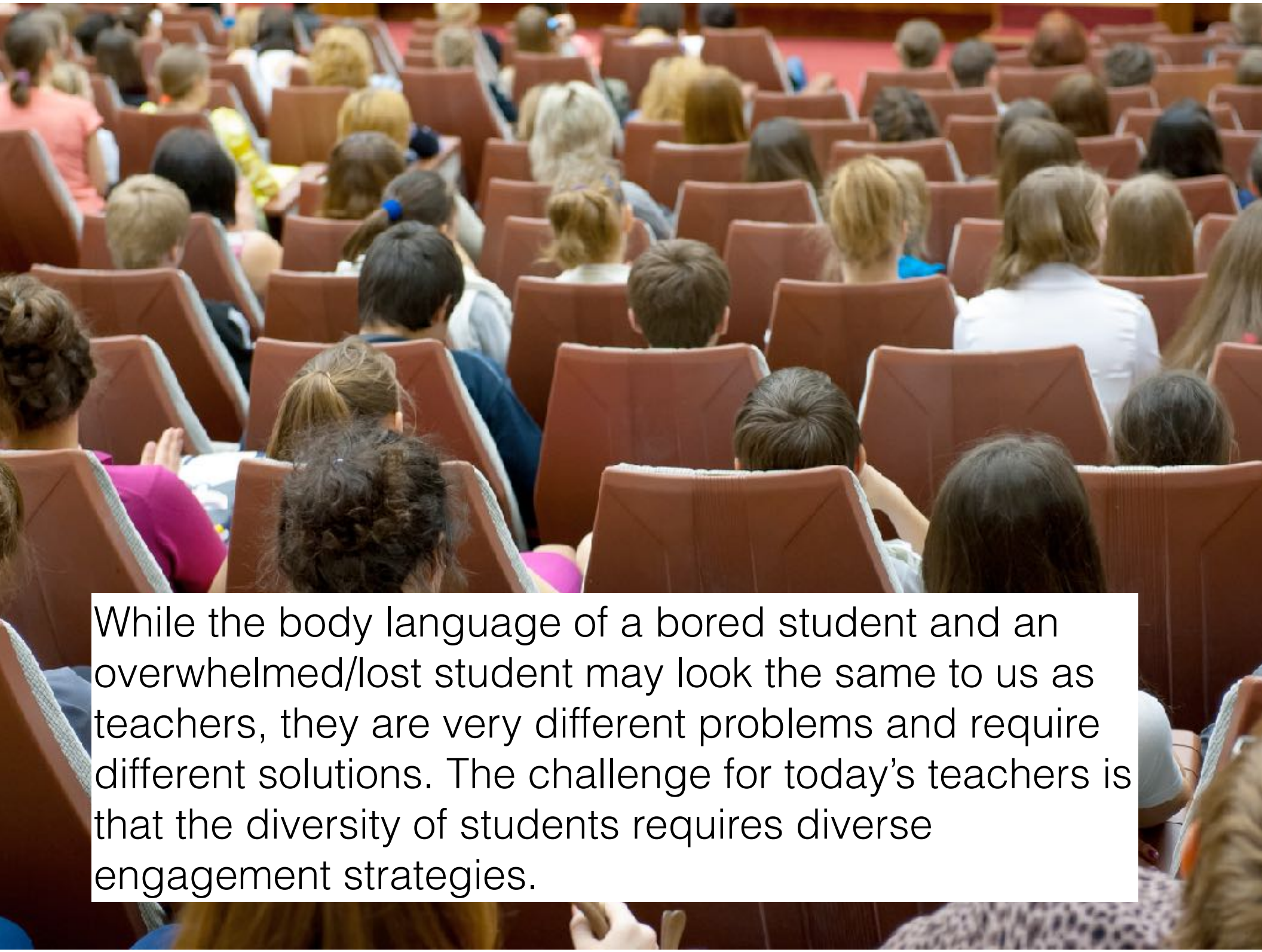
Terms of Engagement

Elizabeth F. Barkley
Marian University
9:00 - 11:45 Wednesday, May 10, 2017

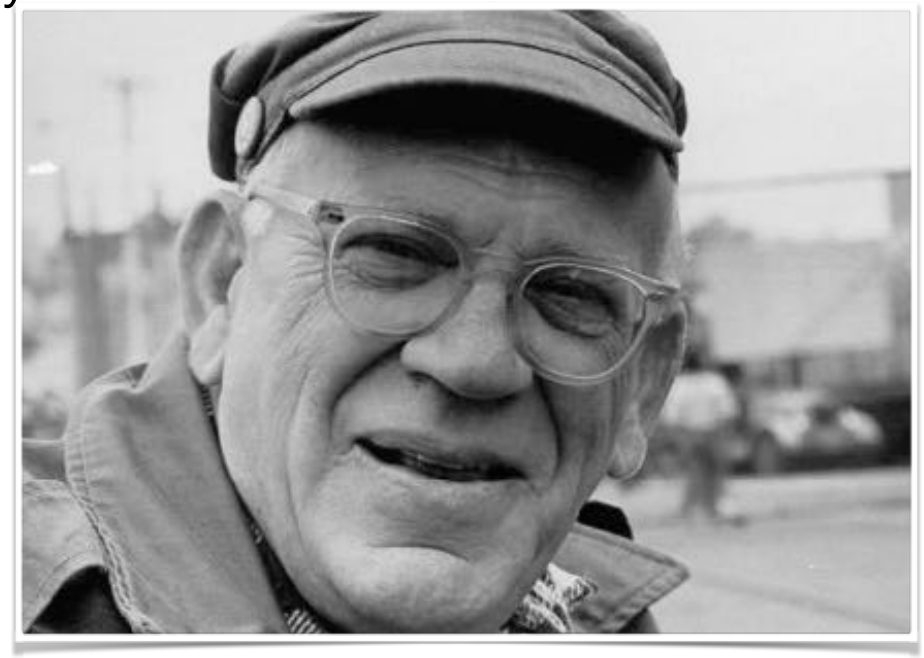
Bored and Uninterested
Lost and Overwhelmed
Student eng



While the body language of a bored student and an overwhelmed/lost student may look the same to us as teachers, they are very different problems and require different solutions. The challenge for today's