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GEORGIA**

Chartered by the state of Georgia in 1785, the University of Georgia is the birthplace of public higher education in America — launching our nation’s great tradition of world-class public education. What began as a commitment to inspire the next generation grows stronger today through global research, hands-on learning and extensive outreach. A top value in public higher education, Georgia’s flagship university thrives in a community that combines a culture-rich college town with a strong economic center.

Online, Hybrid High-Impact Practices (HIPs):

What we know and where we might go

Thomas Chase Hagood, Ph.D. and Shannon Brooks, Ph.D.



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Overview

Participants will leave this conversation:

1. more knowledgeable of core research on hybrid HIPs;
2. eager to participate with HIPs communities of practice here in Georgia; and,
3. equipped with powerful examples of how you might adapt hybrid HIPs for your courses, program, or campus.



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What do we mean “hybrid”?

Blended (also called Hybrid) Classroom Course – Online activity is mixed with classroom meetings, replacing a significant percentage, but not all required face-to-face instructional activities. When the technologies used for education and communication outside the classroom are used to supplant some, but not all face-to-face instruction, reducing the time actually spent in the classroom, the result is a blended classroom course.

Online Learning Consortium (OLC)

<https://onlinelearningconsortium.org/updated-e-learning-definitions-2/>



11 High-Impact Practices (HIPs)

- First-year seminars & experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive classes
- Collaborative assignments & projects
- Undergraduate research
- Diversity and global learning
- Service learning
- Internships
- Capstone courses and projects
- ePortfolios



HIPs



(Kuh, 2008)

High-Impact Educational Practices



First-Year Seminars and Experiences

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.

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

Learning Communities

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.

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.

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.

Undergraduate Research

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.

Diversity/Global Learning

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.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. 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. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

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

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.

Capstone Courses and Projects

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.



HIPs

High-Impact Educational Practices: A Brief Overview

“The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.”

[High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#), George D. Kuh (AAC&U, 2008).



HIPs' Impact(s) Questioned

“Do ‘High-Impact’ College Experiences Affect Early Career Outcomes?” in *The Review of Higher Education* (Spring 2019)

Three Questions:

1. To what extent does participation in "high-impact" ([AAC&U, 2007](#)) experiences during college influence early career outcomes, including earnings, satisfaction with and commitment towards one's job, and opportunities for continued learning and challenge?
2. How do the early career effects of high-impact experiences compare to the effects of major field of study, measures of institutional quality, and measures of college-to-career transitions?
3. To what extent do the early career effects of high-impact experiences vary by college major? That is, given the substantial influence college majors are known to have on career and economic outcomes, is it the case that the influences of high-impact experiences are conditional on college major?

[\(Wolniak and Engberg, 2019\)](#)



HIPs' Impact(s) Questioned

Main Finding 1: Varied Influence of High-Impact Experiences

“Results should not be used to call into question the importance of high-impact college experiences in terms of college student learning and development, but should serve as warning against viewing high-impact experiences in a **uniform manner, or assuming a ubiquitous positive influence across all outcomes...**

The results also suggest that **caution should be applied before suggesting that any positive influence high-impact experiences may have on learning will translate to career gains, as previously suggested in relation to broader notions of student engagement ([Kuh, 2008](#)).**”

[\(Wolniak and Engberg, 2019\)](#)

