

MAXIMISING STUDENT ENGAGEMENT IN THE CLASSROOM



Debbie's Learning Set A

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SESSION PLAN

(1) Explore student engagement

- (a) Context, definitions, policy
- (b) Understand some of the main theoretical perspectives

(2) Increase student engagement

- (a) Consider tools and techniques to increase student engagement
- (b) Discuss the merits of different teaching approaches

(3) Reflect on our practice and the importance of engagement

(4) Concluding remarks

LEARNING OUTCOMES

By the end of the session, participants will be able to:

- (1) Define student engagement
- (2) Have a general understanding of the context and the theories of engagement
- (4) Acquire practical tools to enhance their teaching/engagement practice(s)
- (5) Reflect on their engagement practice(s)



ACTIVITY / BRAINSTORM

What is your best and worst student engagement experience?

Group A [Teacher perspective]

Group B [Student perspective]

- (1) Discuss your **best** and **worst** experience of engagement in a lecture or seminar
- (2) Choose **1 best and 1 worst** experience to discuss with the class
- (3) Explain **why**



ENGAGEMENT MEANING AND IMPORTANCE

“Learning begins with student **engagement**...” (Shulman 2005: 38)

- Wide range of definitions.....
- ‘Engagement is the **degree to which learners are engaged with their educational activities** and is **positively linked to a host of desired outcomes**, including **high grades, student satisfaction, and perseverance**’ (Chen *et al.* 2008: 76).
- ‘The greater the student’s **involvement or engagement** in academic work or in the academic experience of college, the **greater** his or her **level of knowledge acquisition and general cognitive development**’ (Pascarella and Terenzini 1991: 16).
- ‘Student engagement is simply characterised as **participation** in educationally effective practices, both **inside and outside the classroom**, which leads to a range of measurable outcomes’ (Inceoglu and Shukla 2011: 1).



FACTORS AFFECTING STUDENT ENGAGEMENT

Reasons for student non-engagement

(Tinto 1993 cited in Bailey 2010: 6)

- Academic difficulties (35%)
- Adjustment difficulties (social maturity)
- Unclear, narrow, changing goals
- Weak and external commitment to HE
- financial inadequacies
- Lack of 'fit' (social or academic)
- Isolation (particularly in first year)

Drivers of student engagement (Bailey 2010: 6)

- Academic integration
- 'Settling in'
- Challenging, rewarding, and consistent goals ('satisfaction?')
- Commitment to HE
- Sufficient finance
- 'Fitting in'
- Having friends/being known

Student engagement drivers

- Challenging, rewarding, and consistent goals ('satisfaction?')
- Integration (academic and social, 'fitting in', having friends/being known)

Equate to

Employee engagement drivers

- Job satisfaction (academic integration)
- Feeling valued and involved (social integration)

ENGAGEMENT AND THE POLICY LANDSCAPE

National

- **Government Retention Guidelines** (NAO 2007)

Professional

- **UKHEA: Retention & Success** (Thomas 2012)
- **UKPSF**
 - > A2 Teach & Support Learning
 - > A3 Assess & Give Feedback
 - > V1 Respect Learners
 - > V2 Promote participation & quality of opportunity
 - > V4 Acknowledge the wider context & implications for professional practice (UKHEA 2012)



Institutional

- **Strategy for Enhancing the Student Experience** (Rafferty 2010)
- **Graduate Attributes**
 - > Academic Literacy, Critical Self-awareness & Global Citizenship (OCSLD 2010)

Benchmarking

- **The National Student Survey**
- **Module Evaluation & Review**
- **Brookes Student Retention KPI** (OBU 2012)

and Brookes Marketing messages...

ENGAGEMENT AND CUSTOMER EXPECTATIONS


The image displays three sequential screenshots of the Oxford Brookes University website, specifically the 'Teaching and learning' section. The first screenshot shows the main navigation and a search bar. The second screenshot shows the 'Teaching methods' sub-section. The third screenshot shows the 'Teaching excellence' sub-section.

Teaching and learning - Oxford Brookes University

Search

You are here: International → Why Oxford Brookes → Teaching and learning

In this section: Teaching and learning



The most important reason for choosing Oxford Brookes is the quality of our teaching.

