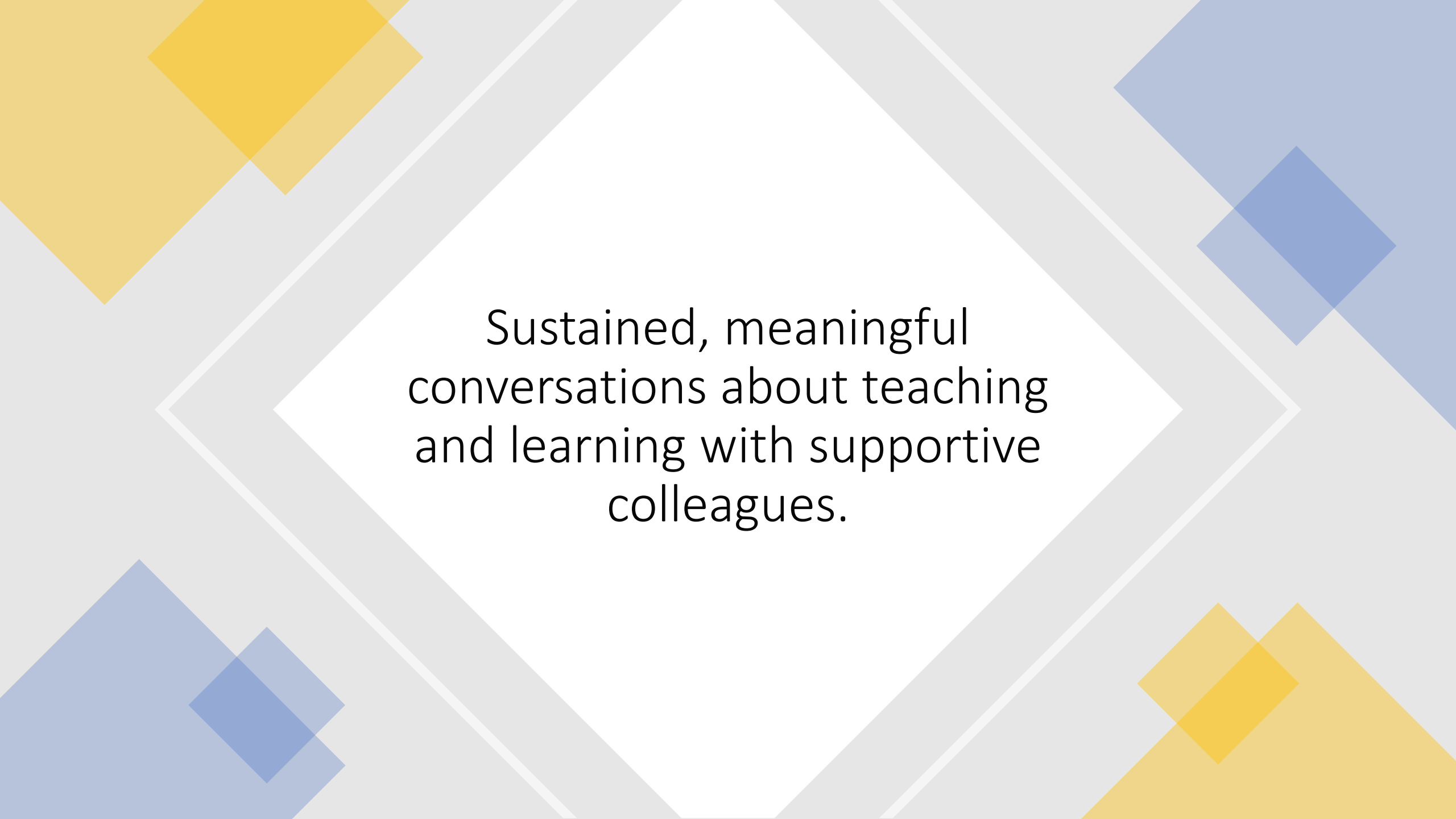
Denise P. Domizi, PhD
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Your experience with FLCs

1. Been in one before?
2. Facilitated one before?
3. Never actually heard of an FLC before (that's ok!)



Think of a time when you wanted to
learn something new...



Sustained, meaningful
conversations about teaching
and learning with supportive
colleagues.



Our plan

- What are FLCs?
- Expectations
- How to facilitate an FLC
- Scenarios

Craftsman tools

- Screwdriver
- Saw
- Hammer
- Cable cutter
- Sandpaper
- Diagonal p
- Craftsman long
- Me
- F
- B

Hardware

- Bedroom
- King size bed
- Headboard
- Drawers
- Built in closet
- Mirrors
- Lamp
- Living room
- Sofa
- Coffee table
- Television set
- Stools
- Bookshelves
- Dining table
- Chairs
- Appliances
- Kitchen island
- Food party
- Stone & over
- Subboard
- Refrigerator
- Bathroom
- Bathroom sink
- Storage (cabinet)
- Toilet
- Bath tub
- Mirror

Design

Nuts & Bolts

Meet about every 3 weeks

With (ideally) 8-10 colleagues

Make a change(s)

Talk about it

Write/Reflect about it





Recruitment

- Teaching & Learning Centers
- Department heads
- Excellent teachers
- Colleagues
- Snowball...



Key Responsibilities

- Form group
- Build community
- Give them books/resources
- Schedule meetings – send reminders!
- Keep them focused, engaged, and moving forward

First meeting: Build community



Introductions



Goal setting



Product

Subsequent meetings ideas



Discuss

Discuss a chapter or article



Plan

Plan a change in your teaching



Review

Review each other's plans; give feedback; share ideas



Implement/
Observe

Implement the change; observe each other's classrooms



Debrief

Debrief what you saw

Product


Make a change to an assignment, activity, or course material.

Tell us about it:

- What did you change?
- How did it go?
- What would you do differently?

Utilize the Tool Kit





Let's think
about this

<https://tinyurl.com/MLSFLC24>

Scenario 1

Recruitment Challenges

Scenario: Dr. Blue, a faculty member in the Department of Biology, has been struggling to recruit members for the Faculty Learning Community (FLC) focused on innovative teaching strategies. Despite sending emails and speaking at department meetings, the response has been

Questions:

1. What are the potential reasons for the low recruitment rate?

2. How can Dr. Blue address these challenges?

Scenario 2

Sustaining Engagement

Scenario: Your FLC started strong, but after a few months, participation and enthusiasm have dwindled. Faculty members are not attending meetings regularly, and discussions are becoming repetitive.

Questions:

1. What might be causing the decline in participation and engagement?
2. How can the facilitator revitalize the FLC to maintain interest and commitment?
3. What new activities or discussion topics could be

Scenario 3

Resistance to Change

Scenario: In your FLC focus group, "Implementing Active Learning Strategies," you've identified several barriers while members enthusiastically discuss new ideas. However, during meetings, they rarely move on actually trying to implement them in their classrooms. Expressed, many cite concerns about student resistance, the time required to change teaching methods,

Discussion points:

- How can you address these fears about implementing new teaching methods?