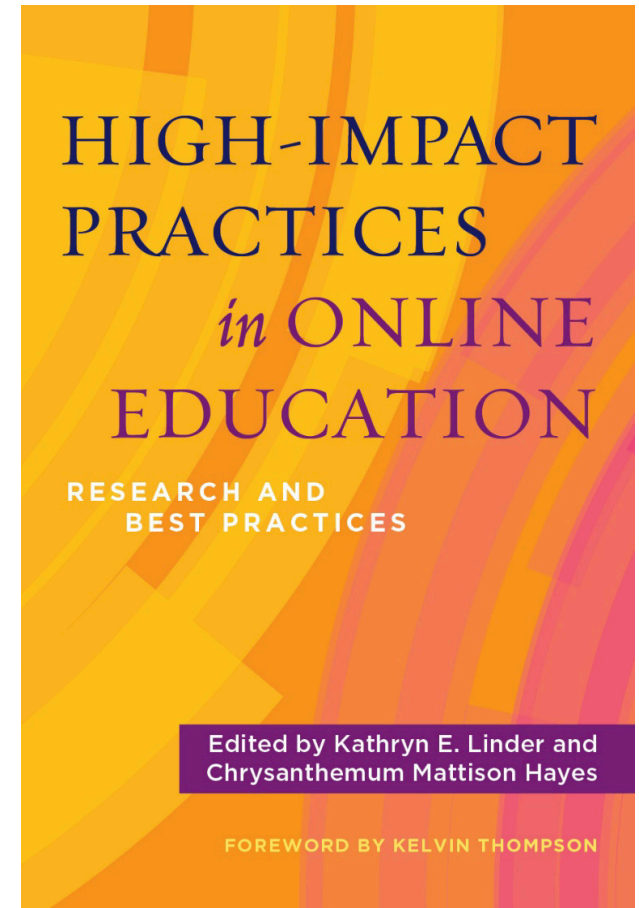


HIPs Poll



Considerations for Online/Hybrid HIPs

1. What are your departmental-level and/or disciplinary learning goals and objectives?
2. What competencies will be most important for your students to learn before they graduate?
3. What HIP best aligns with your answers to the above two questions?



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.”*

Ensuring Quality & Taking High-Impact Practices to Scale, George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (2013).



First-year seminars and experiences [traditional]

First-Year Seminars and Experiences

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First-year seminars and experiences [online]

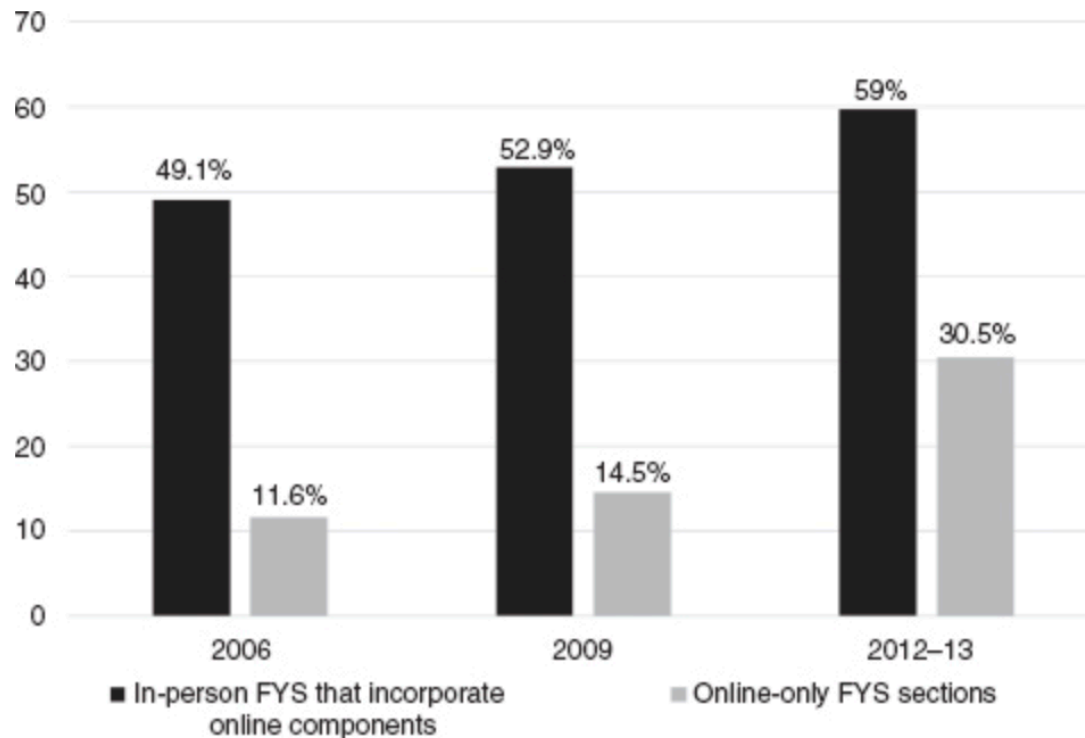
*“Despite the widespread use of technology among first-year students and the abundance of studies and reports on the prevalence and effectiveness of online and distance learning in higher education generally, **a dearth of scholarly and practical literature accounts the pervasiveness, experience, and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

