Structured Student Engagement (101)

Massively Better Classrooms Workshop Series

Curry College Faculty Center for Professional Development and Curriculum Innovation

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Goals for Engagement

- Structured student engagement is the intentional design of activities to capitalize on the interactions between students and the instructor and students and each other during and outside of class time

- What outcomes can you anticipate for your course if student engagement is increased?
(Give One, Get One)

Key Components of Structured Student Engagement

Marzano (2011) compiled the research in *The Highly Engaged Classroom*.

1. Safe, supportive, and productive classroom environment.   (Classroom structure)

2. Activities and/or techniques that capture students' interest.   (Explicit instructions & scaffolding)

3. Meaningful and relevant contexts, problems, or scenarios.   (Authentic application of skills)

4. Perceptions of efficacy.
                          (Tasks to maximize success)

Designing Structured Student Engagement Routines and Tasks

- How do we get our students to join us in the work of our discipline?
  - Build authentic tasks linked to our course learning outcomes
  - Interest students by providing choice, inconsequential competition, etc.
  - Require all students to participate and monitor with formal/informal accountability measures
  - Ensure tasks are "just right" and scaffold the activity to reduce barriers

- Structured engagement is hard work! There are times when we feel like giving up.
  - In the future, when I implement structured engagement, I expect to face challenges with _____; however, I value _____, so I am committed to trying _____.

Scaffolding to Build Academic Language & Conceptual Understanding

- Routines
- Sentence Starters
- Instructor Models
- Peer Rehearsal
- Opportunity to Sha[re]

- Goal: Isolate the c[...] skill to the greatest [...] barriers from 100% participation and engagement.

Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Soliciting a Response
What do you think?
We haven't heard from you yet.
Do you agree?
What answer did you get?

Reporting a partner's idea
_____ indicated that . . .
_____ clarified that. . .
_____ pointed out to me that . . .
_____ emphasized that . . .

Predicting
I guess/predict/imagine that . . .
Based on . . ., I infer that . . .
I hypothesize that . . .

Paraphrasing
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Acknowledging Ideas
My idea is similar to/related to
   _____'s idea.
I agree with (a person) that . . .
My idea builds upon _____'s idea.

Partner and Group Reporting
We decided/agreed that . . .
We concluded that . . .
Our group sees it differently.
We had a different approach

Committing to Trying Something New

- So, what are you going to try?

- When?

- Write a letter to yourself to stay accountable to you!

Thank You!

- I look forward to hearing about how we can support your efforts to create **Massively Better Classrooms**!

- Stay in touch! I want to hear about your successes and next steps.

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