



22ND ANNUAL INTERNATIONAL
CONFERENCE ON EDUCATION

Incorporating high-impact practices into higher education

Dr. Jay Woodward
Texas A&M University

Presentation Outline

TOPICS & THEMES

- **Introduction to Kuh (2008) High Impact Practices**
- **Application to Higher Education**
 - **Common Intellectual Experiences**
 - **Collaborative Assignments**
 - **Capstone Projects**
 - **Global Learning**





What one thing can we do to enhance
student engagement and increase
student success?

Make it possible for every student to
participate in (at least) two high impact
activities during his or her undergraduate
program

GEORGE KUH (2008)



HIGH IMPACT EXPERIENCES

Teaching practices that can be implemented to enhance learning, increase engagement, and sustain motivation in students in higher education

PRACTICES IN PERSPECTIVE:

COMMON INTELLECTUAL EXPERIENCES

- "CORE" CURRICULUM
- CO-CURRICULAR OPPORTUNITIES

COLLABORATIVE ASSIGNMENTS

- PROBLEM SOLVING
- APPROPRIATION OF KNOWLEDGE

CAPSTONE PROJECTS

- PROJECT BASED LEARNING (PBL)
- AUTHENTIC ASSESSMENT

GLOBAL LEARNING

- IMMERSION
- CAPACITY FOR GROWTH

EDUCATION

60%

OF COLLEGE STUDENTS BELIEVE
THAT THEY ARE WELL PREPARED IN
THE SKILLS NECESSARY TO
SUCCEED IN THE WORKFORCE
UPON GRADUATION

25%

OF EMPLOYERS RATE COLLEGE
GRADUATES AS SUFFICIENT IN
SKILLS NECESSARY TO SUCCEED IN
THEIR PROFESSION UPON
GRADUATION

Tang (2019)

PARTNERSHIP
ACCURACY

EDUCATION

93%

EMPLOYERS STATE THAT "A CANDIDATE'S DEMONSTRATED CAPACITY TO THINK CRITICALLY, COMMUNICATE CLEARLY, AND SOLVE COMPLEX PROBLEMS IS MORE IMPORTANT THAN THEIR UNDERGRADUATE MAJOR"

Hart (2013)

77%

WANT COLLEGES TO PLACE MORE EMPHASIS ON HELPING STUDENTS DEVELOP FIVE KEY LEARNING OUTCOMES: CRITICAL THINKING, COMPLEX PROBLEM SOLVING, WRITTEN AND ORAL COMMUNICATION, AND APPLICATION OF KNOWLEDGE IN REAL-WORLD SETTINGS

PARTNER
ACCURACY

Common Intellectual Experiences

ALIGNING DEGREE PLANS WITH HIGH IMPACT PRACTICES

- **STUDENT-FOCUSED**
- **SKILL-BUILDING**
- **TRANSFERABLE**

MAJOR FIELD OF STUDY: CHILD PROFESSIONAL SERVICES

Flexible program that allows students to customize a degree plan that aligns with their professional interests.

- **CONCENTRATED COURSEWORK**
- **CORE CURRICULUM**
 - Written, Visual, Verbal Communication
 - Empirical & Quantitative Skills
 - Social Responsibility
 - Critical Thinking
- **DUAL MINORS**
 - Creative Studies
 - Health
 - Human Resource Development
 - Youth Development
- **ELECTIVES**
- **FIELD EXPERIENCES / INTERNSHIPS**

MINOR FIELD OF STUDY: CREATIVE STUDIES

Specialized course of study that prepares students to integrate creativity into their professional and personal life

- **CONCENTRATED COURSEWORK**
- **APPLIED CREATIVITY CLASSES**
 - Creative Problem Solving
 - Lateral Thinking
 - Personal Creativity & Giftedness
- **EXPERIENTIAL LEARNING**
 - Field Practicums
 - Study Abroad



Concentration in Child Professional Services (B.S.)

Bachelor's of Science (B.S.) in University Studies with a concentration in Child Professional...

 Educational Psychology / Sarah Sweatt



Creative Studies Minor

The department of Educational Psychology within the College of Education & Human Development offers a Creative Studies...

 Educational Psychology / Sarah Sweatt

"For many students, the traditional didactic lecture, when applied as the primary instructional method, fails to provide opportunities for integrating knowledge. Lectures may lead to memorization of factual information but often do not succeed well in eliciting comprehension of complex concepts"

HERRINGTON, REEVES, & OLIVER (2005)

"CONSTRUCTING" Collaborative Assignments

STUDENTS SHOULD ...

SOLVE
COMPLEX
PROBLEMS
THAT ARE
AUTHENTIC
AND
REALISTIC
IN NATURE

WORK
TOGETHER
TO SOLVE
THE
PROBLEM
OR
ACHIEVE
THE GOAL

CONSIDER
MULTIPLE
VIEWPOINTS
WHEN
EXAMINING
THE
PROBLEM

BE ACTIVE
AND TAKE
OWNERSHIP
OF THE
LEARNING
PROCESS

BE AWARE
OF THEIR
INDIVIDUAL
ROLE IN
THE
LEARNING
PROCESS

*PARALYSIS BY
ANALYSIS*

*DIFFUSION OF
RESPONSIBILITY*

EFFECTIVE COLLABORATIVE ASSIGNMENTS ALLOW FOR ...



