DEEPENED LEARNING, CRITICAL THINKING, AND KNOWLEDGE TRANSFER THROUGH HIGH-IMPACT PRACTICES

PRESENTERS: GWEN GORZELSKY AND LAURA JENSEN

Abstract: Research on High-Impact Practices (HIPs) shows that they deepen learning and improve academic success for students from across demographics. In this interactive session, we’ll present a CSU rubric designed to help instructors/staff to integrate High-Impact Practices (HIPs) into programs, courses, and experiences of all types. We’ll briefly describe the series of campus dialogues used to develop the rubric and summarize research on the key HIP characteristics it lists. However, most of the session will engage participants in activities designed to generate approaches to identifying and integrating HIPs. We’ll emphasize using HIPs to support students’ mastery of course knowledge, skills, and perspectives, as well as to prepare students to apply and adapt this knowledge in subsequent contexts, from future courses to professional and civic venues. As part of this process, we’ll introduce participants to resources supporting the integration of HIPs.

Goals and Objectives:

- Explain how HIPs can improve students’ engagement, critical thinking, learning, and capacity to transfer knowledge into subsequent contexts;
- Overview CSU resources for integrating HIPs into courses and programs;
- Engage participants in generating approaches to integrating HIPs tailored to fit disciplinary norms and specific course contexts.

Bios:

Laura Jensen serves as the Associate Provost for Planning & Effectiveness. She 17 years of experience working in higher education in Colorado; the last years at CSU. She is committed to helping the institution better understand issues surrounding student success, program evaluation, assessment, enrollment, faculty/staff, research, and operations. She serves on a variety of internal and external committees related to educational research, reporting, and data management and also serves as the institutional liaison to the Higher Learning Commission.

Gwen Gorzelsky is Associate Professor of English and Executive Director of The Institute for Learning and Teaching (TILT). She has published articles in College Composition and Communication, College English, Reflections, JAC, JAEP, and other venues, as well as The Language of Experience: Literate Practices and Social Change (University of Pittsburgh Press, 2005). Her research interests include writing instruction, learning transfer, metacognition, and literacy learning, particularly uses of literacy for personal and social change.