

Oregon State University Ecampus

IMPLEMENTING HIGH-IMPACT PRACTICES ACROSS MODALITIES

October 2019



Oregon State
University

Actionable research in online education



Online Learning Efficacy
Research Database



"High Impact Practices
in Online Education"



"Research in Action"
podcast



National and local
studies



Presenter



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Overview

Participants will leave this session with:



A clear sense of how the chosen high-impact practices HIP(s) connects with disciplinary learning goals



Specific learning objectives for the HIP(s)



An assignment idea related to the HIP(s) implementation



An assessment plan to measure the success of the HIP(s) implementation and impact on student learning



**High-impact
practices**

across modalities

11 high-impact practices

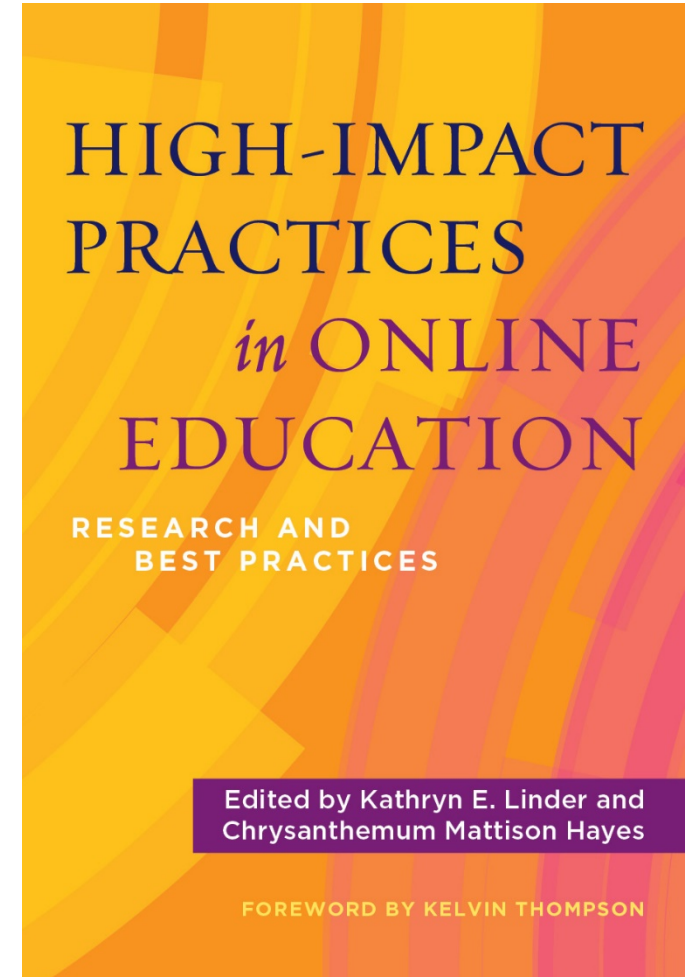
1. First-year seminars & experiences
2. Common intellectual experiences
3. Learning communities
4. Writing-intensive classes
5. Collaborative assignments & projects
6. Undergraduate research
7. Diversity and global learning
8. Service learning
9. Internships
10. Capstone courses and projects
11. ePortfolios

Turn to a neighbor and share which high-impact practices you are most familiar with.

“High-Impact Practices in Online Education”

- State of the research for high-impact practices (HIPs)
- Tips and strategies for incorporating HIPs into online environments
- Ideas for future research
- The impact of HIPs on student learning across the modalities

Learn more: ecampus.oregonstate.edu/HIP



“Research in Action” podcast

Episode #127



Dr. Jennifer Keup on
Researching the
First-year Experience

Episode #128



Dr. Jesse Nelson on
Diversity and Inclusion
in Higher Education

Episode #129



Zapoura Newton-Calvert &
Dr. Deborah Smith Arthur
on Capstone Courses

Episode #130



Stefanie Buck on Current
Trends and Challenges
for Academic Libraries

ecampus.oregonstate.edu/podcast

“Research in Action” bonus clips

Bonus clips

- Sharing our experiences editing a collection
- Communicating with contributors
- The challenges of editing a collection
- Book promotion plans



