

Student Engagement Techniques

A Handbook for
College Faculty

Elizabeth F. Barkley

UNIVERSITÄT
LIECHTENSTEIN
Bibliothek

1

JOSSEY-BASS
A Wiley Imprint
www.josseybass.com

Contents

Preface	-•	xi
The Author		xv
PART ONE: A CONCEPTUAL FRAMEWORK FOR UNDERSTANDING STUDENT ENGAGEMENT		1
1 What Does <i>Student Engagement</i> Mean?		3
2 Engagement and Motivation		9
3 Engagement and Active Learning		16
4 Promoting Synergy Between Motivation and Active Learning		24
5 Additional Facets to Consider		39
6 From Theory to Practice: Teachers Talk About Student Engagement		45
PART TWO: TIPS AND STRATEGIES (T/S)		79
7 Tips and Strategies for Fostering Motivation		81
T/S 1 Expect engagement		81
T/S 2 Develop and display the qualities of engaging teachers		82
T/S 3 Use behaviorist-based strategies to reward learning rather » than behavior		82
T/S 4 Use praise and criticism effectively		83
T/S 5 Attend to students' basic needs so that they can focus on the higher-level needs required for learning		84
T/S 6 Promote student autonomy		85
T/S 7 Teach things worth learning		86
T/S 8 Integrate goals, activities, and assessment		87
T/S 9 Craft engaging learning tasks		89
T/S 10 Incorporate competition appropriately		89

T/S 11	Expect students to succeed	91
T/S 12	Help students expect to succeed	91
T/S 13	Try to rebuild the confidence of discouraged and disengaged students	92
8	Tips and Strategies for Promoting Active Learning	94
T/S 14	Be clear on your learning goals	94
T/S 15	Clarify your role	95
T/S 16	Orient students to their new roles	96
T/S 17	Help students develop learning strategies	98
T/S 18	Activate prior learning	98
T/S 19	Teach in ways that promote effective transfer	98
T/S 20	Teach for retention	100
T/S 21	Limit and chunk information	102
T/S 22	Provide opportunities for guided practice and rehearsal	102
T/S 23	Organize lectures in ways that promote active learning	103
T/S 24	Use reverse or inverted classroom organization	104
T/S 25	Use rubrics to give learners frequent and useful feedback	104
9	Tips and Strategies for Building Community	110
T/S 26	Move away from an authoritarian role	110
T/S 27	Promote class civility	111
T/S 28	Create a physical or online course environment that supports community	112
T/S 29	Reduce anonymity: Learn students' names and help students learn each other's names	112
T/S 30	Use icebreakers to warm up the class	115
T/S 31	Use technology to extend or reinforce community	120
T/S 32	Be consciously inclusive	121
T/S 33	Subdivide large classes into smaller groupings	122
T/S 34	Involve all students in discussion	122
T/S 35	Use group work effectively	124
T/S 36	Revisit icebreaker kinds of activities later in the term	125
T/S 37	Celebrate community	125
10*	Tips and Strategies for Ensuring Students Are Appropriately Challenged	127
T/S 38	Assess students' starting points	127
T/S 39	Monitor class pacing	128

	T/S 40	Help students learn to self-assess	129
	T/S 41	Differentiate course elements to meet individual student needs	130
	T/S 42	Use scaffolding to provide assistance for complex learning	133
11		Tips and Strategies to Promote Holistic Learning	135
	T/S 43	Pick up the pace to hold attention	135
	T/S 44	Offer options for non-linear learning	137
	T/S 45	Use principles of universal design	137
	T/S 46	Incorporate games	138
	T/S 47	Teach so that students use multiple processing modes	138
	T/S 48	Incorporate multiple domains when identifying learning goals	140
	T/S 49	Include learning activities that involve physical movement	144
	T/S 50	Consider creating a graphic syllabus	145
PART THREE: STUDENT ENGAGEMENT TECHNIQUES (SETS)			149
CATEGORY I. TECHNIQUES TO ENGAGE STUDENTS IN LEARNING COURSE-RELATED KNOWLEDGE AND SKILLS			
12		Knowledge, Skills, Recall, and Understanding	155
	SET 1	Background Knowledge Probe	156
	SET 2	Artifacts	161
	SET 3	Focused Reading Notes	164
	SET 4	Quotes	167
	SET 5	• Stations	170
	SET 6	Team Jeopardy	174
	SET 7	Seminar	181
13		Analysis and Critical Thinking	186
	SET 8	Classify	187
	SET 9	Frames	191
	SET 10	Believing and Doubting	195
	SET 11	Academic Controversy	199
	SET 12	Split-Room Debate	202
	SET 13	Analytic Teams	207
	SET 14	BookClub	212
	SET 15	Small Group Tutorials	215

14	Synthesis and Creative Thinking	218
	SET 16 Team Concept Maps	219
	SET 17 Variations	226
	SET 18 Letters	229
	SET 19 Role Play	232
	SET 20 Poster Sessions	238
	SET 21 Class Book	243
	SET 22 WebQuests	246
15	Problem Solving	251
	SET 23 What's the Problem?	252
	SET 24 Think Again!	256
	SET 25 Think-Aloud-Pair-Problem Solving (TAPPS)	259
	SET 26 Proclamations	264
	SET 27 Send-a-Problem	267
	SET 28 Case SWdies	272
16	Application and Performance	275
	SET 29 Contemporary Issues Journal	276
	SET 30 Hearing the Subject	280
	SET 31 Directed Paraphrase	285
	SET 32 Insights-Resources-Application (IRAs)	287
	SET 33 Jigsaw	289
	SET 34 Field Trips	296
	CATEGORY II. TECHNIQUES FOR DEVELOPING LEARNER ATTITUDES, VALUES, AND SELF-AWARENESS	
17	Attitudes and Values	300
	SET 35 Autobiographical Reflections	301
	SET 36 Dyadic Interviews	305
	SET 37 Circular Response	310
	SET 38 Ethical Dilemmas	313
	SET 39 Connected Communities	317
	SET 40 Stand Where You Stand	321
18	Self-Awareness as Learners	323
	SET 41 Learning Logs	324
	SET 42 Critical Incident Questionnaire (CIQ)	328
	SET 43 Go for the Goal	332
	SET 44 Post-test Analysis	336

19	Learning and Study Skills	340
	SET 45 In-class Portfolio	341
	SET 46 Resource Scavenger Hunt	345
	SET 47 Formative Quiz	347
	SET 48 Crib Cards	351
	SET 49 Student-generated Rubrics	354
	SET 50 Triad Listening	357
	 Appendix A: Key to Courses and Professors in SET Examples	 363
	Appendix B: NSSE/SET Crosswalk Tables	371
	References	379
	Index	391