

Fostering Student Engagement: A Look at Student-Centered Design

THE GOVERNOR JOHN ENGLER
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Session Objectives

- Develop a deeper understanding of “student-centered” instruction.
- Explore student-centered techniques that will increase engagement, growth and achievement.

What do we know about *Student Engagement?*

- There are three types: Emotional, Cognitive, and Behavioral.
- Specific strategies can change student attitudes toward instruction.
- A student's time spent engaged is a strong predictor of academic achievement.
- Engagement is increased by using:
  - Interactive teaching methods.
  - Facilitating active student responses.
  - Providing frequent feedback.

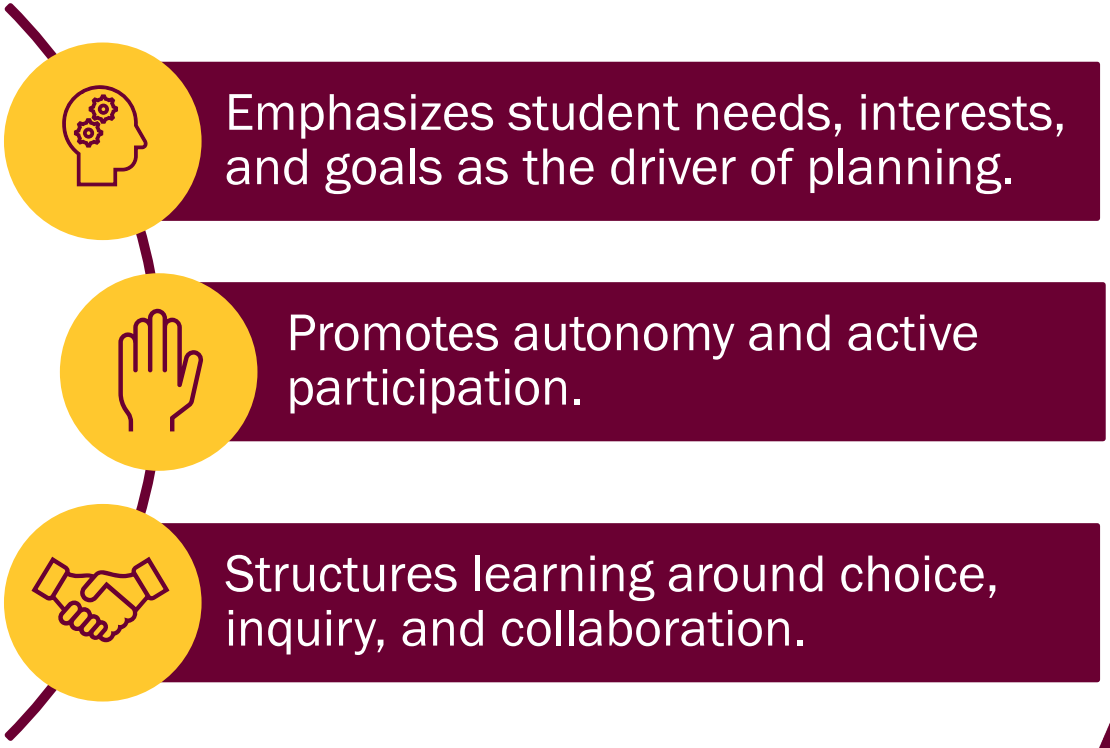
What specific strategies promote student engagement?

The Antecedents to Student Engagement

Student Centered Design	Active Learning	Appropriate Pace	Making Connections	Use of Questions	Discussion Techniques	Scaffolding	Interventions
Student-centered instructional de sign. Ample opportun ity for students to demonstrate learning.	Time for movement, collaboration and reflection on learning. Students are “doing” the learning.	Pace appropriate for deep learning and understanding of content	Consistent connection between learning objectives and students’ prior and real-world knowledge.	Questions are academic in nature and require deep academic understanding to answer. Encourages students to elaborate and reason.	Consistent opportunity for all students to engage in substantive academic dialogue.	Supports are providing and removed as needed.	Specific interventions support students so that they can be successful with Tier I instruction.

In the chat box, write which antecedent you are most interested in strengthening this year.

