High Impact Teaching Practices (HITs):

What does good teaching look, sound and feel like?

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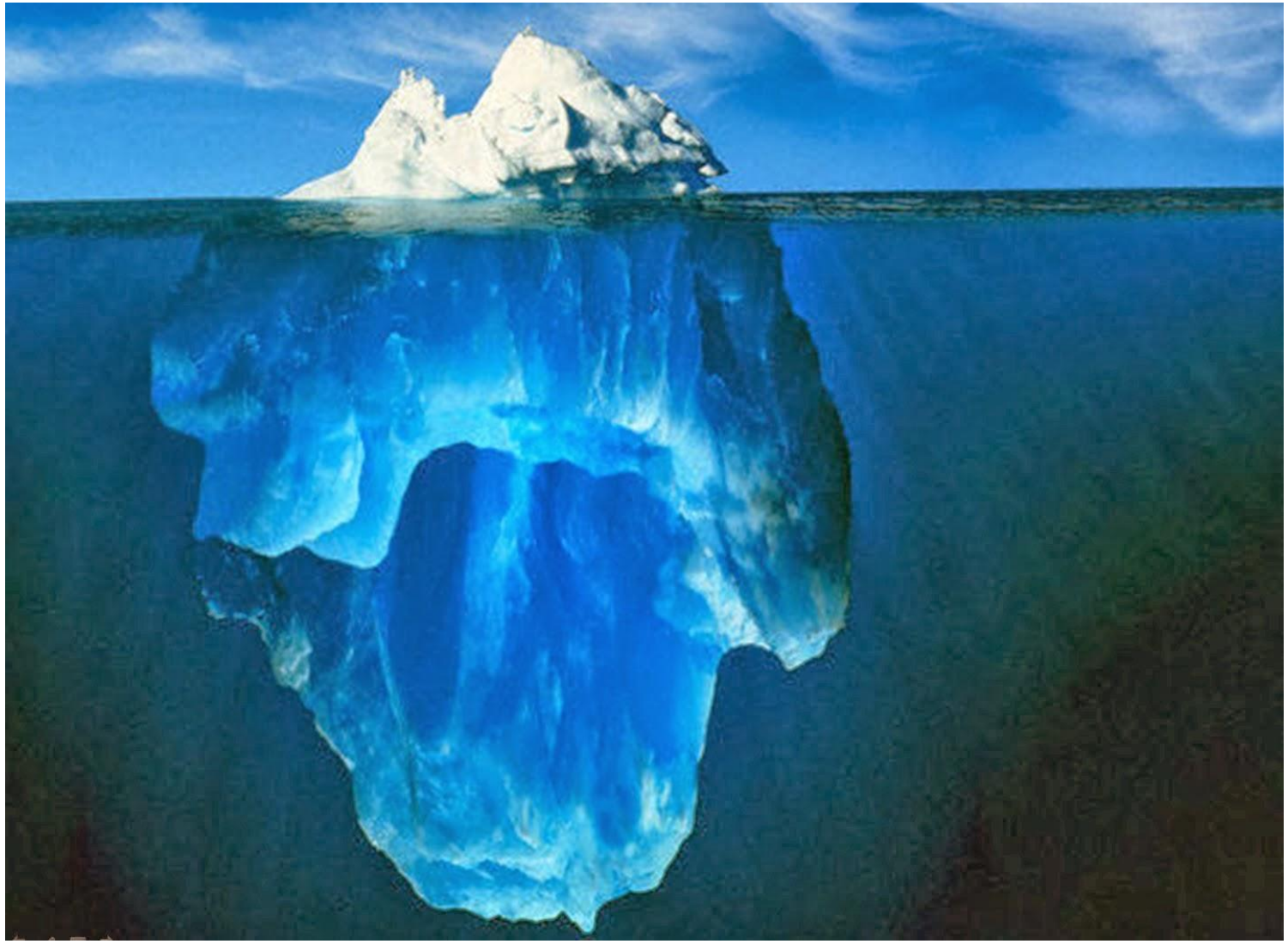
What we will learn together