teachers is that the diversity of students requires diverse engagement strategies.

“In times of change learners inherit the earth, while the learned find themselves perfectly equipped to deal with a world that no longer exists.”

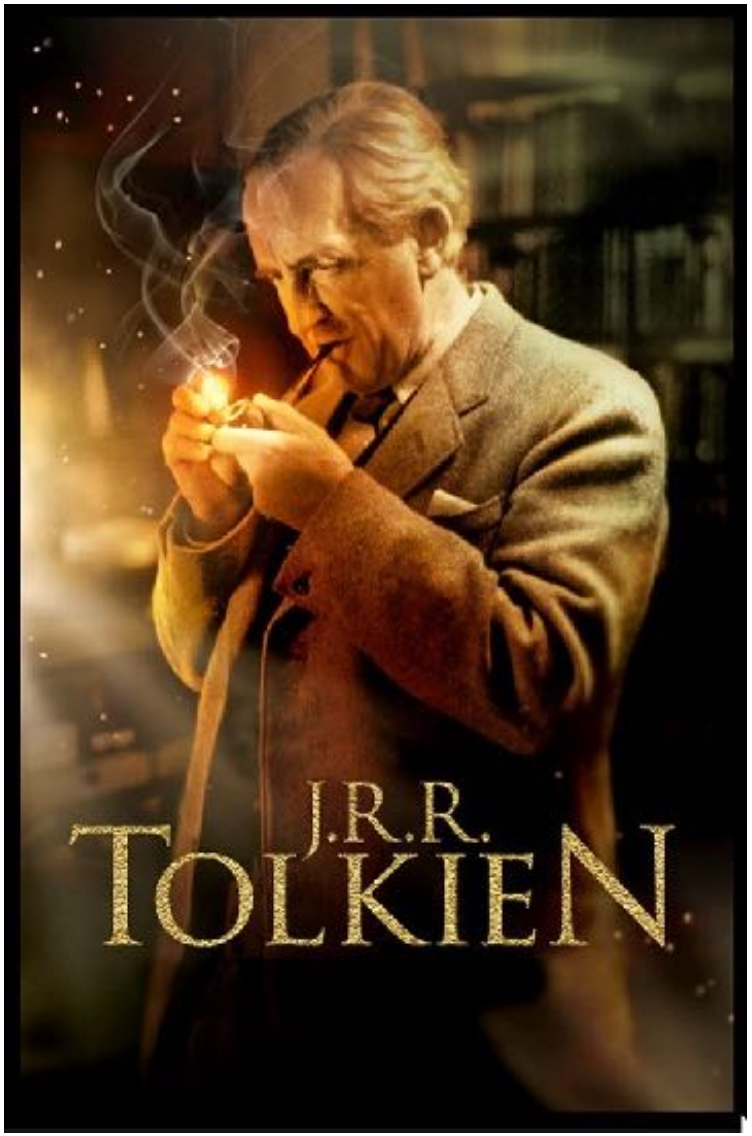
The faculty present at this workshop are demonstrating that they are both learners and learned, eager to find ways to adapt their teaching to try to make it more effective.

