

Teaching role: student engagement

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(adapted from material prepared by
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Dimensions of student engagement

- Governance (Student voice & representation)
- Academic & learning community
- Pedagogy
 - Active learning & experiential learning
 - Making lectures engaging
 - Engaging students in assessment & feedback

Evidence of benefits

“Several aspects of educational provision are known to predict both student performance and learning gains, independently of other variables such as resources, research performance and student entry standards. The most significant are **class size, cohort size, extent of close contact with teachers, the quality of the teachers, the extent and timing of feedback on assignments and the extent of collaborative learning**”
(Gibbs, 2010)

Student engagement and academic community

“In general, the more contact between students and faculty both inside and outside the classroom, the greater the student development and satisfaction”
(Kuh & Hu 2001, p309)

"When you come to class on the first day and the teacher says '*We notice your attitude,*' they forget that we notice their attitude too. Students do the same thing." (Gozemba, 2002: 132)



Evidence of impact

Academic success, higher educational aspirations, personal and intellectual development, student satisfaction and enhanced motivation

(e.g. Chickering & Gamson 1986; Cooper et al 1982; Cuseo 2007; Jacobi, 1991; Komarraju et al 2010; Kuh & Hu 2001; Lamport, 1993; Pascarella & Terenzini, 1978 & 2005).

Staff characteristics, attitude and personality

(e.g. Gaff 1973; Gadzella, 1977; Jacobsen, 1982; Lamport, 1993; Long, 1977; Powell, 1976; Rogers, 1962 Scheck & Bizio, 1977; Thephides & Terenzini, 1981)

- warm and informal; friendly and flexible; accessible, approachable and available; empathetic, genuine and respectful; understanding and honest

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Active learning and student engagement

Active learning

“generally defined as any instructional method that engages students in the learning process” (Prince, 2004: 223)

Not necessarily equated with ‘leaping about’ in class

“It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.” (Shuell, 1986, cited in Biggs, 2003)



How do students learn?



Exercise

Think of something that you are good at

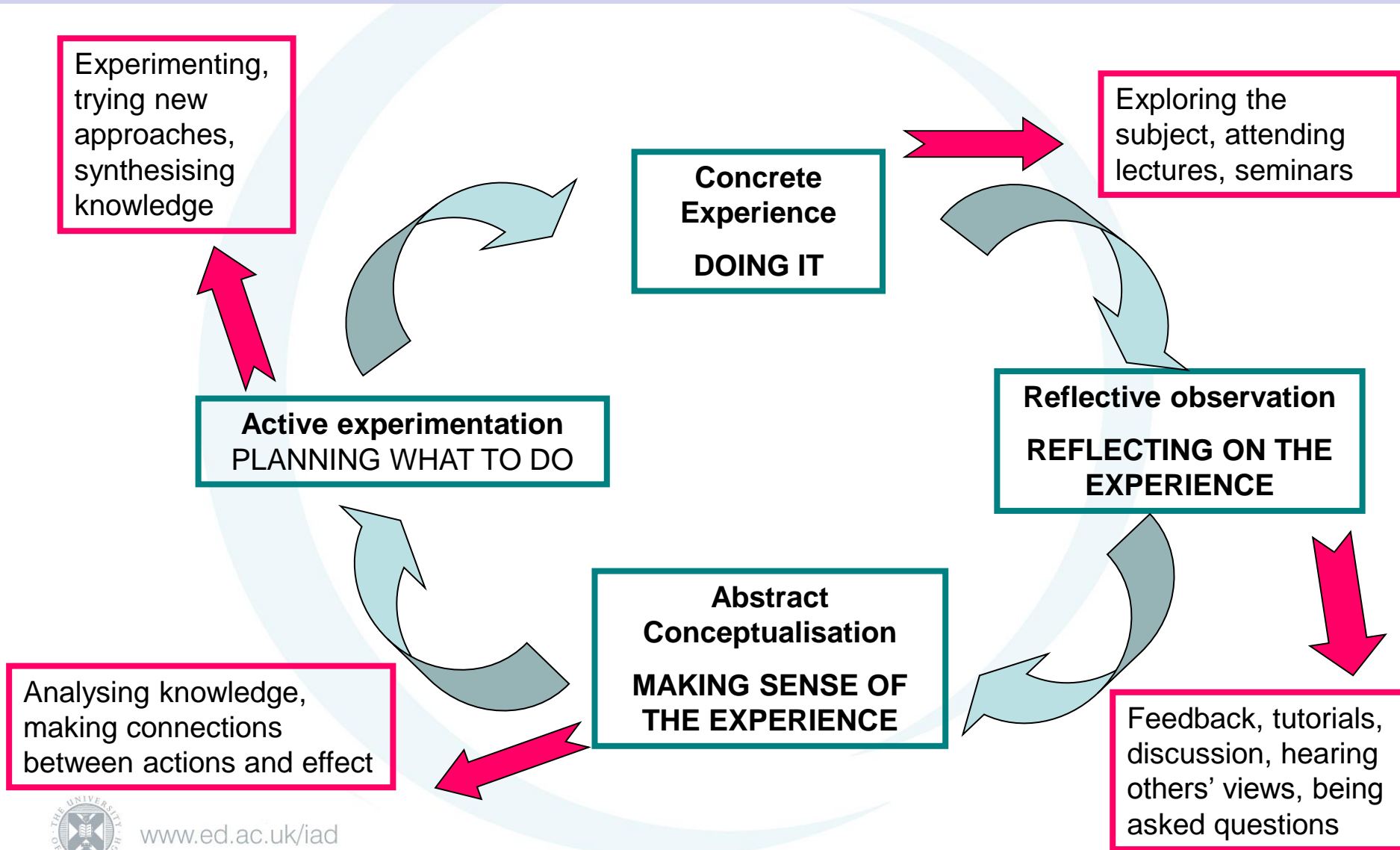
How did you learn to do it?

