THE ENGAGEMENT FACTOR: CAPTURING THE DISENGAGED STUDENT

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region4®
Educated Solutions

GROUND NORMS/SOCIAL CONTRACT

Your time and efforts are valuable. Your notes will mean more and be better remembered if you:

- USE ILLUSTRATIONS AND DRAWINGS

- SHARE AND TEACH WHAT YOU WRITE ABOUT

- USE COLORS

- PERSONALIZE YOUR NOTES

- BORROW FROM OTHERS

- USE ANALOGIES AND METAPHORS

A SOCIAL CONTRACT IS AN AGREEMENT, BETWEEN ALL PARTIES INVOLVED, OF APPROPRIATE BEHAVIORS NEEDED IN THE CLASSROOM

- GET COMFORTABLE

- PARTICIPATE ACTIVELY

- HONOR WHAT YOU KNOW

- RESPECT OTHER VIEWPOINTS

- TAKE CARE OF YOURSELF

- SILENCE ELECTRONIC DEVICES

ANTICIPATION REACTION GUIDE (WHOLE GROUP)

A/D	Opinion Statement	Reaction	After
	Paying attention to instruction is a student's choice.		
	Engagement in schooling is the same as engagement in learning		
	Personal relevance is good a theory, but not necessary for engagement.		

RESEARCH WALK ABOUT

- READ THE ASSIGNED NOTE OF RESEARCH

  - SAY/MEAN/MATTER

- WALK ABOUT THE ROOM STOPPING TO DISCUSS THOUGHTS WITH A PARTNER

  - PAIR/SHARE

- RECORD AT LEAST ONE NEW IDEA YOU WANT TO REMEMBER

  - REFLECT

GIVING STUDENTS WHAT THEY NEED   EDUCATIONAL LEADERSHIP

BOREDOM AND IT'S OPPOSITE   EDUCATIONAL LEADERSHIP

THE KEY TO CLASSROOM MANAGEMENT   EDUCATIONAL LEADERSHIP

the what

and *the why*

What *Really is* Engagement?

the degree of attention, curiosity and interest, that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Cognitive Strategies

Motivation

Social Interactions

Conceptual Knowledge

Students who are engaged exhibit three characteristics:

✓ They are attracted to their work
✓ They persist in their work despite challenges and obstacles, and
✓ They take visible delight in accomplishing their work.

Phil Schlecty (1994)

Factors Impacting Engagement

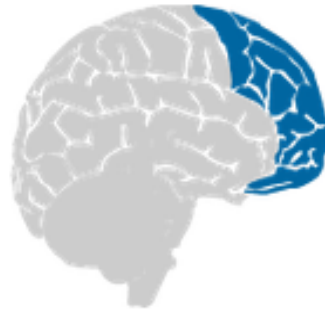Information that is not attended to, that does not engage learners' cognition, is in fact inaccessible.

