

FROM ENRAGEMENT TO ENGAGEMENT

**IMPROVING CLASSROOM
BEHAVIOR BY INCREASING
STUDENT ENGAGEMENT**

**Presented by
Matthew
McNiff, Ph.D.**

**Behavior
Consultant**

FOUNDATION FOR STUDENT LEARNING

Unified Learning Model (ULM)

- Working Memory
- Knowledge
- Motivation

(Shell, Brooks, Trainin, Wilson, Kauffman, Herr, 2010)

UNIFIED LEARNING MODEL (ULM)

■ Working Memory

- Central to all current models of learning
- The focus is to reduce the amount of cognitive load
- Requires attention to material
- How we process information and move to long term memory
- Generally can hold about 5 – 7 items

UNIFIED LEARNING MODEL (ULM)

■ Knowledge

- What is stored in long term memory
- How we scaffold and make connections to new material

■ Motivation

- Goals
- Emotion
- Interest

UNIFIED LEARNING MODEL (ULM)

ULM Rules for Learning

- 1. New learning requires attention
- 2. Learning requires repetition
- 3. Learning is about connections
- 4. Some learning is effortless; some requires effort
- 5. Learning is learning

STUDENT ENGAGEMENT - COMPONENTS

- A review of the literature shows the following components to be valuable in student engagement
 - Interaction
 - Exploration
 - Relevancy
 - Multimedia
 - Instruction
 - Authentic assessment

(Taylor & Parsons, 2011)

SCATTERGORIES

For this exercise, we are going to come up with different ways to assess students:

- 1.** Groups of two or three
- 2.** Brainstorm 5 ways to assess students in four core areas that is not a written assessment
- 3.** Two minutes per core area
- 4.** No duplicating from one core area to the other

STUDENT ENGAGEMENT MODEL

- Marzano, Pickering & Heflebower
 - The Highly Engaged Classroom (2011)
- Engagement from the learner perspective
 - How do I feel?
 - Am I interested?
 - Is this important?
 - Can I do this?

HOW DO I FEEL?

Engaged Emotions

- Enthusiasm
- Interest
- Enjoyment
- Satisfaction
- Pride
- Excitement

Tuned Out Emotions

- Boredom
- Disinterest
- Frustration
- Anger
- Sadness
- Worried
- Anxious

HOW DO I FEEL?

- **Three factors effect student feeling:**
 - Student energy level
 - Teacher demeanor
 - Student's perceived acceptance level
- Feelings are related to emotions;
- Emotions drive attention;
- Attention drives learning!

HOW DO I FEEL? – EFFECTIVE PACING

- **Presentation of new material**
 - “Chunk and Chew”
 - Chunking

TURN AND TALK (BUDDY BUZZ)

- *Student partners respond and discuss ideas prompted by a focus question provided by the teacher. Teacher monitors, listens and records interactions; may choose to post some of responses on overhead or whiteboard to share.*

GROUP SUMMARY STATEMENT

- *Together, students discuss the content shared in the preceding chunk. Student A writes a summary sentence on a piece of paper about that section. Then, another chunk is delivered, and students discuss. Student B then writes a summary sentence about that section on the common paper. The summary statement continues to develop in this fashion until the end of the lesson. Groups are then asked to share out their statements to the whole class.*

WHIP AROUND

- *Ask students an open- or closed-ended question that has multiple answers. Give students a few minutes to brainstorm some ideas for their responses. They could collaborate quickly with a partner. Then, whip around the classroom, having each student share their response quickly before going to the next student.*

HOW DO I FEEL? – PHYSICAL MOVEMENT

- **Physical movement helps with energy levels**
 - Stretch breaks
 - Recall/Rehearsal of previously learned material
- **Physical movement can help with content understanding**
 - Give one, Get one
 - Vote with your feet
 - Corners activity
- **Physical movement can help with competitive learning**
 - Science competition
 - Speed spelling

HOW DO I FEEL? – ENTHUSIASM/INTENSITY

- Use personal stories
- Tie material to emotions
 - How would they feel in that situation
 - Use imagery
- Be excited to be there
 - Enthusiasm is contagious
- Pacing of speech and movement

HOW DO I FEEL? – USE HUMOR

- Self-directed humor
- Humorous multimedia
- Funny quotes or headlines
- May be used to:
 - Introduce topics
 - Transition
 - End a lesson
 - As part of a normal routine
- Never use toward students!