What helped you to learn?



Experiential Learning Cycle

Kolb, DA (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.



Making lectures engaging

Lectures...

what are they good for?

- Giving an introductory overview
- Modelling ways of thinking and communicating
- Inspiring enthusiasm

They're traditional
They're economical

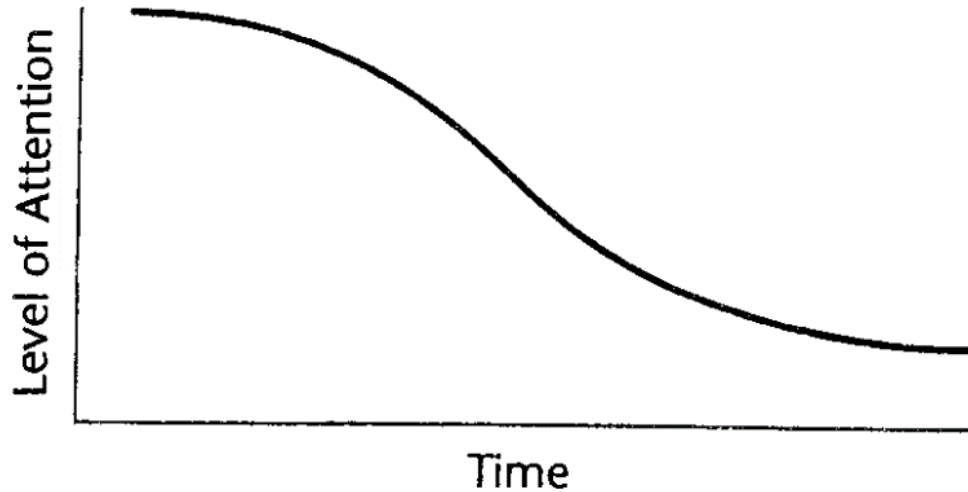


Problems:

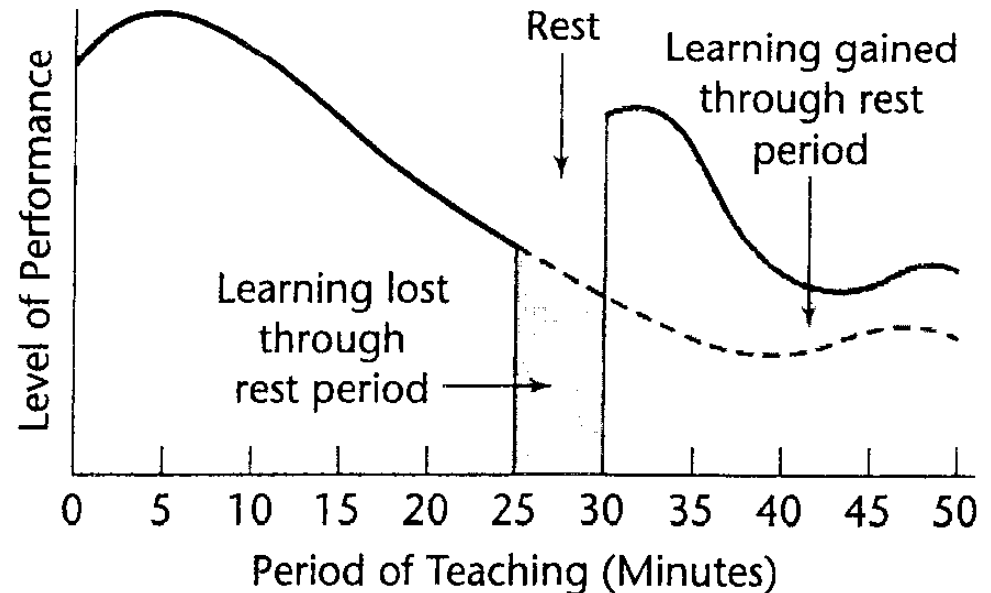
- Largely one-way communication
- Passive role for student
- Transmission without engagement
- Give false sense of security
- Can neglect skills



What does research say?



