

Student Engagement Revisited

AUA Faculty Workshop, 12 December 2016

Session Plan

Reflection

Discussion

Millennials video

Planning

Student Engagement – What is it?

- Academic challenge
- Active and collaborative
- Student/faculty interaction
- Enriching experience

Based on the assumption that learning is influenced by how an individual participates.

Engaged learning is a joint proposition.

Goals of student engagement

1. Enhance students' self-belief
2. Enable students to work autonomously, enjoy learning relationships with others, and feel they are competent to achieve their own objectives
3. Create learning that is active, collaborative, and fosters learning relationships
4. Create educational experiences for students that are challenging and enriching and that extend their academic abilities

**Spend a few minutes thinking
about the last 15 weeks.**

- (1) Pick one example of a class/activity that worked really well and represents 'engagement'.
- (2) Pick another class/activity that bombed.

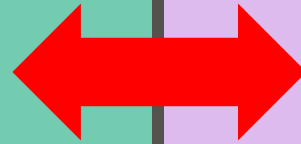
Going Forward

- How can you challenge yourself and your students to maintain engagement?
- How to ensure a good mix of “sage on the stage” and “guide on the side”?
The more of the latter, the more engagement!
- Keep the discussion open – how to promote more idea exchange among faculty?

Overview – What does it look like?

Inert Students

- Shallow orientation
- Memorizing information
- Consider study as an external imposition
- Disinterested in making connections
- Unreflective



Engaged Students

- Deep approach to their learning
- Relating new material to current knowledge
- Intrinsically satisfying relationship to their study
- Drawing connections
- Examining logic of arguments

Overview – Why do it?



Student
Engagement

Student
Success &
Development

satisfaction

persistence

achievement

All learning and development requires an investment of time and effort by the student. What students can gain from the variety of events depends on the amount, scope, and quality of their engagement. As these encounters broaden and deepen, the student's capacity for growth is enhanced. (Pace, 1979)

Overview – How to do it?

