EDUC 663: Organizing for Learning in Collegiate Contexts
Center for the Study of Higher and Postsecondary Education, University of Michigan
Winter, 2017

Dr. Patricia M. King, Professor
2108A School of Education Building
734-615-6740, patking@umich.edu

Class Time: Mondays, 9AM-12Noon
Room: 2334 SOE Building
Office Hours: By appointment; please use this url: Office Hours

GSI: Katie Shoemaker, shoemak@umich.edu; Office Hours: By appointment

“We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference.”


To promote greater student success, institutions have to take seriously the notion that the failure of students to thrive in college lies not just in the students but also in the ways they construct the environments in which they ask students to learn.


This course examines campus practices that are designed to enhance the learning and development of college students, with special attention given to institution-level initiatives and innovations. This course will include an examination of “good practices” and “high impact practices” that have been designed to enhance student learning and success, and will critique them from theoretical and empirical perspectives. Special attention will be given to which student subgroups are served – and underserved – by campus practices affecting student learning.

Desired Learning Outcomes

1. To gain familiarity with institutional level campus practices that are designed to promote student learning, development, and success.

2. To understand contemporary thinking about adult learning and strategies used to promote adults’ learning.

3. To recognize and critique theoretically and empirically derived criteria related to effective practices and be able to apply these practices to the design of educational innovations.

4. To examine how the structure and organization of various educational environments on college campuses promote and inhibit student learning and the achievement of desired outcomes, and to offer suggestions for changing these structures. [For this purpose, the term “educational environment” is defined broadly to include curricular and co-curricular contexts, as well as administrative policies and practices that affect student learning and success.]
5. To understand how student engagement and other practices as strategies to enhance student learning and success.

6. To explore campus cultures and student subgroups, with a particular interest in which subgroups benefit from institutional practices to enhance learning and which do not. To do so, we will consider the practices and environments through a critical lens.

Course Texts


Additional readings are listed on the Course Schedule (attached) and are available on our course Canvas site. If I post other readings there, I will alert you in advance.


Note: I recommend using the whole manual, not just the pocket edition or the summary in on-line sources. This Manual includes MUCH more than simple referencing style; it also includes sets of academic values and practices that are widely endorsed in the social sciences and higher education. For example, in addition to information about how to reference citations in reference lists, this volume also includes instructions on grammatical considerations, how to avoid the use of sexist language, and how to construct tables and figures. A hard copy of the APA Manual is available in the CSHPE Main Office.

Being Successful in this Class

1. Class Participation. There are many advantages to participating fully in a learning community such as this class. An important advantage for individual students is that doing so will help you achieve the desired learning outcomes noted above. An advantage for the class as a whole is that we can then learn about and from a broader range of perspectives. Accordingly, I encourage you to be aware of and monitor the quality and quantity of your own participation.

Here are some of my assumptions about student success, stated in terms of our responsibilities to each other as they affect class participation. As your instructor, I will:

- strive to create an enjoyable and successful learning community in this class.
- identify readings and other resources from a range of perspectives to acquaint you with major ideas in the field;
- construct class activities to increase your involvement in the class and your understanding of the materials;
- construct assignments that both document your understanding of key constructs that are central to this course and that help you apply these to educational practices;
- provide timely and constructive feedback; and
- work with you to address factors that you believe are constraining your success.
As members of this community, I expect the following of students:

- to attend all class sessions;
- to come prepared for class by having read the assigned readings prior to class and having constructed your own responses to the reflective questions I provided on the syllabus (see note below on active reading);
- to alert me (at least a day in advance) to issues you would like to address in class,
- to participate actively and thoughtfully each week (see note below on active participation and engagement);
- to be willing to share your ideas during class; and
- to call to my attention factors that are affecting your success in this class (both positively and negatively).

My hope is that these approaches will improve both the quality of our class discussions and the value of the readings and class activities for you. I am also happy to meet with you individually, in small groups, or as a class to discuss these expectations, the class in general, and ways to enhance your success.

