HIGH-IMPACT COLLABORATIVE ASSIGNMENTS AND PROJECTS @UND

Collaborative learning combines two key goals: learning to work and solve problems in the company of others and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

To qualify as a high-impact collaborative projects experience, **the following four required key elements must be present, along with two additional elements** (of four possible recommended elements).

Key Elements	Required?	Expected Features	Illustrative Examples
Performance expectations set at appropriately high levels	Yes	Performance expectations should be appropriate for level of education, class standing, and prior coursework.	
Interactions with faculty and peers about substantive matters	Yes	Students should interact with peers on regular assignments or larger projects with group interactions a key component of evaluation	Semester-long discussion groups; collaborative class projects; research teams
Frequent, timely, and constructive feedback	Yes	Feedback can come from faculty or peers	Feedback on project assignments or drafts; peer evaluations of work and/or participation;
Opportunities to discover relevance of learning through real-world applications **Or** **Opportunities to understand and apply discipline specific methodology**	Yes	Either making connections to real-world applications OR being given the opportunity to understand and apply research methods appropriate to one's discipline are acceptable.	Class research projects; service learning projects;
Significant investment of time and effort by students over an extended period of time	Recommended	An activity that comprises at least one credit worth of work, whether this is spread out over the course of a semester or more "concentrated" for a short-term project.	Service or charity work that takes place over a shorter period of time but is more high intensity; class projects that are developed over the course several weeks or an entire semester; in-class discussion groups for "flipped" classrooms or other discussion-based courses that are maintained over time
Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar	Recommended	Opportunities to demonstrate intercultural awareness and skills through significant interaction with others from different backgrounds and/or opportunities to apply in-depth knowledge of diversity and cultural competence to contemporary issues.	Students work with community members who have diverse backgrounds; students work with other students from different backgrounds or different majors

Periodic, structured opportunities to reflect and integrate learning	Recommended	Students should be given the opportunity to reflect on what they have learned and should be encouraged to make connections to other coursework as well as future educational goals.	Reflection papers; "What would you do differently?" retrospective assignments; development of CV or resume with opportunity for feedback
Public demonstration of competence	Recommended	Students demonstrate competence publicly in a format relevant to their field of study. This demonstration should provide students the opportunity to showcase integrated learning throughout their course of study.	A public talk; presenting a poster at a campus-wide research event; a public art exhibit; a public recital; an engineering design expo.

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