

# Achieve Escambia

DIVISION OF ACADEMIC ENGAGEMENT  
ACTIVITY

*Based on Kuh's definition of high impact learning:*

What ideas do you have for ways to engage college students?

How could we extend this idea to high school or elementary school?

As a community partner, what might you offer/suggest?

# Types of High Impact Practices (Kuh, 2008)

<b>First Year Seminars and Experiences</b>	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.
<b>Common Intellectual Experiences</b>	A set of required common courses or a vertically organized programs. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.
<b>Learning Communities</b>	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. The key goal is to involve students with “big questions” that matter beyond the classroom.
<b>Writing- or Speaking-Intensive Courses</b>	These courses emphasize writing or speaking 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.
<b>Collaborative Assignments and Projects</b>	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.
<b>Undergraduate Research</b>	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.
<b>Diversity/Global Learning</b>	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.
<b>Service Learning, Community-Based Learning</b>	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. 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.
<b>Internships</b>	Internships 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.
<b>Capstone Courses and Projects</b>	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.
<b>E-Portfolios</b>	An electronic collection of evidence that shows a student's learning journey over time. E-portfolios allow for text to be combined with multimedia wherein students make higher-level choices about matters of order and arrangement. Students also make connections across various assignments and courses and, more importantly, decide how those connections ought to be displayed.

# Key Elements (Pedagogy/Design) of High Impact Practices (Kuh & O'Donnell, 2013)

<b>Performance expectations set at appropriately high levels</b>	Assignments, projects, and activities—such as multiple short papers, problem sets, or projects—that challenge students to achieve beyond their current ability levels.
<b>Significant investment of time and effort by students over an extended period of time</b>	A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper/project.
<b>Interactions with faculty and peers about substantive matters</b>	Out-of-class activities in which students come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.
<b>Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar</b>	An assignment wherein students work in a setting populated by people from different backgrounds and demographics, usually coupled with class discussions and journaling about the connections between class readings and the field experience.
<b>Frequent, timely, and constructive feedback</b>	Students meet with and receive suggestions from a supervising faculty or staff member at various points in a project to discuss progress, next steps, and problems encountered and to review the quality of students' contributions.
<b>Periodic, structured opportunities to reflect and integrate learning</b>	Linked experiences wherein an instructor in one course designs assignments that require students to draw on material covered in one or more other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussions
<b>Opportunities to discover relevance of learning through real-world applications</b>	An experience that requires students to apply the knowledge and skills acquired during their program of study and see the connections between their studies and experiences in the work setting.
<b>Public demonstration of competence</b>	A presentation to classmates that is evaluated by a faculty member and/or an accomplished practitioner; or a narrative evaluation of the student by the work setting supervisor and/or supervising faculty or staff member.