



# MT Engage Pedagogy

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## *What the Research Tells Us*

Jason Vance, Librarian  
James E. Walker Library



# Overview

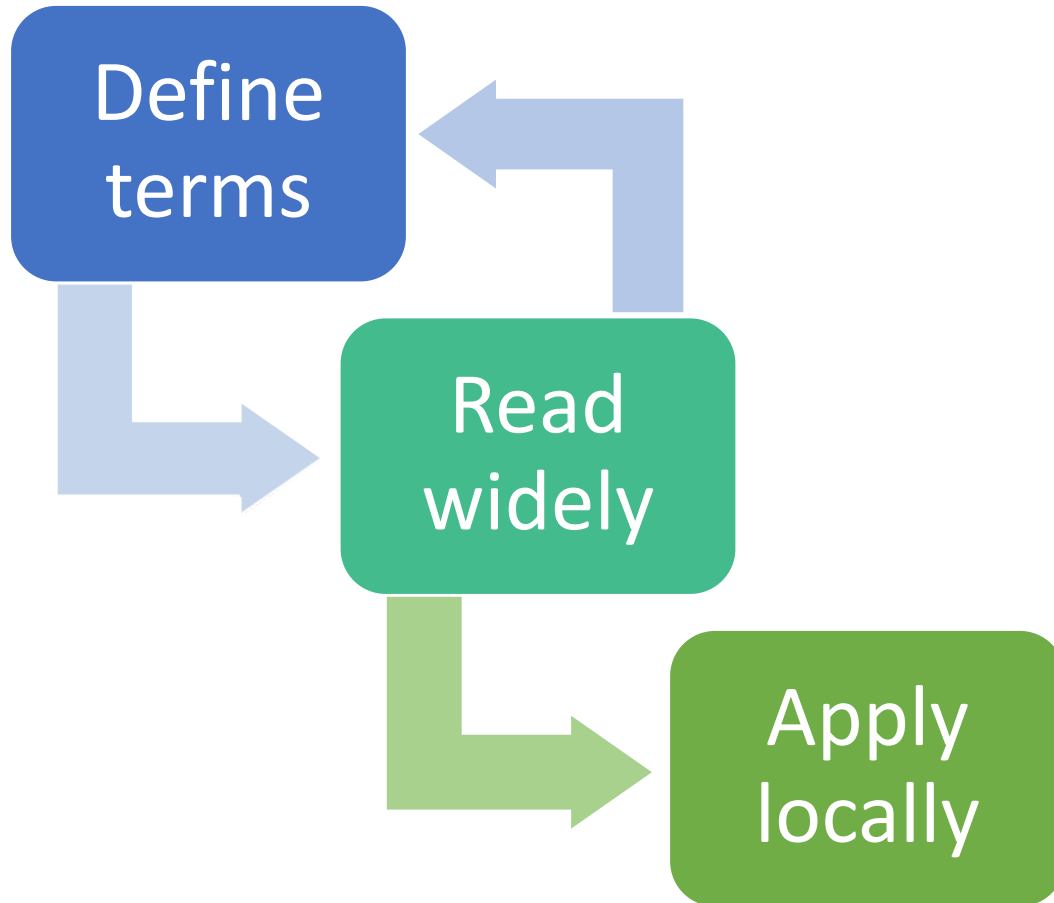
## • Engagement & High Impact Practices

## • Reflection and Integrative Thinking

## • ePortfolios



# Our Process





# academic engagement (def.)

A student's active learning experiences as demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities.

- MT Engage Quality Enhancement Plan (2016, p. 29)



# Research on academic engagement

- Kuh (2009) traces “engagement” back to the 1930s and details the major evolutions in this thinking over the decades.
- Astin (1984) described student involvement as “the quality and quantity of physical and psychological energy that students invest in the college experience” (p. 307).
- The National Survey on Student Engagement (2015) stressed institutional efforts to cultivate this type of learning through “High Impact Practices.”
- The American Association of Colleges and Universities adopted Kuh’s (2008) “High-Impact Educational Practices.”
- Miller & Butler (2011) provide a nice overview of studies that link academic engagement to student success and outcomes.