Student-Centered Instructional Design



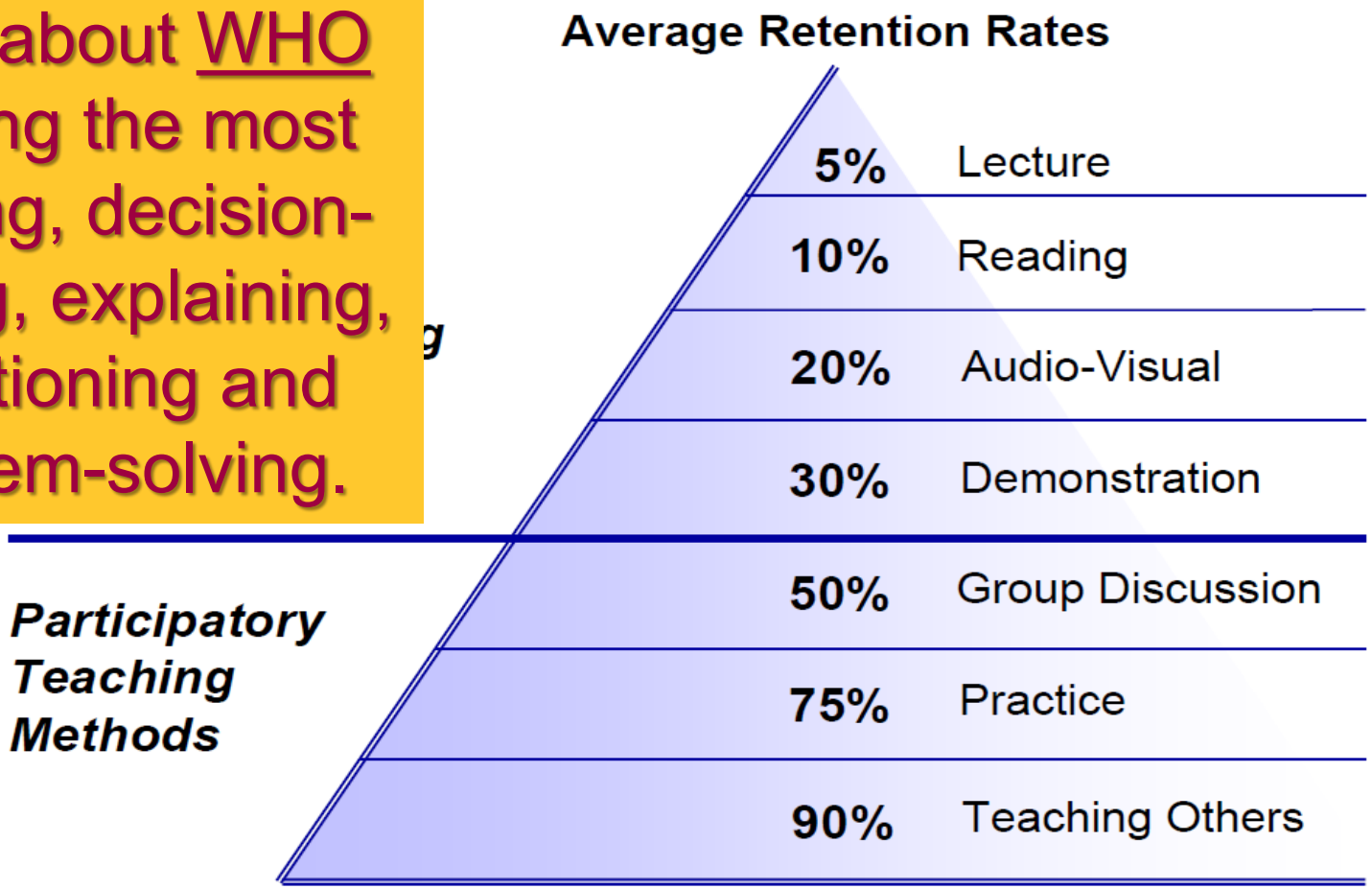
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Engagement Continuum

Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
• Sleeping • Reading* • Doing other work • Writing notes* • Talking* • Playing around • Getting out of seat* • Using technology* **When not intentional for purpose of the lesson*	• Doing task required by teacher • Sitting quietly • Facing forward • Looking at teacher • Answering questions • Nodding	• Asking questions • Solving problems • Critically thinking • Discussing with peers • Researching/Exploring • Applying/Connecting • Analytically reasoning • Generating and testing hypothesis • Constructing/Creating • Critiquing • Responding in writing • Debating

The Learning Pyramid*

Think about WHO is doing the most thinking, decision-making, explaining, questioning and problem-solving.



*Adapted from National Training Laboratories. Bethel, Maine

In the chat box, write the method(s) used most in your classroom.