As the leading modern university in the UK for the last ten years running, Oxford Brookes is committed to providing our students with a first-class teaching and learning environment. Our strong reputation helps us to recruit high-quality staff and you will benefit first-hand from the latest academic thinking.

- [Teaching methods](#)
Find out more about our teaching methods and the support we offer you.
- [Learning options](#)
Find out about alternatives to coming to Oxford to study, such as

Teaching methods - Oxford Brookes University

Search

You are here: International → Why Oxford Brookes → Teaching and learning → Teaching methods


In this section: Teaching and learning

Teaching methods

Our strong teaching is rooted in first-rate research and you will be taught by people who are committed to getting the best from their students.

Our teaching methods may differ from the way you are taught in your own country. Here at Brookes our teaching methods include:

- Lectures - a formal introduction to, and explanation of, new subjects.
- Seminars - the chance to discuss lectures in more detail in small groups.



Teaching excellence - Oxford Brookes University

Search

You are here: About Brookes → Results and achievements → Teaching excellence

In this section: Why Brookes

Teaching excellence

Over the last 25 years Oxford Brookes has developed a reputation for the outstanding quality of our teaching, which has been assessed by the Quality Assurance Agency as excellent in more subjects than any other modern university.

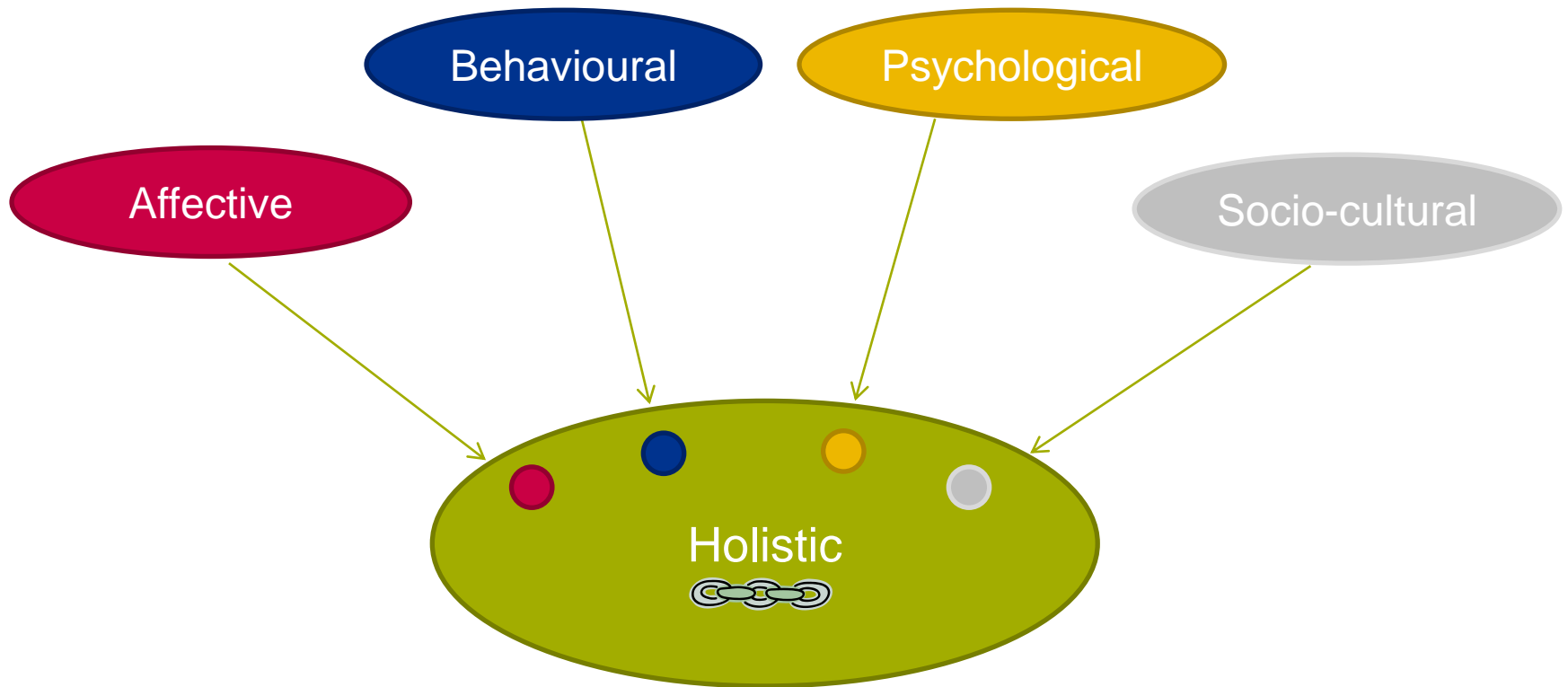
Our teaching is underpinned by excellent research, and we are building even stronger links between course content and research.

