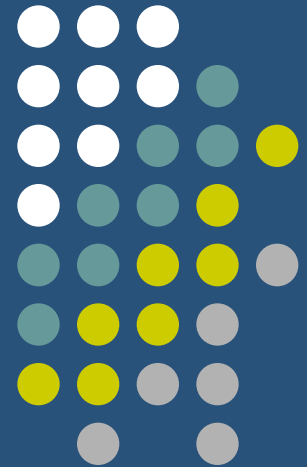


Increasing Student Engagement

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Tempus



Leading and Managing Change
in Higher Education



Increasing Student Engagement

Working on the Work



Five Levels of Student Engagement

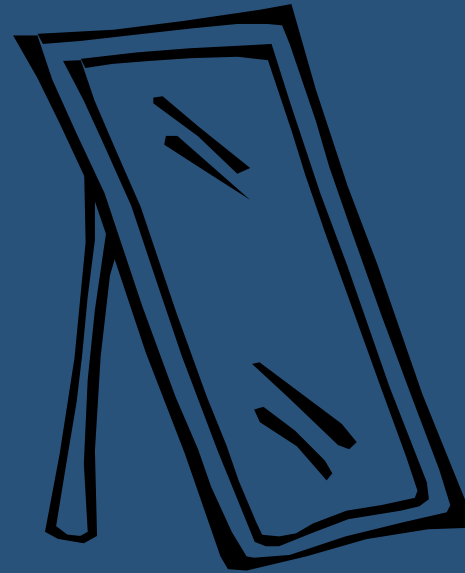


- Authentic Engagement
- Ritual Engagement
- Passive Compliance
- Retreatism
- Rebellion

CP Reflection



Describe circumstances under which you would fit into each category of engagement



Types of Classrooms



- The Highly Engaged Classroom
- The Well-Managed Classroom
- The Pathological Classroom

Personal Written Reflection



How would you go about finding out the present status of your school relative to levels of engagement?

What questions would you ask and of whom?

Talking Slips Share



- Each person takes three sticky notes in his hand.
- Select a person to begin a discussion about the ideas relative to the personal reflection topic.
- Sharing can go in any order, but as each person contributes to the discussion he places a sticky note in the center of the table. Each person contributes three times.
- Stop and add new information to your personal written reflection.

From Vision to Reality



- Beliefs serve as the basis for visions.
- Visions shape missions and strategic goals.
- Missions set strategic goals.
- Strategic goals indicate needed actions.
- Action goals define tasks and specify activity.



Team Statement

- Three minutes—in writing, describe the school you would like to build relative to levels of engagement.
- Share the descriptions.
- Work together to develop a team statement upon which all can agree.

CP Reflection



Re-read and discuss the Basic Assumptions on page xviii. Make note of anything you wish to discuss with the whole group or that you wish to remember from your reflection.

Factors that Influence Student Achievement



- Teachers Can Control
- Teachers Can Influence
- Teachers Can't Control

Standards for a WOW School



1. Highly Engaged Classrooms
2. Satisfactory Student Achievement
3. Common Understanding of What Students Should Know and Be Able To Do
4. Organize Knowledge To Appeal to Students
5. Link Tasks to Performances and Products About Which Students Care
6. Communicate Standards for Work

Standards for a WOW School



7. Physically and Psychologically Safe Place
8. Affirm Performances By Involving Significant Others
9. Provide Opportunities To Work With Others In Meaningful Ways
10. Novelty and Variety In Tasks
11. Incorporate Appropriate Choice
12. Assign Tasks That Are Real and Important



Personal Written Reflection

Where do you think your school stands today in relation to the standards for a WOW school?

Are any of the standards topics on which a group within the PLC ought to focus?

Which standards affect parent involvement and how could they influence the parent involvement plan at your school?

Which standards focus on classroom instruction and how could they influence instruction in your school?

Increasing Student Engagement

Motivation: The Key to Success
in Teaching and Learning



Systems Involved in Learning



- Self System
- Metacognitive System
- Cognitive System



Self System



- Is the incoming information important? (Does it meet a basic need or a personal goal?)
- Can I be successful with this?
- Do I have positive associations with the learning environment, topic, or teacher?

Metacognitive System



- Set goals for student learning.
- Ask students to set personal goals.
- Provide consistent, specific feedback in reference to the goals.
- Teach students skills to direct their work toward goals, such as positive self-talk and breaking down large assignments into small tasks.

Cognitive System



- Input of information (modalities)
- Constructing meaning
- Storing in memory
- Accessing from memory

Motivationally Anchored Instruction



- Understand why intrinsically motivating instruction can improve student learning and achievement.
- Identify the four conditions that create highly motivating classrooms for a broad range of students.
- Identify approaches to a school-wide focus on motivating instruction.