Growth Mindset

Move away from:

- Why aren't ***they*** paying attention?
- Why didn't ***they*** learn it (retain it)?

Move to:

- How can ***I*** make my classroom and lessons more engaging?
- How can ***I*** ensure students are learning and applying knowledge?

Teacher-Centered vs. Student-Centered Approach

Teacher – Centered	Student - Centered
Focus is on the instructor	Focus is on both students and instructor
Instructor talks and students listen	Instructor models; students interact with instructor and each other
Students work alone	Students work in pairs, in groups or alone
Teacher monitors and corrects every student reply	Students talk without constant instructor monitoring; instructor provides feedback and support
Instructor chooses topics	Students have some choice of topics and projects
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates

Pause and Ponder:

Which items in the Student-Centered column align to your teaching / classroom currently?

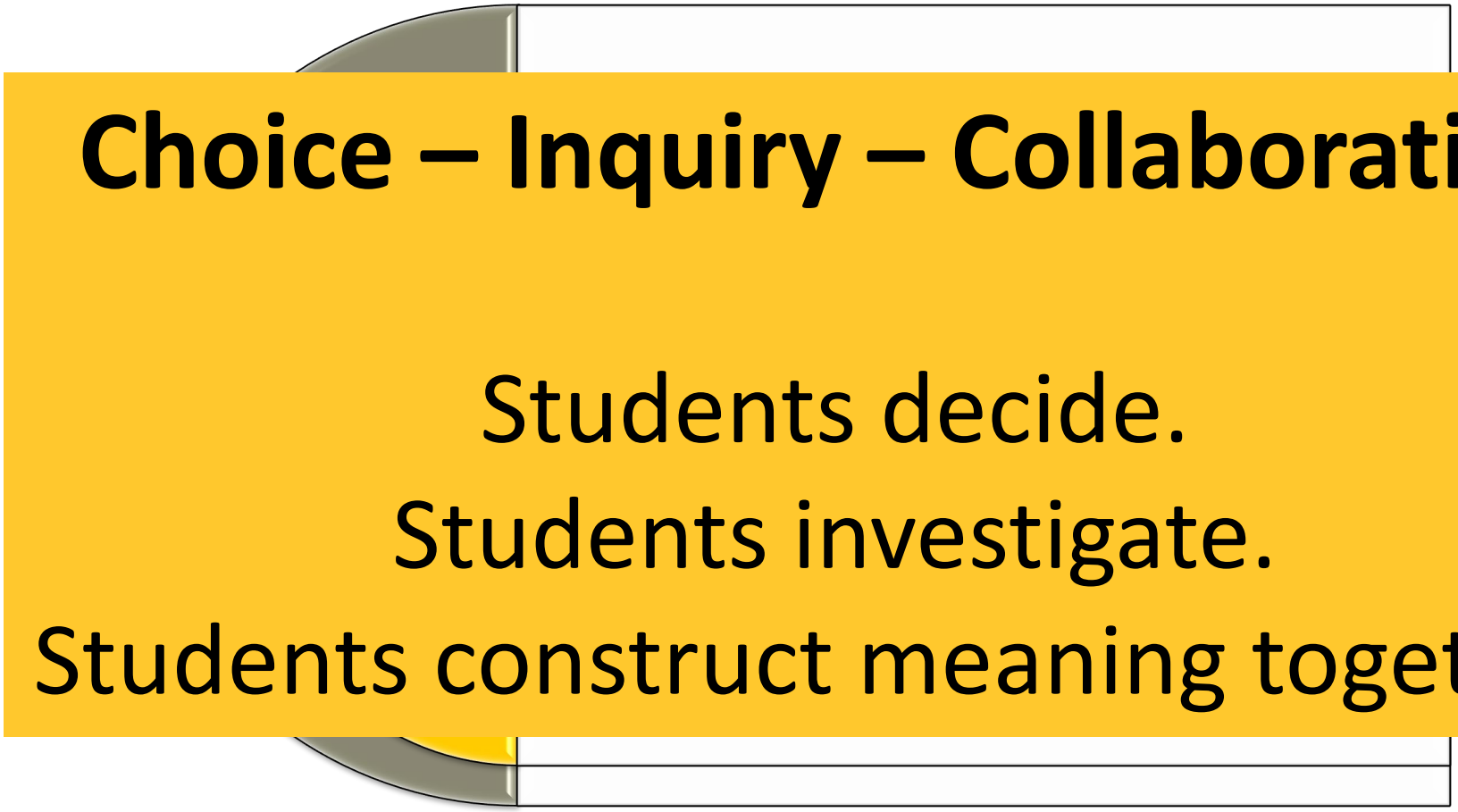
How vs. What

What matters is **HOW** things are taught, rather than **WHAT** things are taught.



