Pedagogy for Promoting Student Engagement

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1. How engaged do you think your students are?

There are three types of engagement. These are: relational (students' interactions in the classroom and community), behavioural (students' participation in the classroom and community) and cognitive (students' investment in academic tasks and success). These signs of engagement will help you gauge the level of engagement in your classroom:

- Paying attention and Reacting in F2F (alert, keeping eye contact, laughing, showing interest and surprise)
- Listening and taking notes in F2F (as opposed to chatting, or sleeping)
- Asking and/or Responding to questions (content related, in whole class or small group discussion, F2F or online)
- Interacting with other students (F2F and online)
- Striving for success (following instructions, participating in class activities, completing tasks and homework, accessing learning materials and resources, attempting learning opportunities including lectures, tutorials, webinars, quizzes)

2. How can I promote student engagement?

"The solution is simple: If a teacher wants to increase student engagement, then the teacher needs to increase student activity -- ask the students to do something with the knowledge and skills they have learned. **Break up the lecture with learning activities**. Let them practice. Get them moving. Get them talking. Make it so engaging that it will be difficult for students not to participate.

The ultimate engagement is to put the learner in charge of learning. **Create a rich learning environment and a motivation to learn**, and the students do all the hard work of learning, while the **teacher merely facilitates**. It sounds so easy." (Johnson, 2012)

Watch this video on Metacognition and micro-activities by Wren Mills from Western Kentucky University before we move to the next section. Link: https://unsw.sharepoint.com/:v:/s/SLTUSupersquad/EbywdgWnnz9JoNyI0O8L3XIBBUJ_IEVYilIYDdooXZYutw?e=dyV4HN.

3. Reflecting on your practices and future plan to increase student engagement

Pedagogy for High Engagement	Y/N	If No, actions
Break up the lecture with learning activities **1.** Have you followed the 'Rule of Seven'? - No more than 7 pieces of information are presented at a time (Clement, 1985), or presentations are limited between 5-10 minutes (UNSW Online standards 2017) **2.** Do the activities align with the lecture learning outcomes (or relevant course learning outcomes)? Do they target key knowledge, skills and capabilities covered in the lecture? **3.** Do the activities engage students with progressively higher order cognitive processes? – reproducing the content knowledge, applying to a given situation, solving a problem, creating something new		

4. Do the activities require students to move around, discuss in a small group/team and interact with other teams? - through collaboration, debate, Q&A, and/or comments and feedback		
Create a rich learning environment **1.** Have you built positive teacher-student and peer relationships? – showing interest in and affection for students, ensuring fair and equitable treatments for all, promoting fear-free peer support of learning **2.** Have you tried multi-media and technologies for a range of learning modes? - using games, inconsequential competitions, instant quizzes, videos, virtual reality, **3.** Have you created a space for inquisitive mind and reflection? – incorporating relevant friendly controversy, unusual information, real-world applications, 2 minutes reflection/muddy points		
Create a motivation to learn **1.** Have you sparked interest and a sense of challenge and curiosity in students? – displaying own enthusiasm and intensity, using game-like activities, initiating friendly controversy, presenting unusual information, using effective questioning strategies **2.** Have you made learning experience relevant to students? - identifying students' goals, career aspirations, prior experience and building instructions around them, using real-life examples, inviting guess speakers, incorporating industry resources **3.** Have you promoted student autonomy? – allowing them to negotiate their learning plan and/or some assessments		
Facilitate and support learning **1.** Clearly communicate learning outcomes and expectations and directions **2.** Provide adequate directions and guidance, where possible step-by-step instructions **3.** Make smooth transitions and explicit connections among learning experiences **4.** Pitch students' level? – using checkpoint strategies, instant quizzes, **5.** Provide effective verbal feedback and encouragement		

4. Designing a topic/lecture in a complete learning cycle for engagement and success

Designing stages	**Outcomes**
Setting expectations: Learning outcomes	By the end of this topic/lecture you should be able to: 1. 2.
Creating and delivering content: what content students are learning, what learning resources can best represent the content and how students can access the learning resources	*<lecture slides, notes, video, audio, reading>*

Engaging with content: how students can make meaning of the content and how the content is linked to the course assessment(s)	• Learning activities to unpack content Examples of suitable activities: Matching a concept with a definition or an example; Labelling the whole or parts of a diagram, a flow chart, a concept map; Providing short answers or filling in close text; Summarising, paraphrasing or exemplifying a concept, a principle, a theory, or a process; Completing a list of key facts relating to a theory, an issue or a topic; participating in a structured class discussion • Establishing a clear link between this content to the relevant assessment(s)
Applying content: how students can use content in a new/ real-life context	• Learning activities to use the content in a contextualised situation Examples of activities: Summarising, paraphrasing or exemplifying a concept, a principle, a theory, or a process; Drawing a diagram, a flow chart, or a concept map to illustrate a theory, a set of facts/theories/principles or procedures in a process; Predicting causal relationships among factors, i.e. what happens when X happens or changes; Identifying a problem, an issue, a gap in knowledge; Solving a problem; Locating strategies to tackle a problem or an issue; Drawing a conclusion, an implication or a speculation based on given data, information or scenarios; Performing/demonstrating a skill, which can be recorded
Evaluating learning: how students' work is assessed and how they receive feedback for learning	Assessing and sharing feedback for learning; i.e. self- peer- or tutor-assessing the completed learning activities and providing feedback; participating in a class discussion
Reflecting on learning: how students evaluate their learning experience and make use of learning in their own space	Reflecting on the feedback received and learning of the topic, identifying strengths and/or weakness and articulating an action plan for improvement

Reference

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UNSW Online standards (2017). *Guidelines for Design and Delivery of blended online courses*.