**Active Reading**: Active reading means listing points you think are important, as well as noting questions the readings raise for you, inconsistencies you find, areas of interest, and connections you discover with other readings, both in this course and from others. Active learning means that you develop points of view about what the authors say and do some critical analysis of the ideas in the readings. *The nature of the course necessitates completing the assigned reading prior to class sessions, as we will typically spend class time analyzing rather than summarizing the content.* Our discussions will be based on the readings and the quality of the discussion will depend on class members’ understanding of the readings. Note that some readings are extensive. *It is important to review the reading schedule in advance in order to organize your reading in preparation for class.* If you would benefit from discussion of ideas prior to class discussion, form a reading group to do this or use the Canvas Discussion folder for this purpose.

**Active Participation and Engagement**: Being a full participant in this class requires thinking about and monitoring your reactions to the readings prior to class, sharing your reactions, ideas, insights and questions in class, being willing to share thoughts that are not fully developed to advance the conversation, building on others’ ideas, disagreeing when it is helpful to do so, and genuinely listening for understanding when others are speaking. Thinking together also requires that you bring “who you are” into the conversation; for example, it is common to draw on prior experiences when framing responses; as appropriate, please share the sources of your insights. Your identity frames how you interpret ideas, what sense you make of the readings, how you participate in discussions, and how you decide what to believe. “Bringing yourself to the discussion” to join others in mutual construction of understanding is essential.

**2. Connections: Linking Course Concepts to other Sources of Insight**. In an effort to create a stimulating learning community and to encourage class members to link course readings and personal insights to larger contexts, I will offer the first few minutes of each class for this purpose. Please keep this in mind as you complete the readings each week, read the *Chronicle of Higher Education* or other sources of news about higher education, or as you learn of programs
in your internship or other search on line for innovative approaches to enhancing learning. Then share these insights at the beginning of class or in our discussions; consider sharing an artifact that illustrates your connection. To get started, I ask each student to sign up for a designated week at the beginning of the term. Beyond this, please request time by the Friday prior to class to make additional connections; these will be factored into your participation grade.

3. Due dates. Be prepared to submit your course assignments on the Canvas site **before the beginning of class on the days they are due.** It is my expectation that you will meet each deadline except when extreme and unforeseen circumstances arise. If you turn in a paper late, please include a written explanation justifying the delay. Should I judge the explanation to be reasonable, you will receive the same credit you would have received had it been on time. If the justification is not reasonable (e.g., if it was foreseeable or a matter of poor time management), there will be a late penalty for the assignment; this is typically a reduction of one-half grade.

4. Absences. Class attendance is important. However, circumstances occasionally arise when you choose to be elsewhere. Please be very selective in such occasions, and whenever humanly possible, please alert me in advance AND arrange to review the notes, handouts, and class activities with two classmates.

5. Special Needs. If you believe that you may need an accommodation for a disability, please contact me within the first two weeks of the class so that I can arrange for appropriate accommodations. We can then work with the Office of Services for Students with Disabilities (SSD; 734-763-3000; ssd.umich.edu); staff in this office will help us determine appropriate academic accommodations. They typically recommend accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. Also, if other life circumstances arise (i.e., beyond what you noted on the Student Information Sheet) that may affect your participation or performance in this class, please let me know.

6. Academic Integrity. The School of Education in general and CSHPE in particular are communities that value and strive to enhance personal responsibility, honesty, fairness, respect, and mutual trust. As a member of these communities, I expect all students to adhere to the highest standards of academic honesty and responsibility. Indeed, it would be hypocritical to embrace these expectations as learning outcomes for college students and be unwilling to learn about and actively practice them ourselves in graduate education and in professional settings. Understanding that professional standards are more than rules and that our understanding of these standards increases with experience, I encourage you to browse the relevant pages of the Rackham website for information about academic and professional integrity, even if you have done so at an earlier time in your education. Here is the link to that site: [http://www.rackham.umich.edu/current-students/policies/academic-policies/section11](http://www.rackham.umich.edu/current-students/policies/academic-policies/section11)

7. Student Mental Health and Wellbeing
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and [https://caps.umich.edu/](https://caps.umich.edu/) during and after hours, on weekends and holidays,
or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

8. Office Hours. I hope and expect to meet with you to discuss topics raised in the readings or in class, your learning and success, and/or your concerns about this course. Please sign up using the link provided on p. 1 of this syllabus; this will take you to an electronic calendar that lists my office hours. If these times don’t fit your schedule, please contact me via email to schedule an appointment at another time.