Background Knowledge

Subjectivity

Culture

Personal Relevance

Neurology
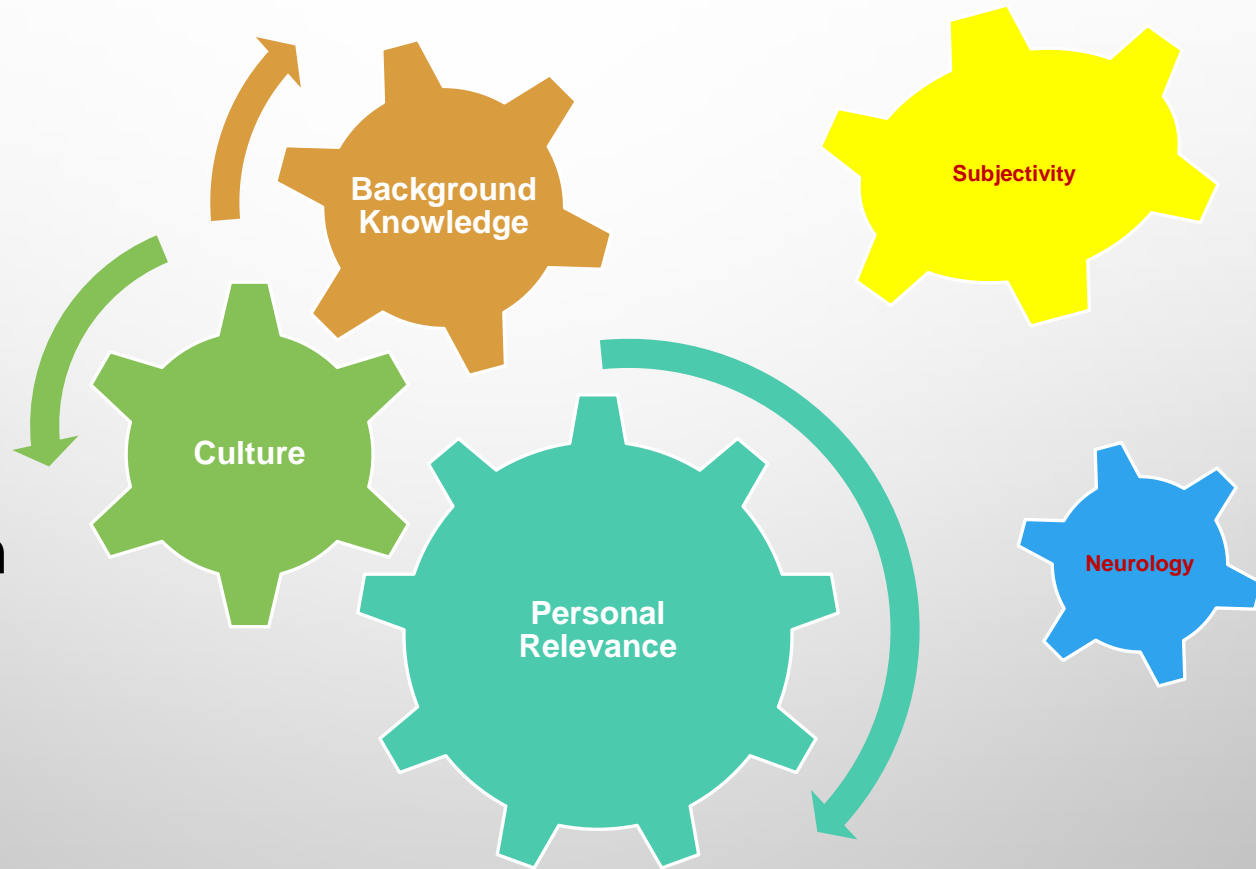
UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning

Affective Networks
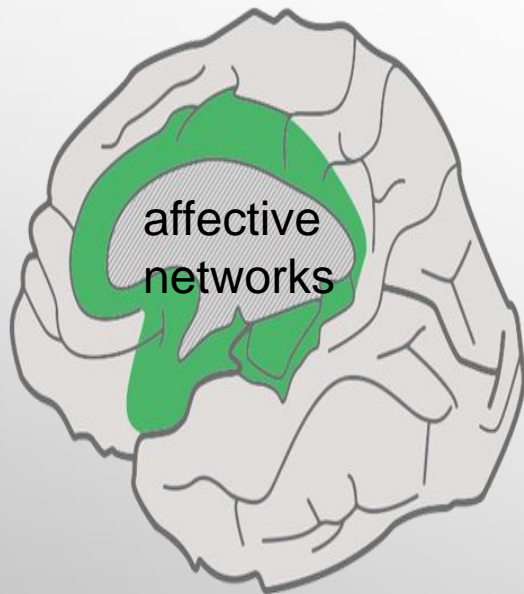The "why" of learning

Strategic Networks
The "how" of learning

Recognition Networks
The "what" of learning

AFFECTIVE NETWORKS:
# THE **WHY** OF LEARNING

affective networks

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn.

