Encouraging Student Engagement & Interaction

ANNUAL FACULTY & ACADEMIC STAFF CONFERENCE 2021
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WHAT HELPS YOU LEARN?

Use your phone or laptop to join my Padlet:

padlet.com/stacyduffield2lkf75jqvyltenbz

Or

https://padlet.com/stacyduffield2lkf75jqvyltenbz

What helps you learn?
Where you are, the way the material is presented, the type of material, topic, learning mates...
WHY IS ENGAGEMENT IMPORTANT?

- Academic engagement is associated with higher academic achievement
- Variables impacting student engagement can be altered
- Some of these variables, including teaching practices, are controlled by the teacher
- Teachers who use learner-centered practices elicit higher student engagement than teachers who use teacher-centered practices
- Collaboration among students and interactive learning experiences support engagement
- Students are more likely to engage in classroom activities they perceive as meaningful and interesting

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• In order to learn, attention is needed
• Attention isn’t the same as engagement, but it is part of it
• Research has found attention lapses frequently
• Attention is less likely to lapse during interactive activities
COGNITIVE ENGAGEMENT MODEL:

1. Low Cognition/Low Participation
2. Low Cognition/High Participation
3. High Cognition/Low Participation
4. High Cognition/High Participation

Higher-Order Thinking

Lower-Order Thinking
TIME TO THINK: THE ESSENTIAL FIRST STEP

- Begin with individual reflection
- Student records the thinking (quick write, quick draw, etc.)
- Target higher order thinking
- Resources can be used
- “Ripple” participation
- Don’t put students on the spot
Ideas for Promoting Engagement
START WITH A WARM-UP

- Focus on content
- Build community
- Bridge previous to new learning
- Grab attention
- Establish relevancy
WARM-UP EXAMPLES

- Clicker questions
- Big Ideas on a White Board/Application
- Kahoot-type quiz
- IQ Card
- Write a question (use later)
• **Lecture Layers**
  Share information
  Processing activity
  Share information
  Processing Activity

• **See, Hear, Say, Write**

• **10-15 minute chunks**
PROMOTING ATTENTION

Don’t assume students will know why this is important (and important to them)

- Explicit Relevance
- Explain alignment with course goals
- Facts and Statistics
- Anecdotes
- Examples
- Powerful Image

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• Discussion (remember the Ripple)
• Challenge Envelopes/Docs
  1. Divide class into groups
  2. Each group assigned a color
  3. Pass out envelopes with colored paper inside and one on outside
  4. Groups prepare questions based on a course topic (inferential or critical)
  5. On cue, pass envelope to next group
  6. After 3-4 rounds, back to original group to analysis
  7. 1-minute share of big take-aways
• Prompts
• Solve a problem
• Take a side
  - Vote with your feet
  - Pros-Cons
• Create a Fact Sheet
• Demonstrate the Skill or Process
HELP YOUR STUDENTS FEEL COMFORTABLE

• Life Lines
  - Ask a friend
  - Pass and Come Back
  - Hint
  - Another question
• Respond supportively
  - That is a really good guess because...
  - I love that you offered an idea to get us started.
• Peer Checks (before group share)
HELP YOUR STUDENTS FEEL COMFORTABLE

- What are some things you’ve done to help students feel comfortable?
- Think individually and use Jamboard to record your tips.

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What connections did you make to recommended strategies and conditions that work for you?
I would love to hear your ideas and if you have further wonderings.