SoTL Principles & High-Impact Practices: A Partnership that Extends the Conversation
[beyond the binaries]

Indiana University                           September 19, 2014
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"student engagement in educationally purposeful behavior"

- engagement, satisfaction, retention, learning
- emphasis on cognitive events as sole domain of "learning"

"student learning" (no consensus definition)

in class, out of class, between classes, across campus, off campus, in the community, far away

most often in class or in a course

iterative, consistent, cumulative
- first year + final year
- every year in between
- bounded, circumscribed

idiosyncratic, atypical, thin slice, "controlled"
powerpoint templates

self-reports
quantitative
large N
direct evidence
self-reports
quantitative & qualitative
relatively modest (& even small) N

food
direct evidence
self-reports
quantitative & qualitative
relatively modest (& even small) N

fruit
round
sweet
fist-sized
warm color
good juiced
grow in orchards on flowering trees
vulnerable to damage by disease & insects
similar infrared transmission spectra when dried, crushed, mixed with potassium bromide, & pressed into pellet


Principles of Good Practice in SoTL

- Inquiry focused on student learning
- Grounded in context
- Methodologically sound
- Conducted in partnership with students
- Appropriately public


(free access)
To say that the purpose of colleges is to provide instruction is like saying that General Motors’ business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. We now see that our mission is not instruction but rather that of producing learning with every student by whatever means work best.

“student engagement in educationally purposeful behavior”

- engagement, satisfaction, retention, learning

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(no consensus definition)

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**High Impact Practices**

“an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior.”

(Kuh)
High Impact Educational Practices at Indiana University

These practices benefit students because they
• stimulate intellectually-engaging and educationally-effective curricula;
• provide active learning opportunities for students;
• deepen student learning and engagement in classroom content;
• raise levels of performance, retention and success for all students.

http://citl.indiana.edu/resources_files/teaching-resources/high-impact-practices.php

“Learning should be understood broadly to include not only disciplinary knowledge or skill development, but also the cultivation of attitudes or habits that connect to learning.”

(Felten, p. 122)
HIPs’ “impact” → “student learning”
- “disciplinary unconscious”
  (Decoding the Disciplines)
- “habits of head, hand, and heart” of signature pedagogies
  (Shulman, Gurung, Chick, & Haynie, 2009; Chick, Haynie, & Gurung, 2012)
- “six facets of understanding”
  (Wiggins & McTighe)
- taxonomies of cognitive & affective learning domains
  (Bloom, Anderson, & Krathwohl)
- “significant learning”
  (Fink)
- AAC&U VALUE rubrics
- positions/perspectives of cognitive development
  (Perry; Belenky, Clinchy, Goldberger, & Tarule)
- “what the best college students do”
  (Bain)

Students’ Reflections

Critical Incident Questionnaire / CIQ
(Stephen Brookfield)

Metacognitive & Meta-affective Journals
(Chick, Kernahan, & Karis, 2009, p. 7)

“…grounded in both scholarly and local context. Scholarship of any type builds on what is known, using relevant theory, practice-based literature, and prior research to establish a firm foundation for inquiry.”

“Sensitivity to the location and dynamics of the inquiry, since all SoTL is rooted in particular classroom, disciplinary, institutional, and cultural contexts”

“should also be cognizant of the different environments of faculty work” (Felten, p. 122-3)
Where are the high impact practices located?

Randy Bass “Designing the University for 2030”
Vanderbilt University Celebration of Learning April 21, 2014

[Where is SoTL focused?]

Principles of Good Practice in SoTL
Inquiry focused on student learning
Grounded in context
Methodologically sound

**Location**

- in class, out of class, between classes, across campus, off campus, in the community, far away
- most often in class or in a course

**Scope & Scale**

- iterative, consistent, cumulative
  - first year + final year
  - every year in between
- bounded, circumscribed
  - idiosyncratic, atypical, thin slice, 'controlled'

**Evidence**

- self-reports
  - quantitative
  - large N
- direct evidence
  - self-reports
  - quantitative & qualitative
  - relatively modest (& even small) N
• “disciplinary styles”; “different questions and distinct ways of collecting and analyzing evidence of student learning”
• “social science research methods”
• “smorgasbord of SoTL methods”

“the intentional and rigorous application of research tools that connect the question at the heart of a particular inquiry to student learning”
(Felten, 123)

 “…shift from an imperative of proof to an imperative of understanding
…from an imperative of generalizable simplicity to one of representing complexity well”
(Poole, 2013)


“the power and possibilities of such collaborative work”

“full partnership” ↔ “engaging students in the inquiry process” (Felten, 123)

Undergraduate Research about a high-impact practice
SoTL as High-Impact Teaching
“making teaching 'community property'”

"both the process and products of inquiry are public"

(Felten, 123-4)
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Thank you!