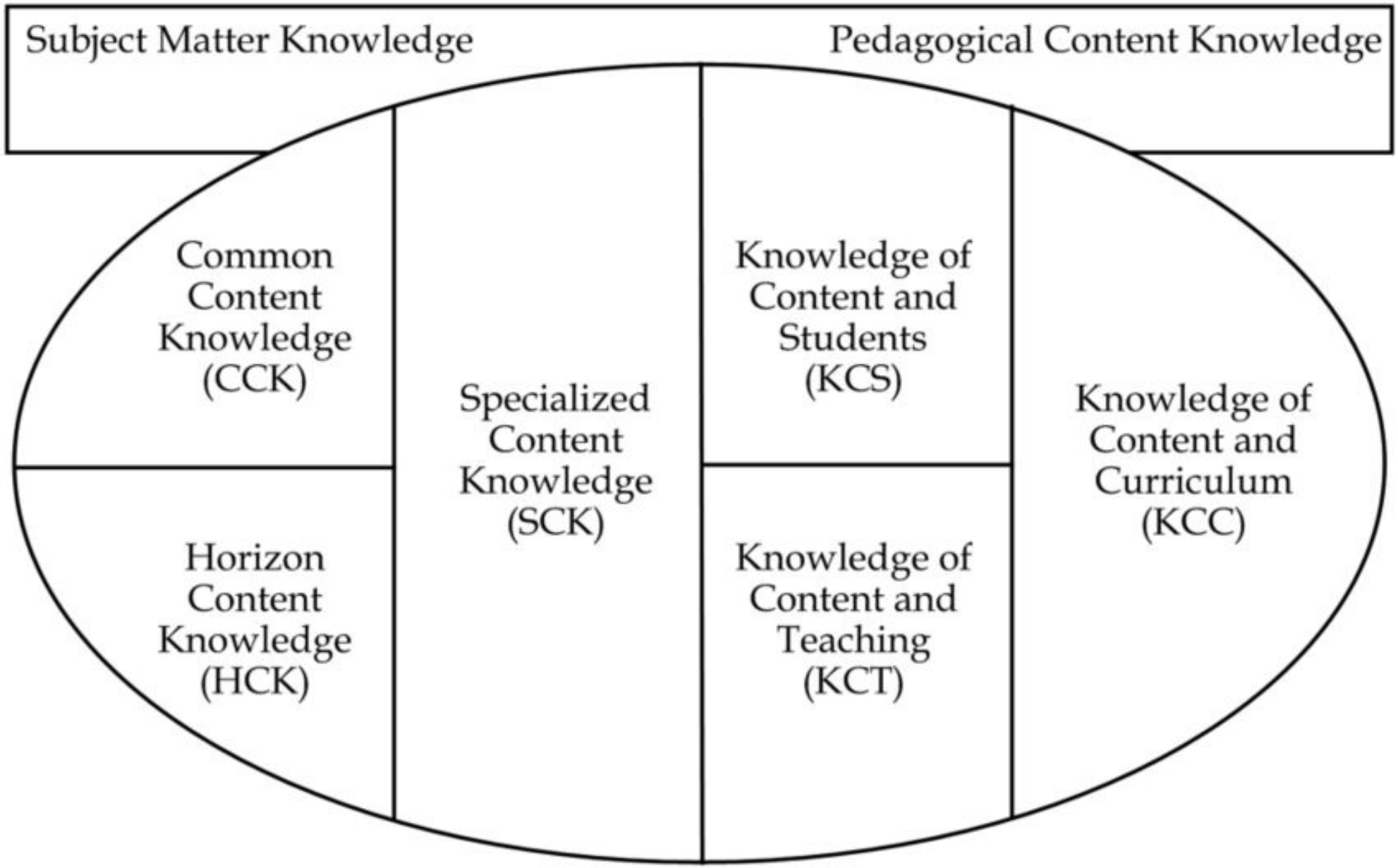
- Introduce HITs
- Discuss what high impact practices look like in our instruction
- Provide examples and strategies to implement HITs
- Consider ONE strategy to take forward into your practice
- Ask questions

NYT What's Going on in This Picture?

