

POSTGRADUATE



# Engaging with Students

(aka Student Engagement)

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# Stop for a second.

Think about the last time you had students that appeared not to be engaged.

- What was the reason for this?
- Was it you, or was it them?
- What are you doing to influence student engagement?
- Why does engagement matter?

# Who am I?

**Education Advisor ELM**  
Physiotherapy  
Anatomy  
Physiology  
Lover of fine coffee



# On today's agenda....

- **What is engagement?**
- **What influences it?**
- **Why is it important?**
- **Tools and strategies for improving engagement**

[Small break in middle; Two group tasks / chats; Video / handout of PPT slides will be uploaded]

# On today's agenda....

- **What is engagement?**
- **What influences it?**
- **Why is it important?**
- **Tools and strategies for improving engagement**

## **Aims:**

1. Define engagement
2. Knowledge of strategies to improve engagement

## **Objectives:**

1. Understand a construct of engagement
2. Learn about potential strategies for improving engagement
3. Discuss and apply engagement strategies to your own teaching context

Questions via chat – thanks, Megan!!

# What is 'engagement'?

The publicly observable behaviours that reflect the inclination, energy, emotion, and drive relevant to learning, working effectively, and achieving.

Martin et al., 2017

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*“Yet despite its purported importance, our understanding of what engagement is, how to define it, how to measure it, and how to assess it is limited.”*

Padgett et al., 2019

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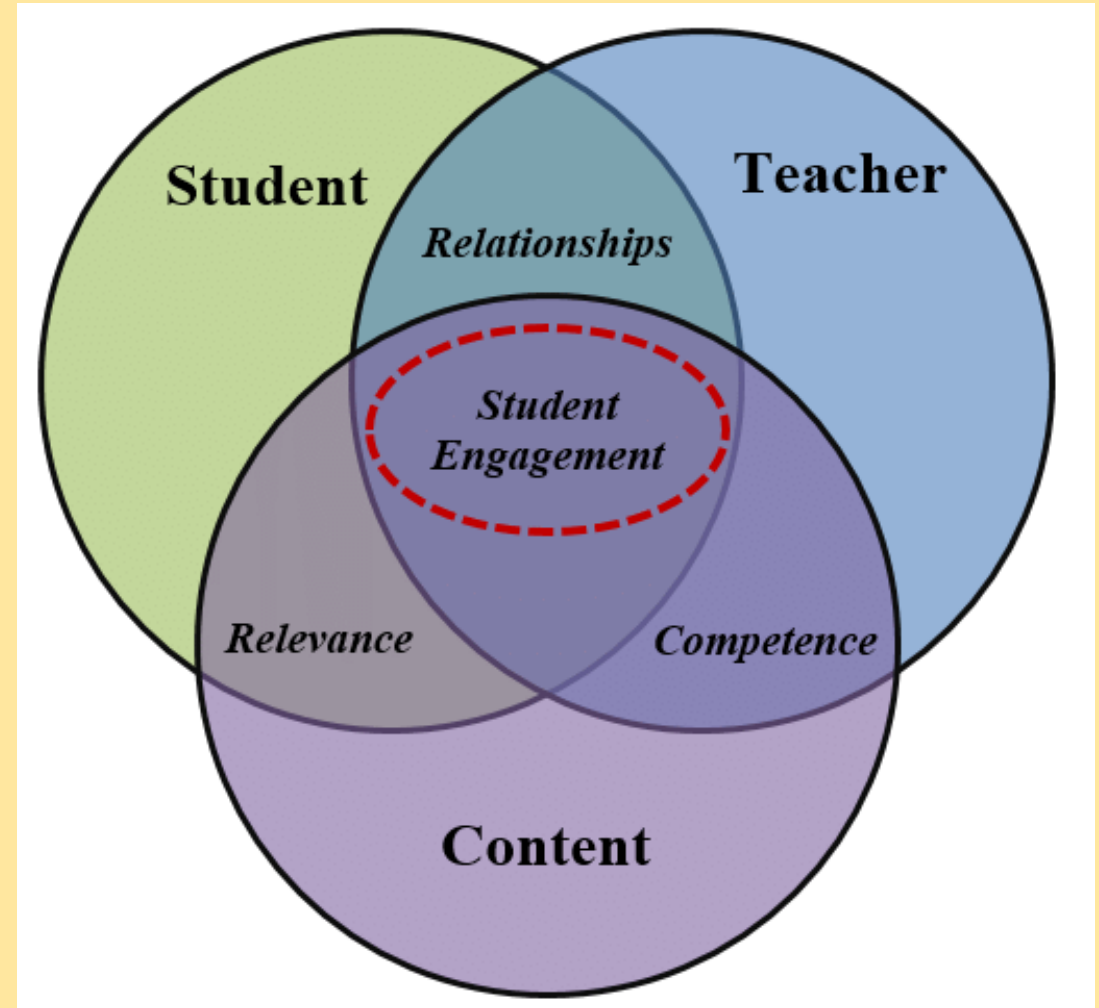
Padgett et al., 2019

$$E = L(I + C_p + C_h) \times \text{Inv} (A + C_o + C_m) \Rightarrow IK/E_f \Rightarrow E$$

# What is 'engagement'?

What is known:

- Indicator of student success
- Related to mental health
- Potential to affect others



