



Mini HIP Interventions in Upper-Level Psychology Courses

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Background

- High Impact Practices (HIP) benefit college students in terms of critical thinking and cognitive/metacognitive development, class engagement and achievement, socially responsible leadership, and positive perceptions of college experience (Inkelas et al., 2006; Kuh, 2008; Priest & Clegorne, 2015; Waiwaiole et al, 2016)

- Eleven practices

First-Year Seminars	Common Intellectual Experiences	Collaborative Assignments and Projects
Learning Communities	Writing Intensive	Undergraduate Research
Diversity Learning	ePortfolios	Internships
Capstone Courses	Service Learning, Community-Based Learning	

- Effects of HIP varied according to students' race, gender, and socioeconomic status (Seifert et al., 2014); limited availability
- Need for equity-conscious approach

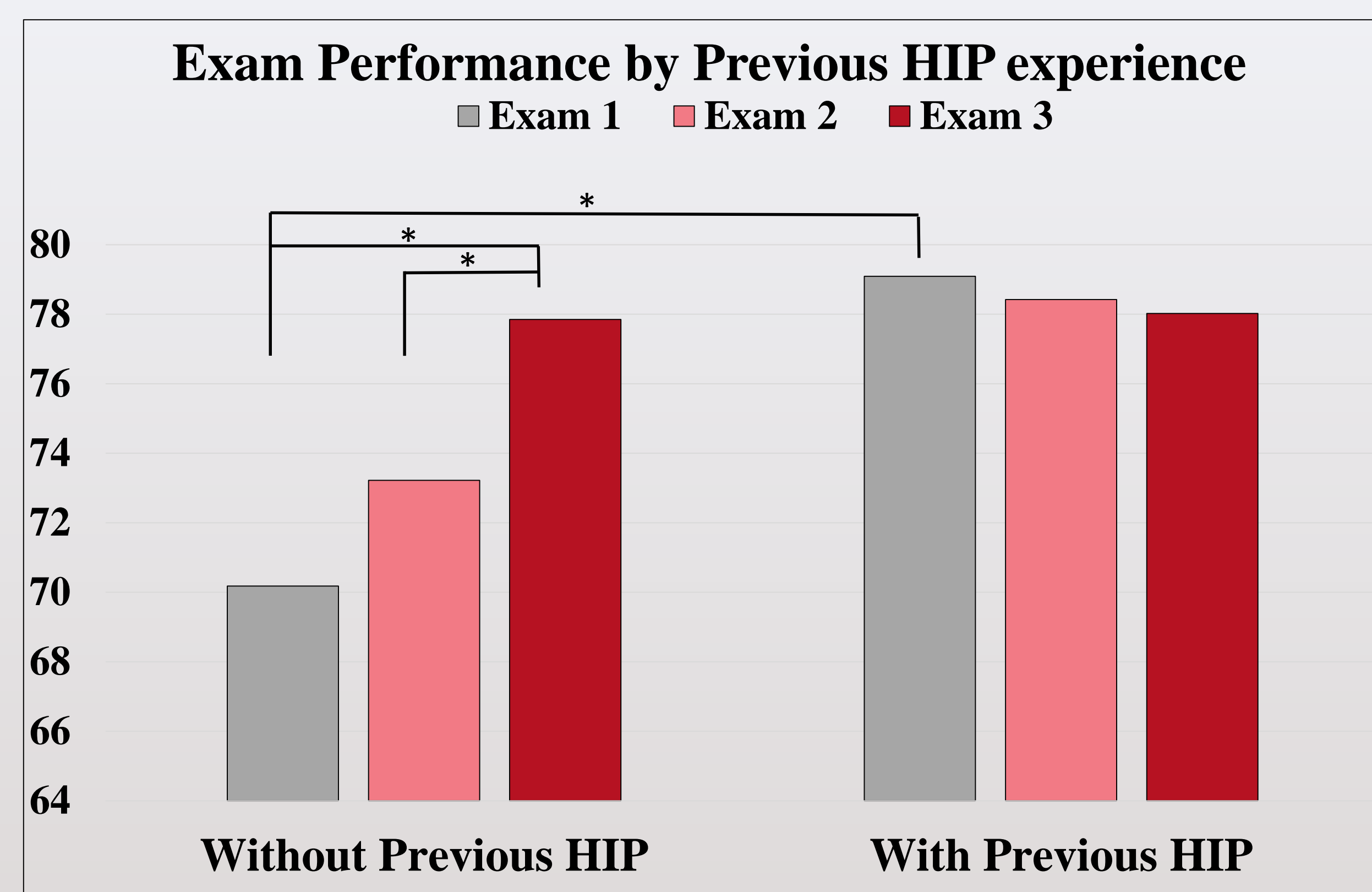
Methods

- Participants:** 22 students from a junior-level psychology course, with ($n = 11$) vs. without ($n = 11$) previous HIP experiences