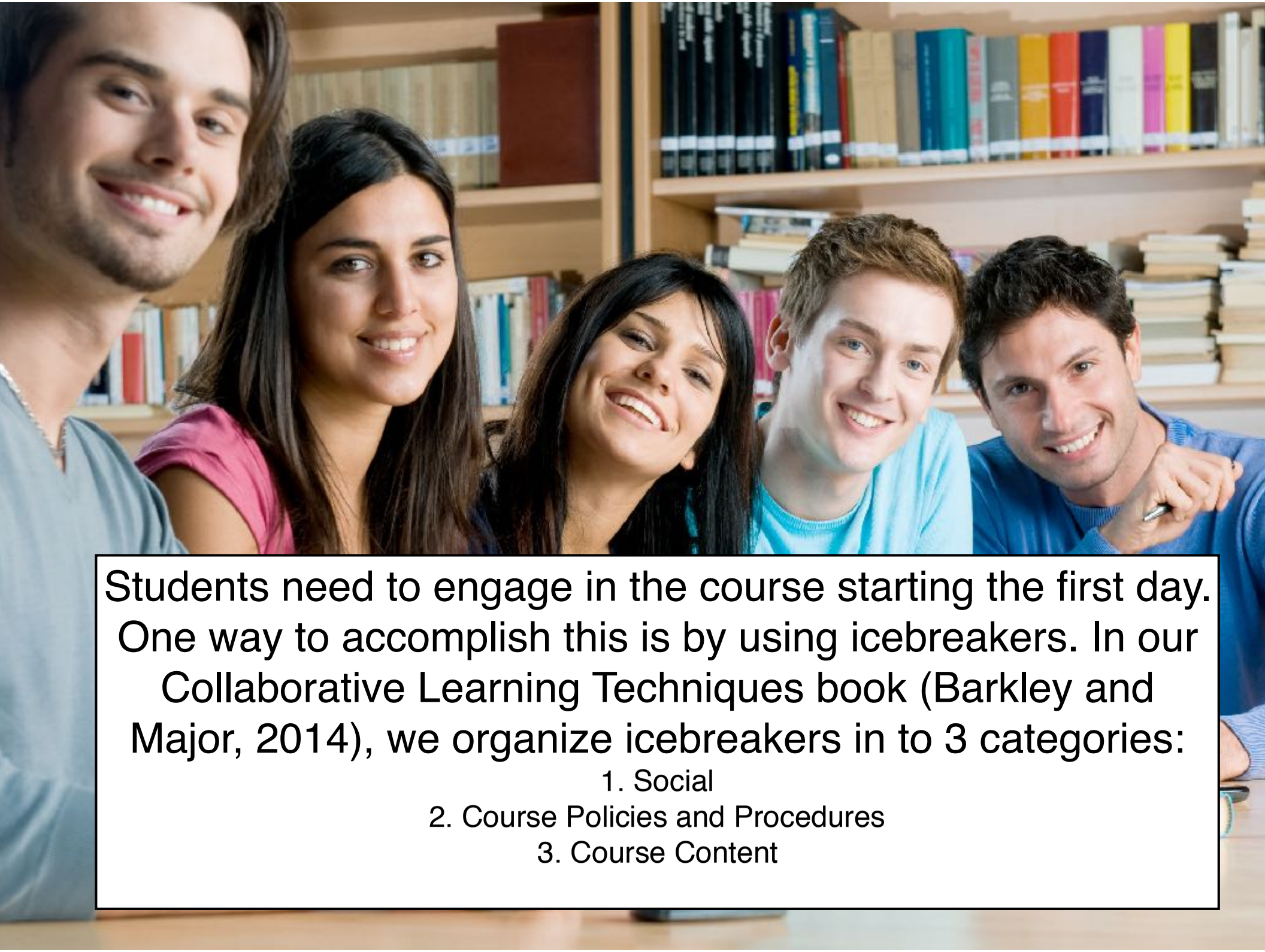


Eric Hoffer

J.R.R. Tolkien

Making change in academia is like relocating a cemetery…you get no help from the inhabitants.





Students need to engage in the course starting the first day. One way to accomplish this is by using icebreakers. In our Collaborative Learning Techniques book (Barkley and Major, 2014), we organize icebreakers in to 3 categories:

1. Social
2. Course Policies and Procedures
3. Course Content

Icebreakers

1. Social Example: In groups of 4-6, students list things that they have in common and then report back to the whole class.
2. Course Policies and Procedures Example: Groups of students are given a list of common questions and told to find them in the Syllabus.
3. Course Content Example: Students map out a concept that is central to the course, such as *How do we learn about the past?* (for history) or *What is art?* (for art appreciation).

What is student engagement?

What *is* "Student Engagement?"

International Society for the Scholarship of Teaching and Learning (ISSOTL)

Founders of Special Interest Group on Student Engagement

The synergistic interaction between motivation and active learning.

Not Student Engagement

Motivated but not learning.

Learning but not motivated.

Engagement is increased as motivation and active learning increase.

Component 1 : Motivation

"The level of enthusiasm and the degree to which students invest attention/effort in learning." (Brophy)

“Good Student” Bonus

For years I have been providing students with an upfront bonus (their’s to lose) for the behaviors that I believe are essential for student success. This bonus makes expectations clear and also rewards students for demonstrating them.