INTER-
DEPENDENCE



INDIVIDUAL
ACCOUNTABILITY



INTERACTION

EXAMPLES OF COLLABORATIVE ASSIGNMENTS



EDUCATIONAL
PSYCHOLOGY
SURVEY DESIGN PROJECT



ADOLESCENT
DEVELOPMENT
MY VIRTUAL TEEN



CREATIVITY
THEORIES &
RESEARCH
CREATIVITY IN ACTION

"A traditional research project prepares the minority of very able students for further academic study.

However, for the majority of students of all abilities seeking employment outside higher education, it may not instill the core personal and transferable skills required by many employers"

HILL, KNEALE, NICHOLSON, WADDINGTON, & RAY (2011)

An overhead photograph of four people sitting around a wooden table in a meeting. A man in a light blue shirt is on the left, a woman with blonde hair in a grey blazer is at the top, a man with glasses in a white shirt is on the right, and a woman with dark hair in a grey blazer is at the bottom. A bicycle wheel is visible in the top left corner. A large blue rectangle is overlaid in the center, containing white text.

Project Based Learning

EFFECTIVENESS OF PROJECT BASED LEARNING
OVER TRADITIONAL INSTRUCTIONAL METHODS

- DEFINITION
- DIFFERENTIATION
- DATA
 - $d = .71$

Chen & Yang (2019)

Optimizing Learning in Project-Based Capstone Courses

INSTRUCTORS SHOULD ...

FOCUS
LEARNING
ON
PROBLEMS
GROUNDED
IN REAL-
WORLD
CONTEXTS

CHALLENGE
STUDENTS
TO SELECT
AND **APPLY**
RELEVANT
THEORIES &
DISCIPLINE
BASED
KNOWLEDGE

ALLOW
STUDENTS
TO
INTEGRATE
KNOWLEDGE
& MULTIPLE
THEORIES /
VIEWPOINTS

PROMOTE
INDIVIDUAL
GROWTH
THROUGH
THE
LEARNING
EXPERIENCE

CULTIVATE
LEADERSHIP
AND TEAM
PROCESS
SKILLS



Global Learning

PUTTING IT INTO PERSPECTIVE

- **Definition**
 - **Kahn and Agnew (2017)**
- **VanBalkom (2010)**
 - **Anatomy of a Perspective**



INTERNATIONAL & CULTURAL DIVERSITY (ICD) REQUIREMENT

Prepares graduates to live and work effectively in a diverse society and articulate the value of a global perspective

CULTURAL DISCOURSE (CD) REQUIREMENT

Prepares graduates to be leaders in an increasingly diverse world, hold respectful discussions on difficult topics, understand conflict from multiple viewpoints, and recognize implicit aspects of personal and societal interactions related to power structures and tolerance



5 million +

HIGHER EDUCATION STUDENTS
STUDIED ABROAD IN 2017-2018

INSTITUTE OF INTERNATIONAL EDUCATION (2019)

6.8%

OF WORLD'S TOTAL ARE U.S. STUDENTS

61.6%

STUDIED ABROAD FOR 8 WEEKS OR LESS

"Study abroad, in itself is not the most powerful engine for nurturing a global citizenry.

Rather, it is the combination of location and academic focus that appears to yield the greatest increases in global citizenship" (pg. 153)

TARRANT, RUBIN, STONER (2014)

Ideal Characteristics of Study Abroad Experiences

PROGRAMS SHOULD:

CONNECT TO
EXISTING
COURSES AND
ALIGN WITH
LEARNING
OBJECTIVES

FEATURE
CULTURAL
ENGAGEMENT
ACTIVITIES IN
UNFAMILIAR
ENVIRONMENTS

LEAD TO A
(POTENTIAL)
CHANGE IN
PERSPECTIVE
OR FRAME OF
REFERENCE

PURPOSEFUL
SELECTION /
RECRUITMENT
OF STUDENTS
TO MAXIMIZE
EXPERIENCE

DESIGN
RESEARCH
THAT
EVALUATES
STUDENT
OUTCOMES

*EXPERIENTIAL
LEARNING*

*TRANSFORMATIONAL
LEARNING*

*SCHOLARSHIP OF
TEACHING AND
LEARNING*

STRANGE & GIBSON (2017)

BAIN & YAKLIN (2019)

GLOBAL PERSPECTIVES INVENTORY

TRANSFORMATIONAL LEARNING ACROSS SIX DIMENSIONS

- COGNITIVE KNOWING
- COGNITIVE UNDERSTANDING
- INTRAPERSONAL AFFECT
- INTRAPERSONAL IDENTITY
- INTERPERSONAL SOCIAL RESPONSIBILITY
- INTERPERSONAL SOCIAL INTERACTION



In conclusion, to infuse high impact practices into higher education



INTENTIONALIZE



INTEGRATE



IMPART



Contact Information

MAILING ADDRESS

Dept. of Educational Psychology
704 Harrington Tower
College Station, TX 77843-4225

EMAIL ADDRESS

drjay@tamu.edu
drjaytamu97@gmail.com

PHONE NUMBER

(979) 845-1802

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