# 'What is 'engagement'?



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Relatio  
Stu  
Engag

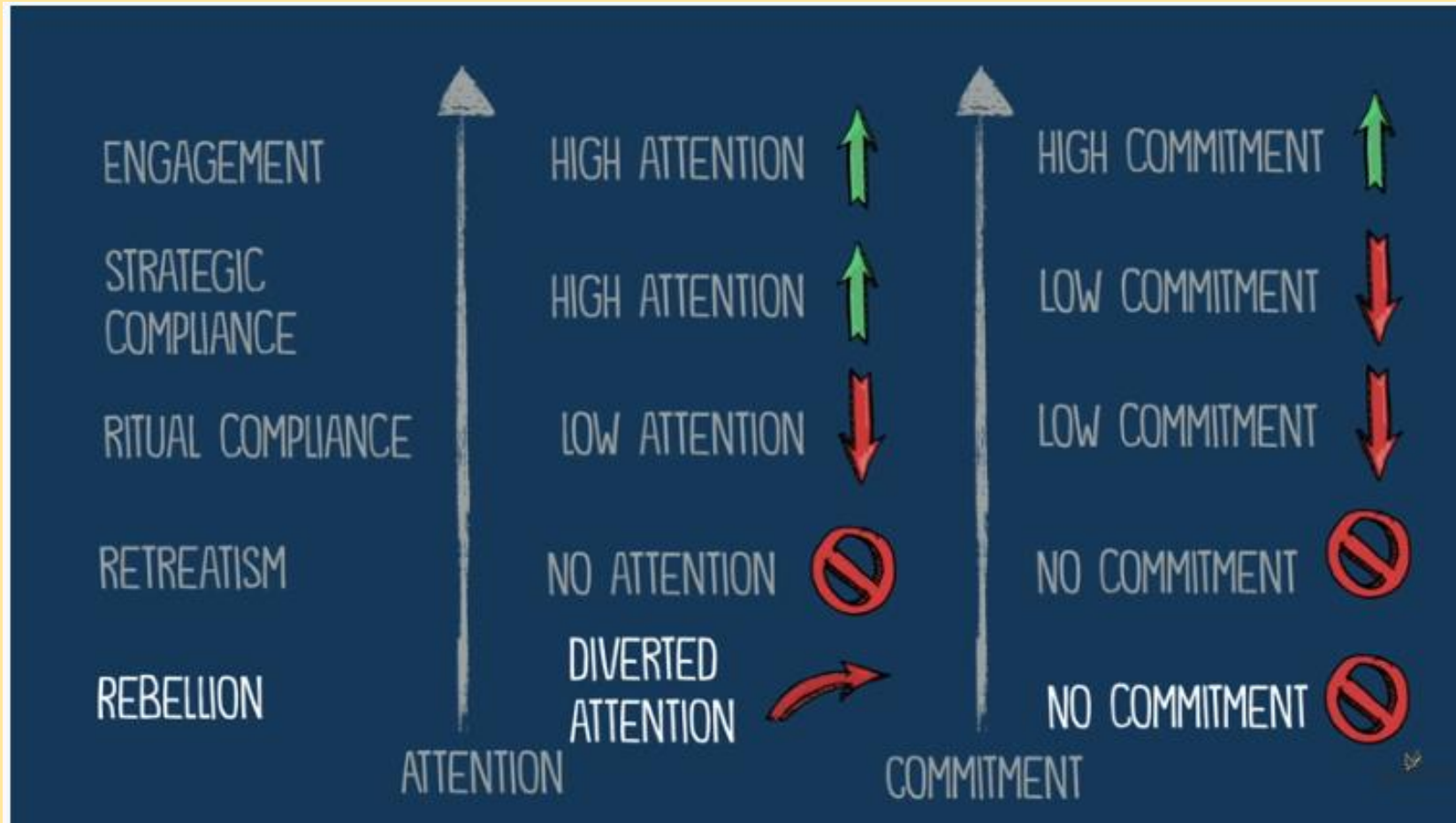


IVI



# Video – a framework of engagement

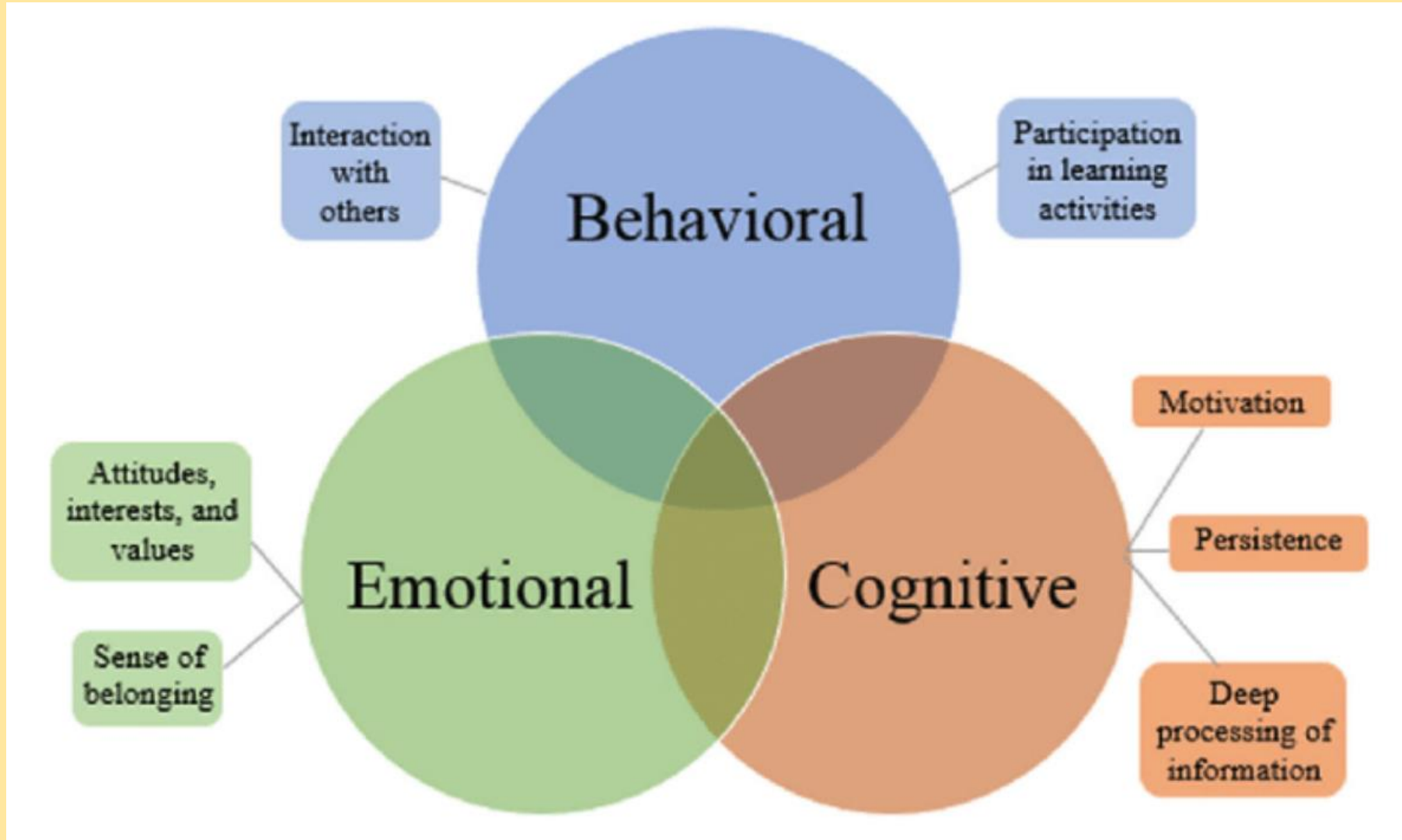
- <https://youtu.be/256hluHbp2o> [@46 seconds]




Video touches on the importance of engagement

But what sorts of things contribute to 'engagement'? Schlechty, 2002

# There are three parts to engagement



# Dimensions of student engagement

Engagement Dimensions		Exemplified in the following elements
<b>Behavioural</b>	Increasing levels of investment and commitment to learning 	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Presence</li> <li>• On task</li> <li>• Behaviour</li> <li>• Compliance with rules</li> <li>• Effort, persistence, concentration, attention, rates of/quality of contribution</li> <li>• Involvement in school related activities</li> </ul>
<b>Emotional</b>		<ul style="list-style-type: none"> <li>• Positive and negative reactions to teachers, classmates, academic activity and school</li> <li>• Student attitude (thoughts, feelings, outlook)</li> <li>• Perception of the value of learning</li> <li>• Interest and enjoyment</li> <li>• Happiness</li> <li>• Identification with school</li> <li>• Sense of belonging within a school</li> </ul>
<b>Cognitive</b>		<ul style="list-style-type: none"> <li>• Volition learning (learning by choice)</li> <li>• Investment and willingness to exert effort</li> <li>• Thoughtfulness (applying the processes of deep thinking)</li> <li>• Self-regulation</li> <li>• Goal setting</li> <li>• Use of meta-cognitive strategies</li> <li>• Preference for challenge</li> <li>• Resiliency and persistence</li> <li>• Mastery orientation</li> <li>• A sense of agency</li> </ul>

[Yes, it's a list!  
Reflect on this later]