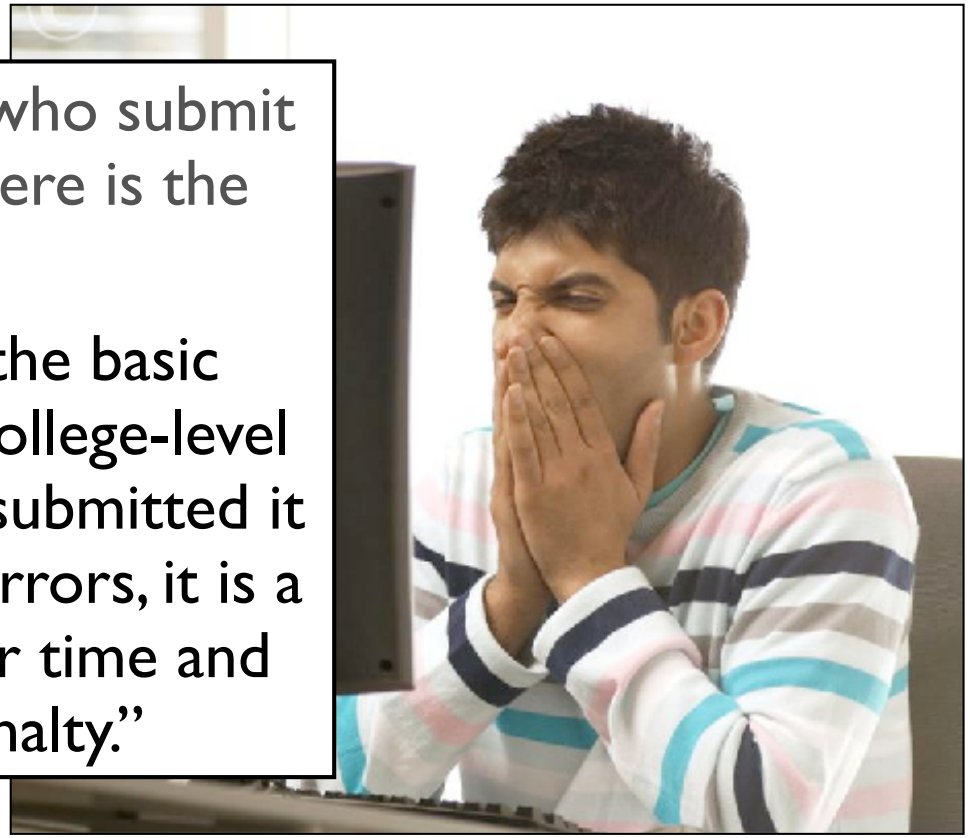
You are a good student if you…

- Take responsibility for your learning.
- Check before asking questions.
- Manage your time well.
- Do your best work.
- Don’t ‘quibble’ over a few points.
- Accept responsibility for your grade.

“Junk Effort” Penalty

I also impose a penalty for students who submit work that is clearly a “junk effort.” Here is the language:

“Junk Effort: If you have disregarded the basic instructions, and/or put little or no college-level thought into the assignment, and/or submitted it with multiple grammar and spelling errors, it is a waste of my time and a waste of your time and you will have earned a -200 point penalty.”

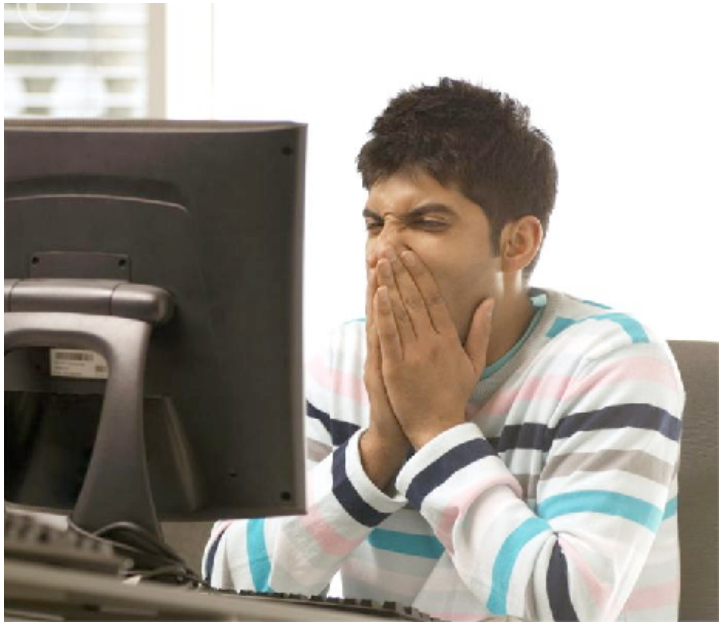


Helps me discourage behaviors I don’t like.

“Behaviorist” Model

The problem with bonuses and penalties is that they may result in students losing their focus on learning. Instead, they focus on getting the ‘carrots’ and avoiding ‘the sticks.’

Good Student Bonus



Junk Effort Penalty

Maslow's Hierarchy of Needs

Engagement

Many contemporary motivation theorists say that the many theories can be organized under a “Value x Expectancy” model.

Value x Expectancy = Motivation

VALUE

What we want students to learn.

How we want students to learn it.

Unfortunately, most students view our courses are stepping stones or obstacles to where they want to go, and lose sight of the value of the course itself.

Value varies among students

and requires different approaches.

One Strategy: Give Learners Choice

Comprehensive Project

Participate in Online Discussion

Learning Goals

Personal Reflection Journal

Read Chapter & Take Online Quiz

Go on Field Trip

How **not** to promote value

Word Aversion:
Affects Reading and Writing

My Old Syllabus

your learning and your grade, interacting in a positive manner as specified in the Foothill College Code of Student Conduct, and so forth. If you intend to behave as a good student, claim this yourself in TTS. 100 pts. total

Course Policies and Procedures: An un-timed, open-resource online quiz based on the Syllabus and the Academic Integrity Tutorial. 100 pts. total

Module Quizzes: Un-timed, open-resource online quizzes based on each module's information (A module consists of the online text with incorporated listening examples.) 100 pts each; 1100 total.

