Adapted from Ohio State University Teaching & Learning Resource Center

The following pedagogical principles—identified by Kuh and O'Donnell (2013) as the "eight key elements of HIPs"— are important to consider when integrating any HIP into your course.

Performance expectations

ELEMENT #1: "Performance expectations set at appropriately high levels"

First, identify expectations and course outcomes that are appropriate for students' developmental readiness. The assignments, discussion topics, and evaluation of an introductory course will obviously differ from an intermediate or advanced seminar. Be mindful of how you can meet students where they are based on entry characteristics. Sequence your course in ways that **appropriately challenge students and encourage their growth** over the course of the term.

Time and effort

ELEMENT #2: "Significant investment of time and effort by students over an extended period of time"

Second, guide students to exert significant time and effort toward educationally purposeful activities. As students invest more time and energy into their curricular and co-curricular experiences, they are more likely to realize the desired outcomes of an undergraduate education (Pascarella & Terenzini, 2005). Time and effort are central to student engagement and foundational to HIP pedagogy—craft learning activities that not only require **substantial time on task**, but also set **high expectations for students' effort**, thus encouraging quality work (Kuh, 2009).

Interaction and collaboration

ELEMENT #3: "Interactions with faculty and peers about substantive matters"

Third, facilitate shared experiences between students, their peers, and you as their instructor throughout your course. Collaborative assignments, sometimes called **group projects or team assignments**, have long been used in college courses. With respect to HIPs, the pedagogical benefits of fostering collaboration in your course are twofold—working with others prompts students to problem-solve while actively considering the input of peers with unique perspectives.

Experiences with diversity

ELEMENT #4: "Experiences with diversity, wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that differ from their own"

Fourth, guide students to step outside their comfort zones and engage with diverse worldviews. When properly designed and administered, HIPs encourage students to actively consider new perspectives that differ from their own. Establish and maintain a learning environment where students from diverse backgrounds can feel comfortable sharing their unique experiences, actively consider new ideas, and respectfully disagree with one another.

- Review your **course syllabus** to ensure assigned readings, videos, podcasts, and other materials reflect authors with a range of social identities, ideologies, and lived experiences.
- Coach students early in the term on how to **effectively talk about difference** or across differences. You might consider the distinctions between debate, discussion, and dialogue.
- Work with students to establish **community norms** to which all participants (students and instructors) are accountable. Examples of community norms could include: "Speak from your own experience, not on behalf of others," "Give your full attention to the person who

is speaking," and "Be accountable for your words, recognizing they may unintentionally cause harm to others."
- Be mindful of the **biases and assumptions** you bring to the class as an instructor. Remain open to feedback and invite students to share ideas for how the course can be improved to better incorporate new perspectives.

Feedback

ELEMENT #5: "Frequent, timely and constructive feedback"

Fifth, provide students with frequent and high-quality feedback. Feedback can be understood as how you communicate your assessment of a student's performance, relative to learning goals or learning outcomes (Education Endowment Foundation, 2022). Feedback from an instructor (or peers) is essential to bolstering students' engagement in an experience and directing their future efforts toward educationally purposive activities. **Without high-quality and consistent feedback, an educational practice cannot be considered high impact.**

For example, imagine if a student submitted a reflection assignment and the only feedback you provided was, "Great job!" Although this comment is encouraging and positive, there is no indication that you closely read the assignment or took time to offer unique suggestions. As a result, the student may be less inclined to invest time and effort in future assignments. That said, feedback does not need to be overly critical, especially for informal assignments like a personal reflection.

To construct high-quality feedback, consider the following suggestions:

- Aim for a tone that is affirming and encouraging.
- Offer both positive and constructive feedback.
- When offering constructive feedback, cite specific examples in the assignment where the student can improve and fully explain your thinking.
- Connect your feedback to overarching goals of the assignment or course.
- Acknowledge instances where students' performance improves from one assignment to the next by incorporating prior feedback.

Reflection

ELEMENT #6: "Periodic, structured opportunities to reflect and integrate learning"

Sixth, provide opportunities for students to engage in reflective practice. Create and maintain a learning environment that encourages them to synthesize what they are learning, deepen their levels of self-awareness, and reframe their perspectives. Through reflection, students can make meaning of their overall college experience. Helping them to develop the skills and habits of reflection will support their development during college and encourage an orientation to lifelong learning.

You might have students reflect through a variety of mediums, including **writing journals, constructing ePortfolios**, **or participating in group conversations**. But it is not enough to simply say, "Go reflect!" and expect positive results. The learning associated with reflection is made possible by **clear instructions on how to reflect and prompts that frame the exercise**. For example, soon after a learning activity concludes, ask students to recap the activity, articulate what they learned, and consider how they plan to use this knowledge moving forward. Be sure to provide students sufficient time for in-depth reflection.

Meaningful reflection is further aided when peers or instructors provide quality feedback, ask critical questions, and help students develop key ideas. Experts have argued that students are most likely to realize the full benefits associated with reflection when they receive high-quality feedback on their insights but aren't graded for their work. This approach allows students to assign personal meaning and significance to reflection rather than seeking others' approval.

Real-world application

ELEMENT #7: "Opportunities to discover relevance of learning through real-world applications"

Seventh, provide students opportunities to apply what they learn from involvement with a HIP in new settings and scenarios. One of the greatest strengths of HIPs is that they prompt students to **apply learning to real-world situations**. When incorporating HIPs into your course, consider ways to link theory with practice beyond the classroom.

There are many ways to bridge the divide between theoretical concepts and real-world applications. For instance, you might use **case studies** in class to bring your lecture content to life. Various **projects and assignments** may prompt students to propose potential solutions to local problems, articulating the pros and cons of different options for various stakeholders. **Service learning** is an excellent way to help students make meaningful associations between the content of their studies and issues facing community partners each day.

Pedagogy centered on real-world application not only facilitates learning, but helps students develop their identity as active citizens and community members.

Demonstration or presentation

ELEMENT #8: "Public demonstration of competence"

Finally, consider ways for students to share their learning with others. Examples include **presenting to classmates, publishing an ePortfolio**, **or submitting an internship project for review**. Beyond the feedback and evaluation they receive from their audience, the act of preparing their work for others prompts students to synthesize and articulate their learning with attention to accuracy and quality.