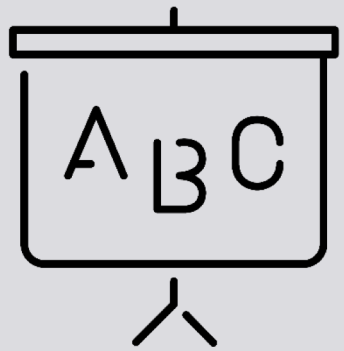
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Current research on HIPs

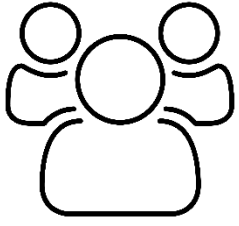
- An eleventh HIP was recently added: e-portfolios
- HIPs are starting to be explored in relation to one another (i.e., as a “constellation” of practices)
- HIPs are being explored in specific contexts (i.e., community colleges) to measure their impact in different environments and with a range of student populations

Strengths of HIPs for **online and blended environments**

- HIPs reaching more under represented and underserved groups in online courses
- Connection and communication supported by HIPs
- HIPs require alignment and planning, similar to online course and curriculum design
- Technology tools can add unique elements to HIPs



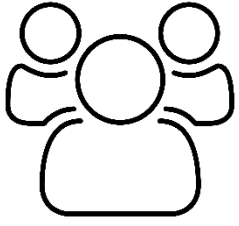
Defining the 11 high-impact practices in **traditional and online environments**



HIP #1: First-year seminars and experiences (traditional)

“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.”

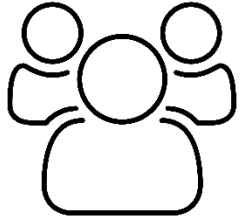
Source: Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013).



HIP #1: First-year seminars and experiences (online)

“Despite the widespread use of technology among first-year students and the abundance of studies and reports on the prevalence and effectiveness of online and distance learning in higher education generally, a dearth of scholarly and practical literature accounts the pervasiveness, experience, and outcomes of this educational medium for students in FYS.”

- **Jennifer Keup**



Challenges & unique opportunities

- ✓ There are many different formats for FYS experiences to explore (including several hybrid/blended models)
- ✓ The FYE as a whole includes many other HIPs that could be integrated and explored together
- ✓ Unlike traditional “first-year students” in face-to-face courses, the population engaging in the FYE online is very diverse and may need different support structures



HIP #2: Common intellectual experiences (traditional)

“These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.”



HIP #2: Common intellectual experiences (online)

“Bringing a common intellectual experience into an online learning environment frequently driven by convenience, flexibility, and choice produces an inherent tension between the potential benefits of recognizing the student-centered characteristics of many online instructional models (e.g., immediate enrollment, self-paced learning, asynchronous discussions) and the significant limitations resulting from fragmented learning.”

- **Jason D. Baker** and **Michael Pregitzer**



Challenges & unique opportunities

- ✓ How do you provide a common intellectual experience (CIE) when the population of students in higher education is becoming more and more diverse?
- ✓ CIEs require quite a bit of logistical oversight to design and implement, so scaling to an online environment can pose many challenges.
- ✓ Who gets to decide what the CIE should be?



HIP #3: Learning communities (traditional)

“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.”



HIP #3: Learning communities (online)

“We know of no empirical studies that have systematically compared student or faculty outcomes associated with LCs delivered through online versus face-to-face environments. However, other literature points to the possibilities of transitioning LCs to online environments with positive outcomes.”

