

HIGH IMPACT PRACTICES IN HIGHER EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger,
St John's University and Higher Education
Teaching and Learning Association, USA

Associate Series Editor: Enakshi Sengupta,
Higher Education Teaching and Learning
Association, USA

Published volumes:

- Volume 36 Integrating Research-based Learning Across the Curriculum – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 37 International Perspectives in Social Justice Programs at the Institutional and Community Level – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 38 The Role of External Examining in Higher Education: Challenges and Best Practices – Edited by Enakshi Sengupta, Patrick Blessinger, Andrew Ssemwanga, and Barbara Cozza
- Volume 39 International Perspectives on Supporting and Engaging Online Learners – Edited by Jaimie Hoffman and Patrick Blessinger
- Volume 40 International Perspectives in Online Instruction – Edited by Jaimie Hoffman and Patrick Blessinger
- Volume 41 New Student Literacies amid COVID-19: International Case Studies – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 42 Innovative Approaches in Pedagogy for Higher Education in Classrooms – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 43 Governance and Management in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger, and Nasiruddin Nezaami
- Volume 44 Changing the Conventional University Classroom – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 45 ICT and Innovation in Teaching Learning Methods in Higher Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 46 Role of Education and Pedagogical Approach in Service Learning – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 47 International Case Studies in Service Learning – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 48 Role of Leaders in Managing Higher Education – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 49 Pandemic Pedagogy: Preparedness in Uncertain Times – Edited by Enakshi Sengupta
- Volume 50 Integrative Curricula: A Multi-dimensional Approach to Pedagogy – Edited by Enakshi Sengupta

INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 51

HIGH IMPACT PRACTICES IN HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES

EDITED BY

ENAKSHI SENGUPTA

Independent Researcher & Scholar, India

Created in partnership with the
International Higher Education Teaching and Learning Association



<https://www.hetl.org/>



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Emerald Publishing, Floor 5, Northspring, 21-23 Wellington Street, Leeds LS1 4DL.

First edition 2023
Editorial matter and selection © 2023 Enakshi Sengupta.

Published under exclusive licence.
Individual chapters © 2023 Emerald Publishing Limited.

Reprints and permissions service

Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80071-197-6 (Print)
ISBN: 978-1-80071-196-9 (Online)
ISBN: 978-1-80071-198-3 (Epub)

ISSN: 2055-3641 (Series)



INVESTOR IN PEOPLE

CONTENTS

<i>Series Editors' Introduction</i>	vii
<i>List of Contributors</i>	ix

PART I CREATING GLOBAL CITIZENS

Chapter 1 Introduction to High Impact Practices in Higher Education: International Perspectives <i>Enakshi Sengupta</i>	3
Chapter 2 Virtual Reality and Virtual Exchange, Connecting UK and Lebanese Students to Investigate Public Health Issues in Syrian Refugee Camps <i>Henry Dawson, Nael Alami, Keith Bowen and Diana Maddah</i>	13
Chapter 3 A High Impact Program Design Framework to Support Future Focused Curriculum Design <i>Holly Russell, Rachel Fitzgerald, Deanna Meth and Henk Huijser</i>	29
Chapter 4 High Impact Practices in the Civil Engineering Major at the United States Air Force Academy <i>Joel A. Sloan, Melissa S. Beauregard and M. Mark Russell</i>	45
Chapter 5 The Significance of Information Literacy and Transparency in Academic Class Discussions <i>Krisztina Domjan</i>	67
Chapter 6 Combining High Impact Education Practices and Active Learning Pedagogy to Address Visual Plagiarism in Applied Arts Higher Education <i>Lisa Winstanley</i>	87
Chapter 7 The Coevolution of Knowledge, Knowledge Management, and Social Competence in Higher Education <i>Normada Bheekharry</i>	105

