Instructional Strategies for Student Engagement

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8/10/2015
What is Student Engagement?

How do you define Student Engagement?

How does Student Engagement link to Student Success?
What we know.............

Dale's Cone of Experience

People Generally Remember

10% of what they read
20% of what they hear
30% of what they see
50% of what they hear and see
70% of what they say and write
90% of what they say as they do a thing

People are Able to (Learning Outcome)

Read: Define, List
Hear: Describe, Explain
View Images, Watch Videos: Demonstrate, Apply
Attend Exhibit/Sites, Watch a Demonstration: Practice
Participate in Hands-On Workshop, Design Collaborative Lessons: Analyze, Design
Simulate, Model, or Experience a Lesson, Design/Perform a Presentation – Do a “Real Thing”: Create, Evaluate

Adapted from Wiman & Meirhenry, 1960 on Edgar Dale
The 5 R’s of Student Engagement (and Success)

Teaching methods must be **Research Based**

It is important to develop **Rapport** with your students

Your course activities must highlight **Rigor**

Your course activities must highlight **Relevance**

**Reflection** should be a consistent focus of a course
What we can do............

- Students are capable of doing more than what traditional pedagogical/andragogical methods can tap

- Deep learning allows for a more complete learning experience

- Three types of deep learning (Rigor & Relevance)
  - Higher-order learning
  - Integrative learning
  - Reflective learning
Metacognition

Learning

Knowledge → Understanding → Wisdom

- Knowledge: Fragmented information
- Understanding: Integrated knowledge
- Wisdom: Whole (One)

“Surface” Learning

“Deep” Learning
Rigor

1. Knowledge/Awareness (Remembering)
2. Comprehension (Understanding)
3. Application (Applying)
4. Analysis (Analyzing)
5. Synthesis (Evaluating)
6. Evaluation (Creating)

New Bloom’s Taxonomy
When is a Task Rigorous?

Students…

- think deeply about a problem
- analyze new situations
- interpret and synthesize knowledge
- bring ideas together in a new or creative way
- develop and justify their own criteria for evaluation
- are intellectually challenged
Simply said..........................

“If your students can Google the answer, then you are probably asking the wrong question!”
Relevance

Knowledge is less connected to realistic situations and has less apparent value beyond school

Knowledge is clearly connected to realistic situations and has value beyond school

Knowledge in one discipline

Apply in one discipline

Apply across disciplines

Apply to real-world predictable situations

Apply to real-world unpredictable situations
When is a Task Relevant?

- Value beyond school
- Addresses an actual problem of contemporary significance
- Builds on students’ real-life experiences
- Has students communicate knowledge beyond the classroom
- Students recognize the connection between classroom knowledge and situations outside the classroom
Rigor/Relevance Framework

Knowledge

Evaluation 6
Synthesis 5
Analysis 4

Application 3
Comprehension 2
Awareness 1

Knowledge in one discipline
Apply knowledge in one discipline
Apply knowledge across disciplines
Apply knowledge to real-world predictable situations
Apply knowledge to real-world unpredictable situations

A
Low Rigor – Low Relevance

B
Low Rigor – High Relevance

C
High Rigor – Low Relevance

D
High Rigor – High Relevance
Quadrant A

- Represents simple recall & basic understanding of knowledge for its own sake.
- Students gather and store bits of knowledge and information.
- Students are primarily expected to remember or understand this acquired knowledge.

- Low Rigor – Low Relevance
Quadrant B

- Students use acquired knowledge to complete tasks with a connection outside school.
- Activities or tasks involve lifelike situations.
- Does not require higher order thinking.

**Low Rigor – High Relevance**
Quadrant C

- Students are thinking deeply about a problem in the discipline.
- Represents more complex thinking but has less clear value outside of school.
- Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze, solve problems and create unique solutions.

- **High Rigor – Low Relevance**
Students are thinking deeply and there is a connection to lifelike situations.

Even when confronted with unknowns, students are able to use extensive knowledge and skills to create solutions and take action that further develops their skills & knowledge.

High Rigor – High Relevance
Students are thinking deeply about teacher-directed questions. Which quadrant?

1. A
2. B
3. C
4. D
Teacher is doing the working and the thinking. Which quadrant?

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<td>C</td>
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1. A
2. B
3. C
4. D
Students are working on teacher-directed, real-life problems. Which quadrant?

1. A
2. B
3. C
4. D
Students are working and thinking.

Teacher is working & thinking.
Next Steps

What promising possibilities for student engagement will you pursue?

- What challenges do you think you will encounter?

- How will your syllabus/syllabi reflect these next steps?
Components of a Syllabus

- Course Description
- Teaching Philosophy
- Materials Requirements: exams, quizzes, assignments
- Policies: grading procedures, attendance, participation, etc
- Schedule: tentative calendar of topics and readings, exam dates, last day to drop date, etc
- Resources: tips for success, glossaries, links, academic support services, etc
- Statement of Accommodation
- Evaluation of the Course
- Rights: students' and instructors'
- Safety and Emergency Preparedness/ Cell Phone Policy
- Honor Code