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Elements of High-Impact Practices

The eight **Elements of High-Impact Practices** (HIPs) are evidence-based principles shown to be essential to the effectiveness of the high-impact learning experiences. The elements also represent core instructional practices that support deep learning in any educational context. **Time to complete:** Up to 4 hours.

Course Objectives

Educators who complete this course will be able to:

- **Identify the 11 activities** designated by the AAC&U as high-impact practices and recognize their benefits;
- **Identify the eight key elements** of high-impact practices and recognize how they support student success;
- **Integrate the eight key elements** into your teaching practices; and
- **Reflect upon** the implementation of the elements and their effect upon student success.

Course Levels

The course is appropriate for learners at these levels:

- **Foundational:** Learners are just beginning to explore the topic and build familiarity with key concepts or skills.
- **Emerging:** Learners have some basic experience and are starting to apply core concepts or strategies on their own.

Course Topics

Course content includes:

- The 11 High-Impact Practices
- The 8 Elements of High-Impact Practices
- Applying the Elements
- High-Impact or Low-Impact?
- Don't Worry, be HIPpy
- HIPs Across Georgia

Documents

Support files may be downloaded from the course:

- AAC&U Elements of High-Impact Practices
- Worksheet: Applying HIP's Elements

USG Badges

Awards are earned for completing activities:

- Bronze Badge of Achievement
- Bronze Badge of Community Practice
- Certificate of Completion

[MomentumU@USG](#) is an online platform provisioned with resources, workshops, virtual events, and collaborative research supporting evidenced-based teaching practices. Courses and resources are developed by the [USG Office of Teaching and Learning Excellence](#) in collaboration with USG faculty and other academic partners.



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HIPs – Service Learning

Service learning is a **high-impact practice** that enhances student learning and success by intentionally integrating academic instruction with meaningful community-based experiences. As a form of experiential learning, service learning connects work conducted beyond the classroom to course content, learning outcomes, and disciplinary goals. **Time to complete:** 2–4 hours.

Course Objectives

Educators who complete this course will be able to:

- **Recognize** defining characteristics, key elements, and documented benefits of effective service-learning experiences.
- **Identify best practices** and essential design considerations for service-learning projects, including alignment with course learning outcomes and community-identified needs.
- **Apply** course concepts to the initial design of a service-learning project using a structured project design worksheet.
- **Reflect on and share** ideas, insights, or strategies related to high-impact service learning by participating in a discussion with colleagues.

Course Levels

The course is appropriate for learners at these levels:

- **Foundational:** Learners are just beginning to explore the topic and build familiarity with key concepts or skills.
- **Emerging:** Learners have some basic experience and are starting to apply core concepts or strategies on their own.

Course Topics

Course content includes:

- Benefits of service learning
- Enhancing resilience through service learning
- Designing service-learning projects
- Working with community partners
- CURE-ing course assignments

Documents

Support files may be downloaded from the course:

- Worksheet: Designing Service-Learning Projects
- 71 Reflection Questions for Students
- Peer-Group Evaluation Form
- AAC&U Value Rubric for Civic Engagement

USG Badges

Awards are earned for completing activities:

- Bronze Badge of Achievement
- Bronze Badge of Community Practice
- Silver Badge of Achievement
- Certificate of Completion

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HIPs - Undergraduate Research

Undergraduate research is one of AAC&U's eleven high-impact teaching practices linked to improved learning outcomes, higher retention rates, and increased academic success. This course provides educators with guidance on mentoring undergraduate researchers, as well as on designing course-based undergraduate research experiences (CUREs). **Time to complete:** 3–5 hours.

Course Objectives

Educators who complete this course will be able to:

- **Recognize** the benefits of well-designed undergraduate research.
- **Identify** effective mentoring approaches in undergraduate research.
- **Recognize** core principles of undergraduate research project design.
- **Distinguish** between traditional course assignments and Course-based Undergraduate Research Experiences (CUREs)
- **Reflect on and share** ideas, insights, or strategies related to high-impact undergraduate research.

Course Levels

The course is appropriate for learners at these levels:

- **Foundational:** Learners are just beginning to explore the topic and build familiarity with key concepts or skills.
- **Emerging:** Learners have some basic experience and are starting to apply core concepts or strategies on their own.

Course Topics

Course content includes:

- The high impact of undergraduate research
- Benefits of undergraduate research
- Ten salient practices of mentorship
- Undergraduate research project design
- CURE-ing course assignments

Documents

Support files may be downloaded from the course:

- Ten Practices for Mentors
- Research Proposal Template
- AAC&U Value Rubrics for Inquiry/Analysis and Teamwork

USG Badges

Awards are earned for completing activities:

- Bronze Badge of Achievement
- Bronze Badge of Community Practice
- Silver Badge of Community Practice
- Silver Badge of Achievement
- Certificate of Completion

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HIPs – Work-Based Learning

Work-based learning is a high-impact practice that enhances student learning and career readiness by integrating academic instruction with structured workplace experiences aligned to students' disciplinary and professional interests. As a form of experiential learning, work-based learning connects activities conducted in professional settings to course content, learning outcomes, and career-relevant competencies. **Time to complete:** 3–5 hours.

Course Objectives

Educators who complete this course will be able to:

- **Recognize the key elements** and design conditions that distinguish high-impact work-based learning experiences.
- **Identify** the academic, professional, and institutional benefits of well-designed work-based learning experiences.
- **Recognize instructional strategies** and design practices used to prepare students for effective participation in work-based learning experiences.
- **Share ideas, insights, and practical strategies** with colleagues to support the design, facilitation, and improvement of work-based learning experiences.

Course Levels

The course is appropriate for learners at these levels:

- **Foundational:** Learners are just beginning to explore the topic and build familiarity with key concepts or skills.
- **Emerging:** Learners have some basic experience and are starting to apply core concepts or strategies on their own.

Course Topics

Course content includes:

- Benefits of work-based learning experiences
- Authentic work-based learning
- 21st Century job skills
- Evidenced-based learning and evaluation

Documents

Support files may be downloaded from the course:

- Sample Partner Agreement Form
- Is it a HIP? Checklist
- WBL Assignment Examples
- Sample Rubrics for Employers and ePortfolios

USG Badges

Awards are earned for completing activities:

- Bronze Badge of Achievement
- Bronze Badge of Community Practice
- Silver Badge of Achievement
- Certificate of Completion

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