Eli Imadali for The New York Times

Complexities of teaching





Domains of Mathematical Knowledge for Teaching (MKT) by Ball et al. (2008)

Frameworks to Consider

- HIPs → teaching practices that can be incorporated in undergraduate courses and across undergraduate models (Kuh et al., 2017)
  - Programmatic level practices

- Victoria Department of Education and Training → High Impact Teaching Practices HITs
  - Instructional (course) level practices

HIPs (Kuh et al., 2017) → the WHAT

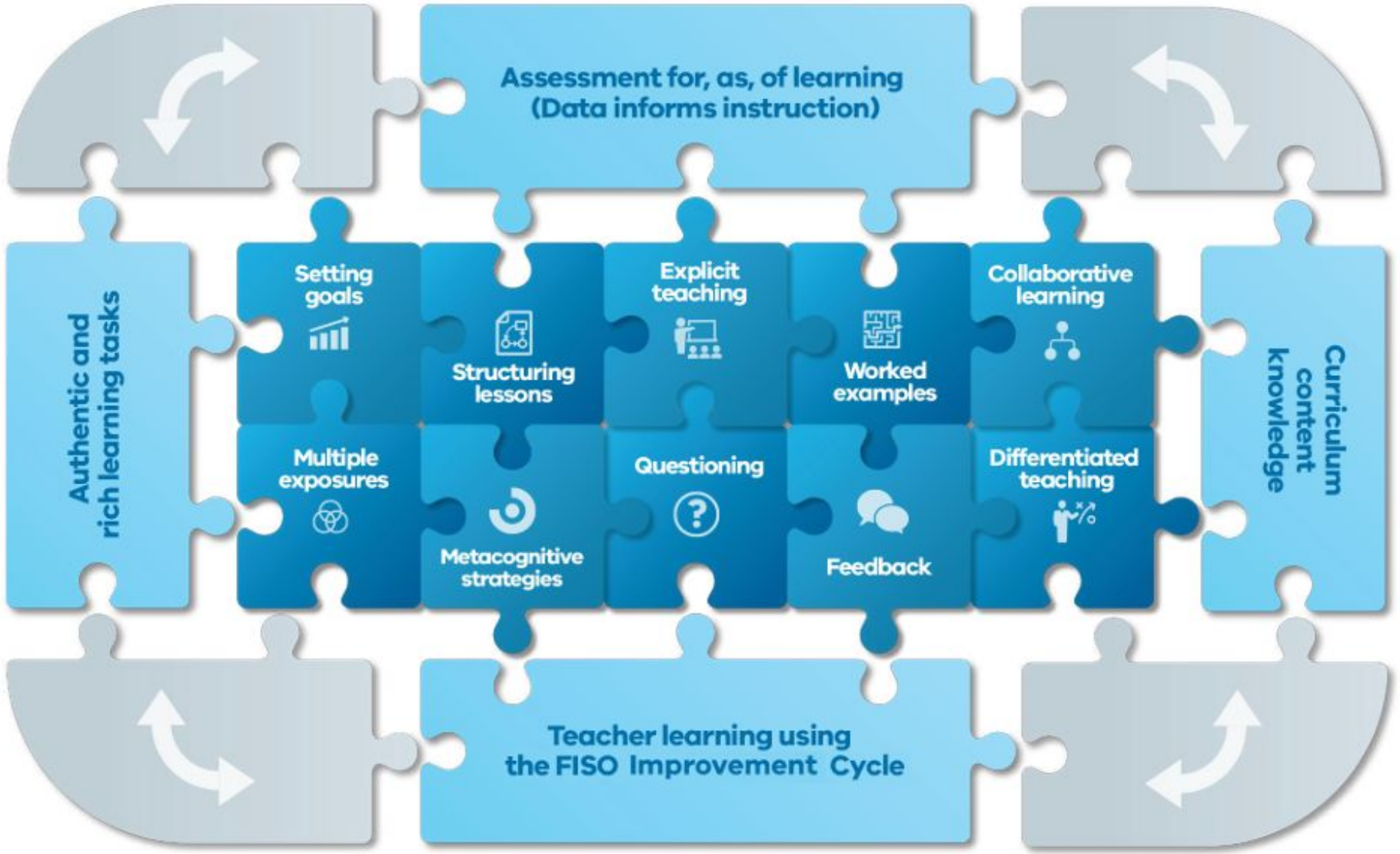
Key features of HIPs:

- Expectations of students set at an appropriately high level
- Projects/assignments require concentrated effort over an extended period of time
- Students interact with faculty and peers on an on-going basis (in and out of classroom)
- Students receive frequent, timely, constructive feedback
- Learning is made relevant to students through real-world applications
- Students demonstrate competence publicly
- Students explore cultures, experience and worldviews different from their own
- Students are provided intention and structured opportunities for reflection and integration of learning

HITs (VDET, 2020)

Victoria Department of Education and Training (2020). https://arc.educationapps.vic.gov.au//5012.rsf

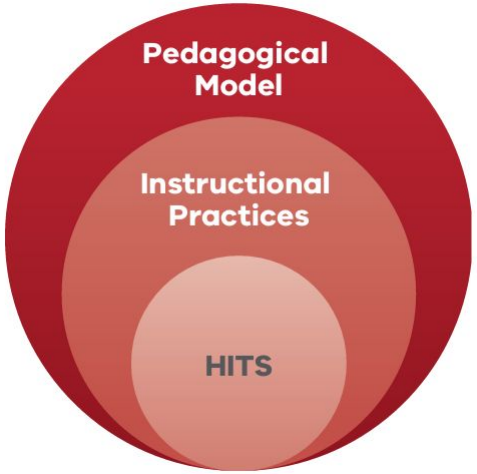
HITs (VDET, 2020, p.6)--> the HOW



What are HITs?

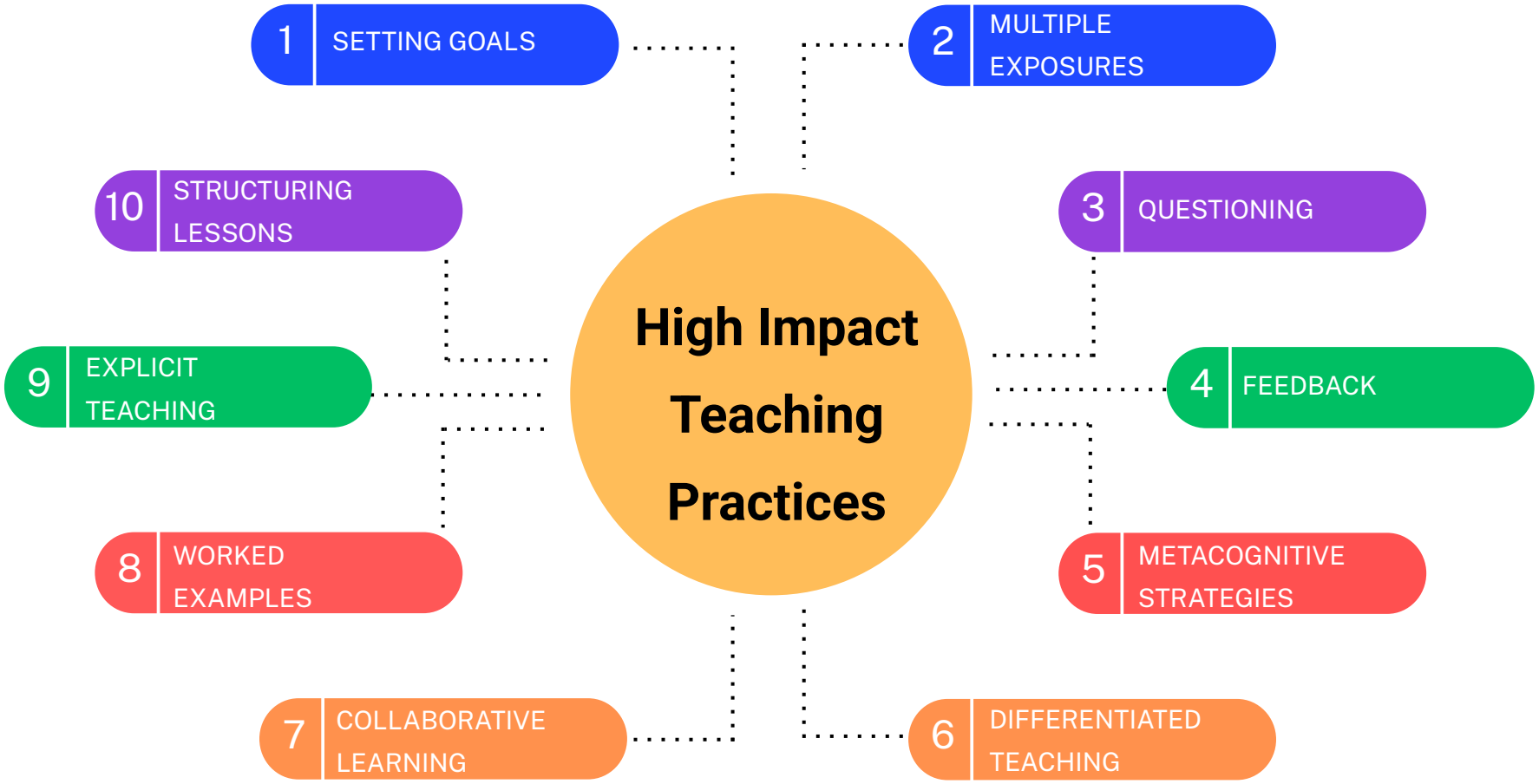
- Instructional practices that "reliably increase student learning wherever they are applied" (Victoria Department of Education and Training, 2020, p. 5)
- 10 000+ studies examined
- While HITs increase the opportunities for student learning, alone they do not guarantee that students will learn
- Applying HITs to your context, your learners, and your content requires professional judgement and choice.

