FDI Orientation: High Impact Practices

Byungwon Woo
CETL Faculty Fellow
Faculty Development Institute

- Faculty Development Institutes are sustained programs which run throughout the academic year and focus on developing a teaching strategy or approach. The cohort (10-15 members) meets approximately once a month with a coach/mentor. Times and dates will be decided by group members.

- The program provides an opportunity to learn new skills and strategies and then have time to develop, implement, reflect and revise them throughout the year.
FDI on High Impact Practices

- I am not an expert
  - Have some experience in mentoring undergraduate research and teaching capstone class

- I will be an organizer
  - Gather and share information
  - Arrange guests

- The goal of the FDI on HIPs
  - Participating faculty and staff will work on a year long project by selecting one (or more) HIP and develop it over the year so that they can implement it in the winter semester or in the near future
Objectives of the Orientation

- Become familiar with various high impact practices
- Think about which and how HIPs can be incorporated into courses
- Share and brainstorm interests among participants
What are HIPs?

- High Impact Practices:
  - Liberal Education and America’s Promises (LEAP), AACU
  - No clear definition
  - “ten innovative, “high-impact” practices that are gaining increased attention in higher education”
  - “thought to lead to higher levels of student performance, learning, and development than traditional classroom experiences, and are often implemented in an effort to meet the unique needs of a new generation of students”
  - Innovative educational practices that lead to better academic achievements and improving retention and graduation rates
  - Educational practices that allow better and longer lasting learning experiences
What are HIPs?

- Learn Together
  - First-Year Seminars
  - Learning Community
  - Collaborative Assignments and Projects
  - Common Intellectual Experiences

- Experience and Learn
  - Service Learning
  - Internships
  - Diversity/Global Learning

- Research and Learn
  - Undergraduate Research
  - Capstone Courses
  - Writing Intensive Courses
Learning Together (Or Share and Learn?)
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.

http://ellimedinger.weebly.com/index.html
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. These programs often combine broad themes – e.g., technology and society, global interdependence – with a variety of curricular and cocurricular options for students.
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.

Types of First Year Learning Communities (U of W, Milwaukee)
- Freshman Seminars
- Intro to Profession
- Living Learning Communities
- First Year Sections
- Paired Courses
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.
Experience and Learn
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 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.
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.
Research and Learn
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.

Capstone Courses

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.
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.
Tentative Plan for FDI

**Fall**
- First Session: Research and Learn, Share and Learn
  - Guest speakers
  - Brainstorm
- Second Session: Experience and Learn
  - Guest speakers
  - Brainstorm
- Third Session: Designing the HIPs
  - Group activities

**Winter**
- Refresher
- Midterm Feedback
- Final Feedback
Think, Share, and Brainstorm

Let’s break into groups and brainstorm which HIP can be incorporated in your course(s) or curriculum
References

- http://www.aacu.org/leap/hip.cfm
Register

- Register at:

- [https://www2.oakland.edu/secure/cetl/scheduler/index.cfm?SERIESID=4&ID=219](https://www2.oakland.edu/secure/cetl/scheduler/index.cfm?SERIESID=4&ID=219)