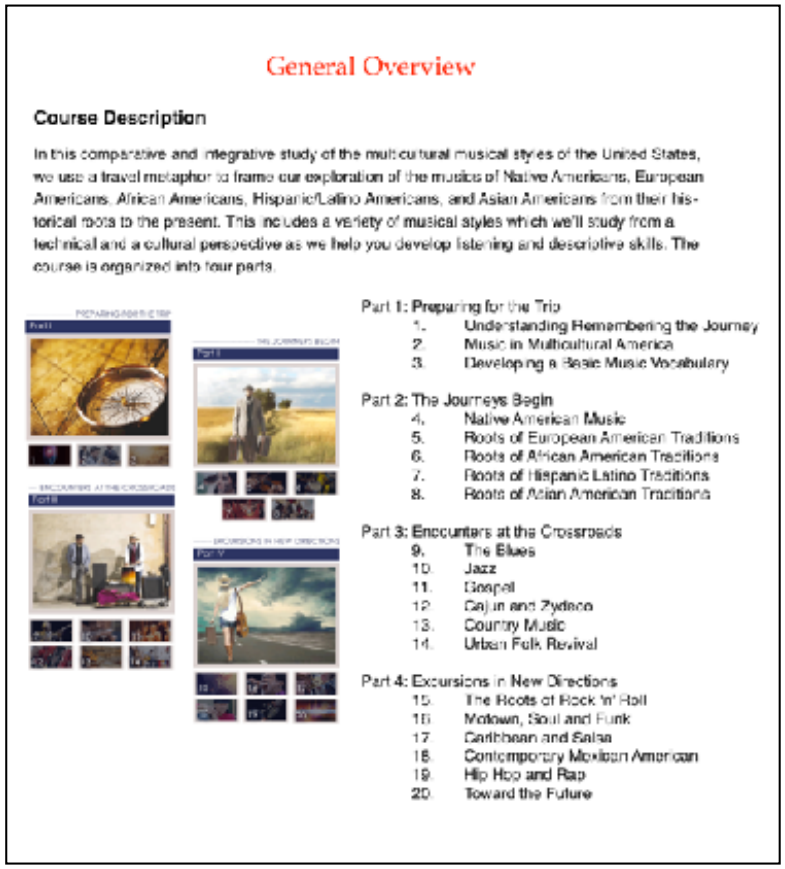
Optional Module Discussions: One-paragraph responses to a prompt posted for each module in the Discussion Forum. 20 pts each; 220 total.

Part Level Optional Worksheets: Three worksheets containing 2+ short essay-type questions per module; 100 pts. per module for 11 modules = 1100 plus 4 bonus questions (included in Modules 5, 6, 7, and 11) @ 40 each = 160: 1260 total.

Optional Part Level Activities: Film observations, (Music 2 Film Choices Web Page), concert reports. Described in Assignments, submitted in Tasks, Tests, and Surveys. 200 pts. each; 600 pts. total.

On-Campus (F2F -Face-to-Face) Lecture Portfolio: Attend lectures on campus, take notes, submit twice a quarter as indicated on calendar, up to 35 pts per lecture; c. 1000 pts total. (Classes are Noon-1:15 on M, T, and Th in Room 1401.)

Pages from My Current Syllabus



General Overview

Course Description

In this comparative and integrative study of the multicultural musical styles of the United States, we use a travel metaphor to frame our exploration of the musics of Native Americans, European Americans, African Americans, Hispanic/Latino Americans, and Asian Americans from their historical roots to the present. This includes a variety of musical styles which we'll study from a technical and a cultural perspective as we help you develop listening and descriptive skills. The course is organized into four parts.

Part 1: Preparing for the Trip
1. Understanding Remembering the Journey
2. Music in Multicultural America
3. Developing a Basic Music Vocabulary

Part 2: The Journeys Begin
4. Native American Music
5. Roots of European American Traditions
6. Roots of African American Traditions
7. Roots of Hispanic Latino Traditions
8. Roots of Asian American Traditions

Part 3: Encounters at the Crossroads
9. The Blues
10. Jazz
11. Gospel
12. Cajun and Zydeco
13. Country Music
14. Urban Folk Revival

