

STUDENT ENGAGEMENT

CHAPTER 5

Dr. Ida Walker
West Gadsden High School

Student Engagement

- ▣ It is not the job of classroom teachers to entertain students; it is the job of every classroom teacher to engage students.
- ▣ There are three types of engagement: behavioral, emotional, and cognitive.
- ▣ Engagement includes on-task behavior, but it further highlights the central role of students' emotion.
- ▣ When engagement is characterized by the full range of on-task behavior, positive emotions, invested cognition, and personal voice, it functions as the engine for learning and development (Reeve, 2006, p. 658).

Student Engagement

- ▣ Five areas have been noted by researchers as having the capacity to provide useful insights into how teachers increase student engagement:
- ▣ High energy, (2) Missing information, (3) The self-system, (4) Mild pressure, (5) Mild controversy and competition

High Energy

- ▣ High energy as a stimulus for engagement — physical activity is one way to boost energy levels.
- ▣ This is explained in terms of oxygen. Oxygen is essential for brain functions, and enhanced blood flow increases the amount of oxygen transported to the brain.
- ▣ Physical activity is a reliable way to increase blood flow, and hence oxygen, to the brain. The part of the brain that processes movements is the same part of the brain that processes learning.

High Energy

- ▣ The pacing of instruction appears to be another activity that affects energy in the classroom. Poorly orchestrated transitions can waste time and create a lull in classroom activity that makes it difficult for students to stay engaged.
- ▣ Teacher enthusiasm and intensity also appear to affect students' energy levels and enhance engagement

Missing Information

- ▣ **Missing Information** as a stimulus for engagement – human beings are typically interested in puzzles.
- ▣ One possible reason for our interests in puzzles and games is that they tap into our sense of curiosity and anticipation. Jenson (2005) explains that “curiosity and anticipation are known as appetitive states because they stimulate the mental appetite: (p.77).
- ▣ This stimulation of the appetite activates one’s attention.



Missing Information

- ▣ Posing missing information that the human mind has a hard time ignoring
- ▣ Bill went to the _____ to buy some _____ to put on his cereal _____-they were out of stock.

The Self

- ▣ The self as a stimulus for engagement

Mild Pressure as a Stimulus for Engagement

- ▣ Under the right circumstance, mild pressure can have a positive influence on learning. Mild pressure forces attention on the source of the pressure.
- ▣ Pressure should be at the right level of intensity and for the right duration of time. Appropriate pressure can be generated during questioning.

Mild Pressure as a Stimulus for Engagement

- ▣ Mild Controversy and Competition as Stimuli for Engagement-=== engineered controversy – When controversy is not too strong such as in the form of a structured debate, it can enhance learning.
- ▣ Controversy strategies include eliciting divergent opinions on an issue and then inviting students to resolve their discrepancies through sustained discussion
- ▣ ----can be individual (students competing against each other) or group (students are divided into teams that compete with one another)

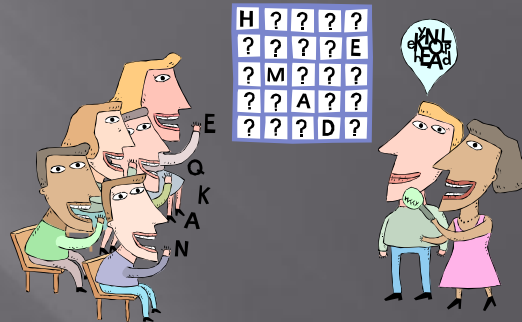
Action Step #1

- ▣ Use Games that focus on academic content — Games stimulate attention because they involve missing information. Games should focus on academic content so that they represent a form of review —



Examples of Games

- ▣ (3) Talk a Mile a Minute-(106) – Student are given a list of terms that have been organized into categories. Each team has a “talker” who tries to get the team to say each word as quickly as possible
- ▣ (4) Classroom Fued-modeled after Family Fued



Action Step #2

- ▣ Use inconsequential competition – the students compete but the competition is done in the spirit of fun. It draws on the principle of mild pressure.

