UTEP EDGE™
IN ACTION

FACULTY GUIDE TO EDGE PRACTICES IN THE CLASSROOM

THE UNIVERSITY OF TEXAS AT EL PASO

2025

This guide provides faculty with clear, actionable examples of how they can incorporate UTEP Edge practices into their coursework to create engaged learning environments for their students. These examples were taken from current UTEP syllabi to demonstrate how faculty members from various disciplines have intentionally integrated Edge Experiences such as Community Engagement, Study Abroad, and Research into their courses.

Through this guide, faculty will gain an understanding of the Edge Advantages, or university learning outcomes, that students develop through engaged learning experiences at UTEP that include Critical Thinking, Communication, Global Awareness, and Leadership skills. The examples highlight how high-impact practice components like high-performance expectations, timely feedback, reflection, and real-world application make learning experiences more impactful and are aligned with Edge principles.

In addition to examples of Edge practices in the curriculum, this guide provides an overview of UTEP Edge as it relates to its integration in a curricular setting, which includes descriptions of:

- ▶ **Edge Experiences:** A detailed explanation of the high-impact learning practices students engage in to develop skills and competencies.

- ▶ **Edge Advantages:** Descriptions of the skills students develop through Edge Experiences and other engaged learning activities.

- ▶ **Components of Edge Practices:** An overview of the elements of Edge practices, such as reflection, public demonstrations of competence, and significant time investment, which create an engaged learning environment that makes them impactful.

CONTENTS

Introduction to UTEP Edge

UTEP Edge is The University of Texas at El Paso's (UTEP) Quality Enhancement Plan. This framework is designed to enhance student success by focusing on students' strengths and transforming those talents into skills that can be applied both in the classroom and in real-world contexts. The framework centers on **Edge Experiences**—high-impact practices (HIPs) such as internships, research, community engagement, study abroad, and other engaged learning experiences—that provide students with opportunities to apply what they have learned in the classroom and develop key competencies.

By engaging in Edge Experiences, students develop **Edge Advantages**—skills such as communication, critical thinking, leadership, social responsibility, and problem-solving—that prepare them to excel in their careers and contribute meaningfully to their communities. The UTEP Edge aligns with the University's mission to create engaged learners who are ready for the challenges of today's workforce.

Integrating Edge Practices in the Classroom

George Kuh[1] identified HIPs as engaged learning practices that increase students' sense of belonging, retention, persistence, academic performance, and timely graduation. At UTEP, we adapted Kuh's framework by integrating the components that make HIPs impactful to student success by:

Promoting Active and Engaged Learning
Integrating Edge Practices into the classroom transforms students from passive recipients of information into active participants in their education.

Developing Skills for Career Success
Students build essential competencies that are not only valuable in academic settings but also directly applicable to the workforce, giving students a competitive advantage as they transition to their careers.

Encouraging Reflection and Deeper Understanding
Students are encouraged to think critically about their learning, connecting their experiences back to theoretical concepts and personal growth to gain a deeper understanding of academic material and broader societal issues.

Fostering Collaboration and Teamwork
Whether working on a group research project or engaging in community-based service learning, students develop teamwork and communication skills, which are necessary for academic success and career readiness.

Engaging in Real-World Application of Knowledge
Edge Experiences bring course material to life by allowing students to apply academic theories and skills in real-world contexts.

Preparing Students for Civic and Social Responsibility
Edge Experiences, particularly those focused on community engagement, encourage students to apply their knowledge and skills in ways that benefit their communities, fostering a sense of social responsibility and civic engagement.

Reference
1. Kuh, G. D. (2012). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Peer Review: *Emerging Trends and Key Debates in Undergraduate Education*, 14(3), 1-48.

UTEPEDGE / EXPERIENCES
IN CURRICULAR SETTINGS

Edge Experiences in the classroom are faculty-led engaged learning opportunities that bring theory to life, allowing students to apply academic concepts in meaningful, hands-on ways. These experiences are intentionally integrated into coursework to deepen learning and achieve learning outcomes. By participating in Edge Experiences, students actively engage with peers and faculty and gain real-world understanding, preparing them for success in their careers and communities. Edge Experiences include:

Capstone Experiences

A culminating experience where students apply what they've learned in real-world or project-based settings like an internship, thesis, or senior project to reflect, demonstrate skills, and prepare for life after college.