Keup, J.R. (2018). First-year seminars and experience in *High-Impact Practices in Online Education: Research and Best Practices*, Stylus Publishers.



First-year seminars and experiences [online]

Figure 1.1. Percentage of first-year seminar sections with online components.

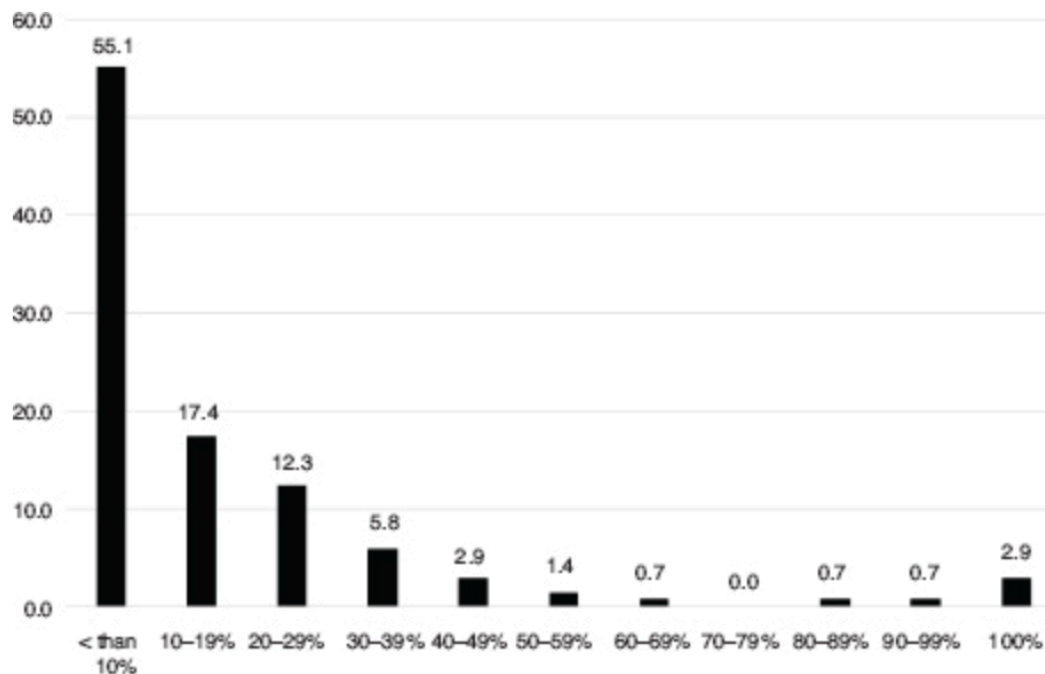


Keup, J.R. (2018)



First-year seminars and experiences [online]

Figure 1.2. Percentage of online-only first-year seminar sections offered on campus.



Keup, J.R. (2018)



First-Year Odyssey Seminars at UGA

ENGAGE
EXPERIENCE
EXPLORE

2015 USG Regents'
Excellence in Teaching
Department/Program Award



fyo.uga.edu



First-Year Odyssey Seminars at UGA

Quality Enhancement Plan (QEP) focused on three goals:

Goal 1: Introduce first-year students to the importance of learning and academics so that we engage them in the academic culture of the University.

