

Empowering Students through High-Impact Practices in a First-Year Program

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Outline of Presentation

- **High Impact Practices**
- **FYE Overview**
- **Key assignments from FYI**
- **Brief Discussion**

High Impact Practices

Pedagogically sound educational activities that engage students; can occur in the classroom and outside of the classroom.

Practices that engage students: academic engagement and social engagement.

George Kuh and AAC & U.

High Impact

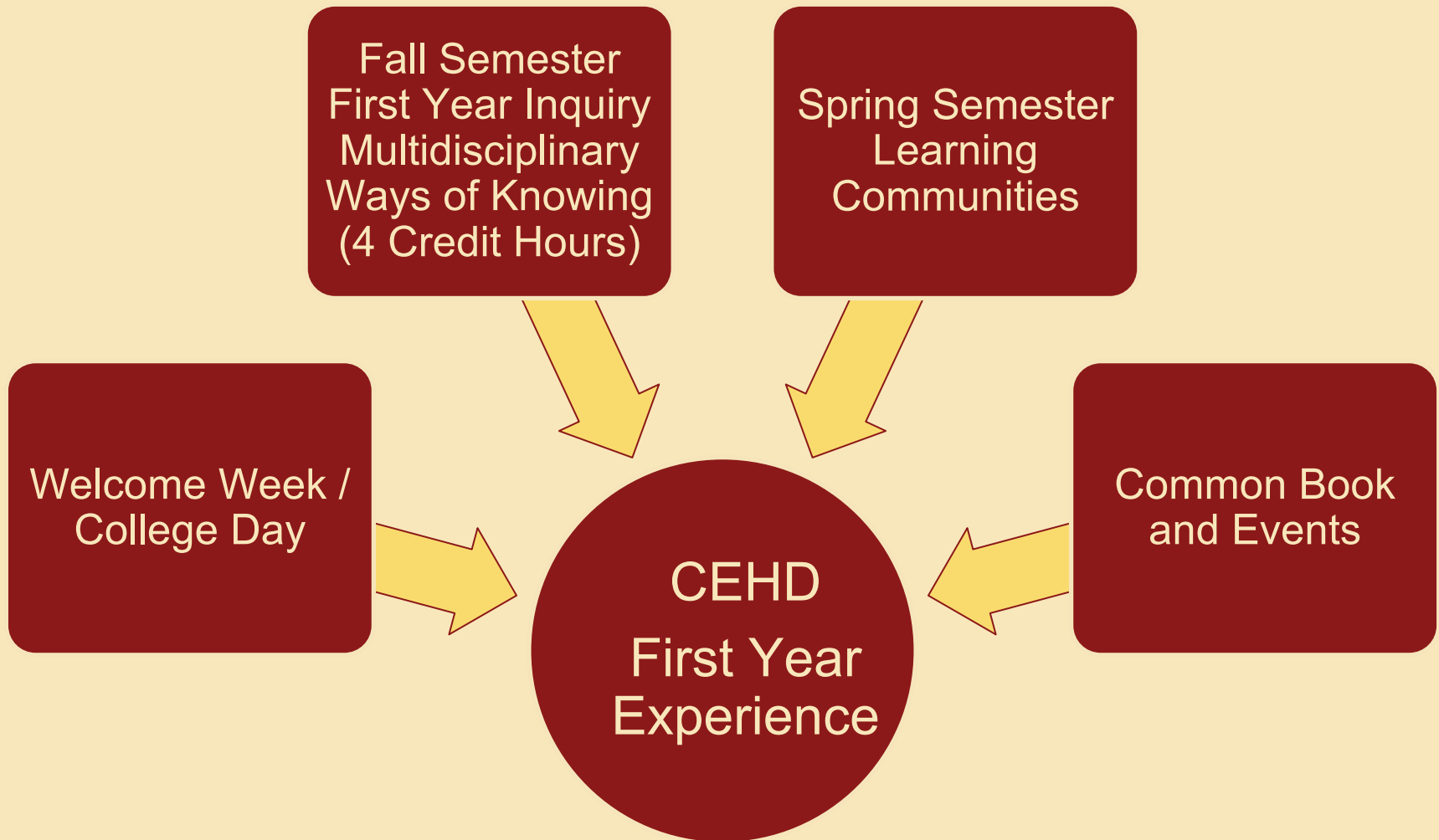
- High Impact Educational Practices (Kuh, 2008).
 - First-Year Seminars and Experiences
 - Common Intellectual Experiences
 - Learning Communities
 - Writing Intensive Courses
 - Collaborative Projects
 - Capstone Courses & Projects

