

THE LOWDOWN ON THE LATEST PRACTITIONER-LED PEBBLEPAD WEBINAR

If you're big on great ideas, but short on time, this document contains the highlights from the latest practitioner-led PebblePad webinar, along with a link to the full recording. The webinar: **Exploring High-Impact Practices with PebblePad** is led by Gail Ring, PebblePad Director of Service and Partnerships North America and Sarah Chesney, PebblePad Implementation Specialist, and explores the experiences and challenges of how PebblePad's Learning Journey Platform can be used to support the ambitions of high-impact practices in universities across the globe.

Enjoy.



ABOUT THE PRESENTERS

Gail Ring, PebblePad Director of Service and Partnerships North America, is a great believer in the power of portfolios for learning and has been using them in her teaching and research since her graduate work at the University of Florida where she earned her Ph.D. in curriculum and instruction.



Sarah Chesney, PebblePad Implementation Specialist, has worked in educational and staff development for 13 years and is a keen advocate for using eportfolios for staff development and professional recognition and has written several articles on this topic.



Contributions by PebblePad partners: Portia Kalun (McMaster University), Bradley Hartsell (Emory & Henry), Jennifer Yessis (University of Waterloo), Melissa Pirie-Cross (PebblePad), Sue Beckingham (Sheffield Hallam University), Andrew Longhofer (Pacific University)

ABOUT THE WEBINAR

High-impact practices set out to provide a structure to help educators develop the whole student and nurture future-ready graduates. In mid-2019 we produced a publication, 'Exploring High-Impact Practices with PebblePad'. This webinar was an interactive session in which some of our PebblePad champions shared their expertise and experiences integrating High-Impact Practices and some challenges they encountered in the process. These stories complement the 10 case studies in the publication and, taken together, provide a compelling picture of how PebblePad's Learning Journey Platform can be used to support the ambitions of high-impact practices in universities across the globe.



STUDENTS THAT ENGAGE IN HIGH-IMPACT PRACTICES GET BETTER GRADES.

STORIES OF HIGH-IMPACT PRACTICE

- 1 Portia Kalun – McMaster University: Student reflection through community engagement portfolios. 2nd year neuroscience students are prompted to reflect through rubrics and feedback.
- 2 Bradley Hartsell – Emory & Henry: Bonner Scholars. Throughout their community engagement-based scholarship program, eportfolio use is intentional and embedded throughout the semester. Key activities involve reflection, project logs and the production of a culminating showcase portfolio.
- 3 Jennifer Yessis – University of Waterloo: In the Masters of Public Health [Program], students work on a portfolio to record development of competency, provide evidence, reflect and self-assess.
- 4 Melissa Pirie-Cross (PebblePad): representing a co-developed student equity evaluation with Portland State University*: *The Campus Equity Walkthrough Evaluation* (CEWE) is a culminating activity that asks students to explore the question: Is our campus student-centered and inclusive? Key activities include peer-mentoring, individual assessment and team-based work.
- 5 Sue Beckingham – Sheffield-Hallam University: Students with a business / ICT focus engage in a project that embeds employability through a work-based program. Learners design a hypothetical training program for a local community which aims to build digital skills.
- 6 Andrew Longhofer – Pacific University: Students in the School of Pharmacy complete carefully structured and guided reflections with evidence. This semester-long activity prompts students to connect their experiences across multiple courses.

*Acknowledgement to Dr. Oscar Fernandez, Andrew Lawrence & Dr. Veronica Keiffer-Lewis

KEY TAKEAWAYS

HIGH-IMPACT PRACTICES

Research by George Kuh (2008), who first proposed the concept of high-impact practices, suggests that all students benefit from engaging with at least one or two high impact practices, during their undergraduate studies, particularly related to student success, satisfaction and retention. This is especially true for students from non-traditional or underserved backgrounds.

CHALLENGES & BENEFITS

High-impact practices are effortful, require significant work by the learner and take place over an extended length of time. As such, those implementing these practices will encounter challenges – but research shows the benefits are concrete and significant.

THEORY TO PRACTICE

While high-impact practices are often listed as discrete activities, in reality many high-impact learning initiatives will encompass several HIPs. The impact of the experience lies in the quality and characteristics that the activities afford – such as opportunities for reflection, building relationships, engagement with feedback, making connections across their learning by applying and testing theory to practice.

Reference

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.

View the full webinar recording at:

<https://pebblepad.wistia.com/medias/3ay4zrscma>