HITs at MRU



- Part of a framework:

- "HIPs provide hands-on learning and increase student engagement, leading to a better alignment of knowledge attainment with degree completion and career-readiness goals. All of which best serve the student, institution, and broader society" (AAC&U, 2024, para 1).
- HCE Teaching and Learning Committee focus on 10 Individual level practices that can be applied across learning contexts


High Impact Teaching Practices
1 SETTING GOALS
2 MULTIPLE EXPOSURES
3 QUESTIONING
4 FEEDBACK
5 METACOGNITIVE STRATEGIES
6 DIFFERENTIATED TEACHING
7 COLLABORATIVE LEARNING
8 WORKED EXAMPLES
9 EXPLICIT TEACHING
10 STRUCTURING LESSONS

High Impact Teaching Practices

Structuring Lessons

- Involves mapping the teaching and learning to establish **clear expectations and routines** in the classroom.
- The structure should include a **planned sequencing** of activities that **scaffold the learning** via specific steps.
- The use of **smooth transitions** between activities helps to optimize time on task and improve the classroom climate[7777].
- The structure should incorporate the use of **questioning/feedback** and **formative assessment** (such as exit cards) to monitor student learning.

Multiple Exposures

- Provides students with **multiple opportunities** to encounter, engage with, and elaborate on new knowledge and skills.
- Deep learning is achieved through **multiple, spaced interactions** with the content over time, which is not simple repetition or drill work.
- Requires **distributing practice** across several days and using different activities to vary the learning interactions with new knowledge.
- **Timely feedback** must be incorporated to provide opportunities for immediate correction and improvement.

Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills.
(VEDT, 2020, p. 12)

STRUCTURING LESSONS

What

Mapping a plan for teaching and learning taking place during a class. What information will be given, and how activities, routines and time will link to the learning and engage students

Why

Learning is maximized when teachers deliberately structure the lessons

Considerations

To increase effectiveness, structuring lessons should be combined with other high impact teaching practices.

Instructor Role

- Communicate the steps and activities in the lesson
- Clearly connect the learning goals, the lesson activities and the associated assessments
- Monitor student process and provide feedback
- Scaffold the learning through sequence of steps
- Routines are predictable

Students

- Understand learning goals
- Success criteria is clear
- Are aware of routines and can follow the sequence of steps and activities

It takes ‘three or four experiences involving interaction with relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory’ (Nuthall, 2000, p.93).