Community Engagement

Experiences that integrate meaningful community-based service with classroom instruction, course level learning outcomes, and reflection activities that enrich students' learning experience, teach civic responsibility, enhance skill development, and strengthen communities.

First-Year Experiences

A First-Year Experience (FYE) course at UTEP is an intentionally designed class for first-year students that emphasizes critical inquiry, writing, information literacy, collaborative and active learning, real-world engagement, and strong student-faculty interaction, all to support a successful academic and social transition to college and foster a sense of belonging within the Miner community.

On-Campus Student Employment

Student employment allows students to work in supported roles enabling them to apply theoretical knowledge in real-world settings while gaining practical experience, developing their network, and earning income. This can include employment directly related to their field of study-such as research assistants or teaching assistants, or any other active UTEP department appointment. Students must work a minimum of 40 hours per semester for two semesters (Fall, Spring, and/or Summer)

Internship

An experiential learning professional experience aligned with students' academic and career interests that provide hands-on learning, skill development, and networking opportunities in a professional setting, overseen by a supervisor resulting in a final deliverable and/or reflection.

Learning Communities

When students enroll as a cohort in two or more connected courses and work closely with each other and their instructors toward shared goals. These experiences are intentionally designed to integrate course content, encourage ongoing reflection, foster strong faculty-student interaction, and build a sense of community and belonging. Concurrent in the designated courses is required.

Study Abroad or Study Away

Academic course-based experiences where students explore cultures, life experiences, and worldviews different from their own through study abroad, study away, internship, international internship (for credit/non-credit) with significant faculty guidance and reflection.

Student Leadership

Student Leadership is demonstrated by sustained, structured participation in leadership development at the University, either through a formal leadership program (MLI, MLS, or Leadership Challenge Course) or active service in a registered student organization (RSO). To qualify, students must engage for at least one academic year, confirmed by a program or RSO advisor, by serving as an officer or leading a significant project. Participation as a Peer Leader for one semester also qualifies.

Research, Scholarly, and Creative Inquiry

A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge.

UTEPEDGE / ADVANTAGES
IN CURRICULAR SETTINGS

Edge Advantages in the classroom represent the skills that students develop not only through formal Edge Experiences but also through other engaged learning experiences. Edge Advantages are UTEP's learning outcomes that students achieve when they participate in experiences that challenge them to analyze, collaborate, and apply knowledge in real-world settings. By incorporating these skills into classroom activities, faculty help students gain the competencies needed to succeed in their careers and contribute meaningfully to their communities. UTEP's Edge Advantages are:

Communication

Students will demonstrate effective interpretation, development and application of communication strategies appropriate to purpose, genre, context and audience.

Oral Communication:

Students will demonstrate effective interpretation, development and application of oral communication strategies appropriate to purpose, genre, context and audience.

Written Communication:

Students will demonstrate effective interpretation, development and application of written communication strategies appropriate to purpose, genre, context and audience.

Confidence

Students will articulate gains in self-confidence by identifying, evaluating, and building on their talents, abilities, strengths and skills.

Critical Thinking

Students will demonstrate comprehension of a variety of written texts and other information sources by analyzing and evaluating the logic, validity, and relevance of information to solve challenging problems, to arrive at well-reasoned conclusions, and/or to develop and explore new questions.

Entrepreneurship

Students will demonstrate their ability to identify opportunities to cultivate ideas and motivation to develop products, organize services, and/or manage firms or industries.

Global Awareness

Students will analyze and evaluate global, interconnected systems to determine how those systems affect personal and/or community outcomes.

Leadership

Students will identify opportunities to take responsibility and will act critically and creatively to support their own and others' learning and/or actions.

Problem-Solving

Students will demonstrate their ability to identify a conflict or issue, analyze possible responses, and develop a plan to apply the most viable solutions

Empirical Reasoning:

Students will be able to analyze empirical data, interpret results, and communicate conclusion(s) supported by evidence.

Quantitative Reasoning:

Students will be able to analyze quantitative data, interpret results, and communicate conclusion(s) supported by evidence.

Personal and Social Responsibility

Students will demonstrate knowledge of ethical decision-making and commitment towards social equity and cross-cultural diversity.

Personal Responsibility:

Students will demonstrate an awareness of the range of human values and beliefs that they draw upon to connect choices, actions, and consequences to ethical decision-making.

