Fostering Engagement

presented by Communications by Design



COURSE OUTCOMES:

Learn a research-based engagement framework

Add 20+ student engagement strategies to your repertoire

Create a plan for fostering deeper student engagement



STUDENT ENGAGEMENT FRAMEWORK





CREDIBILITY

I believe in my teacher.

- Trust
- · Teacher competence
- · Dynamism or passion
- · Immediacy or perceived closeness

Fisher, Frey, & Hattie (2020)



VALUE

I believe the work we do has value.

- Behavioral
- Cognitive
- Emotional

Fisher, Frey, & Hattie (2020)



MASTERY

I believe I can succeed at this.

- · Challenges just beyond current abilities
- · Cultivate a growth mindset
- · Mastery requires struggle

Tough (2016), Stuart (2019), Pink (2009)



RELATEDNESS

I belong here.

- Identity
- · Belonging
- Affinity
- · Positive Dependence

Farrington (2006), Hartl et al. (2015)



AUTONOMY

I am trusted to make choices.

- Time
- Task
- Technique
- Team

Pink (2009)



EFFORT

I can improve through my effort.

- · Praise risk-taking
- · Mind your tone
- · Expect and welcome error
- Teach effective learning techniques

Stuart (2019)

THINKING ABOUT A

disengaged student

Consider a specific student and a time when that student was disengaged. In the space below, write the name of the student (please do NOT share the student's name with anyone else) and indicators of that student's disengagement.



Disengaged Student (name):

Indicators of Disengagement:

List 2-3 indicators

(How did you know the student was disengaged? What did you see or not see? Hear or not hear?)



credibility

I believe in my teacher.

Fisher, Frey, & Hattie (2020)

- Trust
- Teacher competence
- Dynamism or passion
- Immediacy or perceived closeness

	Notes:
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credibility

How will you improve your students' perception of credibility? Use a teacher-favorite reflection strategy called the 3-2-1 Processor to collect your thoughts.

(Sneak peak! You'll learn more about this one later in the course.)

Pro tip! We suggest you heighten the concern for yourself and add a friend to the process. Tell a teaching buddy or colleague about your goal and report back on how it went.

3

Т	hree et	ffectiv	e things	that I alre	eady do	to cult	ivate pos	sitive re	elationshi	ps with	stude	nts

1. 2. 3.

Two interesting ideas from this course that could help

2. 1. 2.

1.



relatedness

I belong here.

Farrington (2006), Hartl et al. (2015)

- Identity
- Belonging
- Affinity
- Positive dependence

Notes:



relatedness

How will you improve your students' sense of belonging? Use the simple reflection organizer below to capture your thoughts from this section of the course.

	Something you aiready do	Something new or a change you can try
How can we help students feel like they BELONG?		
How can we instill a classroom sense of AFFINITY and POSITIVE DEPENDENCE (they like each other and rely on one another)?		



value

I believe the work we do has value.

Fisher, Frey, & Hattie (2020)

- Cognitive
- Behavioral
- Emotional



value

How will you improve the purpose and importance of the work for your students? Use the simple reflection organizer below to capture your thoughts from this section of the course.

What is one area of your classroom experience in which students tend to find little value? What will you do or change to add a sense of value to that area?

CURRENT AREA



CHANGE OR STRATEGY



autonomy

I am trusted to make choices here.

Pink (2009)

- Task
- Time
- Technique
- Team

Notes:		



autonomy

How will you provide opportunities for your students to make developmentally-appropriate choices in your classroom? Use the simple reflection organizer below to capture your thoughts from this section of the course.

For each of the 4 Ts of Autonomy, consider one change or strategy you can use to offer students choice in that area.

TIME
TECHNIQUE

TEAM



mastery & effort

I believe I can succeed at this.
I can improve through my effort.

Tough (2016), Stuart (2019)

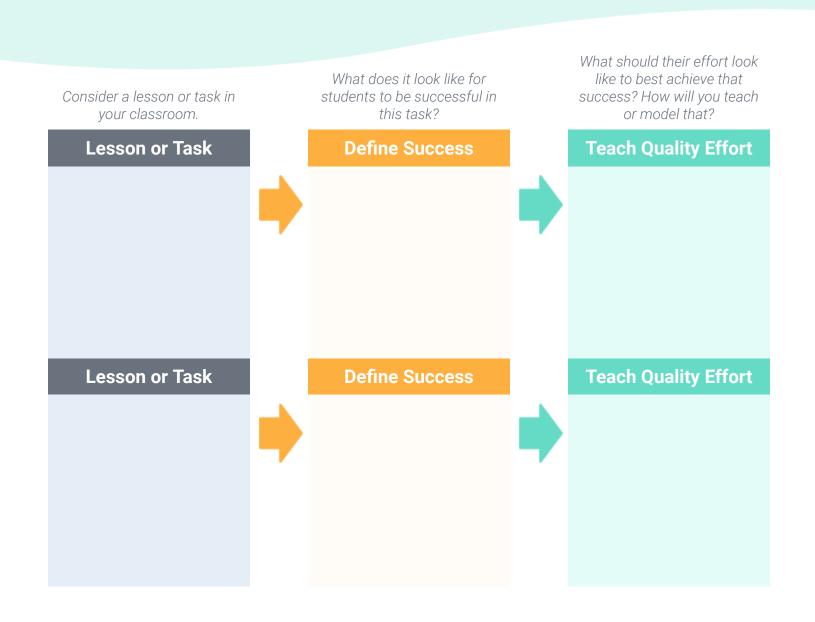
- Goldilocks challenges
- Cultivate a growth mindset
- Teach effective learning techniques

Notes.	



mastery & effort

How will you help students believe in their capacity to succeed and improve? Use the simple reflection organizer below to capture your thoughts from this section of the course.



final reflection: How will you foster engagement?

For the final reflection, use the Flip-it strategy to determine how you will use some of these strategies to address engagement challenges. Repeat this process as many times as desired (additional blank tables on the next page).