9. Canvas Site. We will utilize our course Canvas site for many aspects of this course. Many campus resources are available to help you navigate this site, access resources posted there, check announcement, and submit your assignments. [Note: You are responsible for information posted there. The default setting is for you to get email alerts for new announcements, new postings, etc. If you have changed this setting, please find some other means of staying up to date with this information.]

Modules. All assigned readings (except for those in the text) are posted for each module, which is organized by units linked to specific weeks in the course. I have also posted supplemental readings for each of the weekly topics.

A Note about the Readings: I suggest you read the assigned articles in the order listed on the syllabus. Since there are many ways to focus on the content of the assigned articles, for our purposes, I suggest that you start by putting the article in the context of this class and the topic of the day. For some articles, you may find that elements such as the statistics reported, the research design, and the specific assumptions about student development theory are relevant to an article’s interpretation; however, none of those is the topic of this class, so we’ll draw on those as necessary, but they won’t be the main focus.

Naming and Posting Assignments, Format Instructions. Descriptions of each of the assignments are posted in the “Assignments” folder; this is also where you should go to post your assignments. Please use the following naming convention when posting all assignments and other course materials: Last name Assignment Topic (for example, King Student Information Sheet).

Format: Be sure each paper includes your name and that date on the first page and include a header with page numbers (starting on p. 2). Use 1” margins and a font comparable in size to Times New Roman 12. Please follow APA Guidelines.

Discussion. This feature allows for the posting of ideas, reflections, and other types of on-line among course members. We will decide as a class how to use this feature; I will solicit your suggestions throughout the term.
Course Assignments

1. **Lead a Class Discussion**
Construct and lead a class discussion with your assigned partner in which you focus on two or three key points from one of the assigned course readings or on a related concept that spans readings. Focus on how the reading or concept informs our understanding of institutional practices that affect college student learning and success. Additional instructions are posted on our Canvas site.

**DUE: Date of Presentation**

2. **Analysis of Environmental Perspectives or Institutional Strategies**
The purpose of this assignment is for you to practice analyzing and critiquing campus practices that have been designed intentionally to create more positive and effective learning environments for students, or that have emerged unintentionally that positively or negatively affect students’ learning environments. It will also provide an opportunity to demonstrate your understanding of conceptual frameworks used to understand campus environments and strategies that have been shown to improve student learning and success. Be prepared to comment on your analysis in class. See assignment instructions for details.

**DUE: February 24, 5PM: Analysis of Environmental Perspectives** (for those whose presentations are scheduled March 6 – April 3)

**DUE: April 6, 12pm: Analysis of Institutional Strategies** (for those whose presentations are scheduled Jan. 30 – February 20)

3. **Final Integrative Project: Organizing Learning for Student Success**
The final project in the course will focus on integrating the main concepts of the class, linking the choice of strategies and design of institutional practices to desired learning outcomes in ways that have high potential to enhance student learning and success. There are many ways to accomplish this goal, including individual and team projects; we will discuss these options midterm.

**Final Project Learning Contract:** Prepare a 1-2 page description of the major elements of your proposed Final Integrative Project, including your learning goals (what you hope to learn), a brief description of your proposed project, and ideas for implementing your project. Once I review your initial draft, I will work with you on revisions until we are mutually satisfied with your contract. Start this process early enough (the initial draft of your learning contract is due March 13) so that there is time to finalize your contract and have it approved by March 27; this will give you sufficient time to implement your plan.