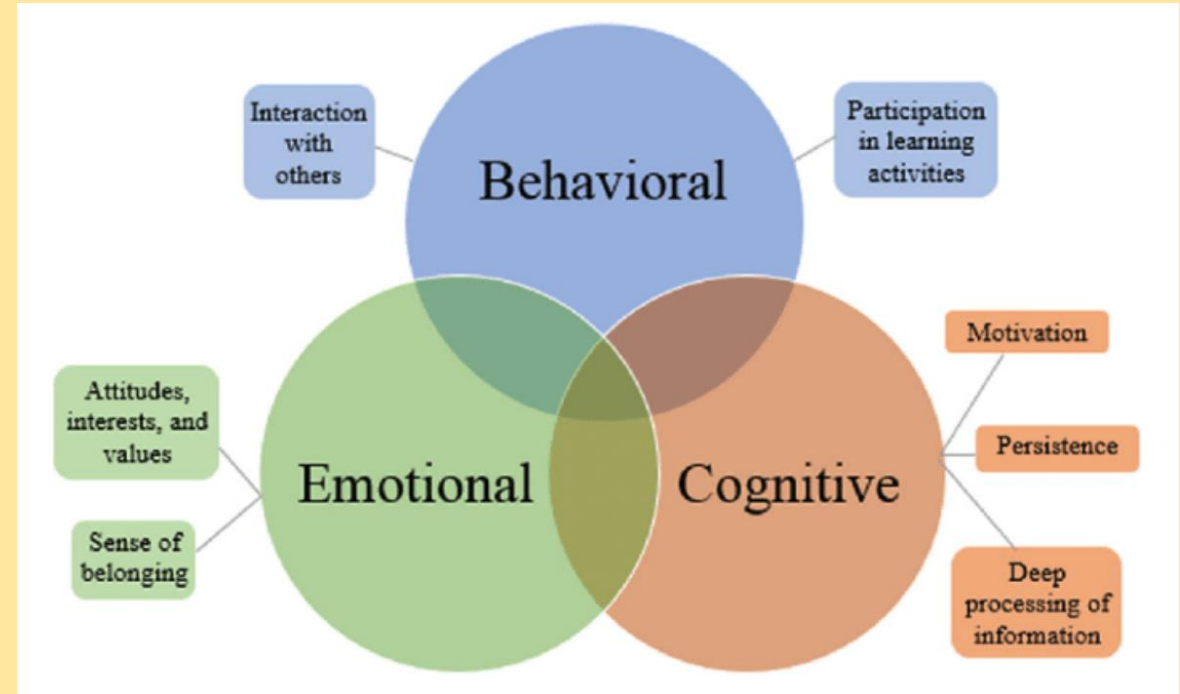
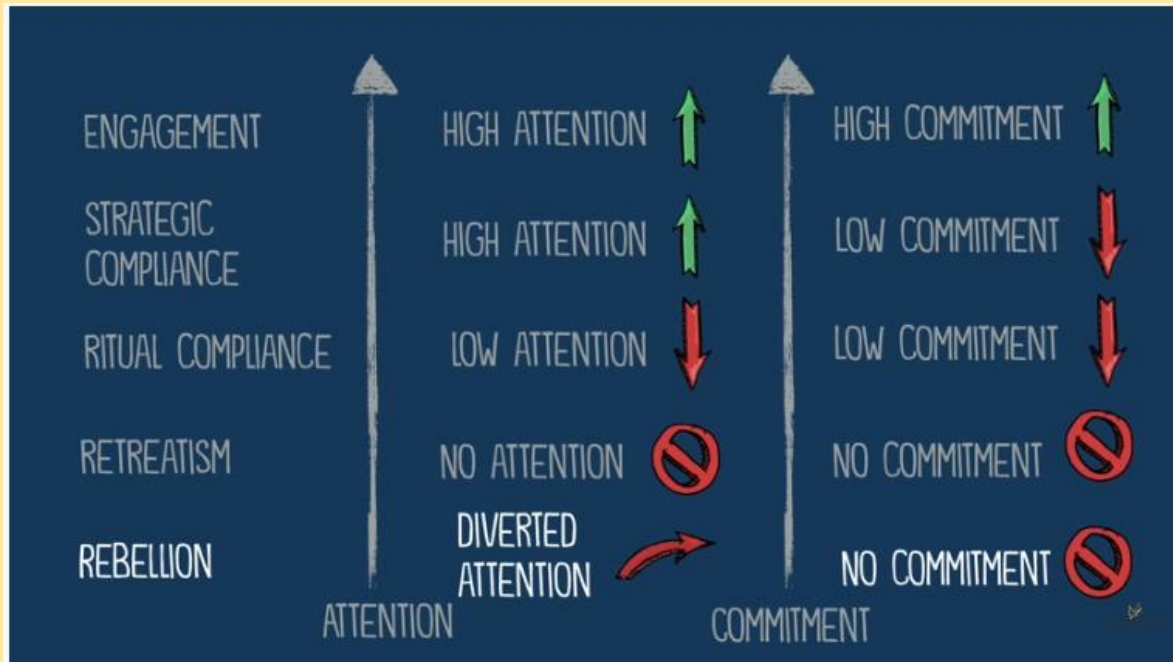
# You have 6 minutes....

## **Group task**

- Introduce yourself briefly - names, roles, locations.
- Describe ONE occasion when your student(s) was / were not engaged
- Suggest a possible reason for your observation (Student? Teacher? Content? Time of day? Location?), and perhaps what you might have done / would do again to facilitate engagement

Be prepared to contribute your thoughts to a brief discussion when the groups come back together

(Passive and active volunteers!)



But what sorts of things influence engagement?

# What influences 'engagement'?

- Gender, age, prior achievement ... predict motivation / engagement
- Individual differences also predictors, including personality:

*“Identification of students low in conscientiousness and agreeableness, and students high in neuroticism, may be informative for ... efforts to assist students at possible motivation and engagement risk.”*

# What influences 'engagement'?



# Quick quiz:

What is the best fit for this sentence? “Engagement is.....”:

- A) personal and unobservable
- B) amotivation
- C) publicly observable behaviour
- D) failure avoidance



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# Quick quiz:

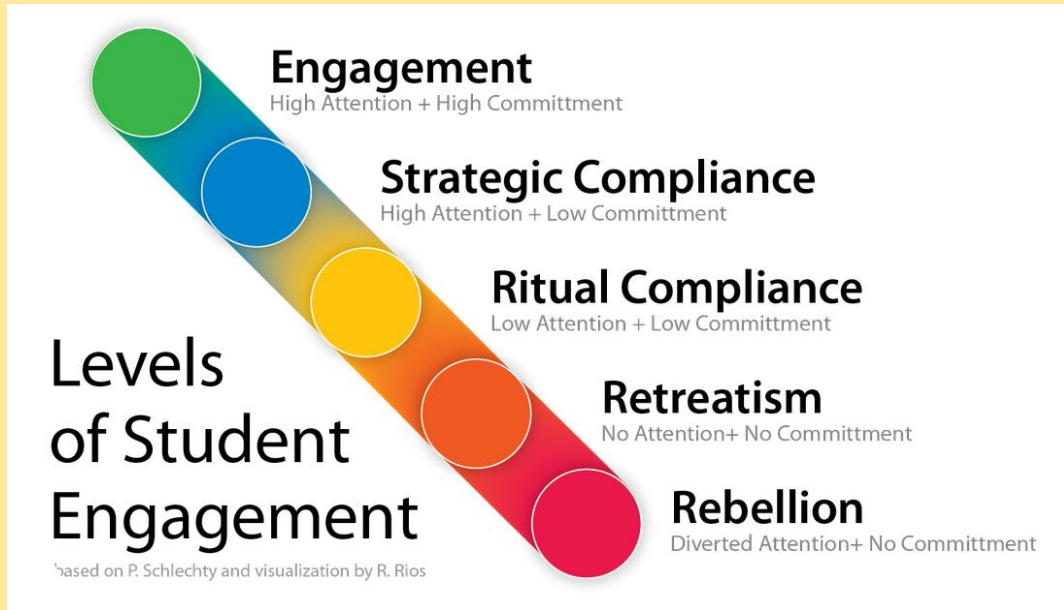
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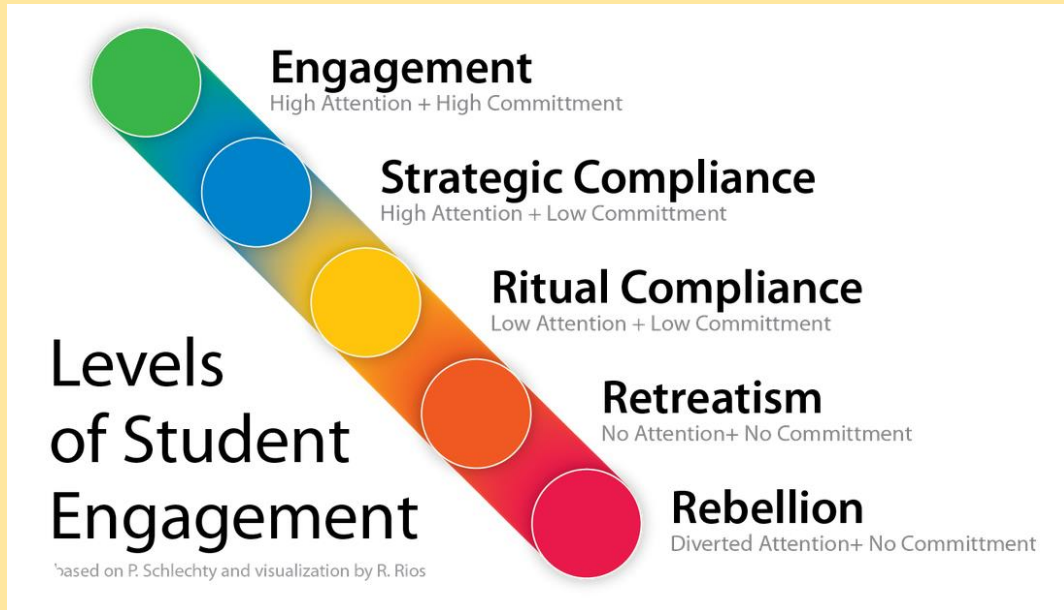