- Materials and Design**

- Writing-Intensive (WI) assignments: 4 research papers, each around 10 pages
- Community-Based Learning (CBL) assignments: 3 interviews/structured observations

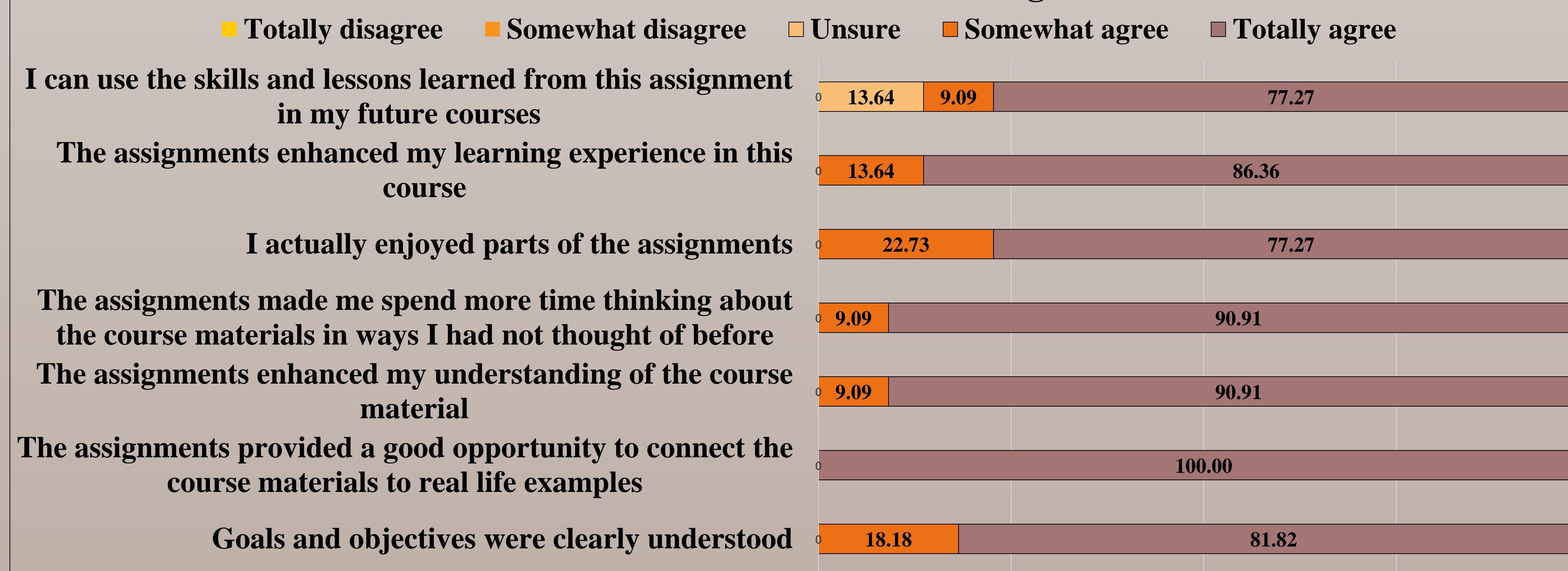
Results



- Students' performance in exams was analyzed in one-way ANOVA as a function of exam type by previous HIP experience
- Results indicated a statistically significant difference in the exam performance by previous HIP experience group, $F(1, 10) = 8.44, p < .05$.

- Further post hoc analyses were conducted to examine the comparisons between the exams as well as the groups.
- The analyses indicated that students without previous HIP experiences benefited significantly from the mini-HIP interventions (Ex 1 vs. Ex 3: $t(10) = -2.7, p < .05$; Ex 2 vs. Ex 3: $t(10) = -3.13, p < .05$).
- When comparing between students with vs. without previous HIP experiences, statistically significant difference was found on exam 1 (with vs. without: $t(10) = 3.15, p < .05$), after which students' performance did not significantly differ.
- The groups did not significantly differ in terms of attendance percentage, assignment grades, class participation, or the final grade.

Student Reflection on Mini HIP Assignments



- Students reported that the mixture of HIP interventions was perceived to be highly beneficial in their learning experiences.

Conclusion

- The findings provide empirical evidence that mini HIP interventions can be successfully employed to provide learning advantages within a single semester.
- The results provide implications on the future development of combined HIP courses, which will enable more students to take part in HIPs during college years.

Future Directions

- The different combination mini HIPs, as well as the upper limit of such combinations (2 vs. 3 vs. 4) should be further evaluated for efficacy.
- The replicability of the finding in lower-level college courses could be explored.

References

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