High-Impact Practices and Student Experiential Learning

Science & Technology Institute

January 10, 2018 Workshop

Purposes

1. Determine practices that are “experiential”
2. Define high-impact experiential practices to pursue/support (new & continuing)
3. Outline support needed

Table 1 More conservative estimated effects of high-impact practices on liberal arts educational outcomes

	Critical thinking (CAAP) $n = 883$ β	Moral reasoning (DIT-2) $n = 899$ β	Positive attitude toward literacy (PATL) $n = 1{,}845$ β	Need for cognition (NCS) $n = 1{,}841$ β	Intercultural effectiveness (M-GUDS) $n = 1{,}820$ β	Intercultural effectiveness (ODC) $n = 1{,}845$ β	Socially responsible leadership (SRLS) $n = 1{,}838$ β
First-year seminar	−0.0264	−0.0079	0.0640	−0.0386	−0.0670	0.0109	−0.0264
Academic learning community	−0.1113	0.0995	0.0732	0.0053	0.0482	−0.0117	−0.0320
Writing-intensive courses	−0.0205	−0.0249	0.0301	−0.1078	0.0944	−0.0266	−0.0701
Active and collaborative learning	0.0632*	0.0515	0.0372	0.2064***	0.1153***	0.1763***	0.0162***
Undergraduate research	0.1493**	0.1198	0.1800***	0.1621***	0.1376***	0.1167**	0.0452
Study abroad	−0.0197	−0.0821	0.0355	0.0224	0.2093***	0.1048*	0.0677
Service learning	−0.0367	−0.0573	−0.0115	−0.0987*	0.0273	−0.0370	−0.0049
Internship	0.0275	0.0039	0.0375	0.1148**	0.0882*	0.0566	0.1013*
Capstone course/experience	−0.1446**	0.0168	0.0689	0.1489***	0.0071	0.0037	0.0227
R^2	0.63	0.43	0.42	0.43	0.45	0.34	0.23

Covariates included within the model (Table 1): race, gender, parent education, precollege academic motivation, high school volunteer work, high school work for pay, high school involvement, ACT score, pretest outcome measure, institutional type, work in college, fraternity/sorority membership, academic major, and co-curricular involvement. These models also control for all other high-impact practices

* $p < 0.025$, ** $p < 0.01$, *** $p < 0.001$

Objectives and Component Areas

Natural Sciences

Critical Thinking
Communication Skills
Empirical &
Quantitative Skills
Teamwork
~~Social Responsibility~~
~~Personal Responsibility~~

Social Sciences

Critical Thinking
Communication Skills
Empirical &
Quantitative Skills
~~Teamwork~~
Social Responsibility
~~Personal Responsibility~~

Math

Critical Thinking
Communication Skills
Empirical &
Quantitative Skills
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~~Social Responsibility~~
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Covariates included within the model (Table 4): race, gender, parent education, precollege academic motivation, high school volunteer work, high school work for pay, high school involvement, ACT score, pretest outcome measure, institutional type, work in college, fraternity/sorority membership, academic major, and co-curricular involvement. These models also control for all other high-impact practices

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Critical Thinking
Natural Science,
Social Science, & Math

Social Responsibility
Social Science

Experiential Learning

- **Co-curricular** – where students apply their knowledge outside of the classroom and they apply outside knowledge in the classroom (Kosslyn & Nelson, 2017). Ex. student newspapers, musical performances, art shows.
- **Extra-curricular** – where students participate in activities not related to the classroom. Ex. Rock climbing at Enchanted Rock.
- **Experiential learning** - "…any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations where the instructor directs and facilitates learning" (UT-Austin, Faculty Innovation Center, n.d.). Ex. Internship, K-12 classroom observation.

Activity 1 - High-Impact Practices and Experiential Learning Combined

- Discuss: What, from the high-impact practices table (hand out), qualifies as “experiential learning?”
- Action: Make a clean list of “experiential learning” practices on chart paper from the table that might work/already work in your area. *Include those not listed in the table*.
- Result: A list of high-impact/experiential learning practices for your area.

ACTIVITY 2 – Experiential Learning Practices

- Discuss: Of the experiential learning practices *(from Activity 1)*
  1. Which are you/your faculty already doing? *(Write these on sticky notes [one each] with example(s))*
  2. In an ideal world which would you like to be doing? (Write these on sticky notes [one each])
- Action: Put current experiential learning practices sticky notes in one category, potential practices in the other.

Current Experiential Learning	Potential Experiential Learning
Put sticky notes here	Put sticky notes here

ACTIVITY 3 – Administrative Support

To motivate faculty members to make professional choices in teaching that foster student success…

- President, chief academic affairs officer, deans should publically express their commitment and support.
- College leaders advance *good practices* through strategic planning, fundraising, resource allocation, and staffing.
- Academic officers should encourage many small practices rather than large institutional ones.
- Faculty development should offer support for active learning, higher-order thinking, assessment, undergraduate research, and other principles of good practice.
- Faculty reward systems should be organized to support good practices.
- Student course evaluations should include active learning, student-faculty contact, and communication of high expectations.

ACTIVITY 3 – Administrative Support

- Discuss:
  1. Do we have these?
  2. If so, concrete example under the appropriate practice.
  3. If not in what form would you like to see it?
  4. What would motivate you?
- Action: Use handout to capture your responses; group and individual.