Brookes remains at the forefront of developments in teaching and learning. We are able to offer our students the best possible learning experience. Over 19,000 students and nearly 700 staff currently use E-Learning, the University's existing integrated e-learning network. We are delighted to have been chosen to pilot an e-learning network and use new technologies and course re-design to expand the education and lifelong learning.

Brookes is committed to expanding the taught courses we offer to postgraduates.

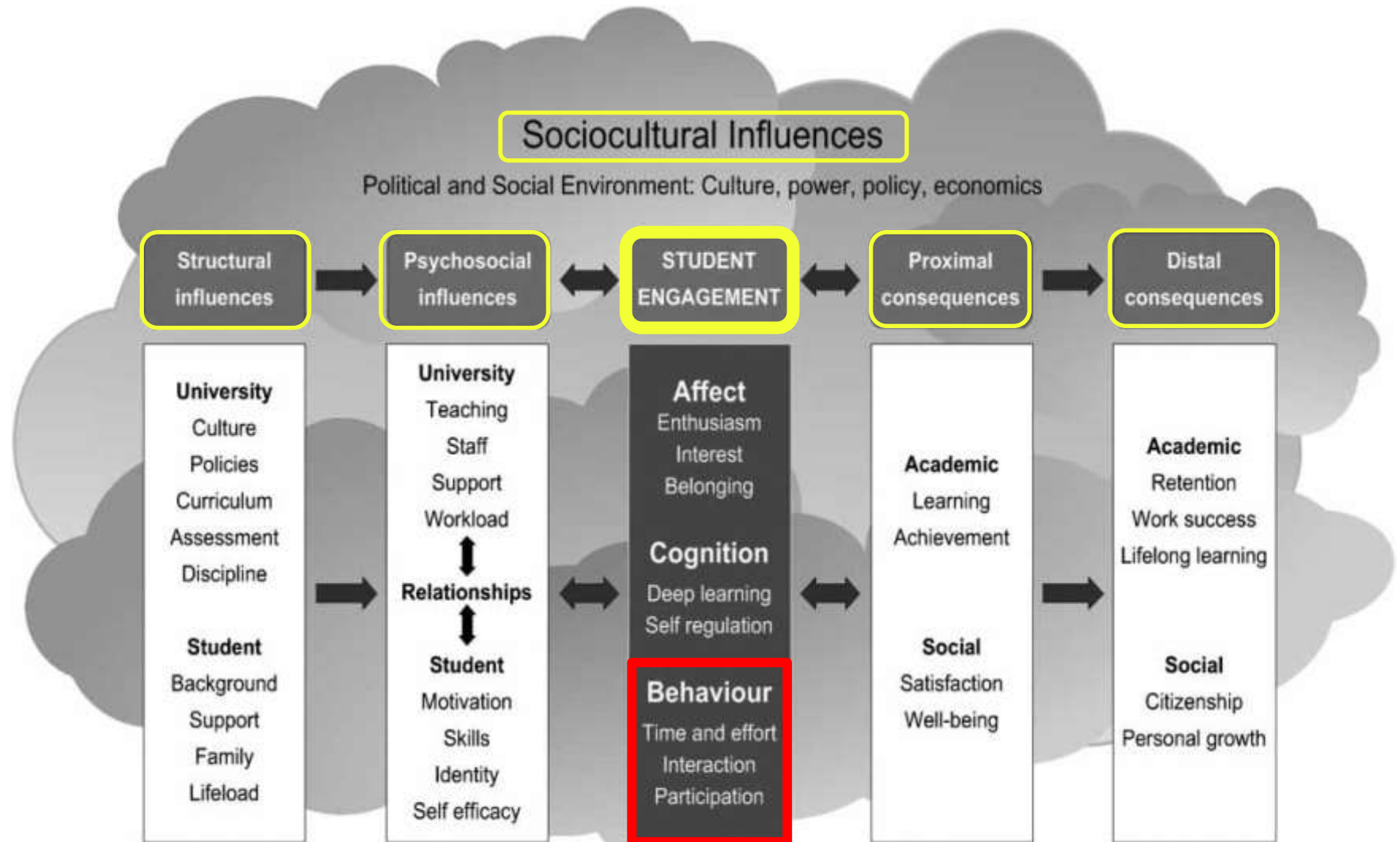
To expand access to study at Oxford Brookes, we are continuing to develop our distance learning for undergraduate, postgraduate and professional courses.