Questions?

Meauxmentum in the Classroom

‘Small Teaching’ Fosters ‘Large Learning’

Jeffery Galle, Ph.D.

Teaching Scholar, Pedagogy Coach

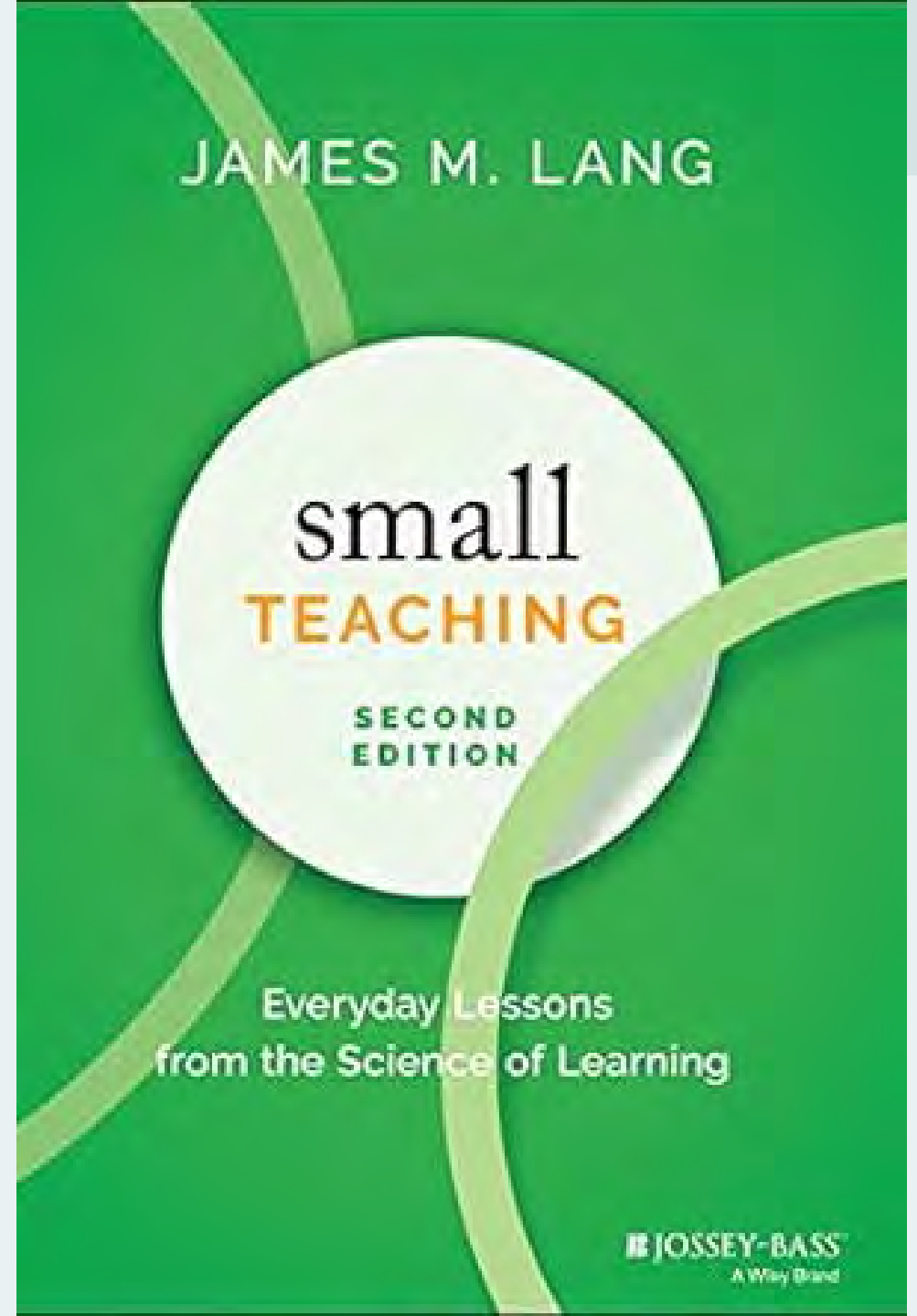
Creative Faculty Engagement, jgalle.com

Purpose

To introduce cognitive exercises using active learning strategies in key moments of class to enhance student learning, all without major course overhaul.

Task

To respond to the items on an inventory of small teaching practices to gain a sense of what is involved in class sessions using the small teaching approach.



Overview

- What is ST? in Lang's words
- Benefits of Using First 5, Last 5, & Hitting Pause
- Types of cognitive exercises
- Examples from Lang and other Classes
- Inventory of Small Teaching Practices
- Discussion and Takeaways

Jim Lang on Small Teaching interventions

- **Brief** (5-15 minute) interventions into individual learning sessions
- **Limited** number of interventions or activities within an entire course
- **Minor** changes to course design, assessment structure, or communication with students

Small Teaching 2nd ed, p. 8

Jim Lang on Small Teaching benefits

- Small teaching activities can provide substantive learning boosts with **minimal investment of faculty time or institutional money.**
- Small teaching activities which foster continuous engagement produce especially **strong results with lower-performing students.**

Lang, keynote 2018

Cognitive activities, active learning, class segments

The WHAT: Lang offers individual chapters on each kind of cognitive activity:

Knowledge: predicting, retrieving, interleaving

Understanding: connecting, practicing, self-explaining

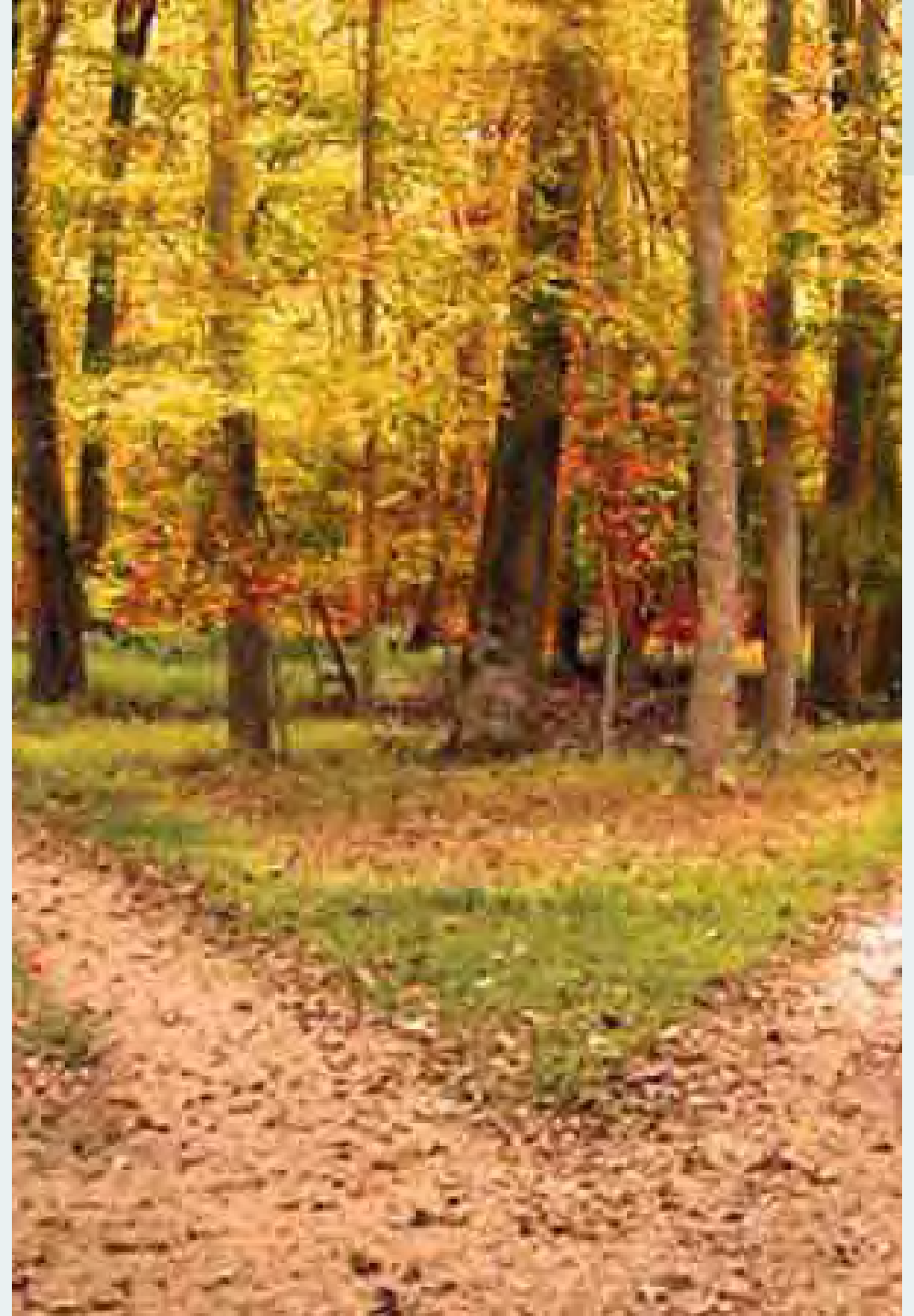
Inspiration: belonging, growth mindset

***The WHEN:** first-5 (useful to retrieve previous matter, to predict outcomes of current/future matter; last-5 (useful to retrieve the day's matter, predict upcoming matter), and Hitting Pause along way(useful to connect, retrieve, practice, reflect).

*Not meant to be restrictive of your choice of times to use brief exercises. It's the kind of exercise that's most important.

Exercise 1: (one minute)

Predicting: based on what you know thus far, what kinds of activities will be included in Small Teaching?





Knowledge

1. **Predicting:** anticipating outcomes before full knowledge
2. **Retrieving:** brief writing activities, quizzes, closing questions, muddiest point
3. **Interleaving:** practice different components of a skill in mixed order, better than 'blocked' practice; so cumulative tests, or a question from previous work,

Engaging student knowledge

- **Predicting:** How do you think this story, experiment, historical event will turn out?

“Asking them to use existing knowledge to struggle with material before we teach it can provide a robust foundation for deeper learning” (20).

- **Retrieving:** Learn facts. Think creatively with facts. Repeat facts.

So some of every assessment can be from previous material. Integrate older with present. Challenge students to remember and integrate repeatedly. Or, begin by inviting them to begin with what they know.

- **Interleaving:** Breaking down a writing genre into parts and spend time practicing the parts in different order. Same way with lab or other skill. Analyze into steps and practice each separately and in different order.



Understanding

1. **Connecting:** joining facts into pattern, a knowledge field; more connections, the easier acquiring new knowledge can become.
2. **Practicing:** itemize skills/tasks for a particular assignment. Give time at end of class to practice each task, as in creating a ppt slide of a particular task/topic
3. **Self-explaining:** Mazur's peer instruction approach. Pair up, one teaches material to partner, reverse roles. Or ask students to create teaching materials

Developing Understanding

- Connecting: Blue book exam booklets become Lang's Commonplace booklets; or Concept Maps function in much same way. The Minute Thesis also provides brief way to connect.

Students gather favorite quotes, observations, lines that they predict will apply to later readings, and at times write in them on assigned topics. Lang urges faculty to create a framework within which students can hang the facts.

- Practicing: example, **Practicing**: (120) not rote repetition but mindful learning practice; he likes some in-class practice b/c it's a game time venue that calls for more from student. Ex: writing intro pgphs....
- Self-explaining: example, **Explaining** exercises range from student articulating their understanding of a topic; to creating teaching materials for a different audience; to teaching something to a live audience using those materials.

Literary Criticism, the Memoir, or
Period Courses with multiple
books or anthology.

Began each class with a quiz

- Retrieving exercises
- Retrieving to Connecting, or
- Retrieving to Practicing

KEY: discerning what to ask of
them



For the same courses, after the quiz, I gave answers and held brief discussion.

Then, after two weeks in, new activities:

- Student led facilitation
- Hitting Pause exercise in pairs
- End with Minute Paper



My class activities in traditional lecture courses:

- ◆ the Quiz
 - ◆ Student facilitation of class discussion
 - ◆ A number of exercises for Hitting Pause
 - ◆ Using the Minute Paper
-
- ◆ Not a class activity: Student Conferencing on multiple drafts of every essay/Research Project

Exercise 2: Think, Pair, Share

What is one instance you have called for students to work at the beginning or ending of a class?

Or, what is one way to utilize the Pause in your classes?

Please give one example in some detail to a colleague at your table.

Which cognitive exercise/activities does this instance involve?



Inspiration

1. Belonging
2. Motivating

Inspiration work

- Share data on mindset and intelligence in the 2019 Yeager study:
- What I communicate to my students in conference and in classes.
- Belonging
- Motivating
- List of Practices that support growth/learning mindsets include naming good work, providing high structure to address the needs of all learners (making lessons and work as multimodal as possible)

Exercise 3

2-5-5 with the Small Teaching Inventory.

Two minutes to read and fill out.

Five minutes to share results with colleagues.

Five minutes report back to larger group.

Guiding question: what item(s) stood out? What is missing? What two will you probably do in the fall?

Note: Each of us should be able to create her own Small Teaching Inventory, or simply add more items to the one we have here.

More Benefits to Faculty Using Small Teaching

1. Does not require beginning from scratch with fully designed course. That's a factor given what faculty carry already. Instead, make a number of small changes, tested them for impact, and assess them before being incorporated regularly into course.
2. Lessens the friction between competing good things: course content and delivery/engagement.
3. Perhaps most importantly, invites individual creativity in designing the interventions that can come from Active Learning, Inclusive strategies, and other pedagogical strategies.

