

TRANSFORMATIVE HIGH-IMPACT PRACTICES: EIGHT KEY FEATURES MODELED THROUGH A SERVICE EXPERIENCE

A ROUNDTABLE PRESENTATION

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EXTENDED ABSTRACT

The focus of this discussion-based session was the relationship between high-impact educational practices and the potential for transforming learning both in and outside of the classroom. Attendees took away from the dialogue resources from George Kuh (2013) which include an overview of specific practices well documented for having high impact on the learning of college students from very diverse backgrounds. The conversation extended to eight key features of high-impact practices so that together we could examine what we do and determine the potential for transforming learning.

Kuh (2008) identifies these high impact practices:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate inquiry and creative activity
- Diversity, study away, global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects
- ePortfolio

Kuh, O'Donnell, and Reed (2013) identify these eight key features of high-impact practices:

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

While several examples were referenced both by the presenter and solicited from attendees, a fundamental example for discussion highlighted the Northeastern State University Mathematics Clinic which provides teacher candidates K-12 with an opportunity to apply what they have learned about mathematics and pedagogy through teaching service. As a model of service learning (Parrott, 2013), we examined why the clinic experience reflects a high impact practice and then measured the clinic opportunity against each of the widely-tested eight, common attributes of high-impact practices. Results from the clinic experience each semester indicate ways in which these future teachers are transformed from students of teaching to those who are better prepared for the realities of the profession. Clinic teachers credit the service experience for their transformative change in perspectives and also their anticipated success when in their own classrooms, perhaps the best possible evidence of high impact practices on these future mathematics teachers.

SELECT REFERENCES

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