Social Responsibility:

Students will demonstrate their ability to act ethically and responsibly for the benefit of society by articulating an awareness of social problems; exercising ethical leadership practices, engaging in civic, political or community activities; and/or advocating for social justice.

Teamwork

Students will collaborate effectively with individuals and groups to accomplish a common goal while demonstrating respect and value for a diversity of perspectives.
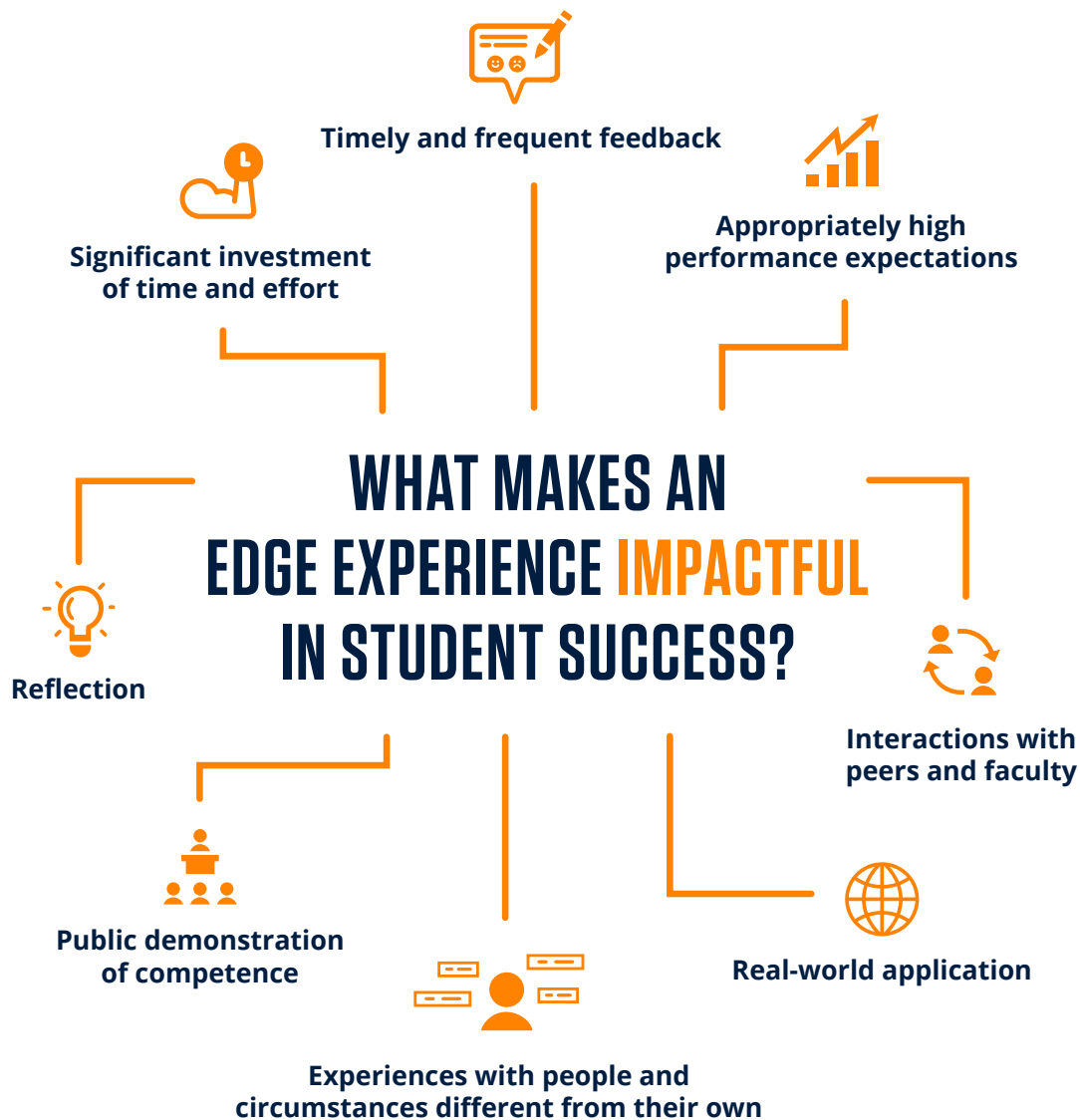
Components of Edge Practices

When we refer to components of Edge practices, we are referencing those that Kuh et al.[2] found make participating in HIPs impactful for students. When these elements are integrated into Edge Experiences and other course activities, they create engaging learning opportunities that help students connect theoretical concepts to real-world challenges. Together, these components encourage the development of critical skills and meaningful connections, empowering students to apply their knowledge beyond the classroom. The components of Edge practices are:

Timely and frequent feedback

Appropriately high performance expectations

Significant investment of time and effort

WHAT MAKES AN EDGE EXPERIENCE IMPACTFUL IN STUDENT SUCCESS?