Final tips

- The FLC members can offer great insight for what certain activities will look like in their courses.
- 'Less is more' is a good rule to follow the first time
- Assessments will vary according to importance of the activity.
- Run the FLC like a book club discussion but with the underlying idea to select course changes.
- You have several factors that influence choice of exercise: the segments of each class, the days of the week, and the place you are with your course content.

Takeaways



The Small Teaching approach can be used in classes from the traditional lecture that Lang uses to others like the flipped classroom, gamification, student led facilitation, among others.

The work of the FLC is to explore the cognitive activities and apply specific ones to key moments in the class and across the semester course to exercise specific mental muscles.

The book offers much guidance. Purchasing a copy for each member and scheduling discussion with specific chapters is one way.

Resources

- Angelo, T. A. and Cross, K. P. (1993) Classroom Assessment Techniques: A Handbook for College Teachers. Jossey-Bass Publishers.
- Barkley, E. F. and Major C. H. (2018) Interactive Lecturing: A Handbook for College Faculty. Jossey-Bass Publishers.
- Galle, Jeffery and Jo K. Galle, eds. (2023) Putting it All Together: Creating and Scaling Exceptional Learning. Rowman and Littlefield Publishers
- Lang, James M. (2021) Small Teaching: Everyday Lessons From the Science of Learning, 2nd. Jossey-Bass Publishers.
- Rogers, Satu and Jeff Galle. (2015) How to Make Your Campus a HIP Campus. Rowman and Littlefield Publishers.

Thank
you

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TILT

Transparency in Learning and Teaching

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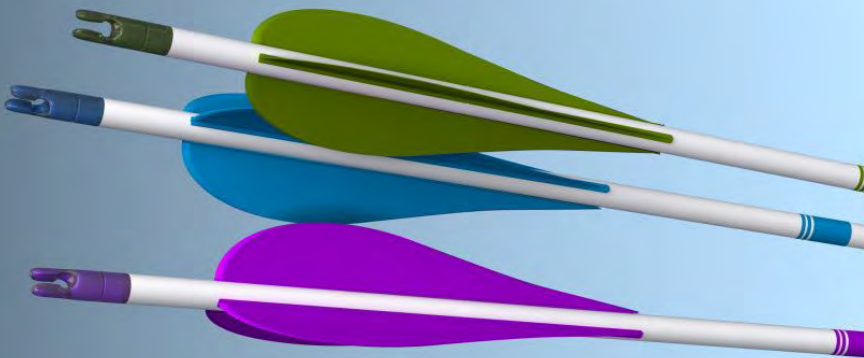


What is transparency?

Focus on *how* and *why* students are learning course content, concepts, and skills in a particular way, and how they will use that learning in their lives after college.

TILTing helps students to:

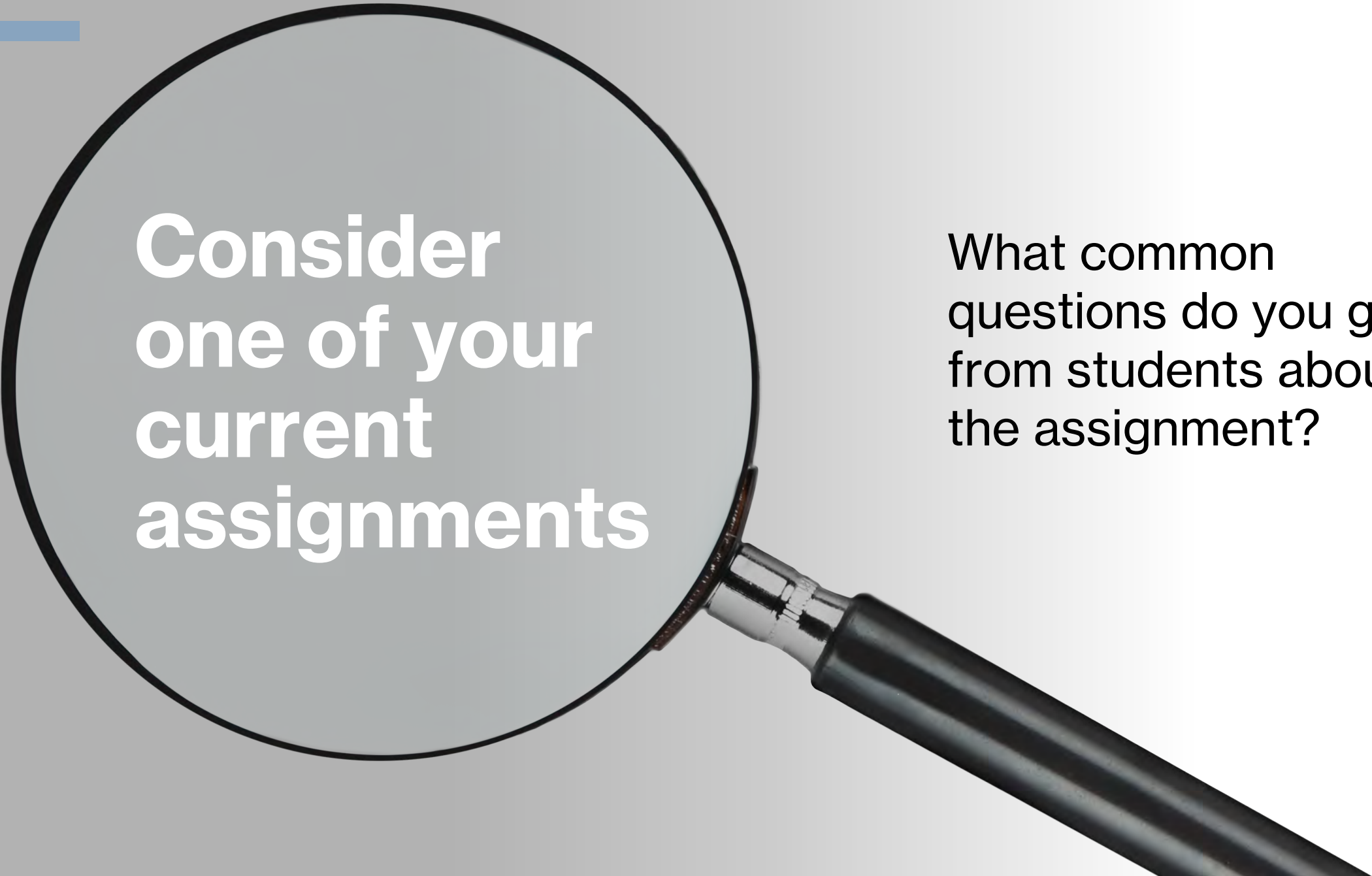
- Efficiently focus their (cognitive) attention on their learning and performance targets;
- Be clear about expectations for success (and how to earn a specific grade);
- Buy into the short- and long-term goals of their work.