**Presentation of Final Project:** Present key aspects of your project and your rationale with the class on April 17.

**Submission of Final Project:** I will cheerfully accept the product of your final project after your presentation on April 18 or until April 21, 12PM.
Summary of Assignment Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weighting*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Weekly</td>
<td>20%</td>
</tr>
<tr>
<td>Lead a Class Discussion</td>
<td>Jan. 30 – April 3</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis of Environmental Perspectives or Institutional Strategies</td>
<td>Feb. 24 (perspectives) or</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>April 6 (strategies)</td>
<td></td>
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<tr>
<td>Final Project Learning Contract (1st draft)</td>
<td>March 13</td>
<td></td>
</tr>
<tr>
<td>Final Project Learning Contract (final draft)</td>
<td>When resolved (no later</td>
<td>10%</td>
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<tr>
<td></td>
<td>than March 27)</td>
<td></td>
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<tr>
<td>Final Project-class presentation</td>
<td>April 18</td>
<td></td>
</tr>
<tr>
<td>Final Project-written product</td>
<td>By April 21, 12 Noon</td>
<td>30%</td>
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*If you believe a different proposed weighting of assignments would better serve your learning goals, please discuss this with me before the end of January.

Schedule at a Glance

1) January 9  Introduction to the Course and Each Other
2) January 16 No class/Martin Luther King Day. [Background Readings]
3) January 25  The Physical Environment
4) February 1  Human Aggregate Perspective
5) February 8  Perceptual Perspectives: Campus Climate and its Effects on Learning, Diversity, and Sense of Belonging
6) February 15  Perceptual Perspectives: Campus Culture for Learning and Diversity
7) February 22  Developmental Perspectives
8) February 29  No Class/Winter Break
9) March 7  Good Practices, Student Engagement
10) March 14  Effective/High Impact Practices
11) March 21  Engagement and Effective/High Impact Practices, continued
12) March 28  Changing Campus Cultures
13) April 4  Developmental Practices
14) April 11  Integrating Concepts
15) April 18  Last Day of Class: Final Project Presentations
## ED663, Winter, 2015 Course Schedule

<table>
<thead>
<tr>
<th>Date/Events/Unit Description</th>
<th>Course Topic/Readings/Assignments&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: January 9</strong></td>
<td>Introduction to the Course and Each Other</td>
</tr>
<tr>
<td>Reflective Questions</td>
<td><strong>Indicators of Student Learning and Success in Higher Education</strong></td>
</tr>
<tr>
<td>-How did your alma mater try to communicate what it would be like to be a student there? What message did requirements convey to you?</td>
<td>Assumptions about the organization of learning environments and how institutions promote and inhibit learning. [If you’re interested in more information and ideas about this topic, see the optional course module, “Conceptualization of Learning and Learning Spaces.”]</td>
</tr>
<tr>
<td>-To what degree are you aware of how your collegiate learning was organized and how it affected your learning and success? How do you explain your level of awareness?</td>
<td>Making our class a safe, inclusive, and effective learning environment: Classroom Interaction Guidelines (brainstorm what to include here).</td>
</tr>
<tr>
<td>-What indicators would you look for if you wanted to find out if a college or university was “learner-centered”?</td>
<td>Familiarize yourself with the ED663 Syllabus (especially pp. 1-7) and with the organization of the Canvas site, including weekly Supplementary Resources.</td>
</tr>
<tr>
<td>-How might you discern unstated conceptions of learning that are in use?</td>
<td><strong>BY THE END OF THIS WEEK</strong></td>
</tr>
<tr>
<td>-How is learning defined in your internship setting or in other collegiate environments with which you’re familiar?</td>
<td><em>Complete and deposit:</em> 1) the Student Information Sheet, 2) the Lead a Discussion Sign-Up sheet; and 3) the Connections Sign-Up sheet by Friday, Jan. 13, 8AM.</td>
</tr>
<tr>
<td>-What learning outcomes are most important to you and/or at your internship setting?</td>
<td>All are posted in the Assignments folder.</td>
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<tr>
<td>-What are your own assumptions about learning and learning spaces?</td>
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<sup>1</sup> The unit names listed here correspond to the folders in the Resources section of the Canvas site. The Supplemental Readings listed here are in a folder by this name within the unit resources.
<table>
<thead>
<tr>
<th>Week 2: January 16</th>
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<tr>
<td><strong>Note.</strong> I suggest completing the readings <em>in the order suggested on the syllabus</em>, as this order reflects a pedagogical purpose.</td>
<td><strong>No Class/Martin Luther King Day.</strong> I strongly encourage you to participate in at least one of the many campus and/or community events sponsored for this event. For details, visit this site: <a href="http://mlksymposium.umich.edu/">http://mlksymposium.umich.edu/</a>.</td>
</tr>
</tbody>
</table>
| **Reflective Questions**  
- What topics do these readings make you want to understand more fully?  
- What “sites for learning activities” (Learning Reconsidered2, p. 11) are/were important to you: a) in your undergraduate learning? b) in your internship site; c) in your graduate education to date?  
- How do the key features of these site map onto the major perspectives in the background readings? | **Background Readings**  
Even though we won’t meet together this day, please use your time this week to complete the following background readings for the class. They provide organizing frameworks for thinking about the broad topic of “campus environments” and provide an overview of topics we will address in this course. We will consider many but not all of the concepts and approaches they describe.  