Evidence on HIPs

Most students benefit from HIPs and the practices embedded in our FYE initiatives.

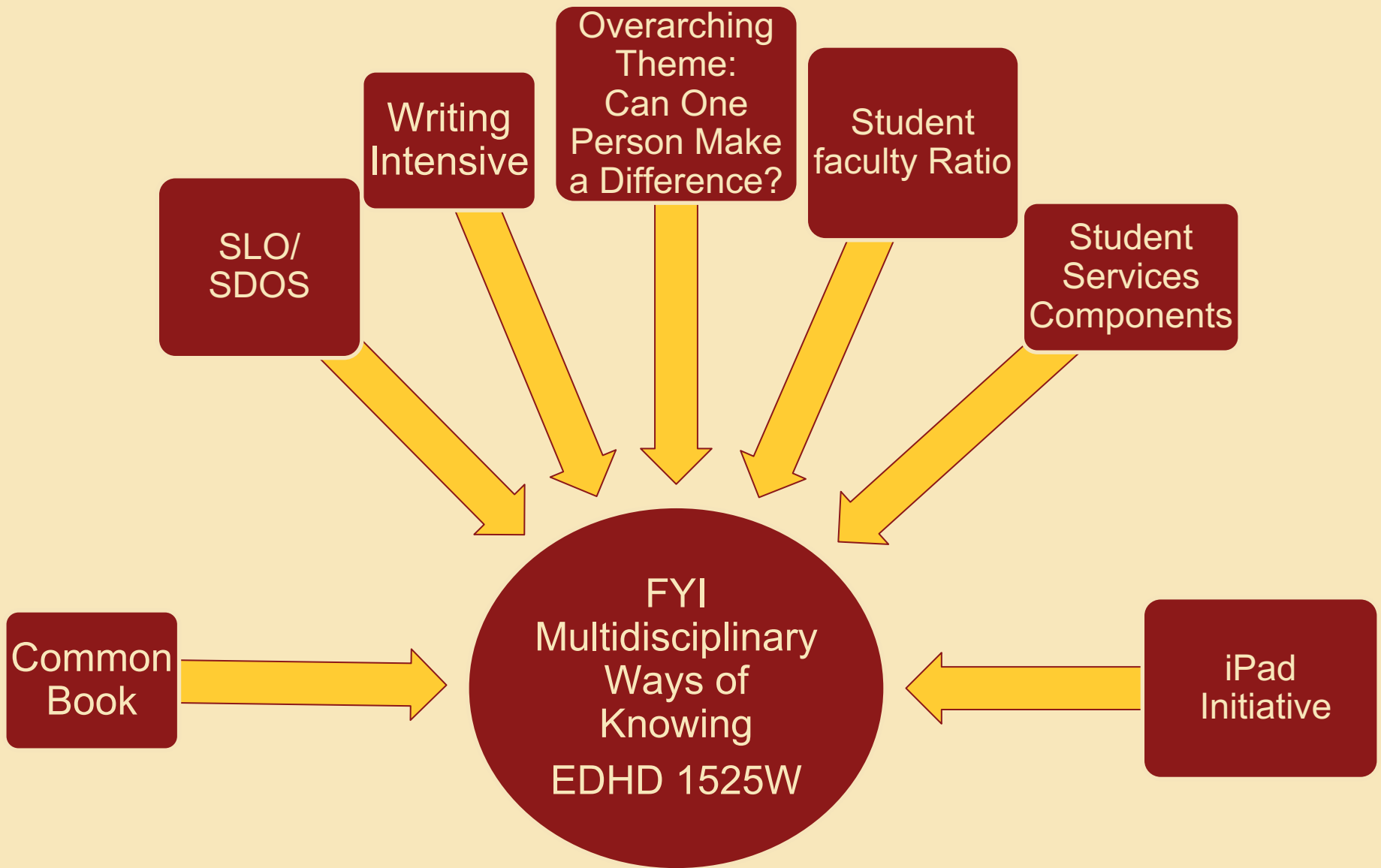
Historically underrepresented students
(First-generation, low-income, some SOC benefit most from HIPs)