I actually spend a lot more time learning the material rather than devoting a lot of unnecessary time to unscrambling what I'm supposed to be doing.

- University of Nebraska student



**Consider
one of your
current
assignments**

What common
questions do you get
from students about
the assignment?

What makes an assignment transparent?



Purpose

- Uncovers relevance to students
- Connects to learning outcomes



Task

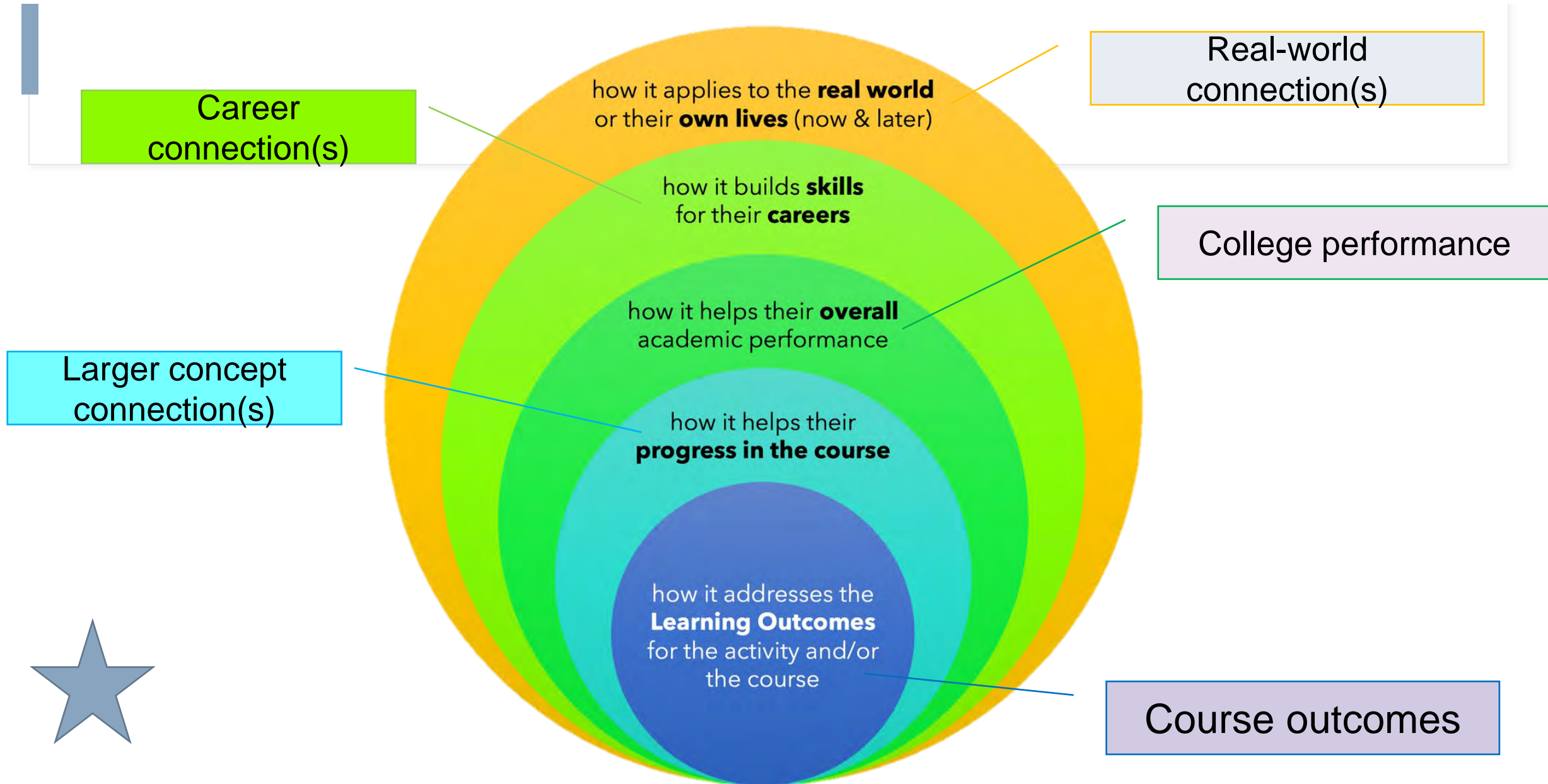
- Students know *what* to do
- Students know *how* to do it



Criteria

- Identifies specific expectations and criteria
- Provides examples & standards for success

Communicating the Purpose of Your Assignment





**Based on the transparency criteria, how transparent
are your current assignments?**



Let's practice

Underline the **purpose**

Circle the **task**

[Put brackets] around
the **criteria**

PAPER INSTRUCTIONS

Your task is to explore a psychological topic in relation to your life, in a 3-4 page paper. Papers should be (a) double-spaced, (b) 12 pt Times New Roman font, (c) include your name in the header, and (d) a title at the top of the first page. Papers will be graded on the following criteria: (a) addressing the question / topic, (b) writing quality, (c) integrating outside sources (at least one quality source; if you are not sure whether something is a good source, ask me), and (d) following instructions.

TOPIC:

One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any topic in psychology (e.g., how people learn, disorders of the brain, how memory functions, intelligence, what happens when we sleep, personality, how people interact with others, etc.), because psychological research is applicable to so many aspects of human life. Pick something that you have learned in this course that has changed the way you view the world. For example, imagine if on the first day of class I had asked you something like “how does short-term memory work?” and your answer then was very different than what you learned later in the semester from lecture/textbook. Think about the idea more deeply (especially in the context of your life), and apply it to your philosophy of life.

Once you have an idea, describe how you used to think about the topic, discuss the topic itself (i.e., what you learned about it), and then explain how your view has changed going forward. Please be as specific as possible when writing.

CHANGING BELIEFS: TAKE-HOME ASSIGNMENT (end of term)

PURPOSE: One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any major topic area in psychology (e.g., how the brain functions, how we perceive, how people learn, sleep and dreams, how memory functions, intelligence, personality, how people interact with others socially, or disorders). The purpose is to identify a topic for which your prior view of it has changed as a result of what you learned in this course. You should be able to compare and analyze how your thinking / beliefs are different now than before.

TASK: Your task is to: (1) Select a topic that you have learned about in this course that has changed the way you view the world. You are encouraged to refer back to your answers to the questions in the Changing Beliefs Activity from the beginning of the semester. (2) Once you have an idea, describe in a paragraph or two how you used to think about the topic. (Refer back to your responses to the Changing Beliefs activity from the beginning of term.) (3) Then, discuss the topic itself (i.e., what you learned about it). Please use the library to find an outside source – a peer reviewed psychology research article – to help you write a more thorough description of the selected concept. (4) Finally, explain how your view has changed going forward. Please be as specific as possible and please apply this to your own life and way of thinking (i.e., please do not generalize or write about how most people think).

