Connecting High Impact Practices with Deep Learning

Spring Perspectives on Teaching Conference
May 14, 2013
High Impact Practices: What are they?

- First-Year seminars and experiences
- Common intellectual core
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/Global learning
- Community-based Service Learning
- Internships
- Capstone courses and projects
Engaging in High Impact Practices and Learning: A Bit of a Mixed Bag

Persisted at higher rates (Brownell & Swaner, 2009)

Modest to neutral effect on grades (Brownell & Swaner, 2009)

FY success course: higher commitment to social justice and multicultural awareness (Engberg & Mayhew, 2007)

Gains in General, Personal & Practical areas (Kuh, 2008)

Education abroad: Students progressed most on areas of cognitive knowledge and personal well-being (Braskamp et al., 2009)

HIPS had no relationship with intercultural competence (Salisbury & Goodman, 2009)
Across studies, the practices being examined differ in design elements.

The studies vary in methodological rigour (self-reported gains, cross-sectional, self-selection, single institution).

When included, many effects are indirect.
It’s not the practice but the principle behind the practice
Approaching Learning

Deeply:

Many Definitions

Described by Kuh and others as

- Attend to the underlying meaning of information as well as content
- Integrate and synthesize different ideas, sources of info.
- Discern patterns in evidence
- Apply knowledge in different situations
- View issues from multiple perspectives

• An interest in and intention to understand, relate ideas and use evidence

• Seeks to grasp key concepts, understand relationships, and transfer ideas from one situation to another

• Uses multiple strategies such as reading widely, discussing ideas with others, drawing from multiple sources, applying knowledge in real world contexts
Deep Learning Spurs Student Growth

- Students who participate in HIPs tend to experience higher levels of “deep learning” and student engagement (Kuh, 2008)
- Integrative learning has net positive relationships with Need for Cognition and Positive Attitude Toward Literacy; Reflective Learning on these outcomes plus Critical Thinking (Nelson Laird et al., 2011)
- Overall deep learning and integrative learning separately were associated with end of first year moral reasoning (Mayhew et al., 2012)
What conditions do you put in place in your classroom that promote deep student learning?

Write for 2 minutes
Pair with the person next to you
Share for 3 minutes
Switch
Other person share for 3 mins
1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Use active learning techniques
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning.

Seifert et al., 2012. Relationships between Good Practices and End-of-4th Year Learning Outcomes

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Critical Thinking ($R^2 = .621$)</th>
<th>Need for Cognition ($R^2 = .475$)</th>
<th>+ Attitude Toward Literacy ($R^2 = .454$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Research</td>
<td></td>
<td>.167**</td>
<td>.126*</td>
</tr>
<tr>
<td>Good teaching &amp; high quality faculty interactions</td>
<td>.058*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic challenge &amp; high expectations</td>
<td>.253**</td>
<td></td>
<td>.152**</td>
</tr>
<tr>
<td>Co-curricular involvement and positive peer interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactions with faculty/student affairs staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative learning experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactional diversity</td>
<td>.09**</td>
<td>.065*</td>
<td>.141**</td>
</tr>
</tbody>
</table>
Three Core Assumptions
1. Knowledge is complex and socially constructed
2. One’s identity plays a central role in crafting knowledge claims
3. Knowledge is mutually constructed via the sharing of expertise and authority

Three Core Principles
1. Validate learners’ capacity as knowledge constructors
2. Situate learning in the learners’ experience
3. Define learning as mutually constructing meaning

Elements of a Learning Partnership in First-Year

1. Academic challenge & high expectations
   - a. Delve into ideas;
   - b. Explore new and multiple perspectives;
   - c. Learn to use evidence to support one’s perspective

2. Diversity experiences
   - Challenges students to consider multiple perspectives; want to learn more about diverse peers

3. Supportive relationships
   - A culture of caring, characterized by helping students learn the skills needed to meet academic challenges

Goodman et al., 2011; Seifert et al., 2010
What High Impact Practice are you using that you want to be more intentional about?

What principles would you like to adopt to provide the foundation for your HIP and in teaching generally?

Write – Pair – Share – Commit!
Thank You!

To contact, email: Tricia.Seifert@utoronto.ca

Check out my research blog at: www.supportingstudentsuccess.wordpress.com
High Impact Practices

Approaches to Deep Learning


Linking Principles of Good Practices, Learning Partnerships and Deep Learning to Student Outcomes