HOW DO I FEEL? – BUILD POSITIVE RELATIONSHIPS

All students

- Create a safe environment
- Develop trust
 - Consistency
 - Respect
 - Follow through
- Verbally reinforce behavior

Tougher students

- The 1-Minute plan
- Don't take it personally
- Keep out of arguments
- Hero procedure
- Reinforce positive behavior

AM I INTERESTED? – GAMES/COMPETITION

- Make sure that they have an academic focus
- Examples of competition
 - Quiz show
 - Science/engineering experiment
 - Good behavior game
- Use your questions and questioning strategies for competition between teams

AM I INTERESTED? – FRIENDLY CONTROVERSY

- Controversy can help to bring about emotions
- Emotions can increase interest
- Must be CONTROLLED emotions – led by teacher
- Examples of friendly controversy:
 - Class votes
 - Debates/Town halls
 - Perspective analysis

AM I INTERESTED? – UNUSUAL INFORMATION

- Previously learned, repetitious behavior becomes stale
- Excellent lesson starter
- Use guest speakers
- Students can bring in interesting facts
- Have students create podcasts/vodcasts of information
- Use multimedia to help collect interesting facts
 - Videos
 - Podcasts
 - Websites
 - Blogs

AM I INTERESTED? – QUESTIONING STRATEGIES

- Random call outs
 - Who knows the answer? Do you know the answer?
- Paired response
 - Children are paired up and provide an answer as a pair
- Response chaining
 - “Billy what is _____?” “Ashley, is Billy’s answer correct?” “Why”
- Choral response
 - “All together now”
- Instant surveys – Google forms
- Hold ups
 - True/false
 - Multiple choice
 - Number cards

IS THIS IMPORTANT? – CONNECTING STUDENT'S LIVES

- Use comparison tasks to make it meaningful
 - Physical characteristics
 - Process
 - Cause and effect relationships
 - Psychological characteristics
- Draw on emotions from circumstances
- Use power words to increase emotions: i.e. noble, courageous
- Relate the information to their reality

IS THIS IMPORTANT? – CONNECTING STUDENT'S AMBITIONS

- Goal boards
- Personal projects
 - Phase 1: What do I want to accomplish?
 - Phase 2: Who else has done it? Who can help me?
 - Phase 3: What skills will I need?
 - Phase 4: What will I have to change to meet my goal?
 - Phase 5: What is my plan and how hard will I have to work?
 - Phase 6: What can I do now?
 - Phase 7: What did I learn about my goal and myself?

IS THIS IMPORTANT? – ENCOURAGE APPLICATION OF KNOWLEDGE

- Choice helps to increase engagement by allowing students to choose the most appealing assignment
- You are the teacher – you are the evaluator of student work
- There are several ways to apply knowledge:
 - Speech on the topic
 - Create a 3-D replica of the assignment topic
 - Create a political poster of the information
 - Make a game for the class to use with it
 - Develop 20 question activity on the subject with answers
 - Make a song to remember the parts that are important
 - Do a podcast or vodcast on the subject matter

CAN I DO THIS? – TRACKING STUDENT PROGRESS

- Keep behavior data and academic data in a place that they can see it
- Displayed data helps to encourage reactivity
- Help them to set goals
- Make sure that you reinforce met or improved goals

CAN I DO THIS? – VERBAL FEEDBACK

Instead of:

- You're smart
- Great job
- Well done
- Way to go

Try:

- You worked hard
- You prepared well
- You were focused
- I can see the effort you put forth

- You can always combine the two
- We want to create the idea that they are in control of their own destiny; it is not simply up to luck

CAN I DO THIS? – TEACH SELF EFFICACY

- Provide examples of inspiring stories of people who have overcome
- Teach them the difference between luck/fate and what learning/practice produce
 - Ex. Tying shoes/driving car
- Have them analyze their strengths and weaknesses

REMEMBER FOR ENGAGEMENT

- The rules to learning
- Student engagement components
- Marzano, Pickering & Heflebower's student engagement model
 - How do I feel?
 - Am I interested?
 - Is it important?
 - Can I do this?
- Most important: Be Creative, Be Kind, Enjoy Your Work and Develop a Relationship

Matthew McNiff, Ph.D.
mattmcniff@yahoo.com