Your completed assignment should be between 3 to 4 pages (typed, double-spaced). Include your name and a title in the header. Include a reference for your outside source at the end, using APA style formatting rules.

CRITERIA: Your assignment will be graded based on the following criteria: (a) Did you select a topic discussed in this course? (b) Can I clearly understand your prior way of thinking about that concept? (c) Do you provide a clear description of the topic that demonstrates that you can summarize the important aspects of it? Is information from the outside source nicely integrated into this description? (d) Can I clearly understand your current way of thinking about that concept? Did you contrast this to your prior view? (e) Finally, following instructions and quality of writing will be evaluated as well (e.g., proper grammar, spelling, etc.).

More transparent assignment example





**How might more
transparent
assignments
benefit students?**

Peer Review, 2016

AAC&U and *TILT* Higher Ed Collaboration with 7 minority-serving institutions, 1800 students, & 35 faculty:

- 425 first-generation students
- 402 non-white students
- 479 low-income students
- 297 multiracial students

Faculty made just TWO assignments transparent.

RESULTS

Increases in

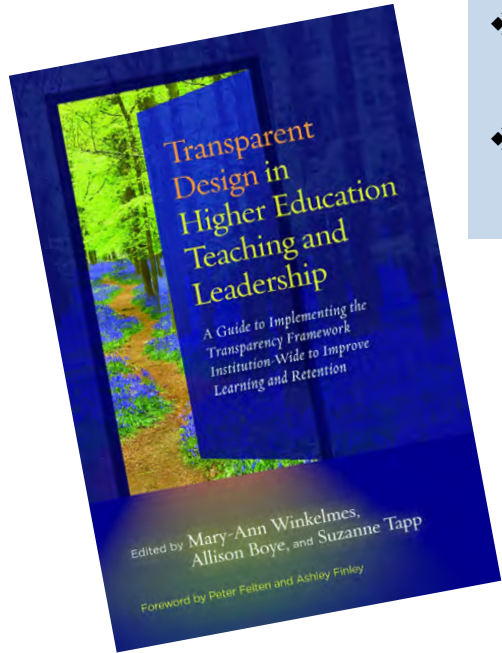
- Academic **confidence**
- Sense of **belonging**
- **Skills** valued by employers

Medium to large effect for underserved students!



Longitudinal studies also show improvements in retention rates and GPA.

Key TILT Resources



- ❖ Winkelmes, M., Boye, A. & Tapp, A., eds. (2019). *Transparent Design in Higher Education Teaching and Leadership*. Stylus.
- ❖ <https://tilthighered.com/>
- Gianoutsos, D. & Winkelmes, M. (2016). Navigating with transparency: Enhancing underserved student success through transparent learning and teaching in the classroom and beyond. In A. Siha & S. Harrill (Eds.), *Proceedings of the Pennsylvania Association of Developmental Educators*.
- Howard, T. O., Winkelmes, M., & Shegog, M. (2019). Transparency teaching in the virtual classroom: Assessing the opportunities and challenges of integrating transparency teaching methods with online learning. *Journal of Political Science Education*. doi:10.1080/15512169.2018.1550420
- Winkelmes, M. (2017b, May 8). *Transparency and problem-centered learning* [Video file]. Retrieved from <https://www.youtube.com/watch?v=xqUQhSKmD9U>
- Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, 18(1/2), 31–36. (<https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes>)
- Winkelmes, M., Copeland, E. D., Jorgensen, E., Sloat, A., Smedley, A., Pizor, P., Johnson, K., & Jalene, S. (2015). Benefits (some unexpected) of transparently designed assignments. *The National Teaching and Learning Forum*, 24(4), 4–7.



**Are you ready to
try it out?**

Making Practices High Impact by Embedding the 8 Key Elements



Jeffery Galle, Ph.D.

Teaching Scholar, Pedagogy Coach

Creative Faculty Engagement, jgalle.com

Purpose

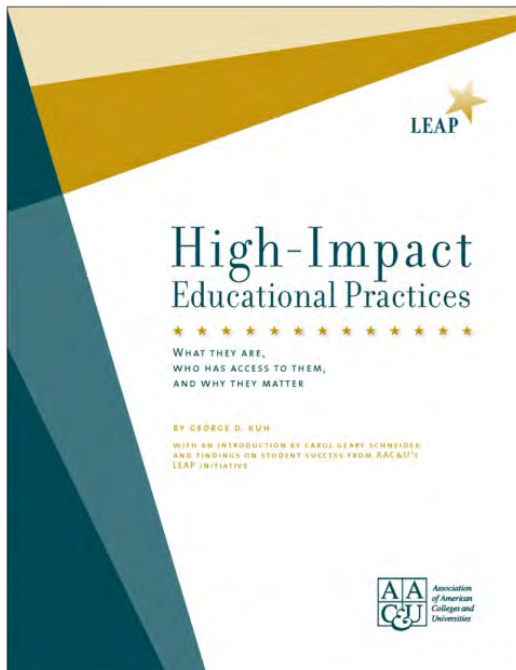
- ▶ To unlock the 8 Key Elements of the High Impact Practices through examples of successful HIPS courses
- ▶ To explore how applying the Elements can enrich courses with one or more HIP(s)
- ▶ To describe some possibilities for your learning community.

Workshop overview

- (A) HIPS key docs—2008, '13, '17.
- (B) The 11 HIPS, especially those used primarily by individual faculty. Examples from successful courses.
- (C) Going deeper with 8 Key Elements
- (D) Conclusions, enriching every HIP and considerations for leading an FLC

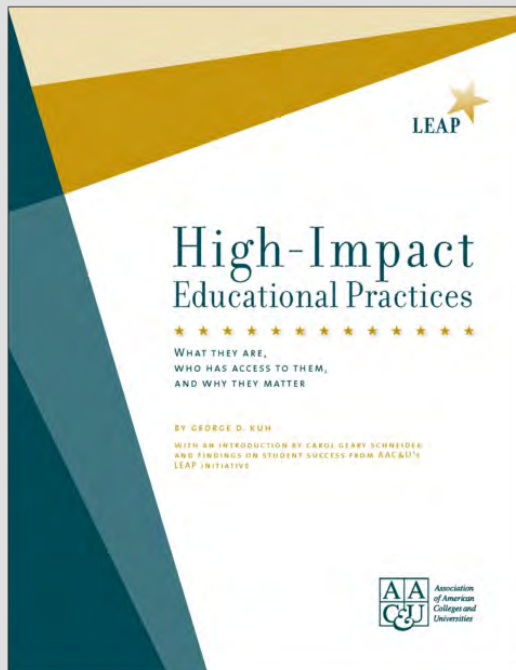
George D. Kuh

- Founding Director of NSSE and advocate for student engagement as predictor of success.
- Identified initial HIPs that impacted learning; argued they should become the norm.
- Developed common 'conditions' running through these practices



Exercise: Why 11 High Impact Practices

- Why 11?
- Can every strategy be a HIP?
- Room for a 12th?



