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, without 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 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)

#BbTourANZ
STUDENT ENGAGEMENT

WHO?

Enhancing student engagement

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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.
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

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?

What does this mean?

For me, it involves “early/optional due dates” and rubrics in advance.
3. Student Choice

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

Students can play to their strengths—and almost invariably do more than I would have ever expected or required.
4. It’s all about me(me).

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

What does this mean?
Students know from the onset that you are invested in them as well as their ideas.
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.
6. PLAY IN THE DIGITAL WORLD
This helps you learn names and faces faster while also building relationships among students.
Today’s learners really do expect an immediate response. How do you address that need while “keeping it real?”

What does this mean?

This could include VIRTUAL office hours, COFFEE conferences, or 18/7 access.....
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.

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