Reflection

Interactions with peers and faculty

Public demonstration of competence

Real-world application

Experiences with people and circumstances different from their own

Reference

2.   Kuh, G. D., O'Donnell, K., & Reed, S. (2013). *Ensuring quality and taking high-impact practices to scale.* Washington, D.C.: Association of American Colleges and Universities.

Integrating Edge Experiences: Course-Based Examples

This section provides several examples of ways in which faculty have integrated Edge Experiences into their courses, demonstrating how they aligned learning outcomes and course assessments to foster impactful learning opportunities. By designing assessments that complement experiences like research, community engagement, and study abroad, faculty create learning environments where students can actively develop critical thinking, communication, leadership, and other skills. Each example highlights how course elements—such as assignments, projects, or collaborative activities—connect students' academic experiences to practical skills essential for career readiness and community impact.

While these examples include courses with structured Edge Experiences, not all courses may have a formal Edge Experience. However, faculty can design engaged learning experiences that lead to the development of Edge Advantages by incorporating active learning strategies. The following course exemplars illustrate how faculty aligned course elements with learning outcomes and assessments help students articulate and apply their skills beyond the classroom. Faculty are encouraged to use these examples as a guide to enhance student engagement and success in ways that best fit their course objectives.
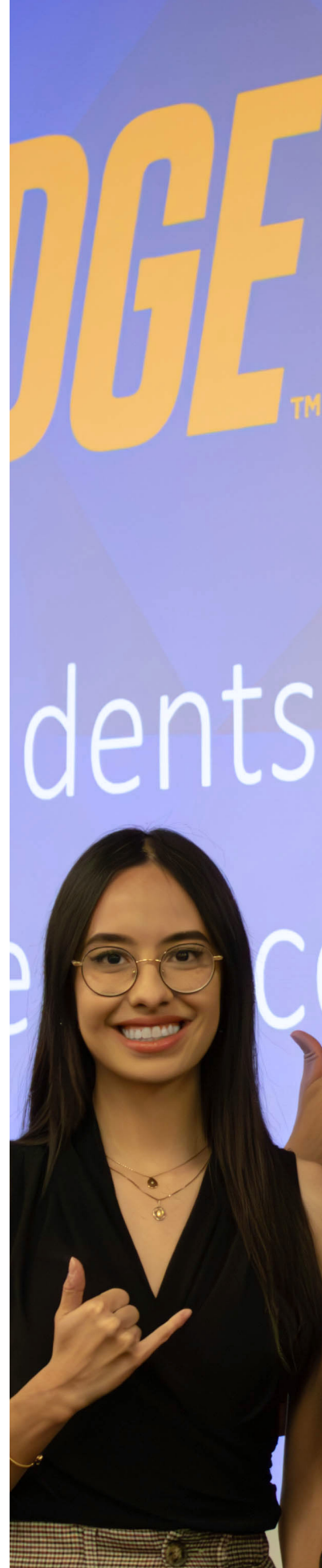
Edge Experience: Community Engagement

BED 4340 - Principles of Bilingual/ESL Education

COURSE OVERVIEW

COURSE DESCRIPTION

Principles of Bilingual/ESL Education: This course focuses on the theory and practice of bilingual/dual language and English as a second language (ESL) education. It covers concepts of language and language instruction, identification of programs models in bilingual/ESL Education (including their historical, legislative, and philosophical foundations) and strategies for teaching language and content. An additional emphasis is on the implementation of dual language education with U.S.- Mexico border elementary student populations.

