

The following report outlines the recommendations of the Teaching and Learning Modalities committee, including an overview of the existing modalities applied at the University of Louisiana Monroe, a brief survey of the 11 high impact practices shown to enhance student learning when applied by a university, and recommendations for how these various practices can be implemented in the classroom.

Defining our existing Modalities

It is important to begin this discussion by defining the teaching modalities that exist within the university and describing their similarities. Below address how the committee viewed each modality.

Define face-to-face - 100% of instruction occurs in the physical classroom, and classes meet at regularly scheduled times.

Define online asynchronous -

In the same poll, we also set out to assess which of these teaching strategies were the most interesting to faculty and what barriers, if any, were currently holding them back from adopting them to their courses. What we saw in the 48 responses was that instructors had varied interests with the top three responses being gamification (22.92%), flipped classroom (18.75%), and team-based learning (12.50%). However, faculty were in much more agreement when it came to their stated barriers, with “time” concerns being mentioned by 46.27% of the 67 respondents. The second most common answer category dealt with “knowledge”, with 22.39% of instructors claiming that either a “[lack of] knowledge” or the “[lack of] resource availability” regarding these teaching practices were significant barriers for them. Other stated barriers included: being an online instructor (7.46%), technology limitations (7.46%), perceived student preparedness or willingness to participate (7.46%), current workload (5.97%), class size (5.97%), and lack of funding for training or software (4.48%).

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and projects, which are intended to be the ultimate summative assessment for graduating seniors. We also chose to include ePortfolios in this category, as it is intended to be a collection of summative assessments, however, it is mainly acting as our bridge into discussing student empowerment.

Capstone courses (senior seminar, senior experience) have been a component of higher education for many years. These courses are a culmination of a student's academic experience that links knowledge gained about a major and assists in the transition into a career or graduate education. They usually consist of a final project or presentation (ex: research paper, performance, portfolio of best work, exhibit of artwork, etc.) requiring the student to apply and integrate knowledge while demonstrating competency of the major's learning objectives. The objectives and methods of capstone courses have been well studied; however, there is no universal design or definition for them. Students who participated in this high-impact practice reported higher levels of learning and enhanced personal development in *Experiences That Matter: Enhancing Student Learning and Success* ([National Survey of Student Engagement, 2007](#)). The majority of capstone courses fit into one of four categories: discipline- and department-based courses, interdisciplinary courses, transition courses, and career-planning courses.

An electronic portfolio (e-portfolio) is a purposeful collection of sample student work, demonstrations, artifacts, and reflections that showcases a student's learning progression, achievement, and evidence of what students can do. The collection can include essays and papers (text-based), blog, multimedia (recordings of demonstrations, interviews, presentations, etc.), or graphics ([Berkeley Center for Teaching and Learning, 2023](#)). Electronic portfolios can also provide counseling and career preparation and credential documentation ([Carter, 2021](#)). One of the largest studies on ePortfolios was the Connect to Learning (C2L) project that took place at 24 institutions and implemented a national community of practice. Some of the reported outcomes from the study included an increase in average student grades, an increase in the four-year graduation rate, and an increase in the first-to-second year persistence rate with the use of ePortfolios ([Watson et al., 2016](#)). Additional benefits that have been described include enhancing technological, communication, and organizational skills; student awareness of the learning journey; identification of strengths and gaps in student understanding; demonstration of theory in practice recognition and evidencing of soft skills, personal attributes, and other career-readiness traits ([Carter, 2021](#))

Student Empowerment

The high impact practices that fit within this category are associated with ensuring student success throughout their time in higher education and into their future careers. These practices include: first-year seminars, learning communities, and common intellectual experiences.

First-year seminars should empower the students in multiple ways to prepare them for the many instructional methodologies and teaching modalities. In addition, students should gain experience and learn valuable skills that are expected of them as they progress in their degrees. It is highly suggested that the instructors of the courses be faculty in the areas of discipline that the students are pursuing so that mentorship between the student and faculty of that area can begin. An adjusted model for the online UNIV course may be needed so that students who are not physically on-campus or cannot physically be on-campus are achieving these objectives as

well. In essence, students should be coming out of the UNIV 1001 course feeling well connected with services around campus that may aid them, acquiring skills for building a community with fellow students and mentorship with faculty, and class skills such as communication and writing skills that will aid them as they advance in their degree.