There is *not one means of engagement* that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

The brain needs to be turned on or **engaged.** This allows for learning to begin. (Rose & Meyers, 2002)

How does this inform what we do…or should do?
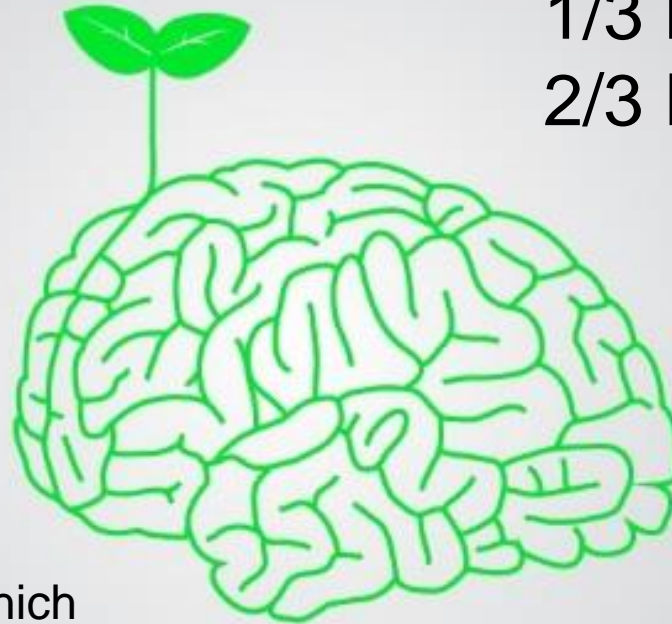
1/3 DNA
2/3 Environment-*Important*

Our brains grow…and shrink depending on the environment in which we exist…our environmental niche…

"The neurodiversity-inspired educator will have a deep respect for each child's unique brain and seek to create the best differentiated learning environment within which it can thrive. *Thomas Armstrong*
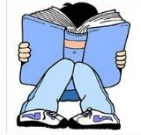
REASONS WHY LEARNERS DISENGAGE!

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Fear of making mistakes

Perceive teacher is not being fair

Learners are apathetic

Learners

Not connected to the learning community

Facing other life issues

Do not see the benefit of what they are learning

EXPERT LEARNERS ARE ENGAGED LEARNERS

UDL DEFINES EXPERT LEARNERS AS LEARNERS WHO ARE RESOURCEFUL AND KNOWLEDGEABLE, STRATEGIC AND GOAL-DIRECTED, AND PURPOSEFUL AND MOTIVATED. EACH STUDENT BECOMES THE ABSOLUTE BEST LEARNER THAT HE CAN BE.

DAVID ROSE

UNIVERSAL DESIGN FOR LEARNING: THEORY & PRACTICE (CAST PROFESSIONAL PUBLISHING, 2014)

1. Choose one topic
   A. Move to that corner

2. Meet a partner
   A. Share why you choose this topic or why interested

FOUR CORNER OPTIONS

Technology

Fashion

Automobile

Sports

3. Create a list of available options or variations with your partner

"Even the same learner will differ over time and circumstance; their 'interests' change as they develop and gain new knowledge and skills. It is, therefore, important to have alternative ways to recruit learner interest."
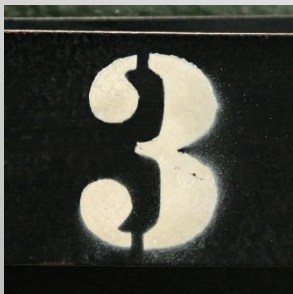
CAST

What does it mean to provide multiple means of engagement?

What does it look like to provide multiple means of engagement?

Why do we need to provide multiple means of engagement?

What does it mean to provide multiple means of engagement?

How learners get <u>engaged</u> and <u>stay motivated</u>?

How they are <u>challenged</u>, <u>excited,</u> or <u>interested</u>?