Source: Office.com Clip Art

Strategies To Foster Student-Centered Learning



Choice – Inquiry – Collaboration

Students decide.
Students investigate.
Students construct meaning together.

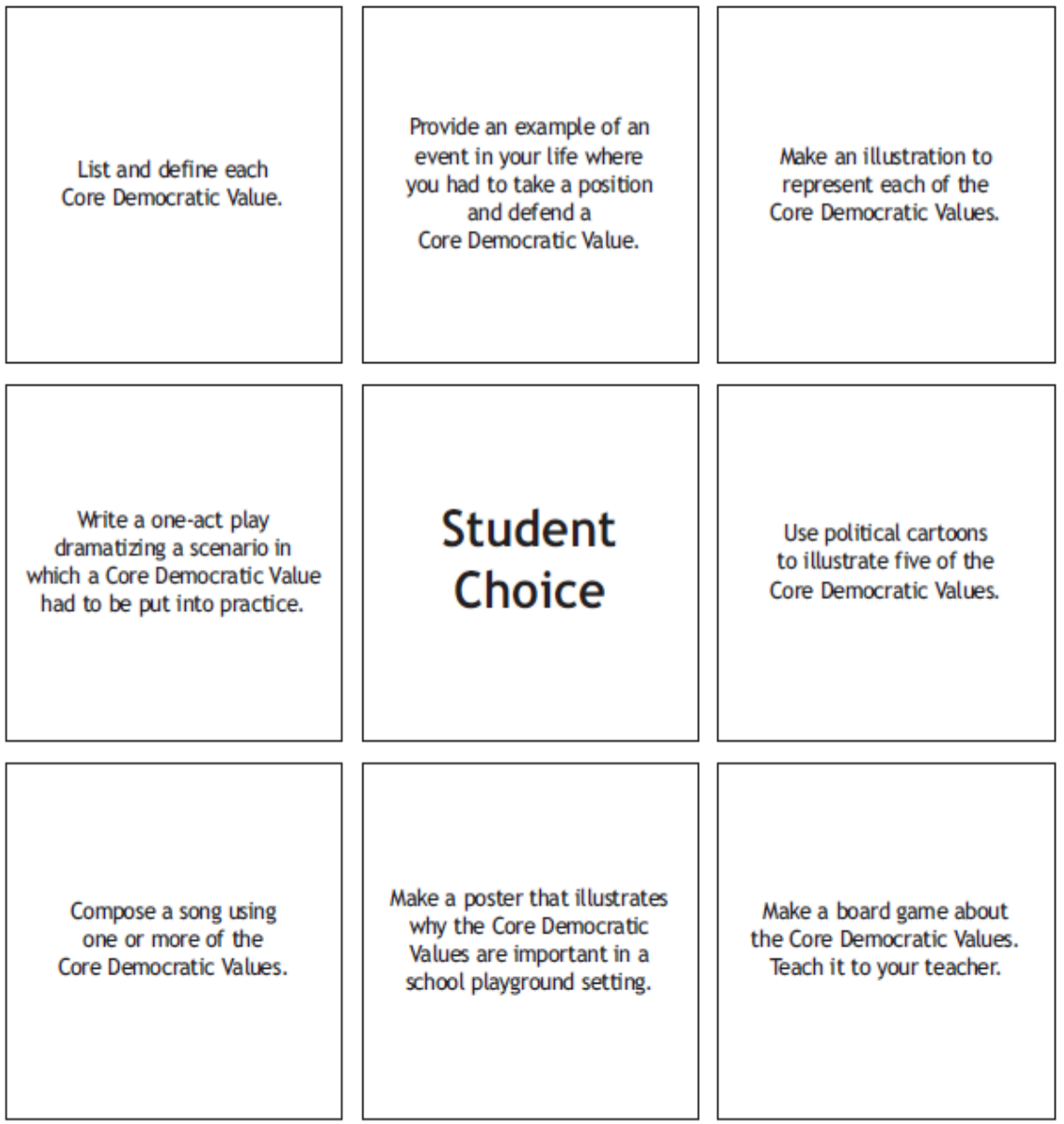
JOT THIS DOWN!