**PART II
TOWARD A HOLISTIC CURRICULUM**

Chapter 8 Why Science Qualifications Should be a Prerequisite for Psychology Degree Programs – A Case Study Analysis From a UK University	
<i>Caroline Hands and Maria Limniou</i>	127
Chapter 9 Inclusive and Flexible Curriculum Design Framework in Work-based Learning: Providing High Impact Transnational Education Opportunities in Sub-Saharan Africa	
<i>Christopher J. M. Smith, Constantinos Choromides, Victoria Boyd, Linda Proudfoot, Marty Wright and Fiona Stewart-Knight</i>	149
Chapter 10 An Analysis of First-year College English Composition Course Syllabi Using Civic Learning/Community Engagement as Learning Tools	
<i>Dean Albert Ramser</i>	169
Chapter 11 High Impact Practices in Graduate Education: Examples from a Program Evaluation Curriculum	
<i>John M. LaVelle, Trupti Sarode and Satlaj Dighe</i>	187
Chapter 12 Internationalization Strategies in Higher Education in Mexico: Practices and Experiences at Universidad de Monterrey Business School	
<i>Karla Maria Nava-Aguirre</i>	207
<i>About the Authors</i>	225
<i>Name Index</i>	235
<i>Subject Index</i>	245

SERIES EDITOR'S INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

- 1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- 2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- 3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching-learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and

organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and life-wide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist,
International HETL Association

Enakshi Sengupta
Independent Researcher & Scholar

LIST OF CONTRIBUTORS

<i>Nael Alami</i>	Modern University of Business and Science, Beirut, Lebanon
<i>Melissa Stewart Beauregard</i>	United States Air Force Academy in Colorado Springs, Colorado, USA
<i>Normada Bheekharry</i>	Université des Mascareignes, Mauritius
<i>Keith Bowen</i>	Stanford University, California, USA
<i>Victoria Boyd</i>	Glasgow Caledonian University, Glasgow, Scotland
<i>Constantinos Choromides</i>	Glasgow Caledonian University, Glasgow, Scotland
<i>Henry Dawson</i>	Cardiff Metropolitan University, Cardiff, UK
<i>Satlaj Dighe</i>	University of North Carolina Wilmington, North Carolina, USA
<i>Krisztina Domjan</i>	American University, Washington, DC, USA
<i>Rachel Fitzgerald</i>	University of Queensland, Brisbane, Australia
<i>Caroline Hands</i>	University of Liverpool, Liverpool, UK
<i>Henk Huijser</i>	Queensland University of Technology, Brisbane, Australia
<i>John M. LaVelle</i>	University of Minnesota, Minnesota, USA
<i>Maria Limniou</i>	University of Liverpool, Liverpool, UK
<i>Diana Maddah</i>	American University of Beirut, Beirut
<i>Deanna Meth</i>	Queensland University of Technology, Brisbane, Australia

<i>Karla María Nava-Aguirre</i>	Universidad de Monterrey Business School, San Pedro Garza Garcia, Nuevo Leon, Mexico
<i>Linda Proudfoot</i>	Glasgow Caledonian University, Glasgow, Scotland
<i>Dean Albert Ramser</i>	Independent Researcher and Scholar, Oregon, USA
<i>Holly Russell</i>	Queensland University of Technology, Brisbane, Australia
<i>M. Mark Russell</i>	United States Air Force Academy in Colorado Springs, Colorado, USA
<i>Trupti Sarode</i>	University of Pittsburgh, Pennsylvania, USA
<i>Enakshi Sengupta</i>	Independent Researcher and Scholar, India
<i>Joel A. Sloan</i>	United States Air Force Academy in Colorado Springs, Colorado, USA
<i>Christopher J. M. Smith</i>	Glasgow Caledonian University, Glasgow, Scotland
<i>Fiona Stewart-Knight</i>	Glasgow Caledonian University, Glasgow, Scotland
<i>Lisa Winstanley</i>	Nanyang Technological University, Singapore
<i>Marty Wright</i>	Glasgow Caledonian University, Glasgow, Scotland

