

High-Impact Educational Practices

First-Year Seminars and Experiences

More schools are holding seminars for first-year students or other programs that bring small groups of students together with faculty at least on a regular basis. The high-quality first-year experiences place a strong emphasis on critical inquiry, experiential learning, and other activities that help students develop intellectual and practical competencies. First-year seminars are also another student success strategy for retention in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of models, often such as a set of required courses or as a set of learning objectives that all students must meet. These programs often include a variety of activities and activities that encourage integration of learning across courses and to involve students with "the questions that matter beyond the classroom." Students often conduct research in their own and/or interdisciplinary areas.

Learning Communities

The best practice learning communities are to encourage integration of learning across courses and to involve students with "the questions that matter beyond the classroom." Students often conduct research in their own and/or interdisciplinary areas.

Undergraduate Research

More colleges and universities are now providing research opportunities for students in all disciplines. Undergraduate research has been used traditionally to build research and the research community, and to help students develop research skills. The research community is an important part of the university's mission to advance knowledge and to help students develop research skills. The goal is to involve students with faculty members' own research, the goal is to involve students with faculty members' own research.

Diversity/Global Learning

More colleges and universities now emphasize diversity and programs that help students explore cultures, life experiences, and worldviews different from their own. These include "global education" courses, study abroad, and programs that focus on global issues and global learning. These programs often include a variety of activities and activities that encourage integration of learning across courses and to involve students with "the questions that matter beyond the classroom." Students often conduct research in their own and/or interdisciplinary areas.

Service Learning, Community Based Learning

Service learning and community based learning are experiential learning methods that combine academic instruction with service to the community. These programs often include a variety of activities and activities that encourage integration of learning across courses and to involve students with "the questions that matter beyond the classroom." Students often conduct research in their own and/or interdisciplinary areas.

HIPs Spring Seminar

HIPs Quality Characteristics

Students have the opportunity to:

- Discuss in class how their projects and/or placements impact their learning
- Discuss in class how assignments and activities impact their learning
- Submit formal written reflections
- Present on how their self-reflection has affected their course work
- Submit formal written reflections to instructors
- Demonstrate how their self-reflection has impacted their work as an intern
- Complete performance evaluations of their work as an intern
- Write and reflect on their learning and adjustment to the university

The high impact practices (HIPs) work at our university continues to be refined and expanded into various forms of student learning activities.

If you wanted to explore how a HIP could be integrated in your course, how would you begin?

Learning from others who have experience in the area is one strategy. Join us at this session where the 2019-20 CBL Faculty Fellows will share experiences from their projects and a faculty panel will discuss how they have integrated HIPs into their curriculum.

[Register for this lunch session](#)

Program Agenda

11:45 – 12:00	Registration
12:00 – 12:30	Lunch
12:20 – 12:30	Welcome
12:30 – 1:30	CBL Fellows Presentations: <ul style="list-style-type: none"> - Zaid Alhatat: Computer Science, Software Engineering - Caitlin Curtis: Geography and Anthropology, GIS & Community - Donna Hewitt: Music, Music Teaching and Learning - Jon Verdegan: HESM, Sport and Fitness Nutrition
1:30 – 1:45	Break
1:45 – 2:45	HIP Faculty Panel: Integrated HIPs in the Curriculum: <ul style="list-style-type: none"> - Kristen Bartel, Misti Bradford, Teresa Castor and Paula Swisher
2:45 – 3:00	Discussion, Questions, Wrap-up



Sponsorship of this event has been provided by the UW-System Office of Academic Programs & Educational Innovation, the Committee on Teaching and Learning and the Teaching & Learning Center.