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# High-Impact Educational Practices

- capstone courses/projects
- internships
- first year seminars
- learning communities
- writing intensive courses
- collaborative assignments
- undergraduate research
- global learning
- service learning
- project based learning
- experiential learning (EXL)
- civic engagement
- flipped classrooms
- Reacting to the Past
- education abroad
- common intellectual experiences

Expanded from Kuh (2008) and NSSE (2015)



# Read More about HIPs/HIEPs

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Kuh, G., O'Donnell, K., and Schneider, C. G. (2017). HIPS at ten. *Change: The Magazine of Higher Learning*. 49(5), 8-16. doi:10.1080/00091383.2017.1366805

Johnson, S. R. & Stage, F. K. (2018). Academic engagement and student success: Do high-impact practices mean higher graduation rates? *The Journal of Higher Education*. Advance online publication. doi:10.1080/00221546.2018.1441107



## reflection (def.)

The metacognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.

- MT Engage Quality Enhancement Plan (2016, p. 29)

# integrative thinking (def.)

Integrative and applied learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

- AAC&U (2009); cited in MT Engage Quality Enhancement Plan (2016, p. 29)

# Research on reflection and integrative thinking

- Evolving definitions from Dewey (1910) to Mezirow (1990) to Ash & Clayton (2009).
- Moon (2001) identified four ways that reflection contributes to student learning.
- AAC&U and The Carnegie Foundation for the Advancement of Teaching issued a joint “Statement on Integrative Learning” (2009).
- AAC&U released the Integrative and Applied Learning VALUE Rubric (2009) which articulated theory as learning outcomes with descriptive levels of attainment.



# Read more about reflection and integrative thinking

Association of American Colleges and Universities. (2009). *Integrative and Applied Learning VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/integrative-learning>

American Association of Colleges and Universities & The Carnegie Foundation for the Advancement of Teaching. (2004). A statement on integrative learning. In M. T. Huber (Ed.) & P. Hutching (Ed.) *Integrative learning: Mapping the terrain*. (p. 13). Washington, D.C.: American Association of Colleges and Universities & The Carnegie Foundation for the Advancement of Teaching. Retrieved from [http://archive.carnegiefoundation.org/pdfs/elibrary/elibrary\\_pdf\\_636.pdf](http://archive.carnegiefoundation.org/pdfs/elibrary/elibrary_pdf_636.pdf)

*Peer Review*. (Fall 2014/Winter 2015). Themed issue on integrative learning. Retrieved from <https://www.aacu.org/peerreview>



# Research on ePortfolios

- Lorenzo and Ittleson (2005) found ePortfolios coming into prominence in the 1980s, with focus on reflection and assessment coming in the mid-1990s (p.3).
- Yancey (2001) said, “Reflection is the key portfolio piece” (p. 19).
- Eynon, Gambino, and Torok (2014) release multiple reports on ePortfolio use for reflection and integration.
- Eynon & Gambino (2017) and Kuh (2017) make the case for the ePortfolio as its own high impact practice.

# Read more about ePortfolios

Association for Authentic, Experiential, and Evidence-Based Learning. (2018). [www.aaebl.org](http://www.aaebl.org). This professional development organization hosts conferences and an online peer-reviewed journal, *The International Journal of ePortfolio*.

Cambridge, Darren, Barbara Cambridge, and Kathleen Yancey. (2009). *Electronic portfolios 2.0: Emergent research on implementation and impact*. Sterling, VA: Stylus.

Reynolds, C. & Patton, J. (2014). *Leveraging the ePortfolio for integrative learning: A faculty guide to classroom practices for transforming student learning*. Sterling, VA: Stylus.



# Questions?

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All references are available in the printed bibliography.

Run across more interesting reads?

Send them to [Jason.Vance@mtsu.edu](mailto:Jason.Vance@mtsu.edu).