The relationship between high-impact educational practices and Learning Approaches at University

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Learning approaches and high-impact educational practices at university: a proposal for a reduced scale of the student process questionnaire

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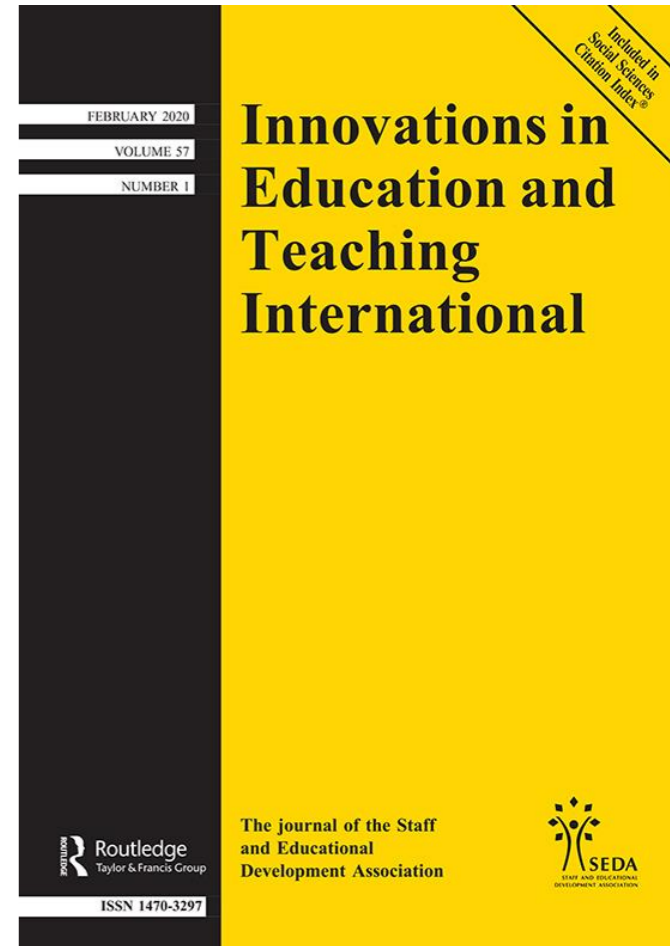
MAIN OBJECTIVE

To analyse the relationship between **Learning approaches** (Student Process Questionnaire, SPQ Biggs) and **high-impact educational practices** (HIEPs) in a sample of first and final-year university students of different degrees.

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THEORETICAL FRAMEWORK

LEARNING APPROACHES

DEEP APPROACH

(Torre, 2006)

SURFACE APPROACH

Involves a thorough understanding of the content and seeking connections between different areas of study

Focuses on passing with minimal effort and memorizing content

BACKGROUND

The literature reviewed indicate that learning approaches can be influenced by various factors:

MOTIVATION

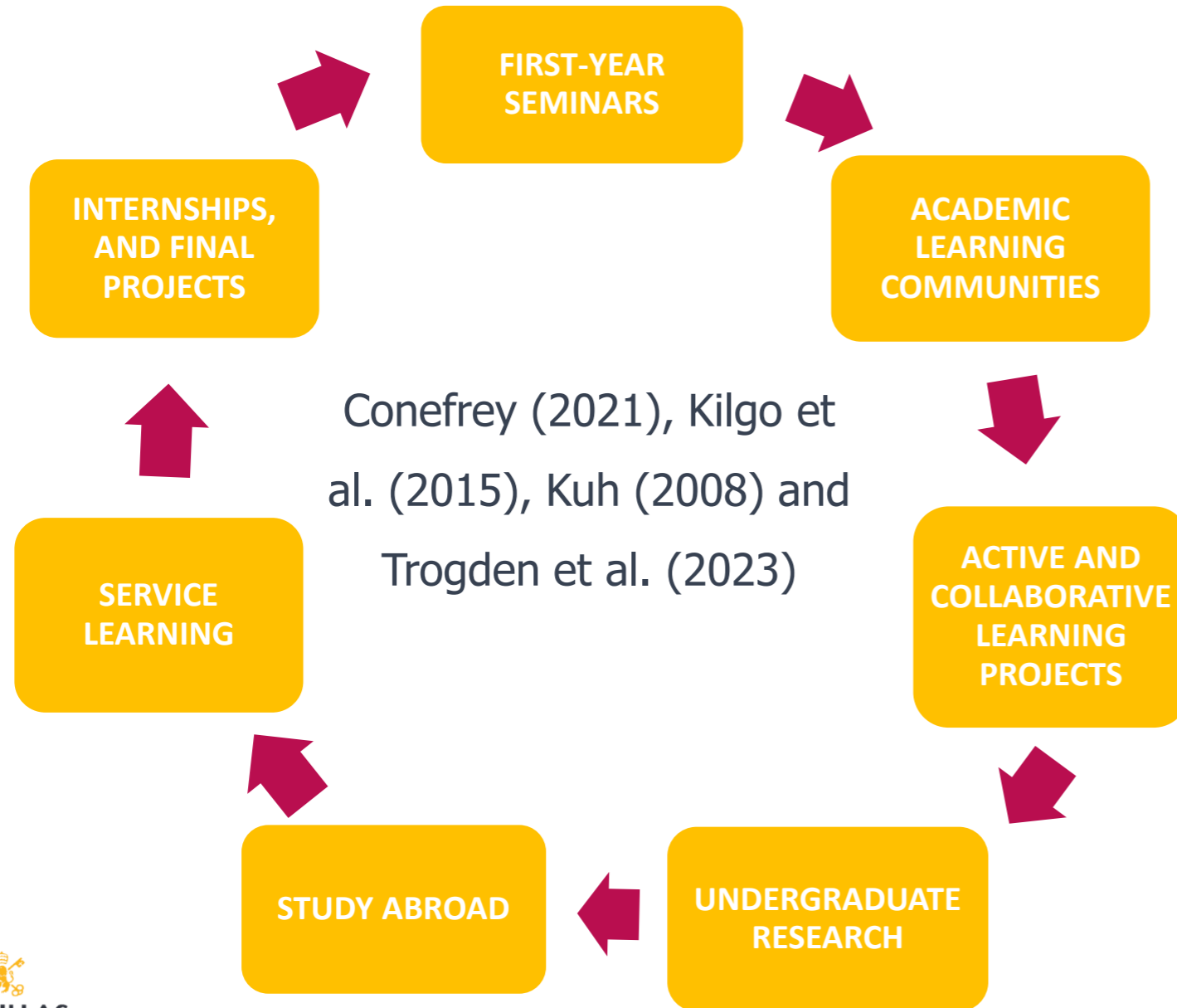**THE PERCEPTION OF EXTRACURRICULAR ACTIVITIES**

SELF-EFFICACY

LEARNING ENVIRONMENT

WORKLOAD

Monroy & Hernández-Pina (2014): contextual factors are linked to learning approaches to improve education quality.

HIGH IMPACT EDUCATIONAL PRACTICES (HIEP)

FIRST-YEAR SEMINARS

ACADEMIC LEARNING COMMUNITIES

INTERNSHIPS, AND FINAL PROJECTS

Conefrey (2021), Kilgo et al. (2015), Kuh (2008) and Trogden et al. (2023)

ACTIVE AND COLLABORATIVE LEARNING PROJECTS

SERVICE LEARNING

STUDY ABROAD

UNDERGRADUATE RESEARCH

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HIGH IMPACT EDUCATIONAL PRACTICES (HIEP)

HIEPs are successful because (Kuh, 2008):

✓ Demand effort and determination to encourage communication with peers and teachers.

✓ Expose students to diverse ideas and people.

✓ Provide opportunities for learning both inside and outside the classroom.

METHOD

- Non-experimental, cross-sectional design

- 893 undergraduate students

PARTICIPANTS

Table 1. Distribution of the total sample.