- **Kathy E. Johnson, Amy A. Powell, and Sarah S. Baker**



Challenges & unique opportunities

- ✓ Learning communities come in lots of different models that incorporate online and hybrid/blended elements
- ✓ Online environments provide the possibility of increased diversity for student learning communities
- ✓ Many online students bring work or other lived experiences as part of their background, which can offer unique contributions to a learning community



HIP #4: Writing-intensive classes (traditional)

“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.”



HIP #4: Writing-intensive Classes (online)

“As faculty consider the design of their online classes and the roles writing may play in them, they would do well to remember that the quantity of pages that students write has less impact on student learning and engagement than... clear writing expectations, meaning-making writing tasks, and interactive writing processes.”

- **June Griffin**



Challenges & unique opportunities

- ✓ Online courses are already text-heavy with required writing to engage in the learning experience
- ✓ Writing needed for online engagement may be different than the academic writing skills we are imparting
- ✓ The authenticity of writing assignments may help online students to engage in the process more

Turn to a neighbor and share how you might implement one of these high-impact practices into your course.



HIP #5: Collaborative assignments and projects (traditional)

“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.”



HIP #5: Collaborative assignments and projects (online)

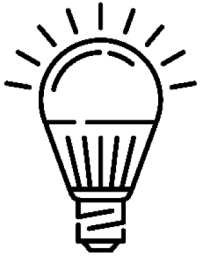
“Collaboration may be especially valuable for those students whom the AAC&U and LEAP initiative identify as historically underserved... Given this overlap between the student populations that online providers are trying to serve and the student populations identified as benefiting from high-impact practices, promoting collaborative activities online is becoming more essential.”

- **Robert John Robertson** and **Shannon Riggs**



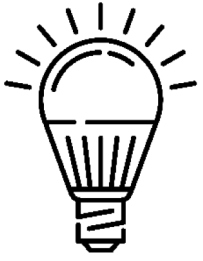
Challenges & unique opportunities

- ✓ Asynchronous online environments create challenges for designing collaborative assignments
- ✓ Online tools and technologies offer unique possibilities for online collaboration in real-time or asynchronously
- ✓ Like other pedagogical elements, collaborative activities online should be designed intentionally



HIP #6: Undergraduate research (traditional)

“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.”



HIP #6: Undergraduate research in the humanities / sciences (online)

“How much more powerful would it be to transcend that closed system of undergraduate knowledge production to make students’ writing and projects available to all and enable their work to be created not just for a narrow audience of one but for the larger public world?”

- **Ellen Holmes Pearson** and **Jeffrey W. McClurken**



Challenges & unique opportunities

- ✓ Logistical planning for distributed student participation in remote research facilities or hands-on lab-based experiences
- ✓ Maintaining project consistency and quality with remote coordination of a collaborative project
- ✓ Modern collaboration skill building with digital tools for project management and documentation



HIP #7: Diversity and global learning (traditional)

“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.”



HIP #7: Diversity and global learning (online)

“Notwithstanding the benefits associated with inclusive course transformations, the effort to develop inclusive classrooms often requires a new perspective on the traditional disciplinary canon and courage to attempt less comfortable teaching strategies.

Transformations of online courses face unique challenges, often related to distance and asynchronicity.”

- **Jesse Nelson** and **Nelson Soto**



Challenges & unique opportunities

- ✓ Student and instructor diversity of thought, lived experience, culture, and ideas
- ✓ Conversations about diversity and inclusivity can be sensitive or challenging in any environment, but there are additional considerations in remote discussions
- ✓ Seeing the same curriculum through the lens of a different part of the country or world



HIP #8: Service-learning (traditional)

“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.”



HIP #8: eService-learning (online)

“eSL combines service learning and online learning to enable the delivery of the instruction and service to occur partially or fully online. eSL allows students anywhere, regardless of geography, physical constraints, work schedules, or other access limitations, to participate in service.”

