

## **Educational Developers Caucus (EDC) Grant 2017 Final Report**

*All award holders are requested to complete this accountability form by the deadline date even if some project work remains.*

*This form will be posted on the EDC website and will help share your outcomes with our community.*

*This completed form should be no more than 3 pages in length.*

### **Title of Project:**

Faculty members' attitudes towards the use of high impact practices

### **Principal Investigator:**

Patrick Lyons, Carleton University

### **Co-investigators:**

Nectaria Karagiozis, Carleton University

Rosella Ingriselli, Carleton University

Dragana Polovina-Vukovic, Carleton University

### **Overview of the project:**

This project aimed to examine faculty members' attitudes towards high-impact practices (HIPs), as defined by George Kuh (2007). More specifically, the project looked into the ways in which they incorporate these practices and elements in their everyday teaching as well as potential barriers that they may face that would prevent them from including these teaching elements into their courses. Our hope is that the findings of the project will help educational developers adjust their services (if needed) and help faculty members overcome potential challenges they may face.

### **Educational findings/outcomes**

*Please comment on the outcomes of the project.*

Survey was conducted in 2018 and there were 225 respondents; the majority of respondents were from Carleton's Faculties of Arts and Social Sciences and the Public Affairs.

At the time of the study, 75% of respondents implemented at least one HIP into their teaching. Most commonly implemented HIPs include collaborative assignments and projects, undergraduate research, and capstone projects and courses.

Common motivations across instructors:

1. To create courses that are more relevant to students' future careers
2. To engage students in the learning process and build their skills
3. To experiment with one's own teaching practices
4. Because they are beneficial to students
5. Because they are required by program (accreditation).

Common challenges:

1. Time (significant commitment to incorporate HIPs)
2. Large class sizes limits possibilities

Reasons for not including HIPs into courses:

1. Lack of support from colleagues, departments, faculty
2. No acknowledgment of the additional effort/work
3. Not relevant to discipline
4. Scepticism – HIPs are a fad; or feeling that ed. research is poor.

Our observations and guidance to Teaching and Learning Centres:

1. Communicate
  - a. Point to evidence and research
  - b. Showcase relevant and disciplinary specific implementations
2. Establish communities of practice
3. Discipline specific professional development
4. Acknowledge effort and excellence (starting at the department).

**Conference Presentations and/or publications based on the project:**

*Include all completed to date or planned.*

Lyons, P., Karagiozis, N., Polovina-Vukovic, D., & Ingriselli, R. (2018, 19 – 22 June). Faculty members' attitudes towards the use of high impact practices. STLHE Annual Conference, Sherbrooke, Qc., Canada.

**Describe how the resource/findings produced by this project will be shared with the EDC community.** (Note: articles or conference presentation are not sufficient dissemination)

Survey questions and research methodology was shared with conference attendees. Authors followed up with conference attendees on observations and findings (questions received via email and phone calls).

**Budget**

- a. What was the amount of your original award?
  - \$1050
- b. How was it spent?
  - We paid a Research Assistant, who prepared a literature review and helped with the development of the survey.
- c. If you have any funds remaining, describe your plans to make use of them.
  - No funds remained.