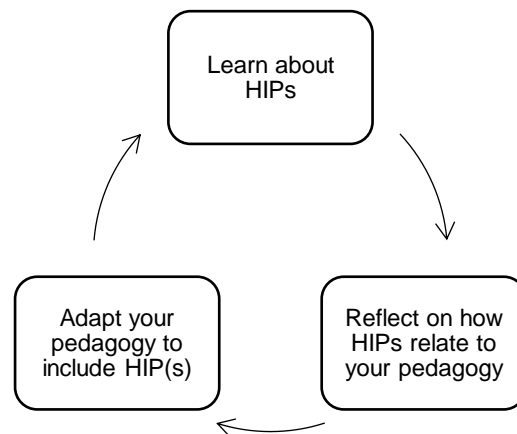


Overall Tips for the HIP Tips Series

Solely implementing a HIP does not guarantee that it will be impactful for student learning. See [this resource from AAC&U](#), which lists key elements of HIPs that reinforce their educational benefits.

- In general, HIPs should include the following:
 - Performance expectations set at appropriately high levels.
 - Significant investment of time and effort by students over an extended period of time.
 - Interactions with faculty and peers about substantive matters.
 - Experiences with diversity, where students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
 - Frequent, timely, and constructive feedback.
 - Periodic, structured opportunities to reflect and integrate learning.
 - Opportunities to discover relevance of learning through real-world applications.
 - Public demonstration of competence.

Engage in reflective and reflexive pedagogy. As you learn about HIPs, reflect on how they relate to your teaching methods and consider how you might adapt your pedagogy to include HIP(s).



Here are some reflection questions to consider as you engage in this reflective cycle:

1. Do I use HIPs already in my course? If so, how?
2. How can I use the general education curriculum as a lens to conceptualize how HIPs might relate to my course or program?
3. In what ways might HIP(s) benefit my students' learning?
4. What structural implications or educational contexts do I need to consider in order to incorporate HIP(s) into my course?

Start small. If you plan to incorporate a HIP into your course, start with just one. Starting small will help reduce cognitive load for you and your students.

Additional Resources

Chapters on developing HIPs with equity and fidelity:

Zilvinskis, J., Kinzie, J., Daday, J., O'Donnell, K., & Vande Zande, C. (Eds.). (2022). *Delivering on the promise of High-Impact Practices: Research and models for achieving equity, fidelity, impact, and scale*. Stylus Publishing. https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/evot53/01UA_ALMA51848138020003843

Chapters on the cumulative nature of HIPs and HIPs in online education:

Linder, K. E. & Mattison Hayes, C. (Eds.). (2018). *High-Impact Practices in online education*. Routledge. https://arizona-primo.hosted.exlibrisgroup.com/permalink/f/1h28lag/TN_cdi_askewsholts_vlebooks_9781620368497