- **Jean Strait** and **Katherine Nordyke**



Challenges & unique opportunities

- ✓ Many options for eSL – including group, individual, remote, or location-based opportunities
- ✓ Adding applied experience for distance learners
- ✓ Connection for the learner back to their own community or the creation of a new community with a share goal and experience

Turn to a neighbor and share how you might implement one of these high-impact practices into your course.



HIP #9: Internships (traditional)

“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.”



HIP #9: Internships (online)

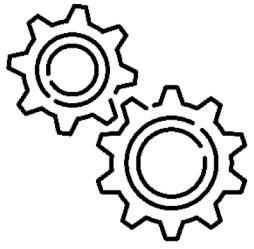
“There is diversity in how online internships are structured. Some occur entirely online, whereas others use a hybrid approach. As technology and internet speeds improve, more virtual internships are taking place completely online, where the student intern works from a computer at a remote location and communicates with the internship team via videoconferencing and the internet.”

- **Pamela Pike**



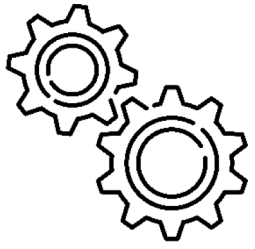
Challenges & unique opportunities

- ✓ Coordination and consistency of experiences across learners and sites
- ✓ Adding applied experience in **related degree field** for distance learners
- ✓ Increased relevance and strengthening the program of study with direct connection back to the employers and community



HIP #10: Capstone courses and projects (traditional)

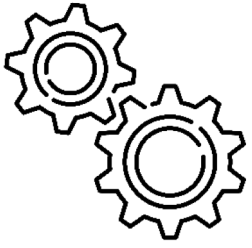
“Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to **create a project of some sort that integrates and applies what they’ve learned.**”



HIP #10: Capstone courses and projects (online)

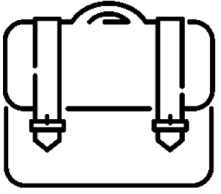
“Because the practice of online capstone development and teaching is still relatively rare in the academy, the body of literature dedicated to research on pedagogy and practice in online capstone courses is limited... A major area of focus in the existing literature is addressing concerns about the ability of instructors or institutions to translate the unique components of capstone courses into online spaces and programs.”

- **Zapoura Newton-Calvert** and **Deborah Smith Arthur**



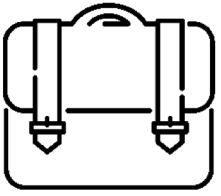
Challenges & unique opportunities

- ✓ Remote mentoring: new levels of challenges and opportunities for distance communication
- ✓ Transferable value of a capstone project for graduates
- ✓ Juggling variability across learner experience and resulting projects



HIP #11: ePortfolios (traditional)

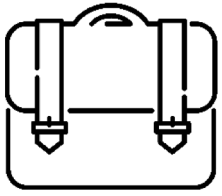
“ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers.”



HIP #11: ePortfolios (online)

“Generally, ePortfolios are grouped into three categories: learning or developmental portfolios, which are more tentative works-in-progress; assessment portfolios, which encourage organizing the evidence of learning around certain outcomes or competencies; and showcase or career portfolios, which highlight the most polished work.”

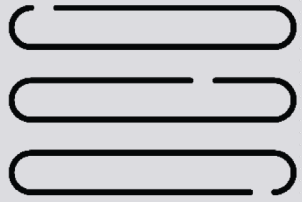
- **Jennifer Sparrow** and **Judit Török**



Challenges & unique opportunities

- ✓ Making meaning of and synthesizing a learner's full academic journey, especially online, can be overwhelming and very diverse
- ✓ Well suited for the online space since most, if not all, of the student's work is already digital
- ✓ A “meta-HIP” that integrates seamlessly with any of the other HIPs and highlights the learning that occurs

Turn to a neighbor and share how you might implement one of these high-impact practices into your course.



