High-Impact Practices

According to the American Association of Colleges and Universities in their "High-Impact Educational Practices: An Overview," https://www.aacu.org/leap/hips, certain teaching and learning practices are "designated as 'high-impact practices,' or HIPs, based on evidence of significant educational benefits for students who participate in them . . . These practices take many different forms, depending on learner characteristics and institutional priorities and contexts."

First-year seminar and/or experience
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. At MTSU: UNIV 1010 or the First Year Experience Living/Learning Community https://w1.mtsu.edu/university-college/university-studies/univ-1010.php and https://w1.mtsu.edu/living-on-campus/living-learning.php#firstyear

Common intellectual experience
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. At MTSU: an outside-the-classroom activity that class members participate in as a group, such as attending a performance

Learning community
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. At MTSU: two courses that faculty have planned in collaboration with each other; students enroll in both courses within the set for shared learning experiences

Writing intensive course
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. Peers and faculty provide frequent, timely feedback on how students are presenting their developing ideas.

Collaborative assignment and project/project-based learning
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.

Problem based learning
Problem based Learning (PBL) is shown to increase the connection between academic content and the world of actual practice, in that PBL uses real-to-life simulations to frame the learning of specific content. In crafting a PBL task, it is important to create a "solution space" wherein learners will work to solve the problem. PBL practitioners write job-specific scenarios for use in experience-based learning.

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. 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. At MTSU: a student undertakes a scholarly project or creative activity under supervision of a faculty member https://w1.mtsu.edu/urc/faq.php

Global learning
Global learning is the process of collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being. Courses utilizing this pedagogy help students explore cultures, life experiences, and perspectives different from their own. Such intercultural studies are often supported by experiential learning in the community and/or through study abroad experiences.

Service learning/community engaged learning
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 both to 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.

Education/study abroad
These programs allow students to pursue academic coursework or other learning experiences in a country different from their own and are designed to enhance a student's global perspective, intercultural skills, and academic knowledge.

Internships
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. At MTSU: students earn course credit for work with off-campus organizations

Capstone courses and projects
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.

Civic learning/civic engagement
Deepening personal and social responsibility can be fostered by pedagogies in the classroom that connect any discipline to its role toward the common good, service in the community, collective civic problem-solving, public scholarship, global learning focused on real-world challenges, programs that promote engagement across differences, integration of academic and student affairs, and advancing collaborative, generative, reciprocal partnerships that teach students how systems work and can be changed. At MTSU: a course assignment requires students to participate in civic activity on or off campus https://w1.mtsu.edu/amerdem/mtsu_civic_engagement.php

Flipped classroom
The flipped classroom is a teaching approach where students get their first exposure to course content before coming to class. As the term suggests, a flipped classroom upends the traditional formula for delivering course content. Instead of listening to a lecture during a class period, students work on applying knowledge gleaned from previously shared material, such as a recorded lecture, a video, or written document. A goal of the flipped classroom is to engage students in active learning, wherein they can work on pertinent, well-designed exercises, participate in group work, and/or explore the implications of concepts raised in the lecture in order to promote a

deeper understanding of a concept (definition from the University of Colorado Boulder's page on [Flipped Classrooms](#)).

Reacting to the Past
A series of immersive role-playing games that actively engage students in their own learning. Students assume the roles of historical characters and practice critical thinking, primary source analysis, and argument, both written and spoken. Reacting to the Past (RTTP) games are flexible enough to be used across the curriculum, from first-year general education classes and discussion sections of lecture classes to capstone experiences and honors programs. RTTP was originally developed under the auspices of Barnard College and is sustained by the Reacting Consortium of colleges and universities (definition from [UNC Press](#)) http://reacting.barnard.edu and https://reactingconsortium.org/

ePortfolio
ePortfolios provide both a transparent and portable medium for showcasing the broad range of complex ways students are asked to demonstrate their knowledge, skills, and abilities for purposes such as graduate school and job applications as well as to benchmark achievement among peer institutions https://www.aacu.org/trending-topics/eportfolios At MTSU: a course or program that requires an ePortfolio presentation in D2L or Microsoft Sway.

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