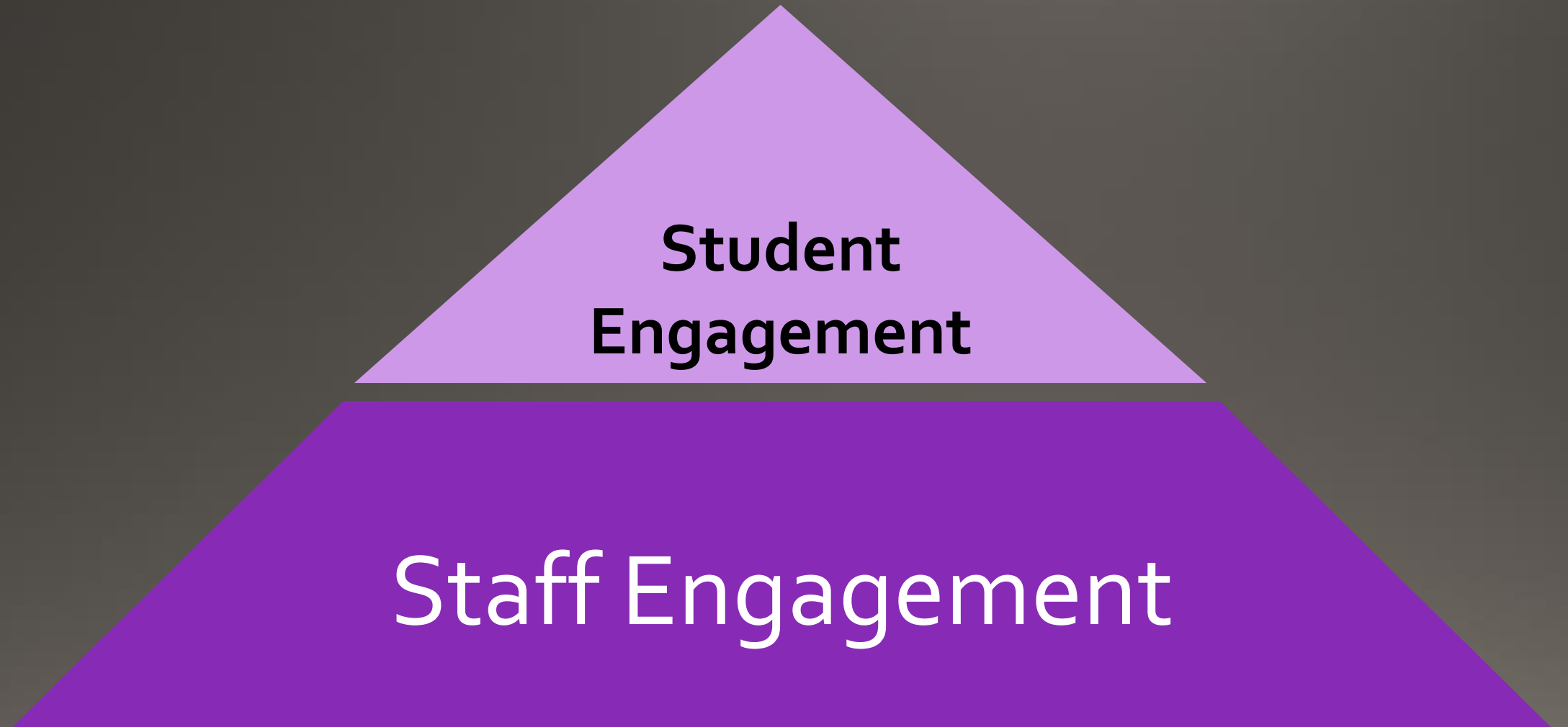


Table 10.1 Twenty-three things institutions can do to enhance student engagement

- Produce resources to help students learn about engagement
 - ★ Find ways to generate students' reflection on their study
 - Expose learners to lists of engagement activities
 - ★ Legitimate each student within university learning communities
 - ★ Take student feedback seriously
 - ★ Engineer educationally focused interactions between students and faculty into the fabric of institutional practice
 - Infuse ideas about student engagement into strategic plans
 - Weave evaluations of student engagement into cycles of institutional evaluation and research
 - Link engagement data with data in administrative systems
 - Benchmark engagement within the institution and between institutions
 - Have institutions take part in broader regional, sectoral, national and international conversations about engagement
 - Conduct exploratory and investigative studies of student engagement
 - Highlight online learning management technologies as sophisticated systems for learning and engagement
 - Document, disseminate and promote ideas and discussions about engagement
 - Transform passive engagement into other more productive styles of interaction with learning
 - ★ Infuse the idea of 'student engagement' into both formal and colloquial discussions about teaching
 - Weave measures of student engagement into conversations about educational quality
 - Generate interest groups around the idea of student engagement
 - Develop the capacity of teaching staff to enhance engagement
 - ★ Enhance curricula and assessments
 - Use measures of engagement to complement measures of academic performance
 - Blend engagement measures into routine assessment
 - Develop distributed learning spaces around campus
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Specific tips – as an institution

1. Ensure that institutional cultures are welcoming to students from diverse backgrounds
2. Invest in a variety of support services
3. Adapt to changing student expectations
4. Enable students to become active citizens
5. Enable students to develop their social and cultural capital

Example from E&C 233: Professional Communication

Program Goal/ SLO	<p>Program Goal 3: Train students for careers and advanced studies in a wide range of English, Public Relations, or Communications fields.</p> <p>SLO 3.2 Tailor communication to, and engage in persuasive communication with, specific audiences and media.</p>
Activity Title	Informational Interviews: Peer Feedback on Emails
Learning Objectives	<ul style="list-style-type: none">• To write clear and concise emails with an appropriate, professional tone and content.• To edit and revise emails and avoid careless errors and typos.
Description	<ul style="list-style-type: none">• Students worked in pairs with an email sent by another classmate to request an informational interview (names were changed).• Students had 20 minutes to prepare edits and then sent me the revised emails.• For the next class, I showed side-by-side comparisons of the original and revised emails and students presented their work.
How was it engaging?	<ul style="list-style-type: none">✓ Learn from mistakes – act as their own learning agents✓ Sense of intrinsic motivation – ‘real-life’ skill when communicating with professionals from their field of interest✓ Pair work – social learning✓ Reflective