COURSE LEARNING OBJECTIVES

The objective of this course is for students to develop an understanding of the following topics and the ability to begin applying this understanding in all areas of teaching:

- History of bilingual education in the United States and in Texas, including landmark court cases, and its impact on current legislation in Texas as well as nationally;

- Philosophies underlying the concept of bilingual education and ESL Instruction;

- Legal foundations of bilingual education and teaching emergent bilinguals, including federal and state policy;

- Asset-based approaches to identifying emergent bilinguals, their languages/languaging, and bilingualism;

- Bilingual/dual-language/ESL program models;

- The subsystems of language and terminology for talking about language;

- Language acquisition and the role of L1 in L2 learning;

- Teaching oral language, reading, and writing with ELs;

- Approaches to content-area instruction for emergent bilinguals (e.g., sheltered instruction, comprehensible input);

- Assessment of language proficiency and appropriate assessment of emergent bilinguals' content knowledge;

- Texas teaching standards, domains, and competencies for bilingual education and English as a second language; EC-6 and 4-8.

COURSE ASSIGNMENTS AND GRADING

Assignment	Points Each	Amount	Total Points
Reflective Digital Journal	20	8	160
Photovoice Project			50
-Flipgrid 1	25	1	
-Flipgrid 2	25	1	
Discussion Boards	20	4	80
Community Interaction with Weekly Materials	20	8	160
Service-Learning Project: Tutoring Emergent Students 10+ Hours			300
-Tutoring Log	100	1	
-Activity 1 (Activity Plan & Reflection)	50	1	
-Activity 2 (Activity Plan & Reflection)	50	1	
-Reflective Essay	100	1	
		Total points	**750**

Scan for syllabus excerpt

Edge Experience: Community Engagement

BED 4340 - Principles of Bilingual/ESL Education

BED 4340- Principles of Bilingual/ESL Education includes several key components of Edge practices through community engagement. This course provides:

High-Performance Expectations: The service-learning project sets clear expectations for students to tutor emergent bilingual students for at least 10 hours by requiring them to design and reflect on their activities, demonstrating effective teaching practices. This involves real accountability and high expectations for performance.

Timely Feedback: Students submit tutoring logs and reflections throughout the semester, allowing for ongoing feedback on their progress. The use of reflective journals after class also allows for prompt reflection and feedback on learning materials.

Significant Investment of Time and Effort: The service-learning project and other course assignments require students to engage with complex concepts over an extended period. The minimum of 10 hours of tutoring, coupled with the design and reflection on two specific activities, demonstrates a significant time commitment.

Interactions with Peers and Faculty: The course emphasizes community interactions with weekly materials, engaging students in discussions with their classmates and the instructor. The service-learning project fosters collaboration between the students, course instructor, and community.

Real-World Application: The service-learning project requires students to apply pedagogical concepts directly in tutoring settings with emergent bilingual students, connecting theory to practice.

Reflection: The course includes multiple reflective components such as the Reflective Digital Journal and the final reflective essay for the service-learning project. These activities encourage students to connect their experiences with theoretical concepts and assess their growth as educators.

Public Demonstration of Competence: The service-learning project, especially through the activity plans and reflective essay, serves as a public demonstration of students' ability to apply bilingual education theories in real-world contexts.

EDGE ADVANTAGES STUDENTS GAIN

The following Edge Advantages are assessed through BED 4340 coursework:

Critical Thinking

Reflective Digital Journal: Students reflect on their learning after each class session, connecting course material to real-life situations.

Service-Learning Project: Students analyze their service-learning experiences, make connections between theory and practice, and demonstrate a deep understanding of the concepts and their real-world implications.

Communication

Community Interaction with Weekly Materials: Students engage in discussions with peers and present their understanding of the course readings and concepts in both written and spoken formats.

Photovoice Project: Students create a visual and narrative representation of their experiences as bilingual learners, encouraging them to communicate complex ideas through storytelling and peer feedback.

Service-Learning Project: Students interact with and tutor emergent bilingual students in local school districts, reinforcing the importance of clear and effective communication in educational contexts.

Social Responsibility

Service-Learning Project: Students tutor bilingual learners while also reflecting on the broader societal implications of bilingual education and language policy.

CHARACTERISTICS OF COMMUNITY-ENGAGED COURSES

This course also aligns with the Center for Community Engagement characteristics of Community-Engaged Courses in the following ways:

- **Balance of Service and Learning:** Service activities (e.g., tutoring emergent bilingual students) are designed to complement academic learning.

- **Reciprocal Learning:** Students and the community benefit mutually. Students apply theories to real-world teaching while the community gains tutoring support.

- **Contextual Learning:** Students deepen their understanding of bilingual education by working directly in bilingual communities.