[Point for reflection]

# OK, give me a plan!!



# OK, give me a plan!!



## How does knowing about these categories assist your teaching practice?

### Attention? Commitment?

# The bad news.....

- Engagement is multifactorial
- ‘True’ engagement across all class members may be difficult to achieve



“It Depends.”

“

**Student engagement does not look the same in every classroom.**

Dr. Beth Gotcher  
in Education Week Teacher

*“You can engage some of the people all of the time, you can engage all of the people some of the time, but it’s difficult to engage all of the people all of the time”*

# The good news.....

- Levels, dimensions, constructs allow measurement and identification
- Many different tools / strategies **demonstrate evidence to support** positively affecting engagement



# Stand, stretch, move, refuel



Turn your camera off, mute your mic.

Stand up, move around.

We will start again in 60 seconds.

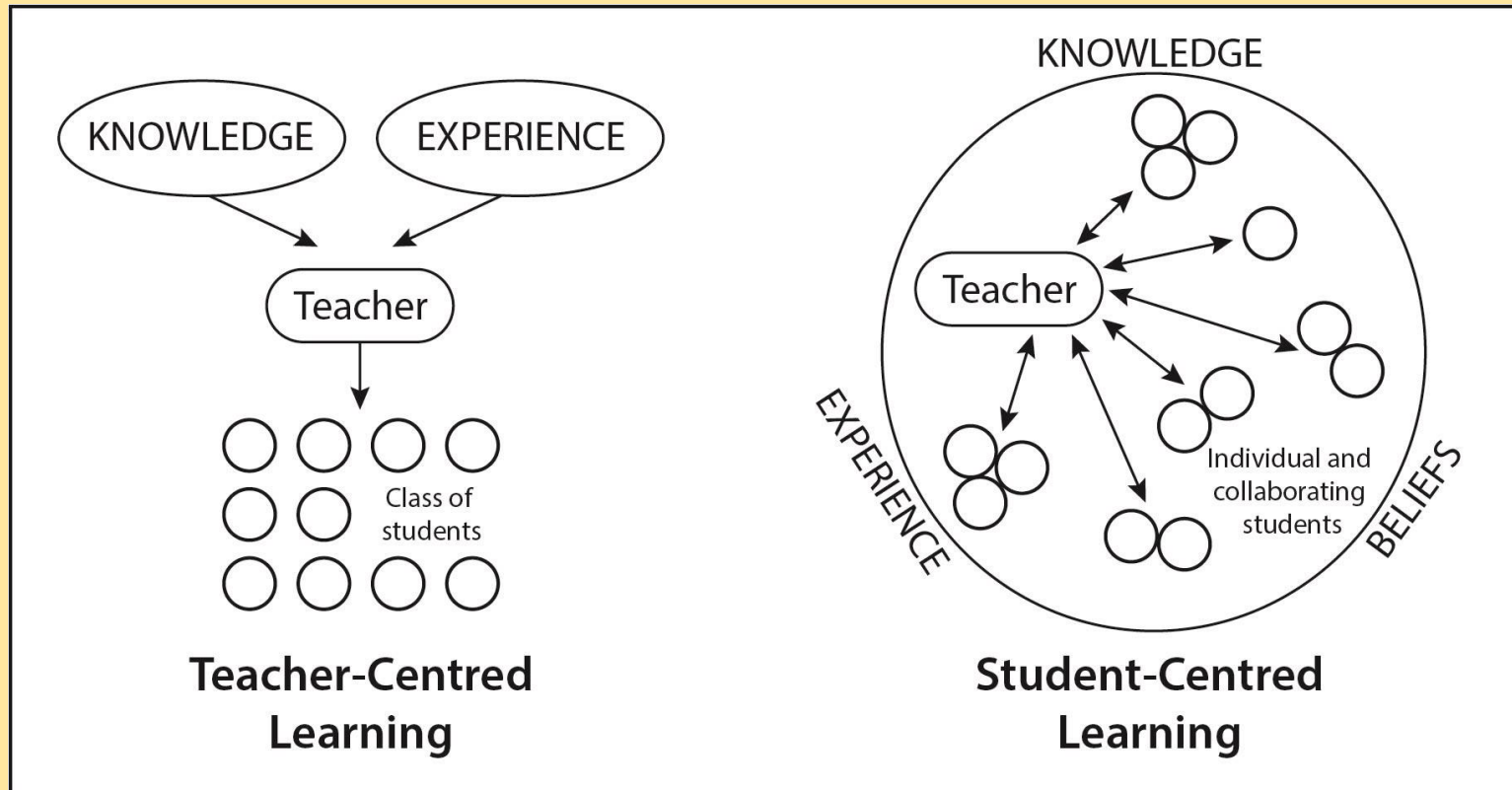
# Evidence based strategies and tools – classroom, small group, clinical

- Student-centred learning
- Active learning (e.g., groups of 3, pause and discuss, quick questions, think pair share, whip around, polling, annotation)
- Blended learning
- Educational technology
- Gamification
- Interdisciplinary teaching
- Engagement trigger (photo, video, statement at start)
- (Small groups) Inquiry-based learning / Project-based learning
- Personalised learning (opportunities to show knowledge)



[What's the common link in this list?!]

# Student-centred learning



‘Sage on the stage’

‘Guide on the side’

# Active and blended learning

## Slideshow Focused Delivery

### Pre-Session

Short online video containing key points or applications of knowledge

### Main Session

Slideshow delivery  
Clear objectives  
Frequent summary slides  
Use of interactive activities  
E.g. Think-pair-share, class debate,

### Post-Session

Online quiz or video to place session objectives in context

## Hybrid Delivery

### Pre-Session

Online video containing key points, 'knows about' knowledge, applications of knowledge, clinical context  
PDF of slideshow is made available to students

### Main Session

A moderate proportion of the session includes slideshow delivery  
Session time is equally divided between slideshow and interactive activities  
Frequent use of interactive activities  
E.g. Think-pair-share, class debate, group discussions

### Post-Session

Online quiz, videos and resources to place session objectives in context

## Flipped Classroom Delivery

### Pre-Session

The slideshow that is normally used within the main teaching session is delivered online  
PDF of slideshow is made available to students

### Main Session

Minimal use of slideshow technology or teacher-centred delivery  
Strong focus on the use of interactive activities and discussion to explore key concepts, rather than 'knows about' knowledge or material  
E.g. Think-pair-share, class debate, group discussions

### Post-Session

Online quiz, videos and resources to place session objectives in context


Active – involves student participation, e.g., groups of 3, pause and discuss, quick questions, think pair share

Blended – multiple platforms, e.g., video, online quiz, PDF, lecture

# Educational technology



The top tier (most advanced part) of Bloom's taxonomy includes being able to do what?