Goal 2: Give first-year students an opportunity for meaningful dialogue with a faculty member to encourage positive, sustained student-faculty interactions.

Goal 3: Introduce first-year students to the instruction, research, public service and international missions of the University and how they relate to teaching and learning in and outside the classroom so that we increase student understanding of and participation in the full mission of the University.

fyo.uga.edu



FYE/S [online]

Best practices on interactive engagement include:

- interactive modules to introduce and orient online first-year students to web-based platforms, *netiquette*, and expectations for distance learning.
- development of online academic community through virtual collaborative exercises, group projects, wikis, peer review of writing.
- course presentations, discussion boards, and communication of content
- problem-based learning, active experimentation, game-based exercises, case studies, and hands-on application assignments.
- reflection exercises such as blogs, online journals, reflective observations, and self-assessments.

Keup, J.R. (2018)



FYE/S [online]

Key takeaways on FYE/Ss online:

- Move beyond transactional use of IT in FYE/S and instead use IT to facilitate interactive engagements that is dynamic and scaffolded for optimal learning.
- Instructors' ability to use the LMS for engagement and learning are key for successful FYE/S in online environments.
- FYE/S offer the potential to support faculty development in online instruction and provide skills that are transferrable to other courses.
- Equipping faculty with tools to engage with students and facilitate learning in an online environment is a **critical component to much of the success with online learning.**

Keup, J.R. (2018)



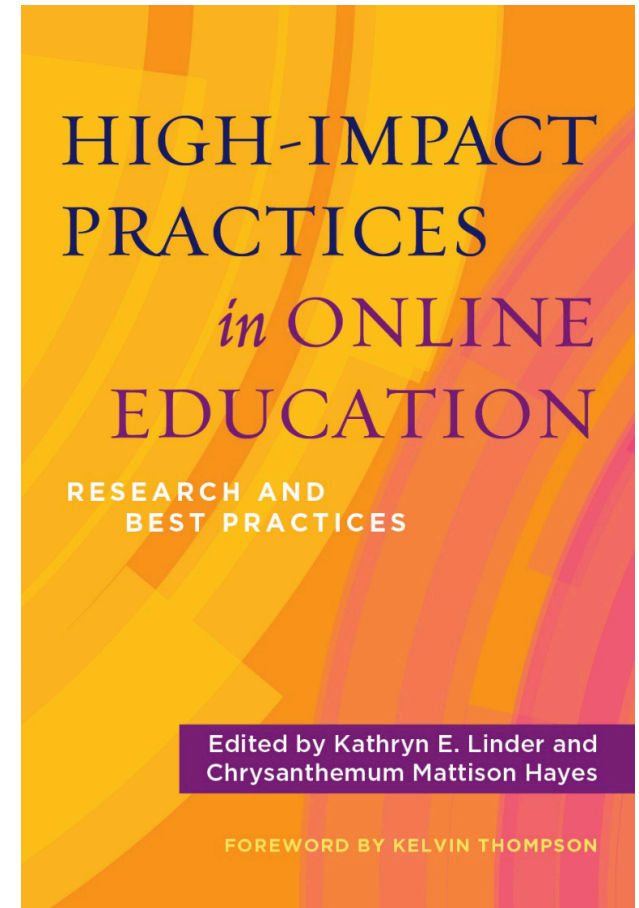
Hybrid HIPS: Transitioning to Online Service-Learning

Dr. Shannon Brooks, Director
UGA Office of Service-Learning



Designing for Hybrid HIPs

1. **What have you done in the past** that has worked well for you *and for students*?
2. **What experiences are best suited for face-to-face** and what can be evolved for hybrid/online?
3. **Which assignments will involve guided-inquiry** and which experiences demand direct instruction?
4. **What tools or technologies will best help students** meet your shared learning objectives?



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Questions and Answers

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