

ARE YOU TALKING TO ME?

INCREASING STUDENT ENGAGEMENT IN THE CLASSROOM

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Student Engagement

- Why are we concerned about it?
- Why is it different from when we were in school?
- What do today's learner's want?

What to expect

- Foundations of learning
- Concepts on student engagement
- Student engagement model
- Academic engagement
- Behavioral engagement

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
- 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)

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? – Strategies

- Effective Pacing
- Physical Movement
- Intensity and enthusiasm
- Humor
- Building positive relationships

How do I feel? – Effective Pacing

- **Routines**
 - High Traffic Zones
 - Practice, Practice and Overpractice
- **Transitions**
 - Keep steps minimal
 - Provide a signal on when activities will begin and end
 - Provide reinforcement when transitions are done well
 - Use a timer
 - 54321
- **Presentation of new material**
 - Chunking
 - “Chunk and Chew”

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

Verbally Reinforce Behavior

- More and more research is showing that there is a strong connection between praise and reinforcement to increased academic achievement
- Beaman & Wheldall (2000) showed that even though there is ample evidence that positive praise is extremely effective, teachers do not use a systematic approach to consistently use verbal praise
- White & Wills (2008) Roughly 1:3 ratio of approvals to reprimands – Class at about 56 % on task
- After teacher intervention pos/neg went to about a 12:1 ratio and increased class on task behavior to roughly 85%.
- Shooting for 4:1 positive praise to reprimands

Keep Out of Arguments

- Go “Brain Dead” (Cline & Fay,1990)
 - Using the same response over and over
 - I know, Okay, Thanks for sharing, That's an option, I bet it feels that way, I am not going to argue with you.
- Give Choices
 - Offering options gives “power” to students
- Use Inconvenience
 - Only allow arguing at specified time or location

Hero Procedure

- Used with one student
- Set up a program with a student to reach goals
 - Behavior Contract
 - Reinforcement Schedule
- Once the student reaches the goal, the entire class gets a prize, thus making the student who earned them the prize a "hero"
- Can use the class to positively reinforce when he does well

Am I interested? - Strategies

- Using games and competition
- Friendly controversy
- Unusual information
- Questioning strategies to increase response rates

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

- Questioning has strong research foundation
- Random call outs
- Paired response
- Response chaining
- Choral response
- Instant surveys – Google forms
- Hold ups
 - True/false
 - Multiple choice
 - Number cards

Is this important? - Strategies

- Make connections to students' lives
- Make connections to students' life ambitions
- Encourage application of knowledge

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? - Strategies

- Tracking student progress
- Use effective verbal feedback
- Teach self-efficacy

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 . . .

- 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

Resources

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