High-impact practices

Implementation plan

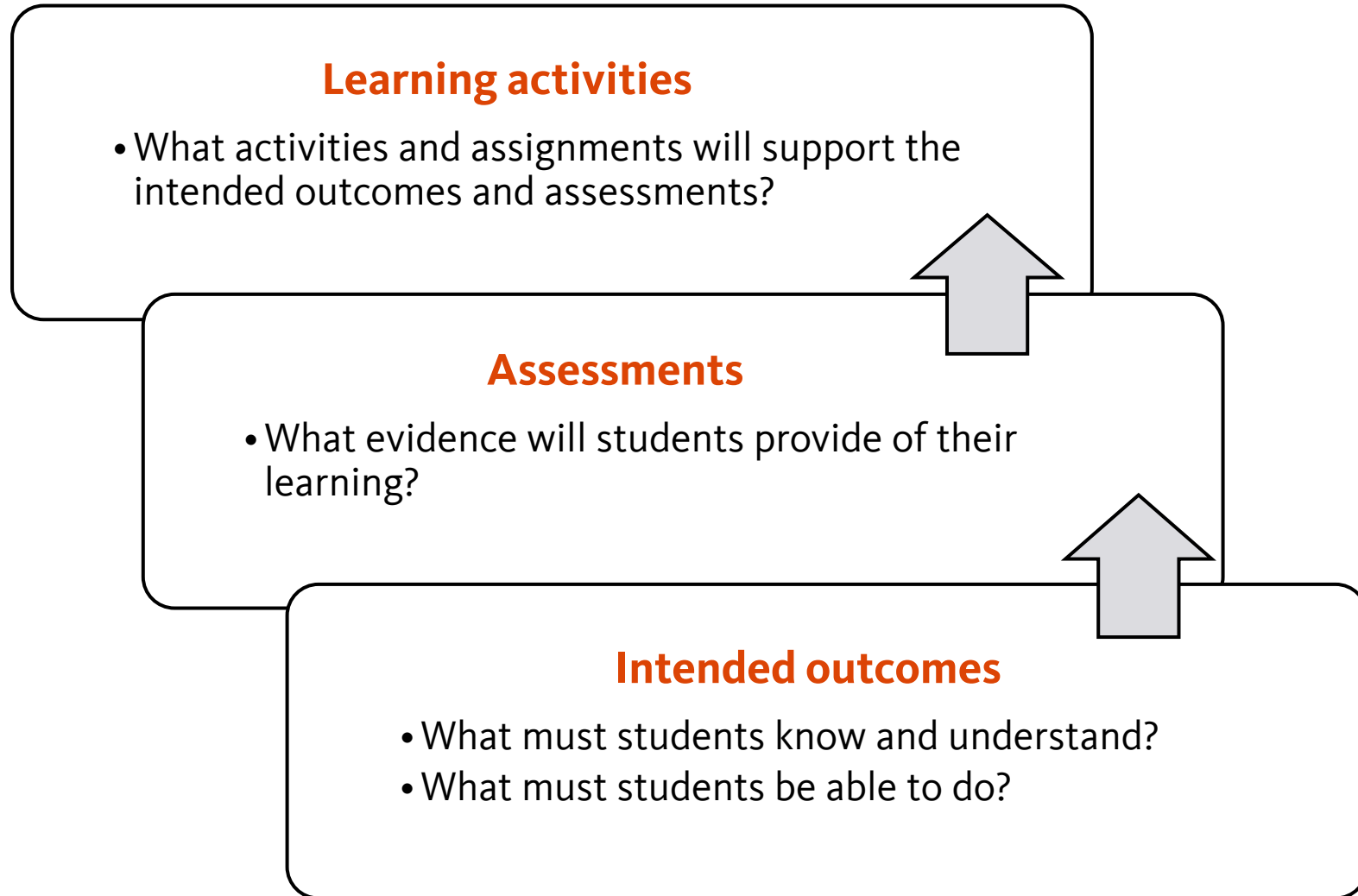
Considerations for choosing an HIP

- What are your department-level and or disciplinary learning goals and objectives?
- What competencies will be most important for your students to learn before they graduate?
- Which HIP best aligns with these first two items?