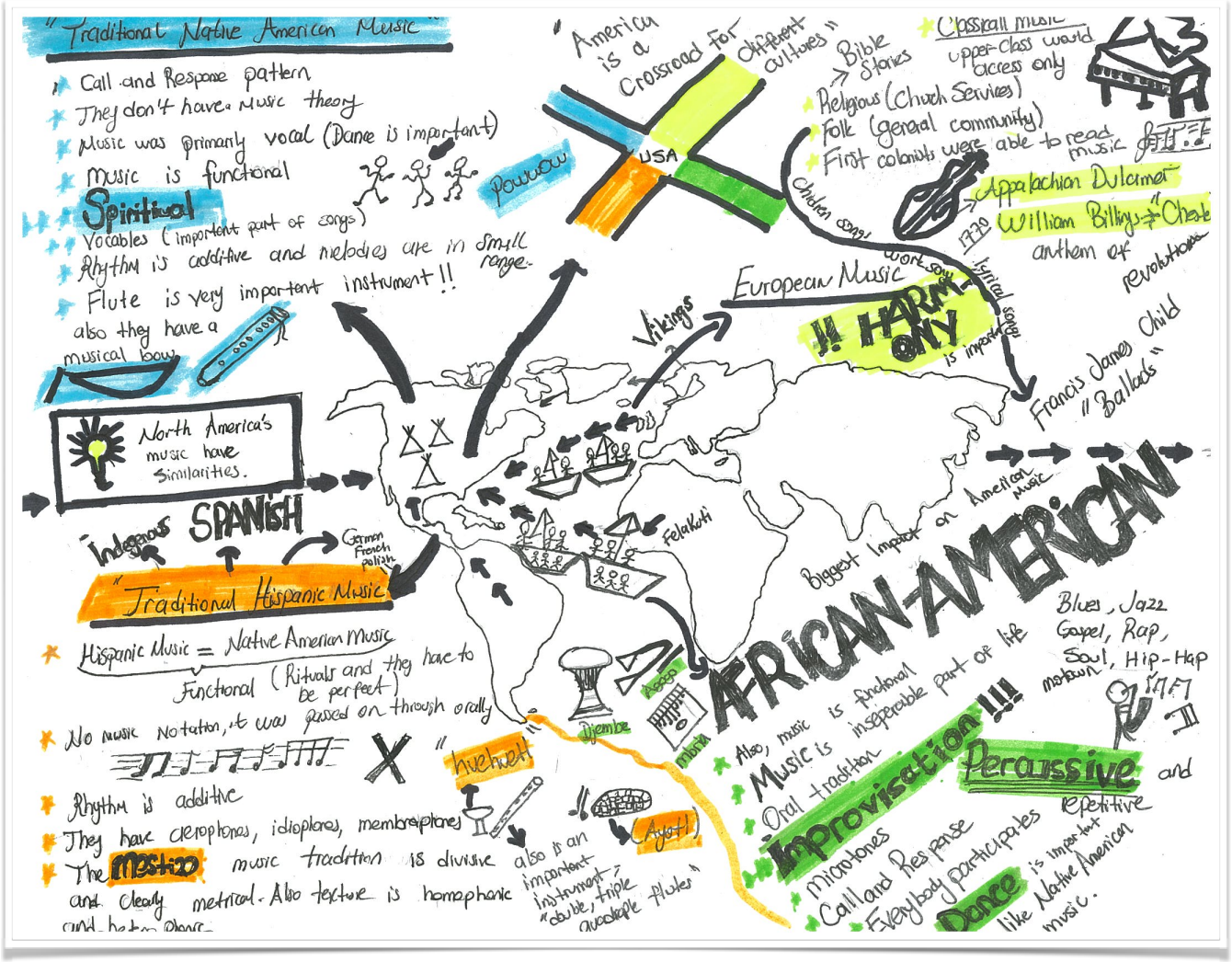
Part 4: Excursions in New Directions
15. The Roots of Rock 'n' Roll
16. Motown, Soul and Funk
17. Caribbean and Salsa
18. Contemporary Mexican American
19. Hip Hop and Rap
20. Toward the Future