Introduction, Chapters 1-3.  

*Bring a picture of students learning* in the physical environment of your choice, paying particular attention to its *physical* features. Be prepared to describe the physical features of the environment you selected and what suggests that learning is going on, and to discuss the how the physical environment influences learning. |

<table>
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<th>Week 3: January 23</th>
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| **Connections:** This class introduces the first of five environmental perspectives, each of which | **Discuss Background Readings and Your Pictures**  
**The Physical Environment**  
affects student experiences and their reactions to their experiences. Be aware of the perspective of each class session (e.g., physical environment) as a signal to focus on this the lens in your class preparation.

- How would spaces be organized if learning were the primary purpose of higher education?

<table>
<thead>
<tr>
<th>Reflective Questions</th>
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<tbody>
<tr>
<td>-What intrigues you about the design of learning spaces?</td>
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<tr>
<td>-What kind of spaces do you look for when you need to concentrate? To be creative? To contribute to a group project?</td>
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</table>


Chapter 1: Physical Environments: The role of place and design, pp. 9-

**NOTE:** See posted Framing Comments for these readings. Also, I post other articles that apply each perspective in a Supplemental Readings section that follows the module for perspective. Remember to browse through this section each week so you are aware of these additional resources; they might address an issue of interest to you or prove useful to you in the future.

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**Week 4: January 30**

**Discussion Leaders:**

Connections:

**Note on the Readings:** You will quickly note that these readings cover many different topics. As you read, practice keeping the perspective (e.g., physical, human aggregate) in the foreground and the topic (e.g., identity centers centers, Native students) in the background. Try thinking of the topic as the context for the framework the study illustrates (here, the human aggregate perspective).

**The Human Aggregate Perspective**

Renn, K. (2011). Do identity centers (e.g., women’s centers, ethnic centers, LGBT centers) divide rather than unite higher education faculty, students, and administrators? Why are they so prevalent on college campuses? [with response by L. Patton] In Magolda, P. & Baxter Magolda, M. B. (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 244-261). Sterling, VA: Stylus Publishing. [human aggregate, physical]


Bridges, B. K., Kinzie, J, Nelson Laird, T., & Kuh, G. D. (2008), Student engagement and student success at Historically Black and Hispanic-Serving Institutions. In M. Gasman, B. Baez, & Turner, S. V. (Eds.), *Understanding minority-serving institutions*. Albany, NY: State University of New York Press. [In addition to this chapter, there is a folder that offers resources and background information for Minority Serving Institutions in the Supplementary Readings for this unit.]
At end of class
Discuss Analysis of Environmental Perspectives assignment (those who presentations are in the first half of the course).