8

38 Answers

▲ Remember	◆ Understand
● Create	■ Apply

The image shows a screenshot of a Kahoot! quiz question. At the top, the question text asks about the top tier of Bloom's taxonomy. Below the question is a thumbnail of the book cover for "Bloom's Taxonomy: A Guide for Teachers" by Innovative Teaching Ideas, which features a stack of colorful stones. To the left of the thumbnail is a purple circle with the number 8, and to the right is a box indicating 38 answers. At the bottom, there are four colored buttons representing levels of Bloom's taxonomy: Remember (red), Understand (blue), Create (yellow), and Apply (green).

## *Polling*



# Gamification

Who, What, Why?



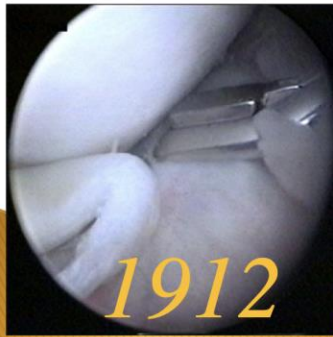
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contactmusic.com



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prashamshah.com



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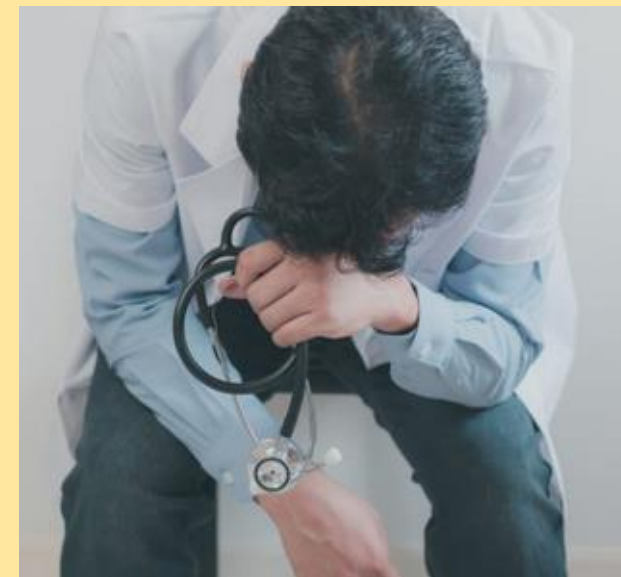
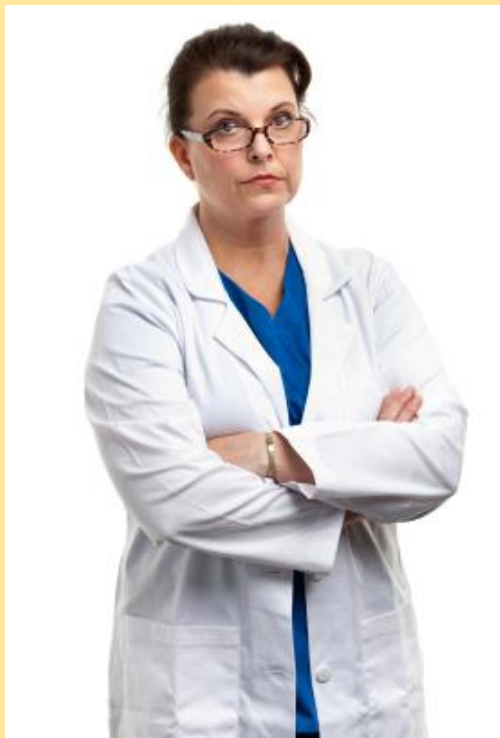


ambibambi.co.za



Presented middle of lecture for 5m; includes discussion of lecture content

# Who, what, why?



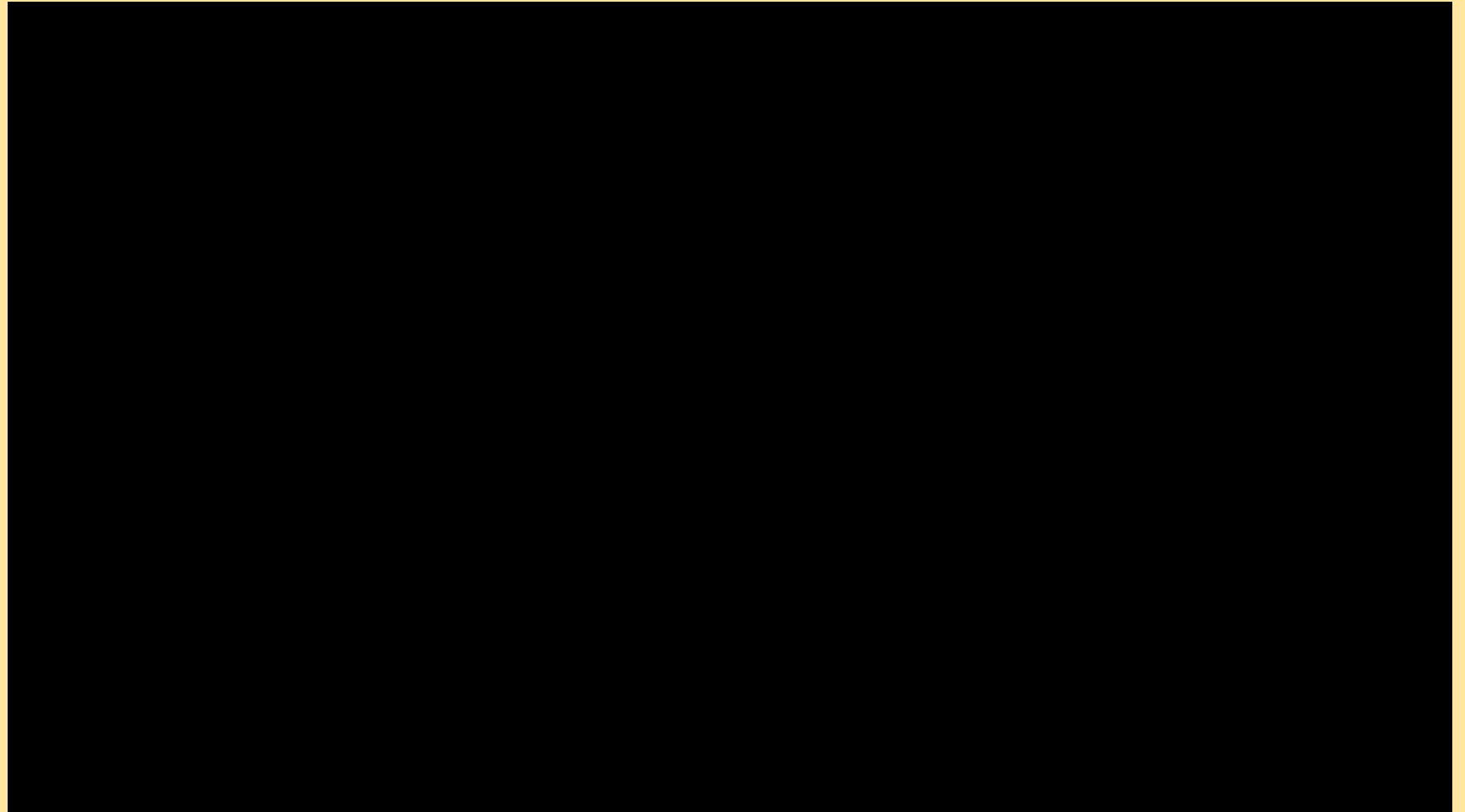
# Interdisciplinary teaching

- In person
- By video
- On Zoom
- Drop-in
- Short (or long)



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- In person
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- Drop-in
- Short (or long)



# Engagement triggers

- [https://www.youtube.com/watch?v=2cBMvpXfLcw&feature=emb\\_logo](https://www.youtube.com/watch?v=2cBMvpXfLcw&feature=emb_logo)
- [@5.56-7.08]
- Start sessions with photo, video, statement, question