Quest Charter Academy

Relevance and Choice

- Ensure content is relevant, interesting, and meaningful to students.
- Establish learning goals *with* students.
- Provide meaningful choices in topics, resources, activities and final products.

Choice Boards



Methods to Enhance Interest Through Real-World Relevance

- Project-based Learning: A dynamic classroom approach in which students actively **explore real-world problems** and challenges and acquire a deeper knowledge of the subject.
- Inquiry-based Learning: An instructional method based upon active learning with the core premise being that learning should be **based around student questions** with the teacher's job being the facilitator of students discovering knowledge themselves.
- Experiential Learning: The process of making meaning from **direct experiences** (i.e., learning by doing).

In the chat box, pick one of these that you can incorporate in the next month or so.

Approach	Example Student Task	What Makes It Different
Project-Based Learning	**Grade 5:** Design a school garden. Research plant needs, determine costs, calculate area and spacing, create a scale drawing, and present a proposal to the principal.	Students create a **product or solution** in response to an authentic challenge over an extended period.
Inquiry-Based Learning	**Grade 7:** Investigate: *Does the amount of sunlight affect plant growth?* Develop a hypothesis, design an investigation, collect data, analyze results, and defend a conclusion with evidence.	Learning begins with a **question** students investigate through evidence and reasoning.
Experiential Learning	**Grade 10:** Visit a local stream to collect water samples, measure pH, temperature, turbidity, and dissolved oxygen, then reflect on what the data reveal about the health of the ecosystem.	Students learn through a **direct, hands-on experience** and reflection on that experience.

Voice and Collaboration

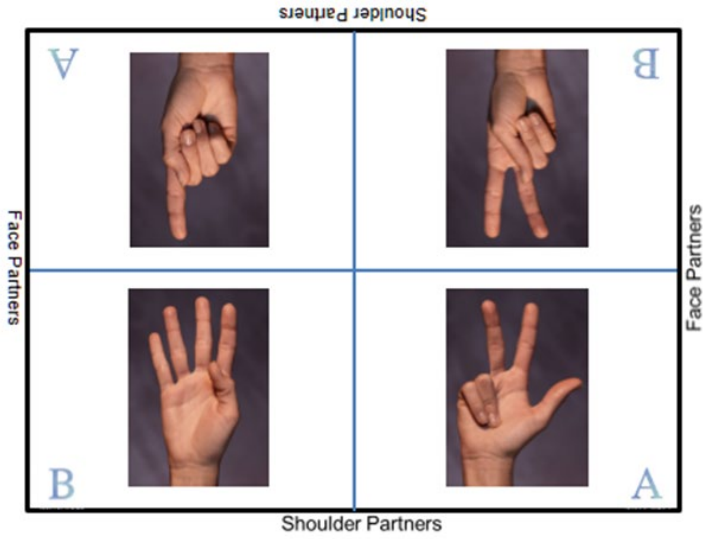
The person doing the talking is the person doing the learning.

80/20



Structures for Voice and Collaboration

Partner Mat
Think-Pair-Share
Write-Pair-Share
Stand Up, Hand Up, Pair Up
Give One/Get One
4 Corners
Inside/Outside Circle
Cross-town Buddy
Deck of Cards Partners (suit/#)



Kagan Strategies: The Essential 5



In pairs, students alternate generating brief oral responses.

Examples:
- List adjectives to describe the character.
- List inert elements.
- Share steps of the experiment.
- Describe an event from the story.



In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

Examples:
- What is the key thing that you learned?
- What is one literary technique you plan to use in your writing and how will you use it?



In teams, students take turns responding orally.

Examples:
- What makes a good listener?
- List objects that float?
- What clubs or societies are you a member of?
- What is one of your favorite movies?



Partners take turns, one solving a problem while the other coaches. Then partners switch roles.

- Useful for any process or procedure with a definite right/wrong.
- Solve multi-step word problems in math.
  - Change each decimal into a simplified fraction.



Students stand up, put their hand up and quickly find a partner with whom to share or discuss.

This structure is perfect for classbuilding, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.

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“The art of teaching is the art of assisting discovery.”

— Mark Van Doren



Mark Van Doren (1894–1972) was an influential American poet, literary critic, and legendary Columbia University English professor who taught for nearly 40 years (1920–1959).

Contact Info/Questions



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