High Impact Practices: Developing a Framework for Integrating HIPS at the Individual Course Level and General Education

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High Impact Educational Practices (HIPs):

Developing a framework for integrating HIPs with student-centered learning and general education experience at James Madison University

HIPs are a set of teaching and learning practices which have been widely tested and have shown to be beneficial for rates of student retention and engagement for college students from many backgrounds (Kuh, 2008).

These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

Libraries faculty are in the research stages of planning to develop an instructional framework to map high impact educational practices (HIPS) strategy integration to help build meaningful student experiences in their academic and general education experience at James Madison University. This framework will utilize instructional design recommendations and the wealth of opportunities available to students through the University and the general education program.

Below are HIPs that educational research suggests increase rates of student retention and student engagement (Kuh, 2008). Each HIP includes strategies for inclusion in instructional design and general education, adapted from Kuh’s (2008) research.

First-Year Seminars and Experiences

Divide classes into small groups for collaborative learning experiences that emphasize critical inquiry, frequent writing practice, developing information literacy. Involve students in cutting edge research.

GenEd: Cluster One, Foundational Skills, is a curriculum all entering students complete. WRTC103 is capped at 21 seats per section, SCOM100s are capped at 35.

Common Intellectual Experiences

Integrate globally impactful broad themes that invite students to investigate and discuss these issues with classmates and faculty. Offer a variety of them options.

GenEd: Honors Students complete their SCOM100 course as a cohort.

Learning Communities

Involve students with “big questions” that are important outside of the classroom. Lead students through exploration of a common topic or through the lens of a different discipline.

Instructional Design: Optimizing the communications and reflections with communication technologies and interaction strategies.

Writing-Intensive Courses

Develop a variety of writing assignments to give students experience writing and revising content for different audiences and disciplines. This can improve skills including quantitative reasoning, oral communication, information literacy.

GenEd: Students enrolled in WRTC103 write at least 5000 words in these classes.

Collaborative Assignments and Projects

Help students learn to work and solve problems with others. Divide students into groups, use team-based assignments, and assign collaborative projects and research.

GenEd: One version of the SCOM 100-level courses is dedicated to group presentations.

Instructional Design: Integrating VALUE Rubrics in collaborative assignment and learning project designs.

Undergraduate Research

Involve students in relevant, exciting, and impactful research that investigates critical questions, empirical observations, cutting edge technologies.

Instructional Design: Libraries: Integrating design of inquiry-based learning activities and supporting undergraduate research with research techniques and data presentation.

Diversity/Global Learning

Help students explore worldviews and experiences different than their own. Introduce these themes through community involvement, reading and discussing case studies, and viewing informational videos and media.

GenEd: Students can participate in SAGE study abroad General Education.

ePortfolios

Assign digital portfolio assignments for assessment, teaching and learning, and career preparation. Students should build these over time to showcase their experiences throughout the collegiate career.

Instructional Design: Providing evaluative design and technology suggestions and consultations to discipline-specific portfolio assignments and/or projects.

Service Learning, Community-Based Learning

Aim to give students direct and active experience with issues they are studying in their courses. In the classroom, let students reflect, discuss, and apply what they have learned during their service experiences.

Instructional Design: Collaborating with CS-L on strategies, practices, and evaluation of service learning project design.

Internships

Engage students in direct work experiences. If this is not possible, faculty can act as a coach or supervisor on projects that reflect work experiences. Students should complete a project or paper reflecting on this professional experience.

Instructional Design: Exploring mobile informal learning possibilities with communication technologies and interaction strategies.

Capstone Courses and Projects

Create culminating projects that integrate and apply what students have learned throughout a course or program. Projects include research papers, portfolios, performances, or artwork.

GenEd: A 300-level GE capstone is in experimental phases.

Instructional Design: Collaborating with faculty on integrating innovative learning activity and assessment design.

References


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AAO Value Rubrics

James Madison University