Fostering Engagement

presented by Communications by Design

COURSE OUTCOMES:

Learn a research-based engagement framework

Add 20+ student engagement activities to your repertoire

Create a plan for fostering deeper student engagement

communications
BY DESIGN

Successful Students
Innovative Classrooms
Thriving Schools

STUDENT ENGAGEMENT FRAMEWORK

1 CREDIBILITY

I believe in my teacher.

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

Fisher, Frey, & Hattie (2020)

2 RELATEDNESS

I b...ng here.

- Identity
- ...ng
- ...
- Pos... ...ence

...gton (20... ...t et al. (2015)

3 VALUE

I believe the work we ... value.

- Behavi...
- Cog...
- Emotio...

...Hattie...

4 AUTONOMY

I am trusted to make choices.

- Time
- Task
- Technique
- Team

Pink (2009)

5 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)

6 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? Heard, not heard)

STRATEGIES TO BUILD

credibility

I believe in my teacher.

Fisher, Frey, & Hattie (2020)

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

Notes:

REFLECTING ON
credibility

How will you improve your students' perception of credibility? Use a teacher-favorite reflection strategy called the 3-2-1 Reflector 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 goals. Report back on how it went.*

3

Three effective things that I already do to cultivate positive relationships with students		
1.	2.	3.

2

Two interesting ideas from this course that could help

1.

2.

1

One thing I will change **differ** **do** **w to improve my credibility in students' eyes**

1.

relatedness

I belong here.

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

- Identity
- Belonging
- Affinity
- Positive dependence

Notes:

REFLECTING ON

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 already 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 (we like each other and rely one another)?		

STRATEGIES TO BUILD

value

I believe the work we do has value.

Fisher, Frey, & Hattie (2020)

- Cognitive
- Behavioral
- Emotional

Notes:

REFLECTING ON

value

How will you improve the purpose and importance of the work of 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 need to find the value? What will you do or change to add a sense of value to that area?

CURRENT AREA

CHANGE OR STRATEGY

STRATEGIES TO BUILD

autonomy

I am trusted to make choices here.

Pink (2009)
- Task
- Time
- Technique
- Team

Notes:

REFLECTING ON

autonomy

How will you provide opportunities for your students to make developmentally-appropriate choices in your classroom? Use this 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.

TASK

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:

REFLECTING ON

mastery & effort

How will you help students believe in their capacity to succe__ __nd improve? Use the simple reflection organizer below to capture your thoughts fr___ __his section of the course.

Consider a lesson or task in your classroom.

What does it look like for students to be successf___ this task?

___uld their effort look ___st achieve that succe___ __w will you teach or model that?*

Lesson or Task	**Define Su___s**	__ach Quality Effort**

Lesson or Tas__	**Define Success**	**Teach Quality Effort**

REMEMBER YOUR
disengaged student

Remember the disengaged student you thought about at the beginning of the course? Flip back to that page and reflect again on that student and what you noticed. Now consider all the ideas and strategies you learned about in this course and select 2 or 3 that you feel may help. Write about those ideas below.

Disengaged Student (name):

Area to Influence
Note which area of engagement you feel may be lacking for this student.

Strategy to ...
Note a strategy for each area noted that you feel may help engage this student. Remember the spectrum! The goal is incremental growth. Describe the strategy and how you will implement it.

FINAL REFLECTION: HOW WILL YOU
foster engagement?

For the final reflection, use the Flip-it strategy to determine how you w___ _e some of these strategies to address the big engagement challenges you are lik___ _o face ___ your students. *Repeat this process as many times as desired (additional b___ ___les ___ _e next page).*

*For each **challenge**, describe an engagement challenge or situation.*

*For each **hope**, describe ho___ you would like that situa___ to be ideally.*

*___ **trategy/change**, desc___ _e strategy or change you can make to ___ove closer to the hope.*

Challenge	Hope	Strategy/Change

Challenge		Hope		Strategy/Change
	→		→	

Challenge		Hope		Strategy/Change
	→		→	