Team Brainstorm



- Three minutes—think of an experience (as teacher, learner or observer) of highly motivated learning.
- share your experience.
- Brainstorm a list on big paper: What does highly motivated learning look like?



CP T-chart

Create a T-chart to compare and contrast Intrinsic and Extrinsic motivation.

Intrinsic	Extrinsic



CP Discussion

- What are the advantages and challenges of using intrinsic motivation for learning?
- How could intrinsic motivation be used to support the current emphasis on standards?
- How might intrinsic motivation work with a scripted curriculum?
- If your school relies on an extrinsic approach to learning, how might you make it more effective?



Anticipation Guide

- Agree or Disagree
Teachers can develop intrinsic motivation in students.
- What are some ways a teacher can:
 - establish an inclusive classroom?
 - help students develop positive attitudes?
 - enhance student development of meaning?
 - engender competence?
- How does the Motivation Framework appear to relate to the 10 critical qualities of student work?



Round Table

- What activities contribute to developing a community of learners who feel respected and connected to one another and to the teacher?
- What activities offer meaningful choices and promote personal relevance to contribute to a positive attitude?
- What activities engage students in challenging learning that has social merit?
- What activities help students understand that they are becoming more effective in the authentic learning that they value?

Personal Written Reflection



Which of the four conditions seems hardest to accomplish?

Motivationally Anchored Classrooms



- Implement all four conditions of the Motivational Framework for Culturally Responsive Teaching in your classroom or school.
- Identify what an effective instructional coach does to support motivationally anchored instruction.

Dot Graphing-

To what extent does my school...



- Help all students feel respected and connected to each other?
- Offer culturally relevant learning experiences?
- Offer meaningful choices to students as they learn?
- Challenge a broad range of students?
- Help students know that they are becoming effective learners?

Viewing the segments on the four components:



- Review handout describing criteria for the component in the upcoming segment.
- View segment, making relevant observations along the way.
- Think about the notes taken, then pair and share observations.
- Provide teacher with “warm feedback.”
- Provide teacher with “cool feedback.”

Mental Model



Work with your group to create a Mental Model to help you organize the information you now know about the Motivational Framework.



Carousel Feedback

Visit the Mental Model that was created by each of the other groups. Offer a “warm” comment or a question on a sticky note and leave it behind.

Discuss the models—similarities/differences

Motivationally Anchored Schools



- Know how motivationally anchored adult learning and collaboration can become part of a daily school environment and guide professional development.
- Understand the advantages of five-minute administrative walkthroughs.
- Understand how to design and implement an approach to action research known as data-in-a-day.

Mining for Motivation



- What insights were stimulated by this activity?
- What positive potential actions could be taken?
- How might this activity be used in your classroom or school?

Talking Slips Share



- How can we create a learning atmosphere in which teachers feel respected by and connected to one another?
- How can we help teachers develop a favorable disposition toward a learning experience through personal relevance and choice?
- How can we create challenging, thoughtful learning experiences that include teacher perspectives and values?
- How can we help teachers create an understanding that they are effective in learning something that they value?

Think-Pair-Share



- Take 8 minutes to read and respond to each question personally, then pair and share.
 - How did the coach support the teacher's motivation while reflecting with her on lesson?
 - What are advantages and challenges of organizing opportunities for motivationally anchored adult learning and collaboration?
 - What structures and routines already exist within your school to organize motivationally anchored adult learning?

Whole Class Discussion



- What was interesting?
- What surprised you?
- What additional questions about either walkthroughs or data-in-a-day would you like to have answered?

Increasing Student Engagement

What Every Teacher Should Know About Student Motivation

Teaching with the Brain in Mind





Reward vs. Celebration

- Rewards have market value AND are expected.
- Celebrations have market value OR are expected, but not both.



Activity : Attention

Effective attentions system must be able to:

- Identify and focus on most important items;
- Sustain attention while monitoring and ignoring other;
- Access memories that might be relevant;
- Shift attention quickly.



Passive to Active

- We are passively attuned to a limited range of stimuli all the time.
- We actively attend when our emotional system is activated or when our analytic system moves the information to the frontal lobe.

Processing Complex Information



- Multi-tasking; simultaneous processing
- Chunking
- Connecting and patterning

Biochemistry of Attention



- Cyclic—90 minute cycles
- Peaks in morning
- Decreases throughout day

MEMORY:
The only evidence that
learning has occurred



Memory Pathways



- Semantic-stores words and facts
- Episodic-based on context and location
- Procedural-motor memory
- Automatic-conditional, possibly part of procedural
- Emotional-joy, fear, surprise, sadness, disgust, acceptance, anticipation, anger, may not be a separate pathway



Thank you