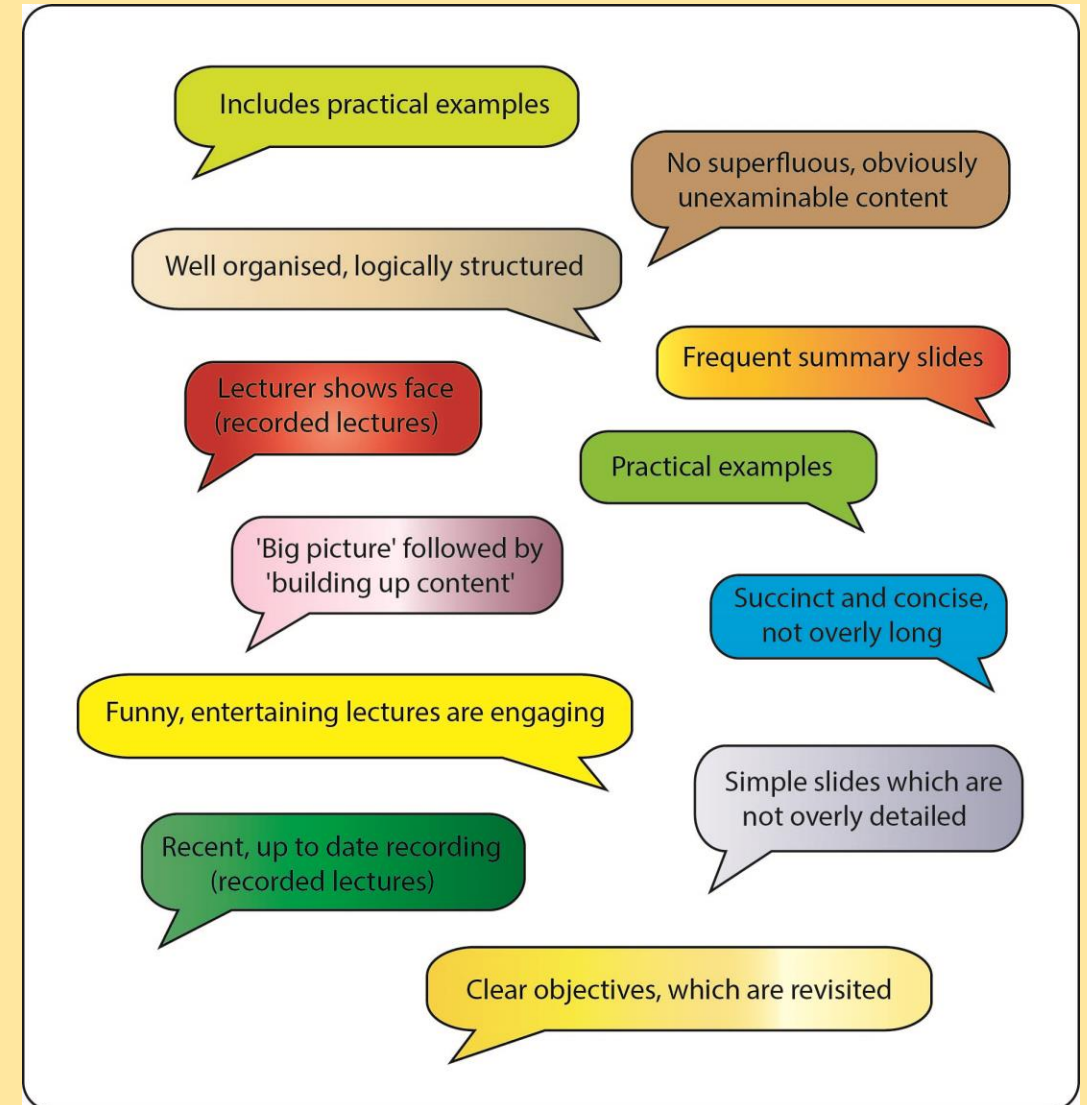
# Evidence-based strategies and tools

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# What else can I do?

- Make it relevant (context; clinical examples)
- Make it clear (give it purpose)
- Give students the opportunity to achieve something, be successful (scaffold)
- Brain breaks (humans, not robots!)
- Make it fun
- Explore timing (length)
- Respectful relationships
- 'It's not you, it's me' – critical reflection
- Teachers as actors
- Why 50 minutes?!? Alter delivery time



# The Teacher as an Actor (and Role Model!)

How do you think you come across to your students?

- Voice
- Posture
- Facial expressions



"Is it bed time yet?"  
I ask myself as the  
3rd period bell rings...



The power of role modelling!!

Dress, posture, responses, engagement

# What else can I do?

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## **Effective planning and implementation:**

- Identify lack of engagement
- Look for potential reasons
- Plan strategy
- Deliver intervention
- Reassess


# You have 6 minutes....

## **Group task**

- [Introduce yourself briefly - names, roles, locations.]
- Some students appear to not be engaging in your class. On questioning, students suggest the reason for this is they have covered this content 'several times before'....
- How could you apply strategies that appeal to emotional, cognitive, or behavioural components to encourage engagement?

Be prepared to contribute your thoughts to a brief discussion when the groups come back together

# Dimensions of student engagement

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[Yes, it's a list!  
Reflect on this later]

# You have 6 minutes....

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- Some students appear to lack concentration in your class. Upon questioning, students suggest the reason for this is they have covered this content 'several times before'....
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# Summary

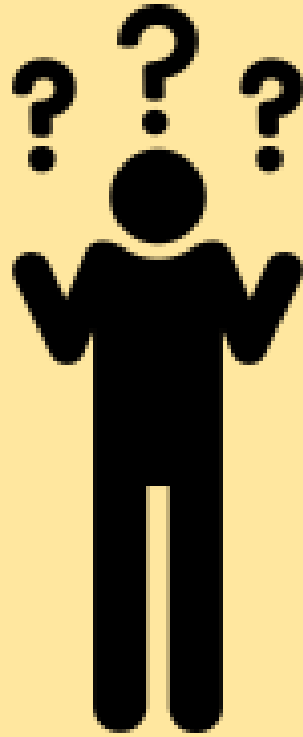


- Engagement... observable behaviour of students, the sum of many different individual elements
- Understanding ‘what it is’ can assist better identifying when it is / is not occurring
- AND... may assist with developing strategies to address
- Many teaching tools have been shown to assist / influence engagement [have people ‘do’ something!]

“The dynamic nature of engagement mandates a multi-faceted approach ... that captures the interactive nature of the behavioural, affective and cognitive dimensions comprising student engagement”

# Reflecting on today...

- What strategies and elements were utilized in this seminar to try and maximize engagement?



# Personal Engagement

## Reflecting on today...

*Objectives, summary slide*

- What strategies and elements were utilized in this seminar to try and maximize engagement?

Visual, auditory

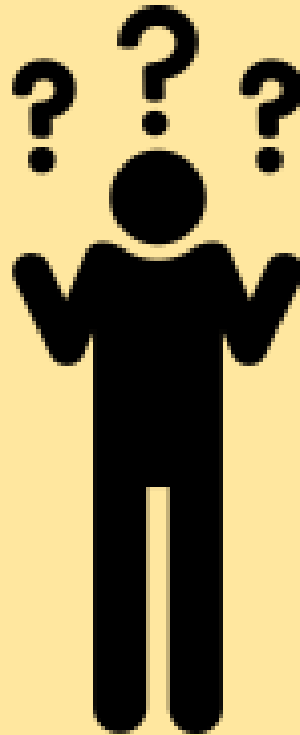
[N.B. There was no 'tech savvy' content]