- **Civic Skill Development:** The course emphasizes advocacy, developing students' civic responsibilities.

- **Community Focus:** The course addresses real educational challenges facing emergent bilingual students in the U.S.-Mexico border region.

- **Collaborative Design:** Local school districts are involved in shaping the service-learning experience, ensuring it meets community needs.

Edge Experience: Study Abroad

HIST 3347 - South America Since 1810

COURSE OVERVIEW

COURSE DESCRIPTION

The politics, economy, culture, and international relations of South America emphasizing Argentina, Brazil, and Chile.

STUDY ABROAD EXPERIENCE

This course provides an immersive study abroad experience through Ecuador's Pacific coast, Andean highlands, and Amazon jungle, offering students a unique blend of cultural engagement and hands-on learning. Students explore South America's colonial past, indigenous heritage, and economic development through historical site visits, museum tours, field excursions, and community interactions.

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Analyze South American history through themes of pre-Colombian civilizations, colonialism, independence, and nationalism.Analyze South American history through themes of pre-Colombian civilizations, colonialism, independence, and nationalism.

- Examine indigenous heritage and activism, including the spread of the Kichwa language and neocolonial economic impacts.

- Understand the role of art and identity, analyzing the works of Camilo Egas and Oswaldo Guayasamín.

- Develop global awareness and cross-cultural competency by interacting with Kichwa-speaking guides and Huaroani villagers.

- Apply critical thinking to historical and contemporary issues, connecting site visits and lectures to modern economic, political, and environmental challenges.

COURSE ASSIGNMENTS AND GRADING

Assignment	Description	Points
Participation in Discussions and Experiential Activities	Active engagement in site visits, readings, and class discussions.	40
Reflective Essay	A written reflection linking experiential learning to course readings.	20
Digital History Presentation	A story map presentation incorporating photographs and experiences.	40
Total points		100

Edge Experience: Study Abroad

HIST 3347 - South America Since 1810

ALIGNMENT TO UTEP EDGE

HIST 3347: History of South America includes several key components that align with the principles of Edge practices through study abroad. This course provides:

High-Performance Expectations: Students engage with historical content and experiential learning activities during site visits to museums, cultural landmarks, and Indigenous communities, linking their experiences to academic readings and discussion topics.

Timely Feedback: Students participate in ongoing discussions and reflective activities during the trip, receiving feedback from peers and faculty on their understanding of the material.

Significant Investment of Time and Effort: The course requires sustained engagement over three weeks with full-day site visits, discussions, and activities that demand significant intellectual and physical investment from students.

Interactions with Peers and Faculty: Students engage in structured discussions daily, both with peers and faculty, to reflect on the historical significance of their experiences and readings. The experiential activities in Indigenous villages and historical sites encourage peer learning and faculty-student interaction.

Real-World Application: Students apply historical theories to their experiences in places like Ingapirca (Inca ruins) and Huaorani villages. The tours of industrial sites (such as the steel mill) and cultural landmarks (museums and markets) connect theoretical knowledge with practical and economic realities of the region.

Reflection: Through daily discussions and a final reflective essay, students connect their experiences in Ecuador to their academic readings. Students also reflect on their learning through the Digital History Presentation, which allows them to visually and narratively document their study abroad experience.

Public Demonstration of Competence: During the final project, a Digital History Presentation, students use multimedia tools to create story maps that illustrate their understanding of South American history and the study abroad experience.

Scan for syllabus excerpt

EDGE ADVANTAGES STUDENTS GAIN

The following Edge Advantages are assessed through HIST 3347 coursework:

Global Awareness

Experiential Activities: Through visits to historical sites, indigenous communities, and cultural landmarks, students gain a deep understanding of Ecuador's history and its broader connection to South America.

Reflective Essay And Digital Story Map Presentation: Students synthesize their global experiences, demonstrating an enhanced awareness of global history and cultural dynamics.

Communication

Digital Story Map Presentation: Students convey their historical analysis using visual and written communication.

Daily Discussions and Interaction with Peers and Faculty: Students practice articulating their thoughts and engaging in meaningful dialogue about the course content and their experiences.

Critical Thinking

Reflection Essay and Digital Story Map Presentation: The course assignments challenge students to connect the real-world experiences they have in Ecuador with the historical and theoretical concepts discussed in class. By analyzing how different historical periods (e.g., colonialism, nationalism, the Cold War) impacted South American societies, students demonstrate their ability to think critically.

