

# EIGHT

## Key Characteristics of HIGH IMPACT PRACTICES (HIPs)

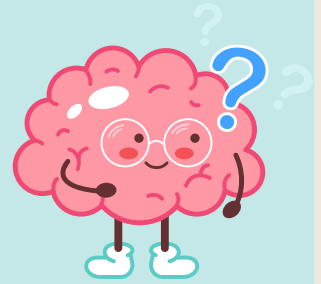
(AAC&U, 2013)

### THIS YEAR'S FOCUS FOR HIP TIPS: STRATEGIES TO MAKE ALL EDUCATIONAL PRACTICES HIGH IMPACT

1

#### EXPERIENCES WITH DIVERSITY

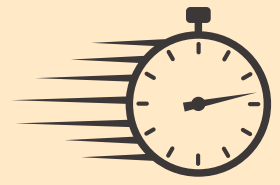
Tip: Provide students with opportunities to share diverse viewpoints and backgrounds with each other or learn about new perspectives in the community.



2

#### FREQUENT, TIMELY, AND CONSTRUCTIVE FEEDBACK

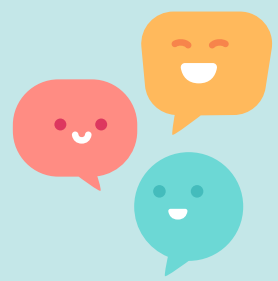
Tip: Aim to provide constructive feedback on assignments no later than a week after the assignment is due. This timeframe is the sweet spot for students to reflect on their own and then receive feedback from you.



3

#### INTERACTIONS WITH FACULTY AND PEERS

Tip: Promote small and large group discussions, collaborative work, or interact with students frequently on a scaffolded project. These interactions are impactful for learning because they allow for formal and informal feedback on learning processes!



4

#### OPPORTUNITIES TO APPLY KNOWLEDGE TO REAL-WORLD SITUATIONS

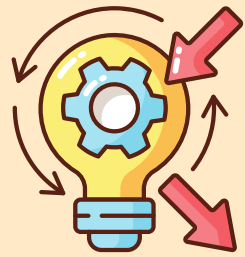
Tip: Create an assignment that asks students to use the skills they learn in class on an authentic task. For example, if students are learning about astronomy in class, have them look through a telescope and identify/reflect on what they see.



5

## OPPORTUNITIES TO REFLECT AND INTEGRATE LEARNING

Tip: Reflective writing is a high-impact practice that can be done in a variety of ways! Try weekly reflections, a reflection at the end of a project, or even a reflective self-assessment after an exam.



6

## PUBLIC DEMONSTRATION OF COMPETENCE

Tip: These demonstrations are often thought of as presentations, but they can be anything from a small group sharing session to a showcase for the campus or community.



7

## SIGNIFICANT INVESTMENT OF TIME AND EFFORT

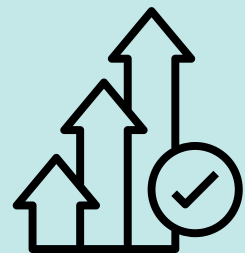
Tip: Students should be engaging in an educational activity repeatedly over the course of a unit or semester for it to have the most impact on their learning (e.g., scaffolded project or drafting a paper, revising the draft, and submitting the final version).



8

## PERFORMANCE EXPECTATIONS SET AT APPROPRIATELY HIGH LEVELS

Tip: Be transparent about your expectations for student learning, whether you share your expectations in a rubric, in an assignment description, or in person. Providing guidelines for student work allows for the structure students need to meet your expectations.



**EACH HIP TIPS ISSUE FOR THE 24-25 YEAR WILL FOCUS ON ONE OF THESE 8 CHARACTERISTICS IN MORE DETAIL. STAY TUNED!**