### Group work

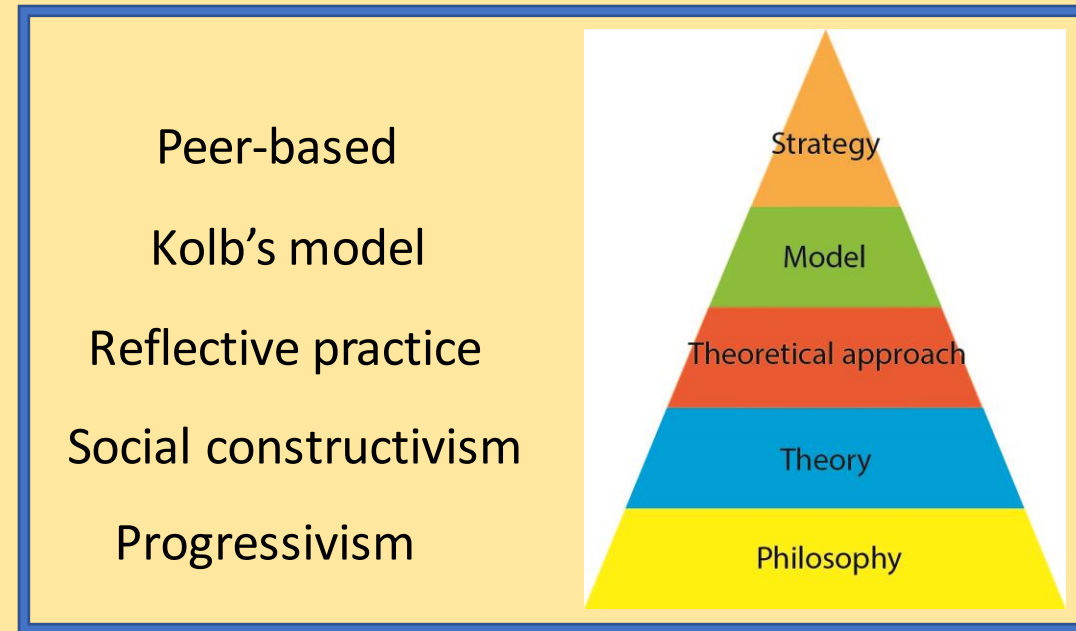
- Recognition
- Share
- Solution
- Plan

**Acting**

Relationship building



*Engagement trigger*



Scaffolding / confidence building

*Gamification, fun*

# We invite you.....!!!

Jon and Qian are running a session next week to talk through use of the tech ideas and platforms used in this session

Every participant today will receive an email invitation

Wed 24 March 12-1pm

[Invitation to complete survey (Jon's confirmation path process)]

# Group task 5 minutes

- Discuss the application of Schlechty's levels of engagement to the scenarios you discussed with your group earlier.
- Can you identify examples of each level that you have come across in your teaching?
- **How does knowing about these categories assist your teaching practice?**

# You have 4 minutes....

## **Group task**

- Introduce yourself briefly - names, roles, locations.
- Describe to your group your definition of 'engagement' – what it looks like, and why you consider it important

Be prepared to contribute your thoughts to a brief discussion when the groups come back together

- Would you try them?
- What do you like, or not like, about them?

# Group task – 5 minutes

- What are some of the best things your group have done for ‘engagement’ in their interactions with students?
- One person from the group take notes, and feed back to main group once we come back together

# Individual task – 30 seconds

Question:

What strategies presented today might you be prepared to use in upcoming months to improve student engagement?

How will you do this, and what might it look like in practice?



# Quick quiz:

- According to Schlechty, 'High commitment' and 'High attention' are components of what?  
  
A) Retreatism  
B) Engagement  
C) Strategic compliance  
D) Rebellion

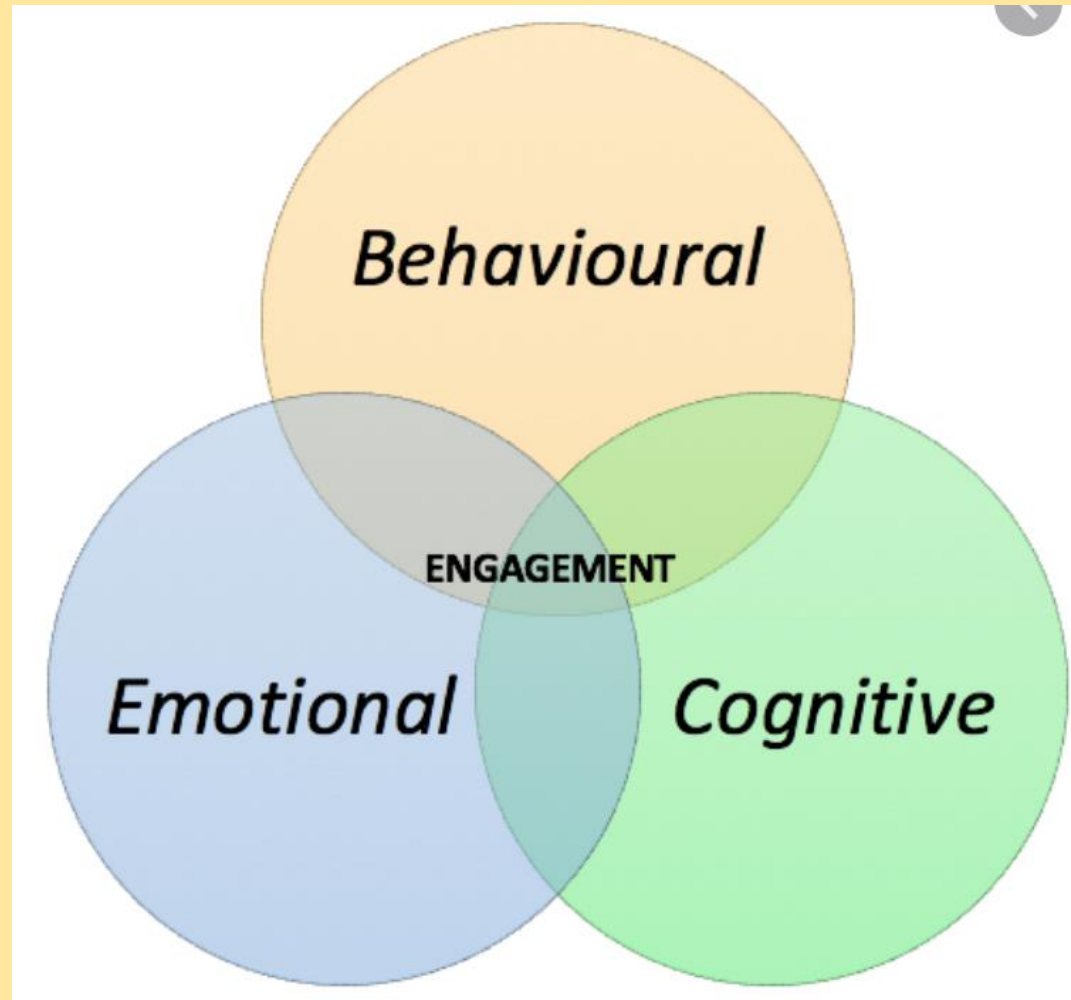




- Own experience in improving engagement

- Discuss dimensions of student engagement
- Have you observed these
- Have some been more recognizable than others in your field?
- Are some more 'difficult' to remedy than others?