MULTIPLE MEANS OF ENGAGEMENT CAST.ORG

Provide options for self-regulation

Provide options for sustaining effort and persistence

Provide options for recruiting interest

1

2

3

PROVIDE OPTIONS FOR SELF-REGULATION

- PROMOTE EXPECTATIONS AND BELIEFS THAT OPTIMIZE MOTIVATION

- FACILITATE PERSONAL COPING SKILLS AND STRATEGIES

- DEVELOP SELF-ASSESSMENT AND REFLECTION

PROVIDE OPTIONS FOR SUSTAINING EFFORT AND PERSISTENCE

- HEIGHTEN SALIENCE OF GOALS AND OBJECTIVES

- VARY DEMANDS AND RESOURCES TO OPTIMIZE CHALLENGE

  - FOSTER COLLABORATION AND COMMUNICATION

  - INCREASE MASTERY-ORIENTED FEEDBACK

PROVIDE OPTIONS FOR RECRUITING INTEREST

Minimize threats and distractions

Optimize

- INDIVIDUAL CHOICE AND AUTONOMY

- RELEVANCE, VALUE AND AUTHENTICITY

noitɔɘ˥ɟɘЯReflection

Create one short answer response question regarding providing multiple means of engagement.
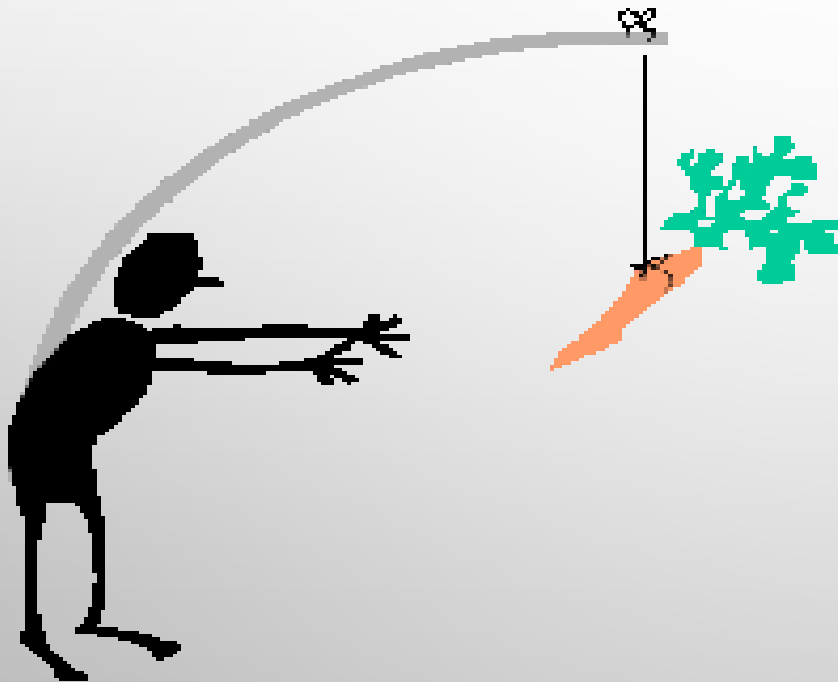
Give questions to your group leader.

What does it look like to provide multiple means of engagement?