ENGAGEMENT THEORIES



See: Christenson *et al.* (2013), Kahu (2013), Lawson and Lawson (2013)

HOLISTIC ENGAGEMENT



TEACHING TECHNIQUES TO INCREASE STUDENT ENGAGEMENT

- **Active learning**
 - > Engaging students in problem or practice-based learning drawing on examples/real world applicability
 - > Using **problem-based learning** for assessment (Wood 2004)
 - > Student lead seminars
- **Collaborative learning** and small group teaching
 - > Allows students to share their own experiences, both in the classroom and beyond
 - > Staff-student relationship
 - > Group work (poster tours, pyramids, rounds, syndicates, fishbowls, stimulus material)
 - > Encourage students to take responsibility



(Habeshaw *et al.* 2000, Holmes 2014, Macdonald 1997, Thomas 2012, Wood 2004)

TEACHING TECHNIQUES USED TO INCREASE STUDENT ENGAGEMENT (CONT.)

- ***Enthusiastic*** and **knowledgeable** lecturers
- Offering a **range of *diverse learning experiences***
 - > Incorporating videos and regular self and peer evaluation
 - > Using a virtual learning environment (VLE) to make teaching materials and its content relevant to modern-day life (Holmes 2014)



(Habeshaw *et al.* 2000, Holmes 2014, Thomas 2012, Wood 2004)

MERITS (M) AND CHALLENGES (C) OF DIFFERENT TEACHING TECHNIQUES

- **Active learning**

M: High engagement, pragmatic skills, real world/evidence-based applicability, problem/practice base learning, student retention, reciprocal process

C: Getting people engaged, burn out, reciprocal process

- **Collaborative learning** (mature learning)

M: sharing learning/experiences, confidence building, inclusion, staff-student relationship, instant staff/peer feedback, taking ownership

C: Disengaged student(s), group work conflict, different agendas/goals

- **Enthusiastic and knowledgeable lectures**

M: Link to active and collaborative learning, shared responsibility (preparation-participation)

C: Maintaining your/their level of enthusiasm, problem of disengagement

- Offering a **range of diverse learning experiences**

M: variety, trial-error, pick and mix, meeting needs of different learning/teaching styles, maintain student/teacher engagement

C: Disengagement, no satisfaction guarantee, effort not always reflected in student survey

STAFF / STUDENT RELATIONSHIP

- Staff **know students**, including their names, and view them **as individuals**
- Staff **appear interested in students** and their progress, not just their problems
- Staff are **available and respond** to students contact in an appropriate and timely way
- Staff **value the input** of students and respect them, irrespective of diversity and difference
- Students are **able to approach** staff for support
- Students want relationships with staff that are **'less formal, like a mentor'** (65%) rather than formal 'like a teacher' (14%)

(Thomas, 2012)

ACTIVITY: REFLECTIONS FOR FUTURE PRACTICE

- (1) What is **one practice** you will **change and/or incorporate** in your **future teaching practice** to engage students?
- (2) **Why?**
- (3) **Share ideas**, experiences, and results in forum



CONCLUDING REMARKS

- Rather than pulling rabbits out of hats, engaging teaching is about **creativity, persona, projecting a positive state of mind, professional values** and integrity.
- **Active and collaborative learning** is an important tool in **enhancing and facilitating** student **engagement and learning** via the use of **various teaching techniques** (Auken 2011).
- ‘Being an **engaged, learner-centered instructor** means . . . [being] a **reflective practitioner**’ (Auken 2011: 213).
- **Engagement tools** are not a ‘one size fits all’; rather these are to be **tailored and adapted** based on **student needs, priorities, and feedback exchange**.



THANK YOU FOR YOUR ATTENTION AND PARTICIPATION!



ANY QUESTIONS?

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