Examples of Games

- ▣ (1) What is the Question? As the teacher reveals each term, students indicate they understand the meaning by stating a question for which that concept would be the answer.
- ▣ (2) Name that Category-modeled after TV show \$100,000 Pyramid (p. 104). This game helps students focus on the attributes of concepts represented by or associated with terms as they try to determine what the terms in a list have in common (105).

Action Step #3

- ▣ Manage Questions and Response Rates – Questions stimulate engagement for two reasons – first, they are a form of missing information, second, they tend to put mild pressure on students.
- ▣ Four aspects of effective questioning (a) wait time, (b) response cards, (c) choral response, (d) response chaining.

Wait Time

- ▣ Post-teacher-Question Wait Time-after teachers asks a question of a student, they typically wait from .7 to 1.4 seconds before continuing to talk or calling on another student. Teachers allow at least 3 seconds for a student to respond.
- ▣ Within-Student Pause Time-When students are answering a question, they should be provided with adequate time to think during such pauses

Wait Time



- ▣ Post-Student-Response Wait Time-After a student has completed a response and while other students are considering volunteering their reactions, a small pause of a few seconds helps focus attention and sharpen students' learning
- ▣ Teacher Pause Time-occurs when a teacher is presenting new information and allows students a few seconds to process what was just presented and formulate their thoughts and questions

Wait Time

- ▣ Impact Pause Time-occurs when the most dramatic way to focus attention at a given time is to provide uninterrupted silence. This creates a sense of anticipation on the part of students as to what will occur next.



Response Strategies

- ▣ Response Cards
- ▣ White boards
- ▣ Index cards
- ▣ Hand signals
- ▣ Clickers



Choral Response

- ▣ The purpose of choral response is not to have students memorize verbatim answers.
- ▣ The purpose is to review an important generalization or principle about which there seems to be some confusion.



Response Chaining

- ▣ Linking or chaining students' responses. Response chaining begins by asking a question to which a specific student responds.
- ▣ The teacher then asks the class as a whole regarding the accuracy of the student's response using three options: the answer was correct, partially correct or incorrect.
- ▣ The teacher selects a student who has voted correctly. If the original student's response was incorrect, the teacher asks the newly selected student to make the necessary corrections in the first student's response. When the correction is made, a new question is asked.

Response Chaining

- ▣ If the original student's response was partially correct, the teacher asks the newly selected student to identify what was partially correct, the teacher asks the newly selected student to identify what was correct about the response and what was incorrect and provide the missing correct information.



- ▣ Again, a new question is then asked. If the original student's response was completely correct, the newly selected student is asked another question.

Action Step #4

- ▣ Use Physical Movement – refers to any activity that allows student to move their body position. Physical movement enhances student engagement because it increases their energy.
 - ▣ Stand up and stretch
 - ▣ Body representations – acting out important content
 - ▣ Give one, get one-can use academic notebooks – students asked to stand and find a partner whom he can compare notes – they find out what they have in common and what they have missing and give one (notes, point) to get one (note, concept)

Action Step #5

- ▣ Use Appropriate Pacing



Action Step #6

- ▣ Demonstrate Intensity and Enthusiasm for Content-use verbal and nonverbal behavior means to communicate intensity and enthusiasm for content
- ▣ -----intensity and enthusiasm is not pep talks or unnecessary theatrics. Instead, teachers should identify their own reasons for viewing a topic as interesting, meaningful, or important and project these reasons to the students when teaching about the topic (Good & Brophy, 2003, p. 238).

Action Step #7

- ▣ Engage students in friendly controversy — engaging students in dialogue regarding topics about which they have different opinions.
- ▣ The overall intent of a friendly controversy is to engage as many students as possible in the debate.



Action Step #8

- ▣ Provide opportunities for students to talk about themselves – a straightforward way to facilitate this discussion is to ask students to relate academic content to their interests.
- ▣ These connections have two benefits – they relate academic content to students' personal interests and they allow students to discuss something of personal interest.
- ▣ Ideally, the teacher capitalizes on this opportunity to learn about individual students.

Action Step #9

- ▣ Provide unusual information



Summary

▣ What will I do to engage students?

Teachers should think about stimulating students' on-task behavior via high energy, missing information, the self system, mild pressure, and mild controversy and competition.

Teachers should plan to use action steps that can promote physical movement, challenge students' thinking, and stimulate their attention to the task at hand.