George Kuh (2008): HIPS: What They Are, Who has Access to Them, and Why They Matter

1 Gathered data on six educational activities and posited that they (and four more) led to greater learning, retention, success than had been seen before. Later e-portfolio was to become the 11th HIP.

2 The data showed everyone benefited from these activities or practices, but some students benefited even more.

3 He connected pedagogical practices, curricular and co-curricular practices to the Essential Learning Outcomes.

George Kuh and Ken O'Donnell (2013): Ensuring Quality and Taking High Impact Practices to Scale

1. Focused on how institutional/system resources can substantially add to HIPS quality. (eg, Having a Service Learning office as does University of Georgia, an office with a national rep).
2. Multiple case studies provided key insights about quality and resources. Elon University is one case in point.
3. The key standard for quality has been the emergence of the 8 Key Elements. Kuh identified these as 'recurring conditions' at first.
4. The meaning of each Element depends on the context, the course, and conversation with colleagues and students, too.

Kuh, O'Donnell, & Carol G. Schneider (2017): 'HIPS at Ten'

1. Kuh first used the phrase 'high impact practices' in his essay introducing the NSSE Report.
2. Finding: 'Student participation in one or more HIPS is associated with a range of positive outcomes' (9).
3. As of 2017, access to HIPS experiences remains limited.
4. For institutions to change the faculty reward system, the fiscal benefit of increased graduation rates, among other benefits, must be shown. (my note: progress is slow but programs like MLS are doing the hard work).

Updates: O'Donnell, the NSSE (2024), and a snapshot

1. See [Kinzie and O'Donnell update](#) about student outcomes cutting across vertical institutional silos.
2. From 2006 up through today, the High Impact Practices have continued to spread, be researched in terms of impact on student learning, and traditional measures of RPG. See the annotated bibliographies offered on the Resource page.

- ▶ First Year Seminars
- ▶ Common Intellectual Experiences
- ▶ Learning Communities
- ▶ Writing-Intensive courses
- ▶ Collaborative assns/proj
- ▶ Undergraduate Research
- ▶ Global Learning
- ▶ Service Learning
- ▶ Internships
- ▶ Capstone and Projects
- ▶ ePortfolios

- ▶ Writing-Intensive courses
- ▶ Collaborative assns/projects
- ▶ Undergraduate Research
- ▶ Global Learning
- ▶ Service Learning
- ▶ Internships

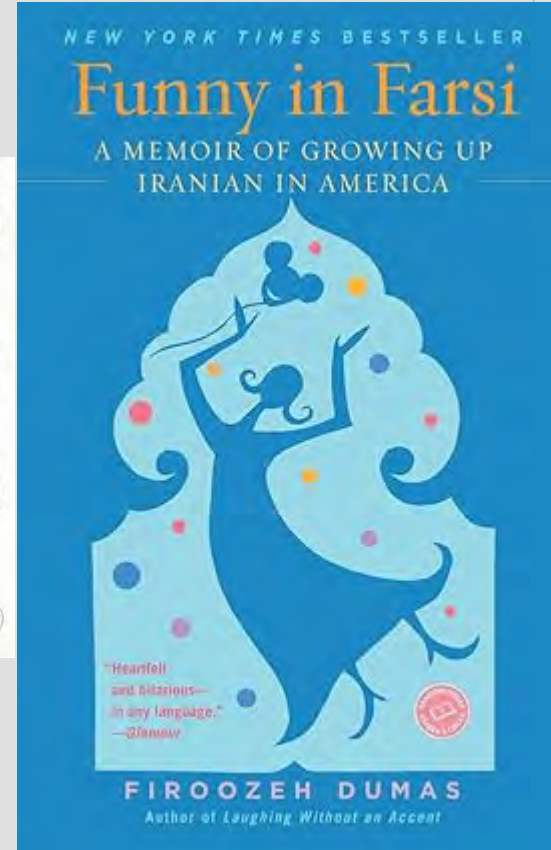
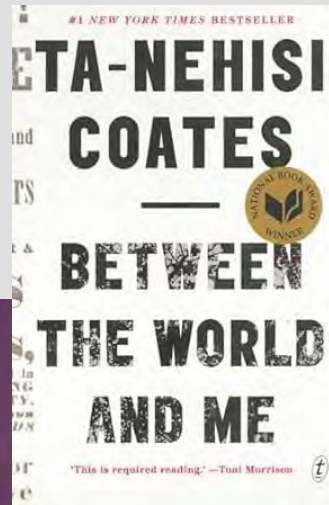
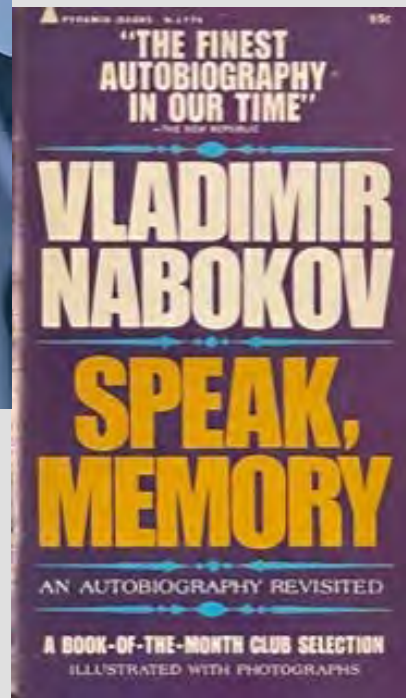
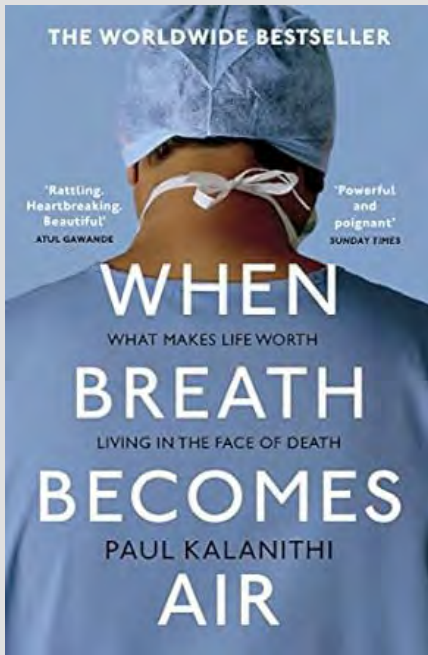
Growth of HIPs in My Courses

- ▶ ULM, 2003 Northeast LA Veterans Home interviews
- ▶ Emory, 2008, 1st yr Writing, Senior Citizens essays
- ▶ Emory, 2010, Memoir (content changes, SL same)
- ▶ Emory, 2014, What is Tragedy?
- ▶ Emory, 2015, Issues involving the Canon
- ▶ Emory, 2017, Seminar on Place