Learning communities are traditionally an integration of learning across two or more courses with a common theme(s) to allow for a group of students to work closely with the professors and each other or form a “community”. Instead of having two or more courses, students/faculty can develop learning communities outside the classroom. These activities can include service activities or being housed in the same dormitory ([Center for Engaged Learning, 2023](#); [Otto et al., 2015](#)). The standard of practice is to integrate courses or activities with the same overarching theme. Some recruit students from a specific major or groups of majors,

long way into providing opportunities to engage those unique viewpoints ([AAC&U 2005](#)). Various and diverse perspectives speaking from their own experience of being are better than a third-party description of life from that viewpoint. Second, the recent increased online experience has been both a blessing and a curse as we are more separate and segmented by walls of digital anonymity, but there are more unique and varied perspectives able to come to the table and be heard as well. Opportunities for interaction digitally are critical, and the online experience is limited in not being able to see another person to interact and experience their culture and perspective([Linder, Hayes, Nelson, & Soto](#)). Finally, while some attempts are made at artificial structures that force an individual to see from another's perspective, the better return on investment is when fertile opportunities are provided for those explorations to happen more organically([Diversity/Global Learning](#)).

Figure 1. The flowchart establishes a clear connection between all of the 11 high impact practices (purple) by placing them into broad categories (yellow) that highlight a framework for thinking about course design that emphasizes student success and empowerment (central theme). Additional subcategories (blue) were added

Implementation Recommendations Based On Faculty Interest

Next, the committee wanted to provide recommendations based around the results of the faculty survey and our investigation into the 11 high impact practices. These include recommendations for both the university as an institution and the teaching staff and faculty that are developing courses and interacting with students.

It is important to start these recommendations off by recognizing the existing barriers of entry to implementing new practices at ULM as perceived by the teaching staff and faculty. As a reminder, 46.27% of the faculty responses from the survey indicated that “time” concerns were a significant barrier of entry for them to implement new teaching practices. Additionally, 22.39% of the responses indicated that a lack of knowledge and resource availability were barriers to implementing new teaching practices. It is our recommendation that ULM should prioritize and

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Best Practices for implementing FYEs

https://academy.psu.edu/documents/current/policy-proposals/2019/effective_fys.pdf

Effects of different HIPS on FYEs

https://scholarworks.iu.edu/dspace/bitstream/handle/2022/27205/FYE_2022%20FYS%20HIP%20Qualities_Outcomes%20Kinzie%20and%20Wenger.pdf?sequence=1&isAllowed=y

After completing the Freshman Year Seminar, the following should have been gained/created: 1) building a community, 2) developing confidence in discussion and participation habits, 3) providing writing practice, 4) receiving and implementing feedback, and 5) establishing strong habits and understanding of what is required of a student and the resources available ([Center for New Designs in Instruction and Scholarship](#)).

For instructors, it is highly suggested that they incorporate the following steps in facilitating the course so that students can achieve the objectives listed above.

Constructing a Syllabus

Clear and concise syllabus laying out the expectations and requirements as well as support service

Teaching The Course:

Strategies For Classroom Instruction, Course Assignments, & Student Grading

Vary your methods to different styles as not every student is the same

knowledge such as Financial Aid which many students find confusing

Source:

https://www.sunybroome.edu/c/document_library/get_file?uuid=0967c549-1a52-42ea-a9c0-cedcea04efe3&groupId=44157

Learning Communities:

Definitions and featured resources:

<https://www.centerforengagedlearning.org/resources/learning-communities/>

Best Practices document:

<http://www.jossr.org/wp-content/uploads/2015/10/Learning-Communities-in-Higher-Education-JoSSR-submission-revised-10-26-2015.pdf>

More Than An Expert: Becoming An Expert Designer Of Intellectual Experiences

Create course outcomes and learning objectives that are meaningful and measurable

Tailor assignments specifically towards achieving those course outcomes

Utilize **collaborative assignments and projects** where possible

Ideas for collaborative assignments and projects:

<https://tltc.umd.edu/instructors/resources/collaborative->

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diversity/global learning experiences:

<https://sites.google.com/a/tamu.edu/transformative-learning/facilitating-high-impact-activities/diversityglobal-learning>

Know your role/position in the **common intellectual experience**.

Examples and expectations

<https://collegesofdistinction.com/advice/common-intellectual-experiences-engage-outside-of-your-major/>

Using assessment to inform teaching practices

Try new things, acquire feedback, and modify teaching practices

Assessment by students

<https://teaching.pitt.edu/resources/assessment-of-teaching-collecting-student-feedback/>

Assessment by a third party

<https://teaching.pitt.edu/assessment-of-teaching/>

Self-assessment

<https://teaching.pitt.edu/resources/assessment-of-teaching-self->

Additional resources available with membership to NACE

Survey study evaluating best practices in internships

<https://www.researchE>

References

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