Edge Experience: Research

ECON 3373- Introduction to Econometrics

COURSE OVERVIEW

COURSE DESCRIPTION

This course provides an introduction to econometrics. Topics to be covered include basic probability, hypothesis testing, linear regression analysis, regression procedures under different conditions, panel data, binary data, and time series analysis.

RESEARCH EXPERIENCE

This is a research-driven course. Students will learn techniques through implementation and by conducting original research. Students are encouraged to register for RSRC 4033 to receive recognition on their transcript.

COURSE LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Test hypotheses and construct confidence intervals for the difference in population means and proportions for large and small samples by stating the null and alternative hypothesis, calculating the test statistic, calculating the critical value, and drawing a correct conclusion concerning the null hypothesis.

- Use spreadsheets (Excel and Stata) for examining data. Apply suitable traditional quantitative methods that evaluate multiple regression models, determine how well an estimated model summarizes the data, develop nonlinear relationships, and calculate the effects of qualitative variables.

- Use an economic foundation to develop a research question with public policy implications. Survey prior research and identify data sources that could be used to answer your research question.

- Work with classmates with common research ideas to obtain data and apply econometric methods to quantify relationships between variables and derive data-driven solutions to real world questions.

- Apply economic reasoning to questions and ideas that traditionally are not viewed as economic issues and ultimately present research findings to classmates and professors in a concise and effective manner.

COURSE ASSIGNMENTS AND GRADING

Assignment	Description	Points (%)
Chapter Homework	3 homework assignments covering course material, submitted in class or via email.	15%
Quizzes	4 in-class quizzes (lowest score dropped); no make-ups or late submissions.	15%
Research Project	Broken down into the following components:	55%
- Research Question Assignment	Individual assignment: Develop and justify 3 potential research questions.	10%
- Annotated References	Find academic articles related to the research topic and summarize findings.	10%
- Data Set Discussion	Present and discuss the selected dataset, its scope, and limitations.	10%
- Final Paper & Presentation	Compile previous assignments into a final paper and deliver a class presentation (15-20 min).	25%
Final Exam	Comprehensive assessment covering key course concepts.	10%
Attendance/Participation	Active engagement in class discussions and activities.	5%
	Total points	**100%**

Scan for syllabus excerpt

Edge Experience: Research

ECON 3373- Introduction to Econometrics

ALIGNMENT TO UTEP EDGE

ECON 3373- Introduction to Econometrics includes several key components of Edge practices through research. This course provides:

High-Performance Expectations: Students develop, refine, and execute an econometric research project, including hypothesis formation, literature review, data analysis, and interpretation of results.

Timely Feedback: Students receive ongoing feedback and guidance throughout the research project via smaller assignments, such as the data set discussion where students present and discuss their data set with their class helping them evaluate data reliability and identify limitations.

Significant Investment of Time and Effort: Students engage in a semester-long research project where they formulate a research question and review relevant literature, identify and analyze a dataset using econometric models, write a comprehensive research paper, and present their findings incorporating statistical results and policy implications.

Interactions with Peers and Faculty: After submitting individual research questions, students collaborate in small groups to complete the final research project.

Real-World Application: Research projects focus on real economic issues applying regression analysis to real-world data.

Public Demonstration of Competence: Students deliver a final presentation to synthesize and communicate their research findings to their instructor and peers, simulating a professional research presentation.

EDGE ADVANTAGES STUDENTS GAIN

The following Edge Advantages are assessed through ECON 3373 coursework:

Critical Thinking

Research Question Assignment, Annotated References, Final Paper, and Presentation: Students formulate hypotheses, test economic theories, and assess real-world data to draw meaningful conclusions.

Problem-Solving

Data Set Discussion and Research Project: Students use Stata and Excel to evaluate multiple regression models, interpret results, and identify solutions to economic challenges.

Communication

Final Presentation and Research Paper: Students present their research findings, developing professional written and oral communication skills.

Teamwork

Group-Based Final Research Project and Data Set Discussion: Students work in teams to obtain and analyze data, apply econometric methods, and derive conclusions.