PART I

CREATING GLOBAL CITIZENS

This page intentionally left blank

CHAPTER 1

INTRODUCTION TO HIGH IMPACT PRACTICES IN HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES

Enakshi Sengupta

ABSTRACT

A higher educational institution evaluates the concept of success in terms of student retention, equal access to education, graduation and at times with the grade point scored by the students. It also applies for accreditation and global ranking to showcase their success rate. It is rarely seen that universities evaluate student's success in terms of their actual learning. Some universities lay emphasis on creating a collaborative campus climate, supportive mentoring by the faculty members and at times engaging students in a participative manner as a cohort. Rarely do universities monitor the cumulative educational achievements of the students. Retention and graduating batches of students is an essential feature of a higher educational institution but is not a sufficient measure. A college degree proves to be beneficial to the student and is considered useful only when it is valued by society and helps in empowering the students. Universities need to address this issue; they need to create metrics to capture the evidence of quality learning and should try to explore approaches as to how students can broaden their horizon and knowledge base and develop their concept of social responsibility to create a sense of all round wellbeing. With the rise of liberal education, there has been a gradual phasing out of conventional classroom delivered curriculum. The curriculum has become more robust

High Impact Practices in Higher Education: International Perspectives
Innovations in Higher Education Teaching and Learning, Volume 51, 3–12
Copyright © 2023 by Emerald Publishing Limited
All rights of reproduction in any form reserved
ISSN: 2055-3641/doi:[10.1108/S2055-364120230000051001](https://doi.org/10.1108/S2055-364120230000051001)

bridging the conventional with applied form of education. This book narrates case studies where academics speak about strategic frameworks that they have implemented in their classroom based on high impact program design, as well as approaches to mentor and support students as academic program leaders. Authors have demonstrated through their chapters that high impact practice (HIP) can become effective only when it is future focused and teaches skills to students that allow them to develop their social competence and enable them to examine knowledge management with the lens of social wellbeing.

Keywords: Social competence; high impact practices; curriculum; strategic frameworks; mentoring; collaborative method; social responsibility; conventional classroom

INTRODUCTION

Campuses are implementing high intentional planning, teaching and assessment methods to improve the learning environment of students to ensure a sophisticated outcome from the liberal education curriculum. Policy dialogues and stakeholder meetings are taking place on a regional and national level to accelerate the changes. Excellence in education can be achieved through development and enhancement of intellectual power and capacities, preparing students to shoulder their civil and ethical responsibilities, achieving a sense of personal growth and self-direction. Yet, these high impact factors influencing education are always in a state of flux owing to the ever-changing needs and realities of today's world. Society is undergoing a transformative change in the environmental, economic, technological, and intercultural shift that is taking place at every moment. The world is demanding more and designing college curriculums to cater to such demands is becoming a key criterion in education.

Students are expected to acquire skills like intercultural learning, problem-solving abilities, creative thinking, technological knowhow and other real-world applications that are required as a civil citizen and as a job applier. The HIPs urge universities to make excellence inclusive in the entire operation of higher education institutions (HEI). The long-term success of a student is not measured in the college degree that they have earned but whether they have been prepared in knowledge, capabilities and personal qualities. Whether students are capable of surviving in a fast-changing global economy and an environment that requires immediate attention to prevent it from further degeneration.

HIPs are gradually gaining importance mainly in undergraduate studies as they have been found to be effective and have a positive association with student learning and retention. There are several common traits that are common in HIPs which of course demand considerable time, energy and involvement from faculty members and other institutional staff. It mainly consists of integrating curriculum that supports outside the classroom learning, experiential learning, meaningful interaction and developing relationship with faculty and students and

collaborative projects with frequent feedback loop. Kuh (2008) advocates that during the undergraduate program students should be a part of at least two HIPs, one during the very first year of their enrollment and the second one in the context of their major.

Based on Kuh's work, the National Survey of Student Engagement has identified certain factors responsible for creating HIP (https://nsse.indiana.edu/html/high_impact_practices.cfm):

- Learning communities (e.g., student learning communities).
- Community-based learning (e.g., service-learning projects).
- Research-based learning (e.g., undergraduate research projects).
- Field-based learning (e.g., internship, co-op, student teaching, clinical placement).
- International learning (e.g., study abroad).
- Culminating senior project (e.g., capstone courses, senior projects/thesis, senior comprehensive exams, senior portfolios).

Assessment of HIPs should be a regular feature to assess the involvement of students in active learning practices and contribution of the students to help achieve cumulative learning. However, research has shown that the utilization of active learning practices is unsystematic and often chaotic which is most likely to cause harm to students learning activities. First year experience sets the trend toward drop out and retention and is therefore crucial that students get an exposure to a curriculum that facilitates maximum student to student and student and faculty interaction. Strong emphasis is now being placed on critical inquiry, information literacy, frequent writing to express oneself, creative thoughts and collaborative learning that will help enhance the student's practical and intellectual experiences.