<table>
<thead>
<tr>
<th>Week 5: February 6</th>
<th>Perceptual Perspectives: Campus Climate Effects on Learning, Diversity, and Sense of Belonging</th>
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<tbody>
<tr>
<td>• What do you do to monitor your own perceptions that you think are problematic?</td>
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<td>• What do you see as the educational power of strategies that are based on an understanding of different perceptions?</td>
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<tr>
<th>Week 6: February 13</th>
<th>Perceptual Perspectives: Campus Culture for Learning and Diversity</th>
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<tbody>
<tr>
<td>“Sooner or later, despite well-intentioned policy and programmatic interventions, campus culture must be addressed. Indeed, virtually every study of high performing organizations points to culture as the single most important element that must be altered and managed in order to change what an organization or institution values and how it</td>
<td>Strange, C. C. &amp; Banning, J. H. (2115). <em>Designing for learning: Creating campus environments for student success.</em> Jossey-Bass: San Francisco, CA. Chapter 4: Socially constructed environments: Different view through different eyes (pp. 113-135), Campus culture]</td>
</tr>
</tbody>
</table>
acts. This is also the case for shifting a campus to a student-success paradigm.” (Kuh, 2007, p. 104)

**Reflective Questions**
- How does campus culture help us understand learning-centered institutional practices?
- What are the assumptions or principles about how students learn underlying this approach?
- What key elements are emphasized in a cultural approach?
- What do you see as the educational power of this approach?
- What campus subgroups are served, underserved, and not served by selected cultural practices?
- What cultural artifact reflects the “college culture” you experienced? How were you served (or not served) by this culture?

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<th>Week 7: February 20</th>
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<tbody>
<tr>
<td><strong>Discussion Leaders:</strong></td>
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<tr>
<td><strong>Connections:</strong></td>
</tr>
<tr>
<td>“Environments that are weighted too heavily in the direction of challenge without adequate support are toxic; they promote defensiveness and constriction. Those weighted too heavily toward support without adequate challenge are ultimately boring; they promote devitalization” (Kegan, 1994, p. 42).</td>
</tr>
</tbody>
</table>

**Developmental Perspectives**


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<tr>
<th>How would students working from different developmental levels experience the practices recommended in previous units (such as one of the high impact practices)? This provides another way to analyze the broader, more important question, “What practices are effective under what circumstances and for whom?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 2: What do we mean by development? (p. 57-84)</td>
</tr>
<tr>
<td>Discuss Final Projects (and learning contracts)</td>
</tr>
</tbody>
</table>

**Week 8: February 27**

**No Class/ Winter Break — Enjoy the change of pace!**

**Week 9: March 6**

**Discussion Leaders:**

**Connections:**

**Student Engagement**

During the next few weeks, we consider several major strategies that have been proposed for improving student learning and success. For each, consider the following questions:

- What are the assumptions or principles about how students learn underlying this approach? Which underlying assumptions does it reflect?
- What key elements are emphasized?
- What do you see as the educational power of promoting engagement?
- What campus subgroups are served, underserved, and not served by these institutional practices?

**Good Practices, Student Engagement**


--Kuh, G. D. Forward (pp. ix-xiii)

--Ch. 1: Harper, S. R. & Quaye, S. J., Making engagement equitable for students in U.S. higher education (pp. 1-14)

[cont’d]

Select at least two of the following chapters that address issues of race and/or gender, including at least one social identity different from your own.

--Ch. 2: Quaye, Griffin & Museus, Engaging students of color (pp. 15-35)

--Ch. 3: Harris, Ranero-Ramirez, Villacampa, & Lui, Engaging undergraduate women of color (pp. 37-54)

--Ch. 4: Harper, Berhanu, Davis, & McGuire, Engaging college men of color (pp. 55-74)
### Reflective Questions
- Which of these chapters in the Quaye & Harper text did you find most useful? Why?
- What is your vision of effective engagement?
- What are the educational implications of looking at engagement as a *means to an end* and as an *end in itself*?