MULTIPLE EXPOSURES

What

Multiple exposures refer to spaced interactions with new knowledge/skills using a variety of activities and opportunities

Why

Deep learning develops over time and allows students to engage with the material and process its meaning in different contexts

Considerations

To increase effectiveness, connections between the learning and the actions (or work) needs to be intentional and communicated

Instructor Role

- Link exposures to learning intentions
- Identify in planning what knowledge/skills would benefit from multiple exposures
- Use a variety of activities and assessments

Students

- Pay attention to connections offered when engaging and re-engaging with new content
- Feel supported and confident
- Consolidate their learning with intentional actions

High Impact Teaching Practices

Worked Examples

- A demonstration of the sequential **steps required** to complete a task or solve a problem.
- **Scaffolds the learning** process, supporting skill acquisition and **reducing the student's cognitive load** by allowing them to focus on the process.

- The teacher presents the example, clarifies the objective, and **explains each step** in the process.
- Students use the worked examples as a **model during independent practice** and for reviewing and embedding new knowledge.

Collaborative Learning

- Occurs when students work in **small groups** on a learning task where **everyone participates** to achieve a shared goal.
- Requires designing **meaningful tasks** where students actively participate in negotiating roles, responsibilities, and outcomes.
- Allows students to cooperatively **apply previously acquired knowledge and skills** to solve problems, fostering peer learning.
- Includes various proven approaches such as **peer tutoring**, reciprocal teaching, and small group learning.

"Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself." (VEDT, 2020, p. 16)

WORKED EXAMPLES

What

A demonstration of the steps required to complete a task, solve a problem, apply a process.
Using scaffolding, this supports skill acquisition and reduces cognitive load

How

Demonstrates what success looks like and how to achieve it.
Steps are explicitly taught, then learners reframe and describe the process themselves.

Considerations

Each new example needs to challenge the learner in a way that stretches their thinking but does not overwhelm them.

Instructor Role

- Scaffold the new knowledge and skills by providing clear step by step examples
- Design examples that are accessible and provides options to arrive at the solution
- Monitor learning and support removal of support to promote independence

Students

- Engage with worked examples that meet the right level of challenge
- Focus on understanding the process over the product
- Are confident to move away from worked example towards independence

Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks, and respond to questions that support achievement of learning goals.' (VDET, 2020, p. 18).

COLLABORATIVE LEARNING

What

Collaboration takes place when students work together in groups and everyone participates. There are a wide variety of collaborative activities that can be used and depend on the intended outcome.

Why

Collaboration provides opportunities to deepen learning when students are exposed to ideas and perspectives of others.

Considerations

Group selection and composition are important. Team building skills should be taught explicitly to students. Activities should be designed so that collaboration is required.

Instructor Role

- Set group tasks and establishes expectations for student participation
- Assigns roles to students (rotating)
- Designs tasks that require sharing of expertise and ensures students' contributions are valued by the group
- Organizing flexible groupings based on the tasks and needs of the students

Students

- Understand protocols for working collaboratively
- Accept responsibility for participating and contributing to the group and tasks
- Can provide meaningful and targeted feedback to each other

High Impact Teaching Practices

Setting Goals

- Lessons must have clear learning intentions and goals that clarify what success looks like for students.
- Goals should explicitly state what students need to know, understand and be able to do.
- The goals are based on learning objectives and student needs, and should challenge students relative to their current level of understanding of the topic.
- Clear goals aid the teacher in planning learning activities and help students understand what is required of them.

Explicit Teaching

- The teacher makes the learning intentions and success criteria transparent to students before teaching begins.
- Teachers clearly show students what to do and how to do it by explicitly introducing new content and modelling the application of knowledge and skills.
- Worked examples and independent practice are used to support the application and mastery of new skills.
- Includes constantly checking for understanding and using practice and feedback loops to uncover and address misunderstandings.