Study area	Man	Woman	Total
Human and Social Sciences	50	205	255
	19.6%	80.4%	100.0%
	18.5%	32.9%	28.6%
Translation, Communication and I.R.		84	102
	17.6%	82.4%	100.0%
	6.7%	13.5%	11.4%
Nursing and Physiotherapy		65	79
	17.7%	82.3%	100.0%
	5.2%	10.4%	8.8%
Law		101	148
	31.8%	68.2%	100.0%
	17.4%	16.2%	16.6%
Economic Sciences	91		230
	39.6%	60.4%	100.0%
	33.7%	22.3%	25.8%
Engineering	50	29	79
	63.3%	36.7%	100.0%
	18.5%	4.7%	8.8%
Total	270	623	893
	30.2%	69.8%	100.0%
	100.0%	100.0%	100.0%

INSTRUMENTS

- Spanish short version of the Student Process Questionnaire (R-SPQ-2F) by Biggs et al. (2001) carried out by Torre (2006).

- The impact of HIEPs on professional and personal development was assessed on a scale of 1 (not at all) to 4 (very much).

- Additional items (academic self-concept, self-efficacy, study hours)

PROCEDURE

The students were selected through non-probabilistic convenience sampling

The instruments were administered to all students in the first and last years

RESULTS

Personal development	Internships	Service learning	Subjects	International Stays	Conferences
Mean	3.18	2.55	3.06	3.58	2.70
SD	0.807	0.945	0.670	0.770	0.783
Professional development					
Mean	3.26	2.49	3.32	3.48	2.87
SD	0.812	0.921	0.639	0.799	0.761

RESULTS

	Perceived impact on personal development		Perceived impact on professional development	
	Surface Approach	**Deep Approach**	**Surface Approach**	**Deep Approach**
Internship	-.199**	.206**	-.167**	.237**
Service Learning	-.232**	.271**	-.273**	.319**
Subjects of my Degree	-.238**	.387**	-.249**	.293**
International stays	-.149*	.103	-.127	.129*
Conferences and seminars	-.248**	.375**	-.256**	.330**

RESULTS

	Study area	N	Mean	SD	F	Eta^2	Prev
Surface approach	Social Sciences	254	2.50	0.646	8.11***	0.044	Law
	Translation, Communication and IR	102	2.57	0.755			Economic Science
	Nursing and Physiotherapy	79	2.21	0.629			
	Law	148	2.71	0.714			
	Economic Sciences	230	2.70	0.699			
	Engineering	79	2.55	0.583			
Deep approach	Social Sciences	254	3.45	0.631	8.21***	0.044	Nursing and Physiotherapy
	Translation, Communication and IR	102	3.40	0.753			Social Sciences
	Nursing and Physiotherapy	79	3.50	0.604			
	Law	148	3.17	0.670			
	Economic Sciences	230	3.21	0.682			
	Engineering	79	3.07	0.614			

*p<0.05; ** p<0.01; ***p<0.001

RESULTS

Table 7. Correlations between approaches and learning-related variables N = 892.

	Surface approach	Deep approach
Deep approach	−0.487***	-
Study hours	−0.216***	0.183***
Academic self-concept	−0.190***	0.293***
Self-efficacy	−0.191***	0.213***

*p < .05; **p < .01; ***p < .001.

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CONCLUSION AND DISCUSSION

➢ There are a consistent **positive relationship** between **HIEP** and the **deep approach.**

➢ The surface approach exhibits negative associations.

➢ The adoption of learning approaches is relationated with various contextual and cultural factors

➢ The paper underscores the significance of incorporating extracurricular activities, into curricula.

The study is limited to one university in Spain, and future research could broaden the scope to include diverse higher education institutions from different regions and countries.

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WHAT PATTERNS OF LEARNERS DO WE HAVE IN TERMS OF LEARNING REGULATION?

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QUESTIONS FOR AUDIENCE

What can we do in universities so that there is a better balance between curricular and extracurricular activities?

How can we encourage students to do more extracurricular activities that enrich their professional and personal development?