11 high-impact practices

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Backward design



Course goals & learning objectives

Goal:

What do you want students to know and understand at the end of your course?

Objective:

What do you want students to be able to do at the end of your course?

Example course goal & learning objectives

Goal: Upon successful completion of this course, students will *know* the scientific method.

- **Objective 1:** Upon successful completion of this course, students will be able to *list* the components of the scientific method.
- **Objective 2:** Upon successful completion of this course, students will be able to *apply* the scientific method to a real-world question or problem.
- **Objective 3:** Upon successful completion of this course, students will be able to *describe* their use of the scientific method to a non-scientist.

Example learning objectives for HIP integration

Example Learning Objectives for High-Impact Practice (HIP) Integration

| High-impact Practice | | Example Learning Objectives |
|----------------------|-------------------------------------|---|
| 1 | First-year seminars and experiences | <ul style="list-style-type: none">• Access online information efficiently• Evaluate sources (both primary and secondary) in an online environment |
| 2 | Common intellectual experiences | <ul style="list-style-type: none">• Analyze online documents and/or situations (e.g., medical, nutritional, psychological, etc., diagnoses; historical analyses)• Discuss a range of learning scenarios with peers |
| 3 | Learning communities | <ul style="list-style-type: none">• Offer effective feedback to others in online settings via peer-assessment tools• Apply lessons from learning community engagement to day-to-day life situations |

Sample learning objective action verbs

| Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|------------------|----------------------|--------------------|-----------------|------------------|-------------------|
| Cite | Describe | Apply | Analyze | Arrange | Appraise |
| Define | Discuss | Assign | Appraise | Assemble | Assess |
| Give | Explain | Demonstrate | Calculate | Collect | Check |
| Label | Express | Dramatize | Categorize | Combine | Choose |
| List | Identify | Employ | Compare | Compose | Compare |
| Match | Locate | Illustrate | Contract | Conclude | Critique |
| Name | Recognize | Interpret | Criticize | Construct | Decide On/To |
| | | | | | |



High-impact practices

Assignment design

Designing assignments

- **What have you done in the past** that has worked well?
- **What belongs face-to-face** and what can be moved online?
- **Which assignments will involve guided inquiry** and which will involve direct instruction?
- **What tools or technologies will best help students** meet the course learning objectives?

Designing assignments

Good activities for **out-of-class**:

- Practicing skills
- Revising work
- Reading with a purpose
- Self-assessment
- Working on a project or performance task
- Studying and synthesizing information (e.g., create a concept map)
- Reflecting on ideas, process, or product (e.g., journal entry)

Designing assignments

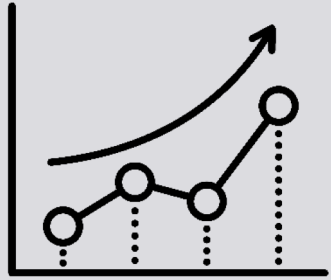
Good activities for **in-class**:

- Games
- Jigsaw activities (a form of small group, peer-led teaching)
- Think/Pair/Share (students reflect independently, share their thoughts with a peer, and then share their peer discussions out to the large group)
- Presentations
- Formal tests and exams

Designing assignments

Good activities **that work well for both:**

- Role-playing
- Case studies
- Games
- Discussion
- Small group work
- Problem sets (individual, small group, or large group)
- Peer-review
- Simulations
- Demonstrations



High-impact practices

Assessment design

Developing assessments

Guiding questions:

How can students best provide me with evidence of their learning?

Does my assessment plan reflect how I can best assess my students' learning in this course?

Given the intended outcomes for my course, are there aspects of student learning that will benefit from an online assessment?

Am I giving my students multiple opportunities to provide me with evidence that they are achieving the learning objectives of my course?

Questions?

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