Content, lives told in a variety of books

▶ 4 books per course x 2 per year x 10 years



Course activities

- ▶ In class: student led facilitation, quizzes, student conferences on multiple drafts of each essay. Last essay is a required Reflection Essay
- ▶ Service-Learning project: partner varied but the focus is to apply course content to different contexts to produce an essay on a key experience in the life of the interviewee.
- ▶ All courses are Writing Intensive and many involve key disciplinary issues/questions, so could be Undergraduate Research.
- ▶ A research project and presentation: from the class-generated list of Life Writing Issues or from the Service-Learning experience

Course outcomes

- ▶ Critical reading and analysis
- ▶ Writing short and long analytical papers and the research paper
- ▶ Conducting class discussion
- ▶ Interviewing, notetaking, transcription, and production of manuscript
- ▶ A final reflective essay that captures decisions, tensions, and outcomes of the content and the service learning.

Career Ready Competencies (NACE)	High Impact Practices, Essential Learning Outcomes (ELOs)	Outcomes of the Memoir Course
Critical Thinking/Problem Solving	Critical & Creative Thinking	Critical & Creative Thinking
Oral/Written Communications	Written and Oral Communication	Written and Oral Communication
Team Work / Collaboration	Teamwork and problem solving	Teamwork and problem solving
Digital Technology	Information Literacy	
Leadership	Civic knowledge and Civic Engagement	
Professionalism/ Work Ethic		
Career Management		
Global/Intercultural Fluency	Intercultural competence	Intercultural competence
	Inquiry and analysis	Inquiry and analysis
	Quantitative Literacy	
	Ethical Reasoning	Ethical Reasoning

HIPS Across the Institution

- ▶ Work-based INTERNSHIP programs in Business, 2-yr schools, and others in many cases can mirror the outcomes of other HIPS.
- ▶ In biology, college students with school students take water samples from area streams, analyze them, and present results.
- ▶ In sociology, college students create and administer survey of inmates completing GED versus those who do not over a three-year span as a part of their social survey stat class.
- ▶ In political science, college students facilitate a debate program as part of a rhetoric of politics course.
- ▶ In art, college students administer a creativity program to cancer patients as part of a course on the healing arts.
- ▶ In history, college students participate in a book project on the history.

Considerations

- ▶ T and P policy of Oxford College supports this kind of work
- ▶ Emory's Oxford College prided itself on high teaching quality and student engagement
- ▶ Our 2015 book *How to be a HIP Campus* demonstrates the commitment to student learning through many strategies, including the High Impact Practices
- ▶ Emory University's many colleges deeply valued excellence in teaching; hence, many Emory College faculty participated in and led the two-day sessions of the institute my office created to support and spread pedagogical expertise.

Toward a Process for HIP Growth

1. Begin with course and course content
2. See the HIP practice that connects well with the forms and content of the course.
3. Availability of community partner or entity that makes the application of course content to real world application much simpler.
4. Note: favor the instances when students are 'doing the discipline.'
5. With or without significant institutional structures, resources, or framework, the HIPS can grow in many ways.
6. Faculty ingenuity and creativity play a greater role than we think.

epiphany

As important as the class activities and the course HIP, underlying 'Elements' also fostered learning.

The 8 Key Elements

- ▶ Appropriately high performance expectations
- ▶ Significant investment of time and effort
- ▶ Interactions with faculty and peers about substantive matters
- ▶ Experiences of difference and the unfamiliar
- ▶ Feedback, constructive and timely
- ▶ Periodic, structured opportunities to reflect and integrate learning
- ▶ Opportunities to discover relevance of learning with real world applications
- ▶ Public demonstration of competence.

Exercise: Application of One Element

- ▶ Please select one or more of the 8 Key Elements, particularly ones that present difficulties.
- ▶ Reflect, scribble, or however you brainstorm: 2-3 minutes, this topic: How will/would this ELEMENT appear IN MY COURSE(S)? What are the questions and issues you will face in the integration?
- ▶ Discuss with one or more colleagues in the table group.

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Exercise: Unlocking the Key Elements

1. Expectations: challenge beyond criteria set by placement scores
 2. Time & Effort: a multiple part assignment
 3. Interactions: context like speaker/Q&A
 4. Unfamiliar others: meet and interact w others different background
 5. Feedback: multiple stage w feedback that takes student to next draft
 6. Structured reflection: assn drawing on other courses, integrate
 7. Real-world application: time to integrate external setting and courses
 8. Public demo: spectrum of presentations and audiences
- ▶ What does each element really mean in terms of courses, students, and your aspirations for your students to learn?
 - ▶ What are the underlying tensions, opportunities for faculty?

Conclusions: HIPS Work

- ▶ Kuh, O'Donnell, Schneider studies and summaries provide history, impact, and proliferation of the High Impact Practices. See annotated bibliography for much more.
- ▶ General recommendation now is every student should have at least 2 HIPS in the first year. (It's 5 at Georgia College in curriculum).
- ▶ Results include scaling up particular HIPS like Service Learning from individual faculty, to institutions, to entire systems of higher education.
- ▶ Other pedagogies in different contexts, say Work-Based Learning, are taking on specific HIPS, even without knowing the resources that are available. So Internships could be enriched with 8 Key E
- ▶ The Meauxmentum Learning Scholars are in a strategic place with the HIPS, the 8 Key Elements, a number of guide books, and studies to employ.
- ▶ COURSE CONTENT + HIP + 8 ELEMENTS = DEEP LEARNING

Possibilities: MLS Community

- ▶ Explore individual HIPs to add to an existing course.
- ▶ Discuss course redesign and then add a HIP
- ▶ Consider the 8 Key Elements for possible activities, new depth.
- ▶ Select one of the 8 Key Elements, like Feedback, and develop course feedback activities based on the addition of this Element.
- ▶ Where applicable, modify assignments, including research project, to include a public demonstration of competence.
- ▶ With proper approvals, work to develop institutional partnership for future HIPs courses.
- ▶ Would it be possible to join individual course(s) to an existing program at the institution?

Sample Resources

Annotated Bibliographies of Research Studies

[HIGH-IMPACT PRACTICES: EVIDENCE & OUTCOMES](#) (2019)

[HIPS IN PRACTICE - IN THE CLASSROOM](#) (2019)

Kuh, George, et al (2008). *High Impact Practices: What They Are, Who has Access to Them, and Why They are Important* (AACU).

Kuh, George, et al (2013). *Ensuring Quality and Taking High Impact Practices to Scale*. (AACU).

Rogers, Satu and Jeff Galle (2015). *How to Make Your Campus a 'HIP' Campus*. Rowman and Littlefield Publishers.

Good weather helps, too

Class discussion on a spring day



End of Day Survey