THE SURPRISING SCIENCE OF MOTIVATION
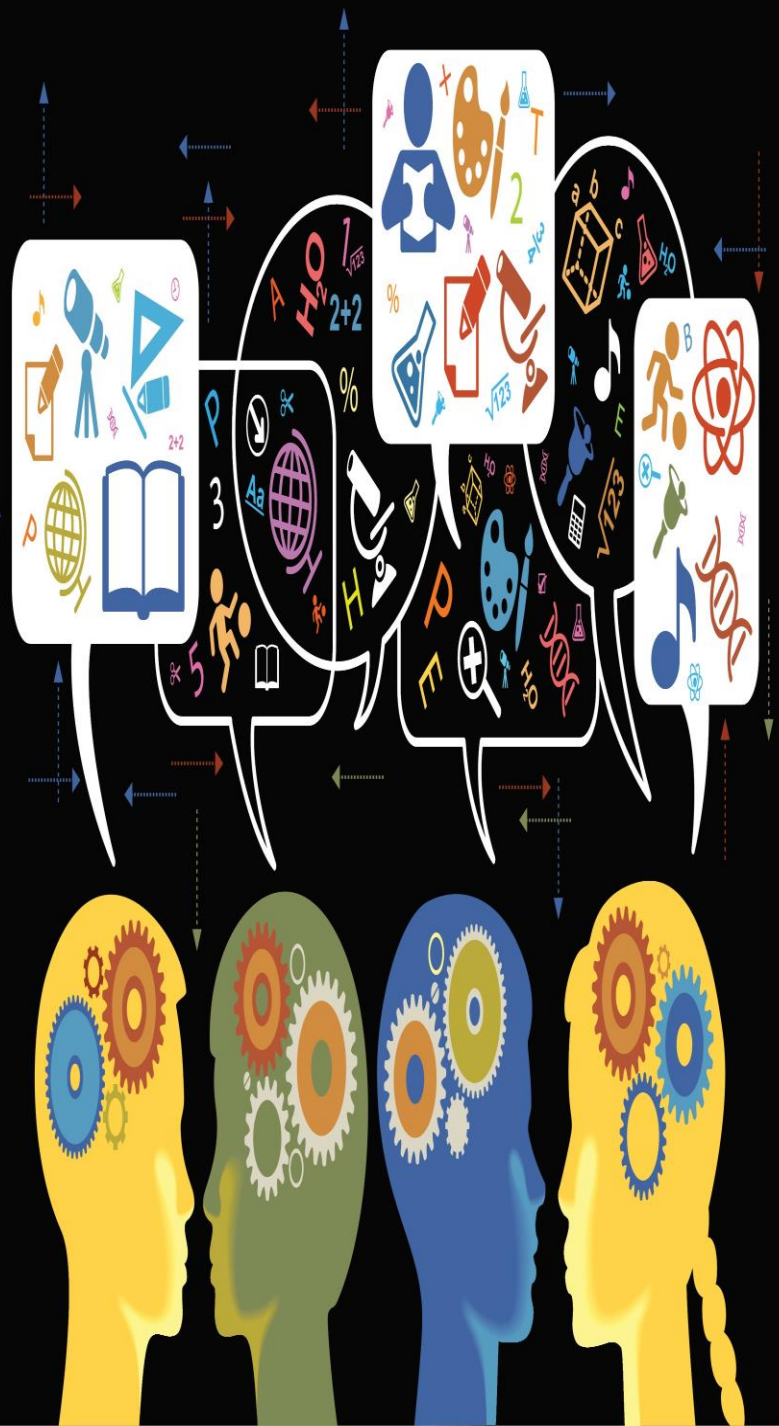
http://www.udlcenter.org/

Locate video entitled "The Surprising Science of Motivation"

Listen to 6 minutes of the video

Record your findings on the Video Viewing Handout

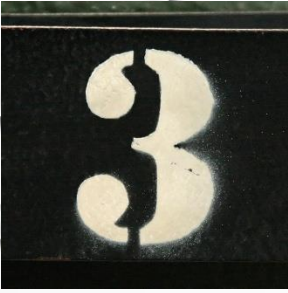Reflect with a partner

noitɔɘlʇɘЯReflection

Think through a typical school day.

