AN ENGAGING AND SUCCESSFUL STUDENT EXPERIENCE:

10 ideas

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A. Valued and cared for
B. Safe
C. Element of control

I often view college students like a
new foster child in my home.

STUDENT ENGAGEMENT

WHAT?

ENGAGEMENT DEFINED

Four components are always present when a student is engaged:

1. The engaged student is attentive, in the sense that he or she pays attention to and focuses on the tasks associated with the work being done.

2. The engaged student is committed. He or she voluntarily (that is, with-out the promise of extrinsic rewards or the threat of negative consequences) deploys scarce resources under his or her control (time, attention, and effort, for example) to support the activity called for by the task.

3. The engaged student is persistent. He or she sticks with the task even when it presents difficulties.

4. The engaged student finds meaning and value in the tasks that make up the work.

From Engaging Students: The Next Level of Working on the Work
by Phillip C. Schlechty

STUDENT ENGAGEMENT

WHY?

Enhancing student engagement

" ... enhancing student engagement is a fundamental strategy for improving student retention, success and outcomes ... however, engagement is not the sole responsibility of the student as it concerns **students interacting with the learning environment** "

(Crosling, Heagney & Thomas 2009)

http://www.universityworldnews.com/filemgmt_data/files/AUR_51-02_Crosling.pdf **#BbTourANZ**

STUDENT ENGAGEMENT

WHO?

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STUDENT ENGAGEMENT

HOW?

Conditions That Fosters Learning

- Sharing a definition of student engagement;
- Having a clear articulation of learning criteria with clear, immediate, and constructive feedback;
- Showing students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills; and
- Demonstrating engagement in learning as a valuable aspect of their personalities.

1. David Sousa's
Prime Time Learning Theory

Consider the age of your learners and utilize that when planning instruction.

What does this mean?

30-40 minute blocks during which to anticipate engagement

2. Assessment:
formative feedback and clarity of criteria

For me, it involves "early/optional due dates" and rubrics in advance.

How might we reduce the risk of "doing well" and increase the probability of risk-taking in new learning?

Do you regularly achieve what you cannot identify?

3. Student *Choice*

Students can play to their strengths—and almost invariably do more than I would have ever expected or required.

Consider providing students with multiple options to demonstrate proficiency—even a design your own assessment if it matches required outcomes.

4. *It's all about* me(me).

What does this mean?

Students know from the onset that you are invested in them as well as their ideas.

Building on the relational component, students' first assignment is to find a meme which describes them and/or their anticipation regarding my course.

5. Old School
Exit Notecards

One side requires a specific thing they learned as a result of the lecture/lab/unit.

The other side invites their questions, comments, feedback, and concerns.

What does this mean?

Not all students feel comfortable sharing everything verbally, but a student DOES NOT LEAVE my classroom without giving me a completed card.

6. PLAY IN THE
DIGITAL WORLD

7. *Picture Day* 2.0

What does this mean?

TAG Teams =

Teaching and Assessment Groups

This helps you learn names and faces faster while also building relationships among students.

8. Recalibrate
Response Time

What does this mean?

This could include

VIRTUAL office hours,

COFFEE conferences,

or 18/7 access…..

Today's learners really do expect an immediate response. How do you address that need while "keeping it real?"

9. Take Nothing for Granted:
Model It!

CLOSE Reading

**QQC
(Questions, Quotations, Comments)**

What does this mean?

Students have Ph.D.'s in appearing to understand. Test that hypothesis.

10. Always work to develop students in
mind, body, and spirit

WORD of the day

Initiating and developing comprehensive relationships underscore our mission and an uncommon difference in higher education.