What's the use
of lectures?
Bligh (2000)



What does research say?

What makes lectures unmissable?

Revell & Wainwright (2009)

- (i) a high degree of participation and interactivity (active learning) [flipped classroom]
- (ii) a clear structure which enables integrative links to be more easily made
- (iii) a passionate, enthusiastic lecturer, who can bring a subject to life for students.

Evidence of benefits

Interactive teaching (Michael 2003 and others...)

Students and staff co-creating learning and teaching

Engagement - enhanced motivation and learning

Awareness - meta-cognitive awareness and sense of identity

Enhancement - improved teaching and classroom experiences (Cook-Sather, Bovill & Felten 2014)

Student-staff relationships...

Engaging students in assessment and feedback

Assessment of, for and as learning

Definition	Main Purpose	Decision Maker
Assessment of Learning	Ranking decisions, credentials, competence	Teacher or outside body
Assessment for Learning	Formative feedback	Teacher or peers
Assessment as Learning	Formative feedback, learning to make judgements	Student

Examples of student engagement in A&F

- Designing marking rubrics
- Students mark sample essays
- Choice of assessment (all subjects): O'Neil (2010)
University College Dublin
- Students design essay questions (Classics): Kruschwitz,
University of Reading (Cook-Sather et al 2014)
- Co-assessment (Public Policy): Deeley, Univ of Glasgow
- Student designed MCQs using Peerwise (Denny,
University of Auckland)

Evidence of benefits

Students and staff share many benefits:

Engagement - enhanced motivation and learning

Awareness - meta-cognitive awareness and sense of identity

Enhancement - improved teaching and classroom experiences

Cook-Sather, Bovill & Felten, 2014

Constructive feedback

Sadler (1989)

- (1) What good performance is
- (2) How has the student performed?
- (3) How to bridge the gap between (2) and (1)

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Concluding messages

- Have high expectations of students
- Increase opportunities for staff and students to talk about learning and teaching
- Ask students for ideas of how to enhance engagement





engage

Welcome to engage!

Edinburgh Network: Growing Approaches to Genuine Engagement

extra slides – no need to
translate

Student engagement

- Opposite of alienation (students as outsiders, lack ownership of teaching and assessment) (Mann, 2001)
- Possible to be involved but not engaged
- UK governance and L&T / USA L&T only
- UK QAA Quality code, SE=student representation
- Behavioural (attendance & involvement), emotional (interest, enjoyment, or a sense of belonging) and cognitive (invested...go beyond requirements, relish challenge) (Trowler, 2010)
- Institutions, staff and students are part of engagement



What does research say?

Dimensions of Quality (Gibbs, 2010; 2012)

Positive learning gain is influenced by:

- Smaller class size
- Smaller cohort size
- Close contact with teachers
- Quality of teachers
- Extent and timing of feedback on assignments
- Extent of collaborative learning

(Class contact hours do not predict learning gain)

Student engagement research

- Involvement (Astin 1975; 1984)
- Social and academic integration (Tinto 1986; 1987)
- Student engagement and 'high impact practices' (Kuh)
- 7 principles of good practice in undergraduate education (Chickering and Gamson, 1987)

1. Encourages student-faculty contact.
2. Encourages cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.

Approaches to studying

Approach	Intention	Characteristics
Surface	Cope with course requirements	Memorizing facts and procedures; no reflections
Deep	Understand ideas for yourself	Link with previous knowledge and experience; actively interested in the course content; relate evidence to conclusion
Strategic	Achieve the highest possible grade	Consist effort into studying; finding materials for studying; aware of assessment criteria

Why adopt a surface approach?

- Bottleneck of assessments
- Taking a course because it's required
- The course requires a 'pass'
- The course is too hard
- The course is too easy
- The course isn't interesting

Why adopt a deep approach?

- Because the course is interesting
- Because you are highly motivated by the subject
- Because there is sufficient time to do so
- The course/assessment is designed in such a way that it draws you into the subject
- Student ability to adapt to learning in HE
- High quality of student-staff relationships