High Impact Teaching Practices

Questioning

- A powerful tool used to engage students, stimulate curiosity, and make links between the content and students' lives.
- It creates opportunities for students to discuss, argue, and express opinions or alternative points of view.
- Effective teachers plan questions in advance for probing, extending, revising, and reflecting, and use open questions.
- Yields immediate feedback on student understanding, supporting informal and formative assessment.

Feedback

- Informs the student and/or teacher about a student's performance relative to established learning goals.
- Its purpose is to redirect or refocus actions so the student can align effort with a clear outcome that leads to achieving a learning goal.
- It must be precise, timely, specific, accurate, and actionable advice that a student can use to improve.
- Feedback can be provided by teachers or peers, and questioning and assessment are also forms of feedback on teaching practice.

High Impact Teaching Practices

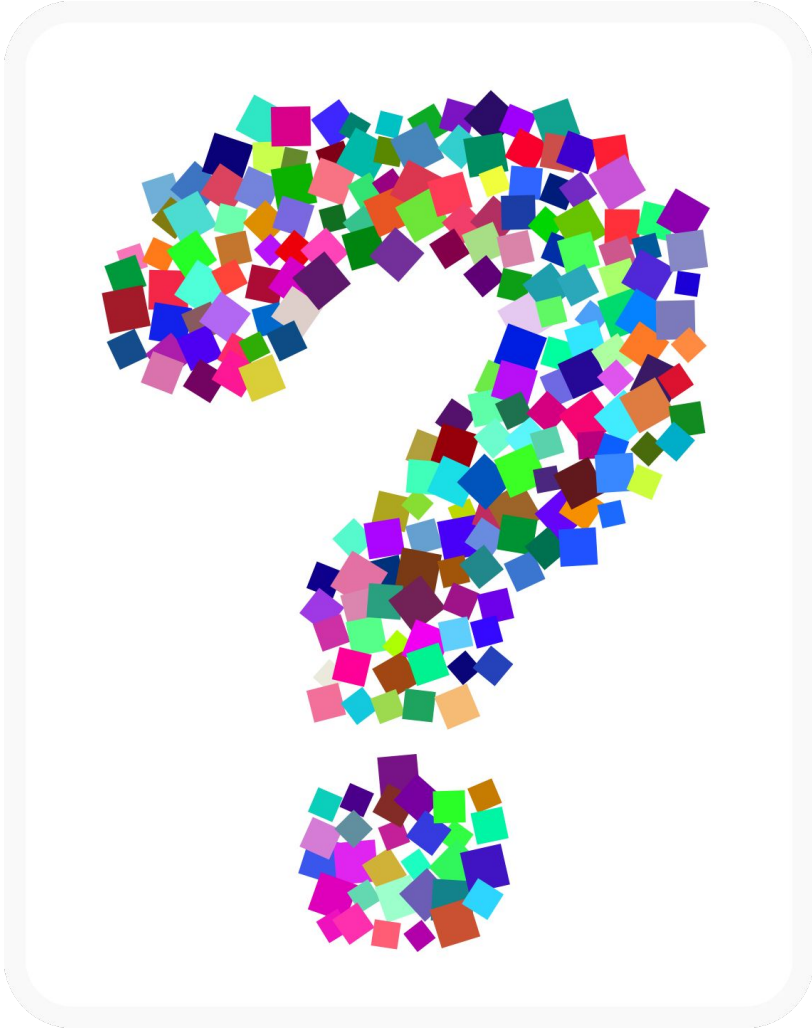
Metacognitive Strategies

- Strategies that teach students to think about their own thinking and gain control over their learning.
- The concept extends to self-regulation, the ability to manage one's own motivation toward learning.
- Activities include planning how to approach tasks, evaluating progress, and monitoring comprehension.
- Key elements are promoting self-questioning, (via concept mapping), and classroom discussion as an essential feature.

Differentiated teaching

- Methods for extending the knowledge and skills of every student in the class, regardless of their starting point.
- The objective is to lift the performance of all students to ensure appropriate challenge is provided.
- Requires planning lessons that incorporate adjustments for content (what), process, (how), and product (result).
- Strategies include high-quality group instruction, universal design, offering choice, and (when required) individualized interventions.

What do my students need me to learn more about right now?



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