The idea of having a traditional core curriculum has given way to a set of general liberal education program in the very first year of study that integrates traditional classroom delivery with participation in a learning community and are based on broad themes such as technology, society and global interdependence. Rigorous research is being undertaken by academics across the globe to determine the relationship between student's characteristics, engagement levels and outcomes of HIPs. There has been growing empirical evidence that these programs can elevate the performance level of the students and engage them in meaningful learning activities. Deep level learning is being implemented in institutions of higher education replacing the traditional surface level learning. It has been noted that students engaged in deep level learning tend to earn higher grades and integrate them into the effective educational practices.

Educational psychologists such as Jean Piaget (1936) and Jerome Bruner (1957) and neuroscientists (Kandel et al., 2012) while experimenting and studying human brain have shown empirical evidence that learning can be enhanced by making connections between new knowledge and prior learning. If academics are successful in strengthening those connections, the deeper will be the learning of

the students. Practice and repetition of the knowledge that they acquire are a key to their learning; practice ought to be conducted in authentic settings, which will help in making the learning more effective and satisfying. The human brain has the inherent capability to connect new learning to prior factual knowledge and at the same time to their own emotions, experiences, sensory input and actions. Needless to say, it is less effective to learn by rote (simple memorization) or in isolation because the new knowledge acquired through such methods lacks connection to anything other than itself.

HIPs advocate building of the connections by strengthening the bond between faculty and its peer group, between students and faculty members and embed learning in the context of the real world. Student engagement takes priority of connecting them to the topics delivered in the classroom and thus empowering the students by enhancing their educational experience and furthering their academic achievements.

Academic success is never an individual matter, but it is an institutional concern. Research conducted in this field in the past has revealed that students' perception of whether their professors care about them as people and gives them individual attention has a powerful impact on their success. As faculty members, we may be casual about the failing of a student, but it leaves a deep impact on the life and career of the student and hence, requires adequate thinking and involvement of faculty members.

CHAPTER OVERVIEW

Virtual reality and virtual exchange, connecting UK and Lebanese students to investigate public health issues in Syrian refugee camps authored by Henry Dawson, Nael Alami, Keith Bowen and Diana Maddah speaks about the Syrian refugee crisis which has been too big and complex for any single country to mount an adequate response. Mitigating human tragedy, deciphering its root causes and developing sustainable solutions require effective international collaboration. To teach collaboration of this kind to university students, researchers in the US, UK and Lebanon used accessible communication technology in development of a Virtual Exchange in Global Health, connecting students in medical and allied health fields. Through a problem-based learning curriculum, students from Cardiff Metropolitan University in Wales and the Modern University for Business and Science in Beirut worked collaboratively to conduct desktop research on the crisis and develop a protocol to interview camp residents about the public health issues affecting them. Students in Beirut then conducted interviews and gathered 360-degree video footage of conditions in the camp, which students in the UK studied using low-cost Virtual Reality viewers. Student feedback provided preliminary indications that the problem-based learning methodology, including the immersive Virtual Reality experience, contributed to the participating students' intrinsic motivation to study the problem. The students collaborated in dividing and distributing tasks as well as in engaging with each other in a Joint Problem Space, and began to build relationships outside of class, relationships that will

serve them well as practicing professionals in the field of global health. These outcomes create warrants for further development of the program and suggest possibilities for deployment of this high impact model for teaching in other fields where complex problems require international collaboration.