<table>
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<tr>
<th>Week 10: March 13</th>
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<tbody>
<tr>
<td><strong>Discussion Leader:</strong> Connections:</td>
</tr>
<tr>
<td><strong>Which of the effective/high impact practices do you find particularly appropriate, innovative, and interesting?</strong></td>
</tr>
<tr>
<td><strong>Why do you think the practices described by Brownell &amp; Swaner are “high impact”? What features would you argue should define “high impact”? What mechanisms do you think are at work here?</strong></td>
</tr>
<tr>
<td><strong>What other practices would you nominate as “high impact”?</strong></td>
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**Effective/High Impact Practices**

**AACU (2013). High impact educational practices.** [Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh & Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.]

Brownell and Swaner (2009). Outcomes of high impact educational practices: A literature review. *Diversity & Democracy, 12*(2), 4-6. [The long, detailed version of this review is posted in the Supplemental Readings: Swaner & Brownell (2009).]


--In addition, select at least three of the articles listed in the Supplemental Readings for today: one in section on Learning Communities, one in the section on First Year Experiences, and one of your choice. These articles include many examples of high impact practices, both general resources as well as resources focused specifically on academic/student affairs partnerships and learning communities.
### Week 11: March 20

**Discussion Leader:** Connections:

- Which of these chapters in the Quaye & Harper text did you find most useful? Why?
- What strategies can be used to understand and challenge disparities in practices that don’t equitably serve all campus subgroups?
- What are the assumptions or principles about how students learn underlying the strategies discussed in these chapters of the Quaye & Harper text?

### Engagement and Effective/High Impact Practices, continued


--Select four chapters from those remaining in this volume.

For purposes of discussion, you will be asked to indicate your choices prior to class. Be prepared to share your insights about engagement and other practices that are particularly important to each student subgroup you selected and that you consider to be “good practice” in general (i.e., those that apply across subgroups).

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### Week 12: March 27

**Discussion Leader:** Connections:

- How does – and how could – campus culture affect campus practices?
- How do campus cultures such as those having strong community service programs, honor code campuses, religiously focused institutions) affect learning?
- Are you aware of disparities in institutional resources among student subgroups (athletes, fraternities/sororities, band members, students of color, commuter students)? What role does campus culture play in such decisions?

### DUE by Today: Final Draft of Learning Contracts

**Changing Campus Cultures**


• How can campuses build upon their traditions and cultures to achieve positive ends?

Week 13: April 3
Discussion Leader: Connections:

Developmental Practices
This unit examines strategies for promoting learning based on principles of human development (ecological, person-environment, learning partnerships).

- Developmental sequences
- Supports and challenges
- Interventions designed to promote self-authorship
- Learning partnerships that are institution-wide
- What are the assumptions or principles about how students learn underlying these strategies?
- What key elements are emphasized?
- What do you see as the educational power of this approach?
- What campus subgroups are served, underserved, and unserved by developmental practices?

Developmental Practices


Week 14: April 10
Reflective Questions

Integrating Concepts
Be prepared to share your responses to the reflective questions for this week. In light of this collection of course readings, revisit your assumptions about the role of students and institutions in promoting success. For example, have your
| high impact practices, improving campus cultures, and developmental practices) be used to improve institutions as learning organizations? | assumptions changed? Would you state them differently now (e.g., with more precise language)? Do you hold any of the same assumptions for different reasons? |
| Return to the frames of environmental theory: Which do find particularly helpful (please explain)? How would you adapt any of the theories or constructs based on our discussions about organizing for learning? | The last portion of the class may be used to work on your final projects. |
| Do you find any elements to be problematic? Essential? What elements of engagement do you think lead to student well-being and success? | Please fill out your course evaluation! |
| Try drawing a conceptual map to that illustrates what you see to be the relationships among the various environmental perspectives you have learned about this term. |

**Week 15: April 17—Last Day of Class**

“Designing Environments for the Purpose” [Dewey, 1944]

**Final Project Presentations: Organizing Learning for Student Success**

You may submit the product of your final project at the end of class or until noon on Thursday, April 21. **Have a great summer!!**