Integrating Active Learning with Edge Practices

The following table, developed by the Institute for Scholarship Pedagogy Innovation and Research Excellence (InSPIRE), serves as a tool to help faculty align their course learning outcomes, objectives, and assessments with Edge Practices that foster higher-order thinking and student engagement. By incorporating these active learning approaches, faculty can create dynamic classroom environments that promote critical thinking, collaboration, communication, and other essential skills tied to UTEP Edge Advantages. Each approach outlined below not only enhances student learning but also helps develop competencies that prepare students for academic and professional success. Faculty are encouraged to use this resource to integrate these strategies into their teaching, ensuring that students actively participate in their own learning while gaining valuable skills for their future careers.

Active Learning Approaches and Targeted Student Edge Advantages and Goals

Approach	Description	Edge Advantages and Goals
Think-Pair-Share	Students think about a question individually, discuss their thoughts with a partner, and then share with the larger group.	Communication, Collaboration, Critical Thinking
Case Studies	Students analyze and solve real-world scenarios, often in teams, using provided data and contextual information.	Problem-Solving, Collaboration, Ethical Reasoning
Jigsaw	Each student in a group becomes an "expert" on one piece of content, then teaches it to their group members.	Collaboration, Accountability, Teaching/ Communication
Gallery Walk	Students move around the room to review and discuss posted questions or solutions, contributing their ideas at each station.	Collaboration, Communication, Creativity
Role-Playing	Students take on roles (e.g., clinical epidemiologist, lab technician, politician, environmental advocacy member) to solve a problem or discuss a scenario.	Empathy, Perspective-Taking, Problem-Solving
Peer Teaching	Students explain concepts or procedures to each other in pairs or small groups.	Communication, Collaboration, Confidence
Debates	Teams argue for or against a position on a topic, using evidence to support their stance.	Argumentation, Public Speaking, Critical Thinking
Problem-Based Learning (PBL)	Students work in teams to identify what they need to learn to solve a complex, open-ended problem.	Inquiry, Collaboration, Self-Directed Learning
Simulations	Students engage in activities mimicking real-life processes or situations (e.g., tracing an outbreak in a lab, advocating for a client, etc.).	Decision-Making, Adaptability, Collaboration

Approach	Description	Edge Goals
Concept Mapping	Students create visual representations of the relationships between concepts, often in teams.	Organization, Collaboration, Systems Thinking
Minute Papers	Students write a brief response to a prompt or question, summarizing their understanding or questions.	Reflection, Synthesis, Written Communication
Socratic Seminars	Guided, student-led discussions where students critically analyze and discuss a text or topic.	Critical Thinking, Active Listening, Communication
Team-Based Learning (TBL)	Structured group activities where students prepare individually and then solve problems as a team.	Collaboration, Critical Reasoning, Accountability
Interactive Labs	Students perform experiments and analyze results as part of a guided inquiry process, often collaborating in small groups.	Hands-On Skills, Analytical Thinking, Collaboration
Fishbowl Discussions	A small group discusses a topic while the rest of the class observes; roles then rotate.	Observation, Active Listening, Communication
Flipped Classroom	Pre-class materials introduce content; class time focuses on applying knowledge through activities and discussions.	Self-Directed Learning, Collaboration, Problem-Solving
Brainstorming	Students generate as many ideas as possible on a topic, often collaboratively, before narrowing down options.	Creativity,Idea Evaluation, Collaboration
Inquiry-Based Learning	Students pose questions, investigate solutions, and build knowledge through exploration.	Curiosity, Problem-Solving, Critical Yhinking

Campus Resources for Integrating Edge Practices

For more information on how to incorporate UTEP Edge practices—including high-impact experiences, research opportunities, community engagement, study abroad, and career readiness—into your courses, connect with the following campus resources:

UTEP Edge
edge@utep.edu | 915-747-5047 | utep.edu/edge

Center for Community Engagement (CCE)
cce@utep.edu | 915-747-7969 | utep.edu/cce/

Campus Office of Undergraduate Research Initiatives (COURI)
couri@utep.edu | 915-747-8282 | utep.edu/couri/dept/

Institute for Scholarship Pedagogy Innovation and Research Excellence (InSPIRE)
inspire@utep.edu | 915-747-8793 | utep.edu/inspire/

Office of International Programs and Study Abroad
studyabroad@utep.edu | 915-747-5664 | utep.edu/student-affairs/oipsa/study-abroad/

University Career Center (UCC)
careers@utep.edu | 915-747-5640 | utep.edu/student-affairs/careers

Let us help you enhance student learning and engagement through transformative, real-world experiences!