**HIPs Assignment Template**

This template can be used as a guide for developing and explaining class activities and out-of-class assignments/projects. This process is designed to help make all the aspects of each HIPS course activity, or assignment explicitly clear to students (and you). This intentionality has demonstrably enhanced students’ learning and improved faculty focus.

1. **Choose your High Impact Practice: (Collaborative Practices, Service Learning, or Diversity Global Learning):**
2. **Consider the 8 elements of HIPs. How will you build these elements into your HIP project? Share in a few sentences your plan.**
* Challenge and time on task? (Scaffolded, and opportunity for low stakes practice)
* Diversity of experience and substantive conversation? (Intentional time and materials built into the class for these explorations)
* Real world context and public demonstration of competence? (This is often missing from projects. Be deliberate in your design.)
* Reflection and Feedback? (Most effective when used throughout the process of the HIP project.)

**STUDENT FACING COMPONENTS**

**Assignment/Project Name:**

1. **Purpose of project (3-5 sentences):**

*Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Ideally, indicate how these relate to institutional student learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students’ lives beyond the context of this assignment, this course, and the community.*

1. **Knowledge:** Explain to students this assignment will also help you to become familiar with the following important course content knowledge in your particular discipline:

(add more if necessary)

1. **List any steps or guidelines involved in the project: (this will be the heart of the assignment sheet) This is where you outline what the students will actually do in sequence to complete the HIP project. You may work from an assignment you already have and build in the HIPs elements, or you may start from scratch.** Indicate whether each task/product will be graded and/or how it factors into the student’s overall grade for the course.

**Be sure to include reflection, practice opportunities and public demonstration of competence into your assignment sheet. This section will be the longest between 1-3 pages.**

*Bloom’s Taxonomy Question samples might be helpful:* <http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf>

**Bonus section if you so choose to accept the challenge:**

**Criteria for Success: Define the characteristics of the finished product.** Provide examples of what these characteristics look like in practice. It is often useful to build a checklist of characteristics of successful work. This enables students to evaluate the effectiveness of their own efforts while they are working, and to judge the quality of their completed work. Students can also use the checklist to provide feedback on peers’ coursework. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.