



## **HIGH-IMPACT EDUCATIONAL PRACTICES –** **AGAINST ACADEMIC BOREDOM**

George D. Kuh (2008) has identified high-impact educational practices as pedagogical tools that have a lasting impact on student engagement and student retention rates. That hold especially true for non-traditional students (including first generation students). High-impact practices comprise: first year seminars, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments, undergraduate research, diversity/global learning, service/community based learning, internships and capstones.

Different institutions in the United States – public and private, liberal arts and community colleges, big and small scale, urban and rural – introduce some of those practices in common effort of giving students more engaging, hands-on academic experience (Cahill & Fine, 2014; Guarasci, 2014; Roth, 2014; Swaner, 2012).

Pedagogy has been an Achilles' heel of many research universities, and dedication to providing students with best possible learning environment was an impulse to a number of educational innovations, like Utrecht University College (1998). Pedagogy is an important part of university college movement in the Netherlands (Van der Wende, 2011). It would certainly be beneficial to familiarize scholars of the Central Eastern Europe with the general concept of the high impact practices, and most recent claims within this field (e.g. Possible inclusion of ePortfolio; (Eynon, Gambino, & Török, 2014)).

Instead of declaring "university in crisis" a lot can actually be done within the existing framework to counter academic boredom. Wise pedagogy coupled with strong leadership can make up for lack of resources. Without engaged students, it would be really hard to change the social contract behind public universities in Poland.