Would it be important to include the time allotted to the subject's activities, such as attending conferences or seminars that enrich the knowledge acquired?
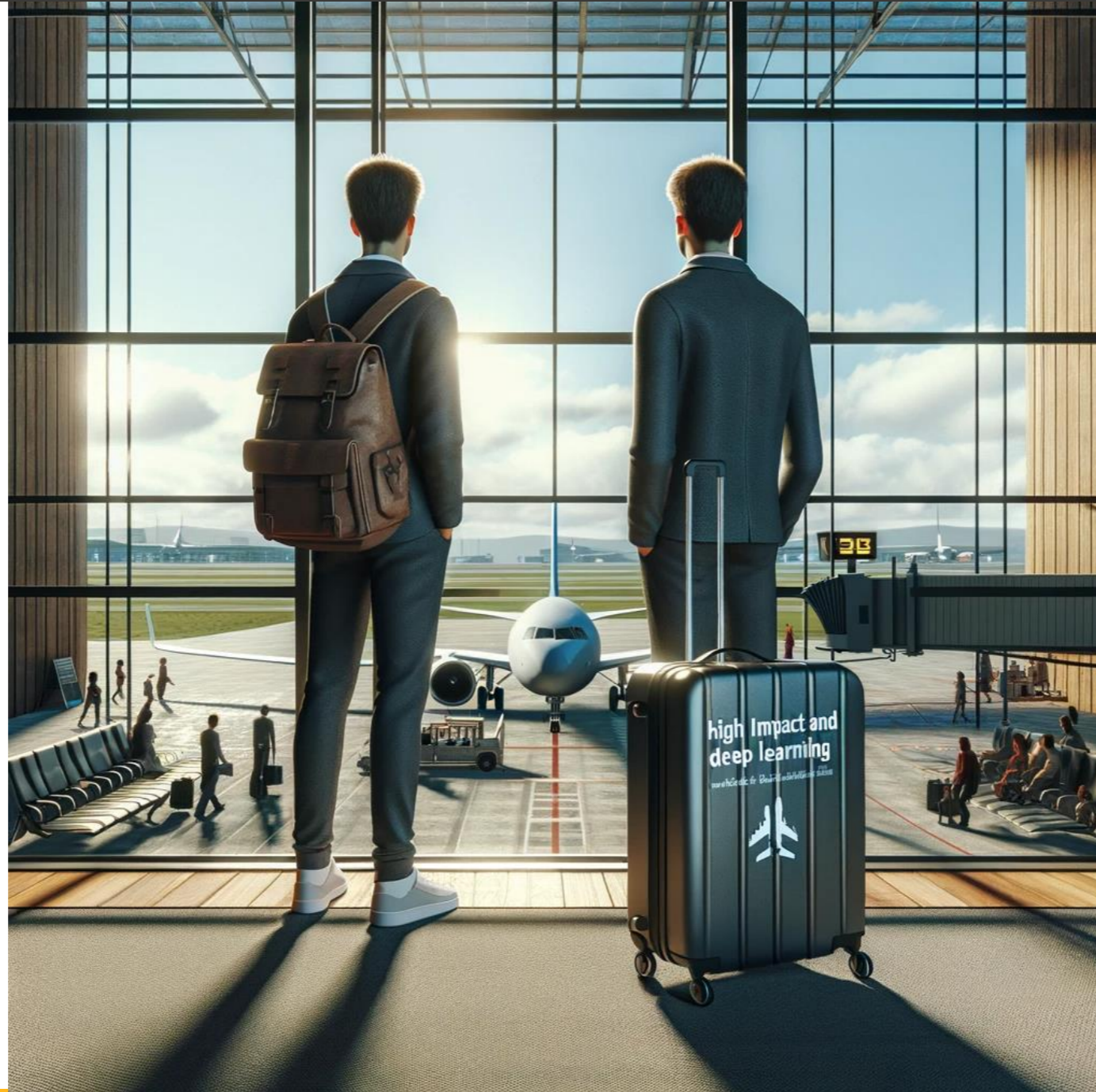
QUESTIONS FOR AUDIENCE

How could universities and educators use these results to promote a deeper learning approach among their students?

What high-impact activities do you have in your universities and how are they planned?

THANK

YOU