There are three parts to engagement:



- Recognise
- Share
- Solution
- Plan

# Dimensions of student engagement

	<b>Positive Engagement</b>	<b>Non-engagement</b>	<b>Negative engagement</b>
<b>Behavioural</b>	Attends lectures, participates with enthusiasm	Skips lectures with no excuse	Boycotts, pickets or disrupts lectures
<b>Emotional</b>	Interest	Boredom	Rejection
<b>Cognitive</b>	Meets or exceeds assignment requirements	Assignments late, rushed or absent	Redefines parameters for assignments

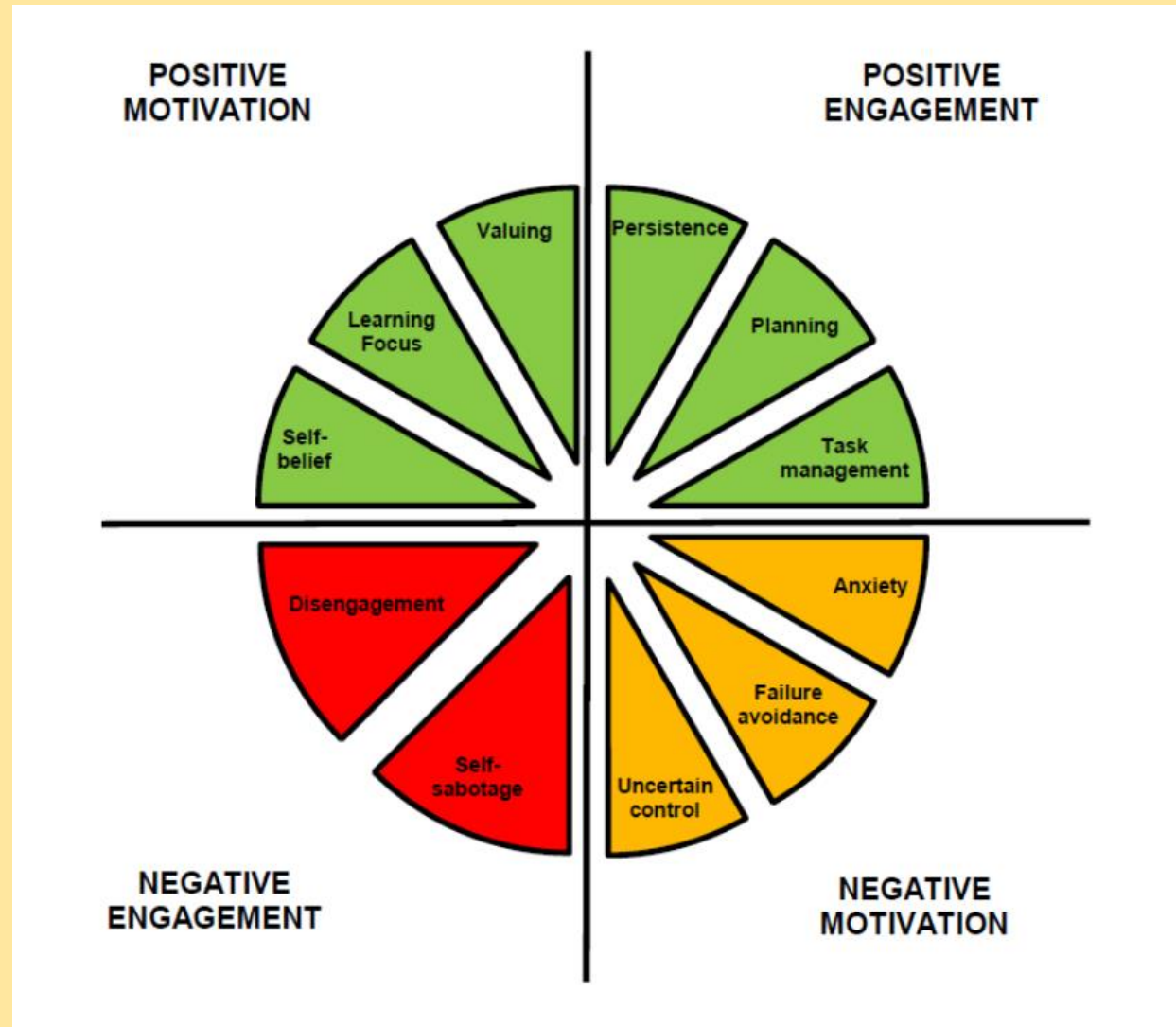
# There are three parts to engagement:

- **Behavioural engagement** – behaviours defined [by institution] as positive / constructive; turning up for lectures (on time!), complying with deadlines, involvement in extra-curricular activities
- **Emotional engagement** – positive attitudes....showing genuine interest in what is happening, feeling a sense of belonging, being happy about life in the university
- **Cognitive engagement** – how deep thinking and learning manifests, e.g., by students wanting to be challenged / being proactive in seeking challenges. E.g., seeking additional conversations with tutors / staff to explore topics further

OK, give me a plan!!



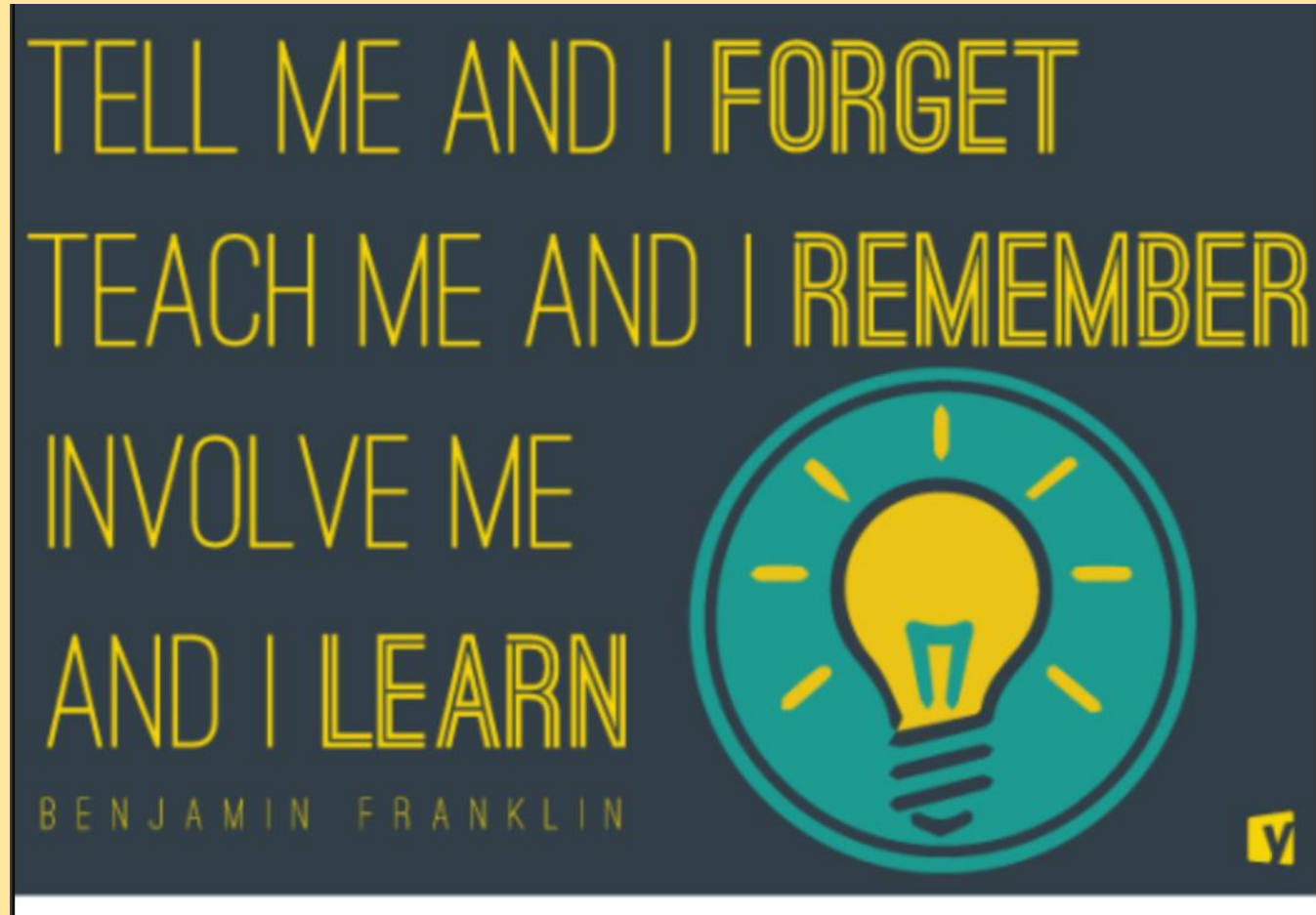
# Motivation and Engagement are closely related



Beware seductive details...

Make hooks and engagement relevant to teaching objectives

# Active learning



# Motivation and Engagement are closely related

Motivation - personal, unobservable

Engagement – publicly observable