Example from BAB: Econ 121 – Principles of Microeconomics

Program Goal/ SLO	<p>Program-based SLO: Define and describe fundamentals of Accounting, Finance, Economics, Marketing and Communications, Operations, Organizational Behavior and Management, Information Technology, and Quantitative Methods.</p> <p>Course-based SLO: Demonstrate the understanding of the basic concepts and tools of microeconomic analysis and theory.</p>
Activity Title	<h3>Card Game: Trading in Financial Markets</h3>
Learning Objectives	<ul style="list-style-type: none">• To understand and appreciate the robustness and efficiency of the textbook model of perfect competition.
Description	<ul style="list-style-type: none">• 20-minute classroom exercise that resembles trading in the "pit" of some commodities futures markets. Playing cards are used to induce supply and demand functions.• After the negotiated prices have stabilized, the participants can be shown market parameters and asked to explain why the prices converged to the observed levels.• The objective is to have students discover the supply and demand model themselves, and to realize that "large numbers" of traders are not necessary for obtaining efficient, competitive outcomes.
How was it engaging?	<ul style="list-style-type: none">✓ Autonomous learning✓ Pair work – social learning

Example from E&C 231: Public Speaking

Program Goal/ SLO	Program Goal 1: Equip students with knowledge of English as a world language. SLO 1.1 Accurately and precisely communicate– both in speaking and writing - in a variety of contexts and genres.
Activity Title	Jump to Conclusions
Learning Objectives	<ul style="list-style-type: none">• To conclude speeches 'with a bang' – i.e. evoking imagery, using repetition and other delivery techniques to effectively convey a message to an audience
Description	<ul style="list-style-type: none">• Students worked in pairs to develop the concluding part of a speech. Two teams were given the same topic – e.g., benefits of vegetarianism, effects of climate change, benefits of volunteering.• They had part of a class to prepare and then time outside of class.• During the next class, the two teams presented and then the audience voted which ending was more effective.
How was it engaging?	<ul style="list-style-type: none">✓ Students given some control over learning process – working independently✓ Pair work – social learning✓ Students motivated to succeed✓ Confidence-building through low-risk (ungraded) task

Example from E&C 103: Language & Culture

Program Goal/ SLO	<p>Program Goal 2: Equip student with analytical skills in linguistics, communications and literary criticism.</p> <p>SLO 2.2: Analyze the structure and evolution of English words and texts from the point of view of morphology, phonology, grammar, syntax and semantics.</p> <p>CLO: Perform basic linguistic analysis (phonology, morphology, syntax, pragmatics, etymology)</p>
Activity Title	<h2>Formulate Word-Formation Rules</h2>
Learning Objectives	<ul style="list-style-type: none">• Derive a complete and accurate set of rules for set of linguistic data, including regular and irregular forms
Description	<ul style="list-style-type: none">• Divide into groups of six, each with a designated Moderator and Scribe, spaces to record all group members (collect at the end of class for attendance as well as credit for the assignment)• Distribute data sets (for a class of 100, usually 5-6 different worksheets), pre-number worksheets (1 to 16)• Flipped Classroom Approach – set timer – 15 mins for completing the assignment. Instructor and TA circulate to check on progress and answer questions (feed forward kinds of responses)• As groups complete, record groups who've finished (consider prize/recognition for 2-3 early, 100% correct papers to keep on task) check, redirect for further work if needed.• When time is up, leave 5-10 mins for one or two groups to report and explain their results
How was it engaging?	<ul style="list-style-type: none">✓ Students given some control over learning process – working independently✓ Team work– social learning, learn from each other, some competition among groups✓ Confidence-building through low-risk (ungraded) task – weekly assignment, just have to complete it satisfactorily