A high impact program design framework to support future focused curriculum design written by Holly Russella, Rachel Fitzgerald, Deanna Metha and Henk Huijsera explains how universities grapple with the question as to how to prepare students for increasingly uncertain futures, the development of evidence-based frameworks to guide academic program design is critical. Here, the authors propose a strategic framework with a high impact on program design, implementation and evaluation as well as mentoring and support for academic program leaders. High impact can be achieved when program leaders are enabled to embed key future-focused capabilities and skills across the curriculum in a program. In order to ensure that these capabilities are systematically and cohesively embedded in students' learning journeys, the authors suggested that academic program leaders (e.g., Directors of Studies, Subject Area Coordinators, etc.) require strategic approaches to program design, implementation and evaluation, as well as mentoring and support. Such approaches would ensure that HIPs are consistently employed, rather than being the exception in isolated courses. At Queensland University of Technology, the authors have developed a holistic model to support "whole-of-program" design for award programs across faculties and disciplines, in a coherent and strategic way. The model they use is based on a framework for curriculum design called the Future Focused Curriculum Design Framework (FFCF), and is an iterative model that places learners at the center of their learning to enable meaningful change to the design of programs. The adoption of the framework is supported by curriculum design studios situated within each discipline-specific faculty, which are made up of curriculum and learning designers, working closely with academics in different faculties. A key element of the process is that curriculum design studios enable relationships and communities to develop (Wenger et al., 2002), which in turn allows for contextualized practice. This holistic model supports whole-of-program design for award programs, in a coherent and strategic way and enables communities of practice to emerge in an iterative manner. In this chapter, the authors share their experiences with using this model and the impacts it has achieved, and they reflect on ways it be adapted for future use and in other contexts.

High Impact Practices in the Civil Engineering Major at the United States Air Force Academy by Joel A. Sloan, Melissa S. Beauregard and M. Mark Russell explore that when implemented effectively and systematically across a curriculum, HIP have the potential to increase student engagement and result in higher student achievement. The United States Air Force Academy (USAFA) is a four-year military university with a large liberal education core curriculum that provides the foundation for service and officership in the United States Air or Space Forces. Building on the liberal education core, the civil engineering major's courses begin with the cornerstone field engineering course, paired with a two-week co-curricular experience for students at an Air or Space Force installation. With its motto "construct first, design later," the field engineering course is an

HIP and quintessential experiential learning course that gives students a practical frame-of-reference for future analysis and design courses. The CE major culminates with another HIP, the capstone design course, which gives students the opportunity to demonstrate their skills, building confidence in their ability to successfully apply those skills to the increasingly complex problems they will face after graduation. This book chapter provides a case study of the civil engineering major at the USAFA, documenting the HIPs across the majors' program and highlighting the key elements and benefits of each.

The Significance of Information Literacy and Transparency in Academic Class Discussions by Krisztina Domjan discusses the increasing diversity, including international students, in the US. American colleges, it is inescapable for faculty to make long-term adjustments to maximize learning for every participant in their courses. Creating an inclusive environment means that faculty are attuned to the diverse needs of college students regarding each task, written or oral. In this chapter, the author describes an applicable academic class discussion model, an equitable process that faculty can adapt in their classes and facilitate frequently, especially if that is an inevitable component of their courses. The author explains how comprehensive notes on texts, adequate information literacy skills and transparent class norms will lead to learning-centered academic class discussions and meaningful engagement of international college students.

Combining High Impact Education Practices and Active Learning Pedagogy to Address Visual Plagiarism in Applied Arts Higher Education by Lisa Winstanley discusses the coupling of High Impact Educational Practices with an Active Learning pedagogical approach applied within an introductory undergraduate Visual Communication course (VC1). The course involves several high impact educational practices, such as collaborative assignments, community-based learning and ePortfolios as reflective tools. VC1 is also open across the School of Art, Design, and Media and accordingly attracts a diverse, multicultural cohort. This heterogeneity provided an ideal circumstance to encourage the exploration of differing cultural perspectives, life experiences, worldviews and, subsequently, an opportunity for students to better connect with the subject matter on an intercultural level. While the entire course successfully implemented several HIPs, this chapter aims to provide a concise overview of these methods before differing to a more microanalysis; focusing on an integrated, preventing visual plagiarism workshop, which leveraged global knowledge, active learning and collaborative discourse to facilitate improved academic integrity among the student body. The workshop engaged students by posing ethically driven questions through active learning exercises, such as case study discussions and reflective making activities, to open dialogues and encourage debate on various, and often opposing, ethical perspectives. The overarching objective of this workshop was for students to develop best practice ethical frameworks to subsequently inform and underpin their creative practice, both within higher education and in a professional industry context.

The coevolution of knowledge, knowledge management and social competence in Higher Education written by Normada Bheekharry talks about how universities are considered as learning institutions and their output is knowledge.