*What instructional activities do you plan that specifically consider the Affective Network to **motivate** learners?*

Explain

What does it look like to provide multiple means of engagement?
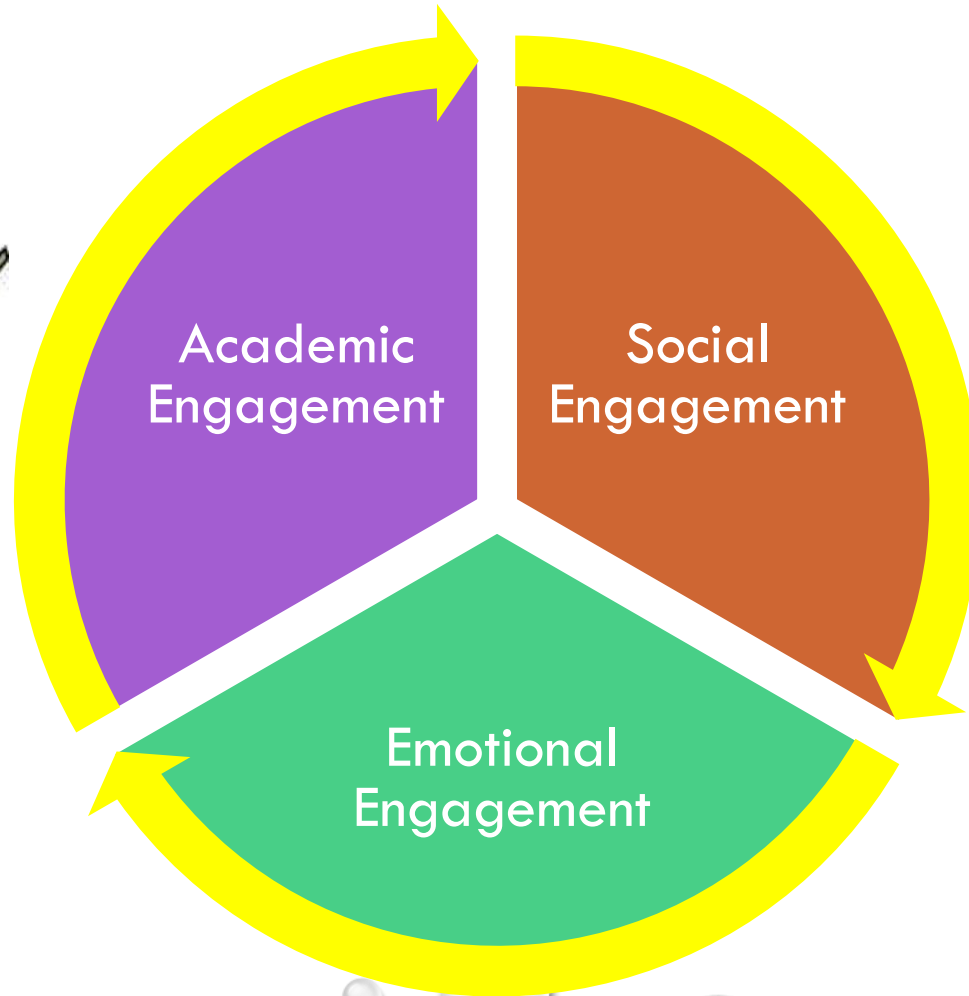
3 **Why do we need** to provide multiple means of engagement?

To *create* purposeful, motivated learners

THREE DIMENSIONS OF STUDENT

ENGAGEMENT STRATEGY WEB QUEST

- FIRST FEW MINUTES

- INQUIRY BASED LEARNING

- TOTAL PARTICIPATION TECHNIQUES

- LAST FEW MINUTES

- STUDENT CHOICE

- COLLABORATION

- ACTIVE LECTURING/LEARNING

- PACING STRATEGIES

- CULTURAL RESPONSIVE TEACHING

- POSITIVE REINFORCEMENT

- STUDENT RESPONSE

- CHECKING FOR UNDERSTANDING STRATEGIES

- INDEPENDENT LEARNING OPPORTUNITIES

Community Share

Reflection

Create a guiding statement highlighting the importance of recruiting engagement.

Ex.
Engagement does not have to be complex. It just needs to be responsive to the needs of the learner.

CONTACT INFORMATION

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