Challenges: offering enough HIPs; and getting students to participate in them (if not required).



Demographics 2016-17

N=487				
Students of Color	43%			
First Gen	51%		213 PES	159 TRIO
Pell Recipients	40.5%			
Male	35%			
Female	65%			
MN Residents	71%			



FALL FIRST YEAR INQUIRY COURSE

- Curriculum Faculty Teams around 3 themes
 - Aspire
 - Persevere
 - Heal

Each team consisted of 4-5 faculty teaches with a total of 6 seminars capped at 28 students

HEAL Group

- Farmers' Market: Ethnography
- Performance Experience & Analysis
- Annotated Bibliography
- Group Capstone (e.g., campus issues)

Farmers' Market Visit

In this assignment you will have the opportunity to visit a local farmers' market in the Twin Cities area. This project can be accomplished individually or in small groups with your classmates. You are encouraged to visit in groups of 2-3 students if possible. You can visit any farmers' market that is off-campus. After visiting the market, your task is to write a 3-page paper reflecting on what you experienced and learned from the activity. {Concepts: third place; informal association; participant observation}.

Purposeful Activities

- Faculty-student meetings; feedback
- Peer review: writing assignments
- Focus on small group interactions
- Class presentations

PERSEVERE GROUP

- Untold Stories
- Scaffolding Narrative Voice: storytelling, writing, research process and lived experience
- Collaborative Practice
- Community inquiry

Example: Documentary Film Assignment

Week 1: What's in a name:

Week 3: Biographical Object Paper and presentation

Week 5: 1-minute iPad video: Education as a game changer

Week 6- 7: Field Notes and Interviewing

Week 8: Brainstorm Documentary Film ideas

Week 9: Researching your subject

Week 11: Research Paper Due

Week 12: Story Boarding

Week 13-14: Working in the Field

Week 15: Mini documentary Screenings

Sampling of Student Documentaries

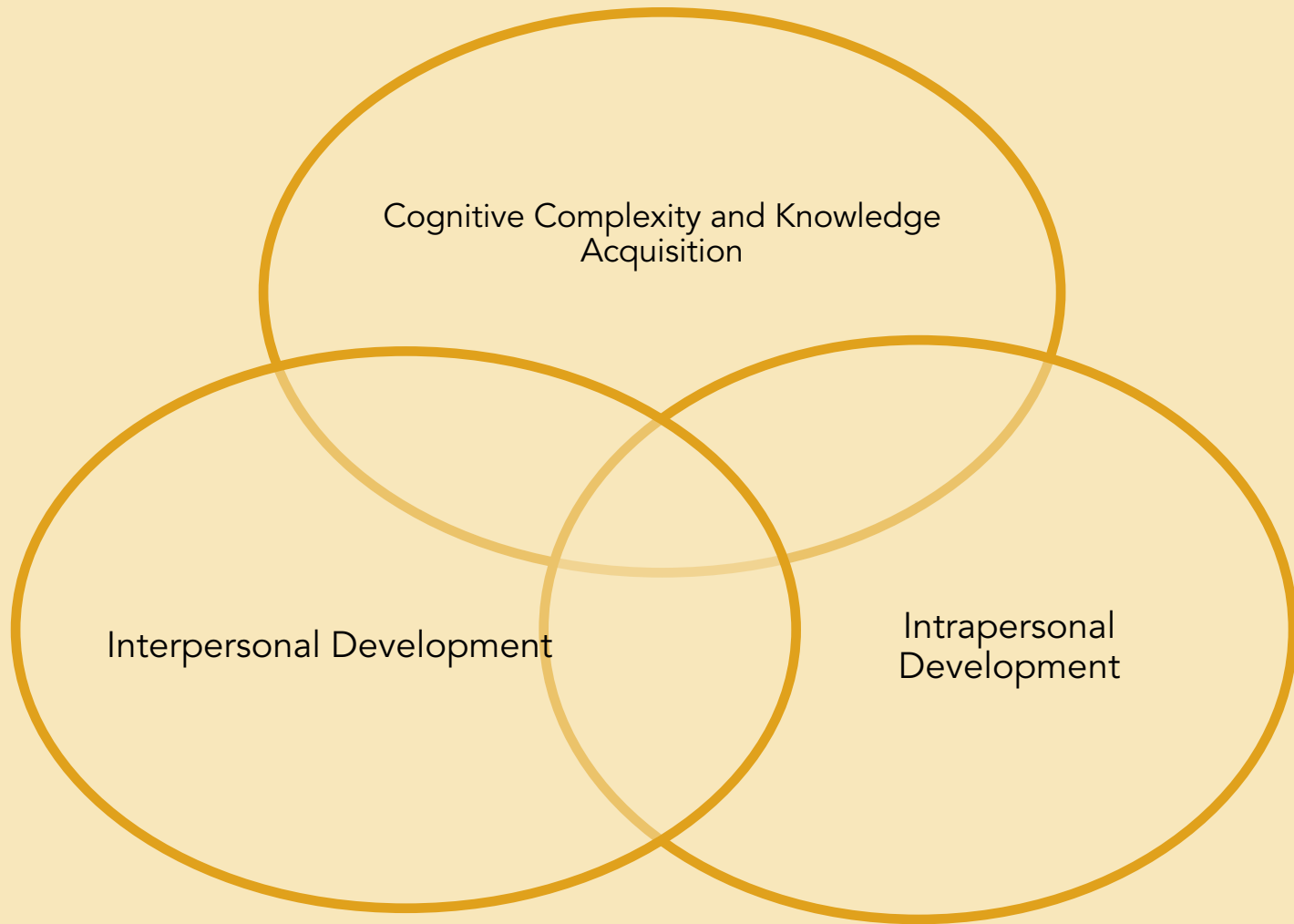
Immigrant Story

Behind Closed Doors

Journey of First Generation College Student

The First

Research Outcomes



Intrapersonal Development

This experience had been wonderful. From being in the “I don’t know what is going on” phase to “Where was I before?” phase has really opened my eyes to challenge me to think and grow differently. I can say I’m not totally a new transformed person after this class, but what I can say is that my understanding of myself and the people that I share this world with has gone deeper. Bottom line, what I got out from this class and this experience is to COMMUNICATE better.”

Foua (Hmong Female)

Interpersonal Development

“I also had to learn to let others in the group take control over some aspects of the project. While it was easy for me to feel that I had to do everything in order to make sure it got done correctly, I learned that other members of my group were better equipped to deal with certain aspects of the project should take the lead.

Abigail, White female student

Cognitive Complexity

“ We did not just have one perspective on adoption, we had a parent, and adoptee and a biological son. This helped the audiences ...have the ability to see three different lenses on the outlook of adoption and specifically helped me become more open-minded because that enabled me to have a changed outlook on adoption. **After making the documentary about adoption and seeing a different definitions of family... it opened up my eyes in many ways about the world that surrounds me. This documentary helped me change my definition of family, it expanded the criteria for family”**

Reya, Latina Female Student

Recent Publications

Stebleton, M. J., Jehangir, R. (2016). Creating communities of engaged learners: An analysis of a first-year inquiry seminar. *Learning Communities Research and Practice*, 4(2), Article 5.

Available at:

<http://washingtoncenter.evergreen.edu/lcrpjournal/vol4/iss2/5>

Jehangir, R. & Madyun, N. (2016). In production: Using iPads to tell stories through documentary film. *International HETL Review*, 6 (4),

<https://www.hetl.org/in-production-using-ipads-to-tell-stories-through-documentary-film/>

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