Music 8 Course Online Activities With Potential Points

			Where	Part 1 (Ch. 1-3)	Part 2 (Ch. 4-8)	Part 3 (Ch. 9-14)	Part 4 (Ch. 15-20)	Total Potential Points
		Music 8: Music of Multicultural America						
1 Reflect		Write in Travel Journal	Etudes	30	50	60	60	200
2 Read		Read Chapters						
3 Apply		Read Lab and Listen						
4 Review	Review	Review with Flashcards						
5 Assess		Take Quizzes		300	500	600	600	2000
6 Share		Post in Discussion	Etudes	60	100	120	120	400
7 Reflect		Write in Travel Journal	Etudes	30	50	60	60	200
TOTAL	Part Level Assignment Sub-Totals			420	700	840	840	2800
							Final Exam	200
							Course Online Activities Total	3000
	Bonus Sub-Totals			150	50	50	100	350
	TOTAL			570	750	890	940	3350

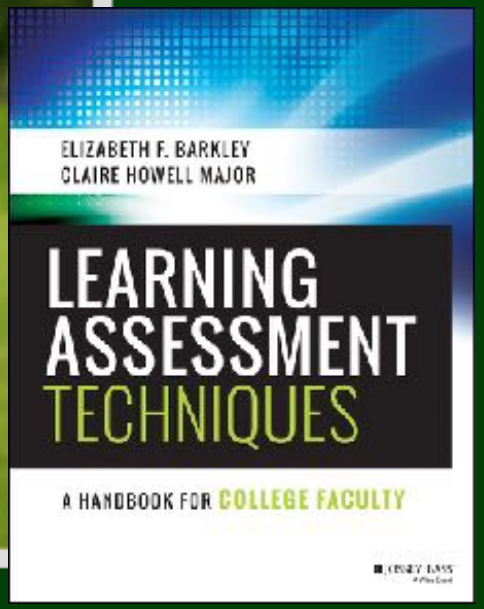
Shift to graphics and minimum words.

Consider Alternatives to Text-Based for both teaching and for students to demonstrate learning.



Sketch Notes

LAT 36: Digital Story



Prompt 1: What do you do to help students find value in what or how they are learning?

Expectancy

Low ⟷ High

The belief that you can succeed

“Self-Belief does not necessarily ensure success…

Albert Bandura

…but self-disbelief assuredly spawns failure.” (1997)

“Whether you think you can or think you can’t, you’re right.”

Henry Ford

Expectancy

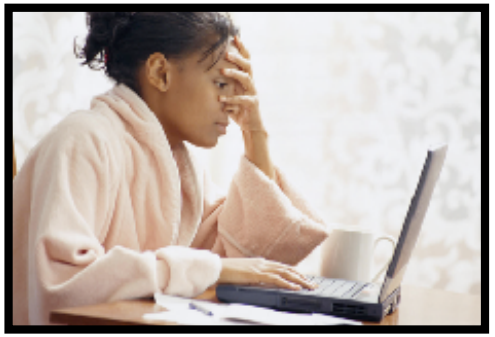
Low ⟷ High

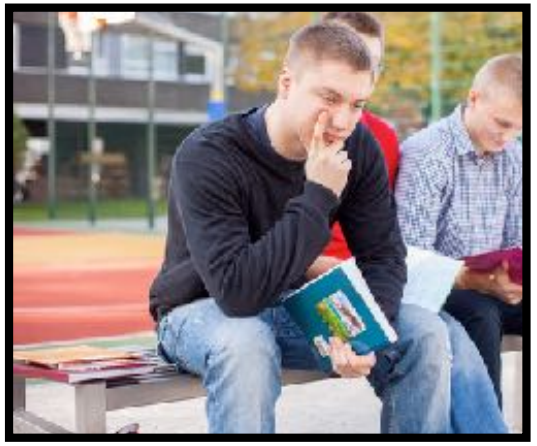
1. Past Experience
2. Self-Confidence (Self Efficacy)
3. Perceived Difficulty of Task

Covington's Models of Expectancy

Success Oriented

Over Strivers





Failure Avoiding

Failure Accepting

To promote high expectancy:
scaffold assignments and provide “safety nets.”

Promoting Expectancy in My Own Classes: Welcome E-Mail

"Thank you for enrolling in my class. I'm delighted you are here. Over the years, thousands of students have taken this course and been successful, and I have every reason to believe you will be successful too."

Prompt 2: What do you do to help students expect that **with effort** they will succeed?

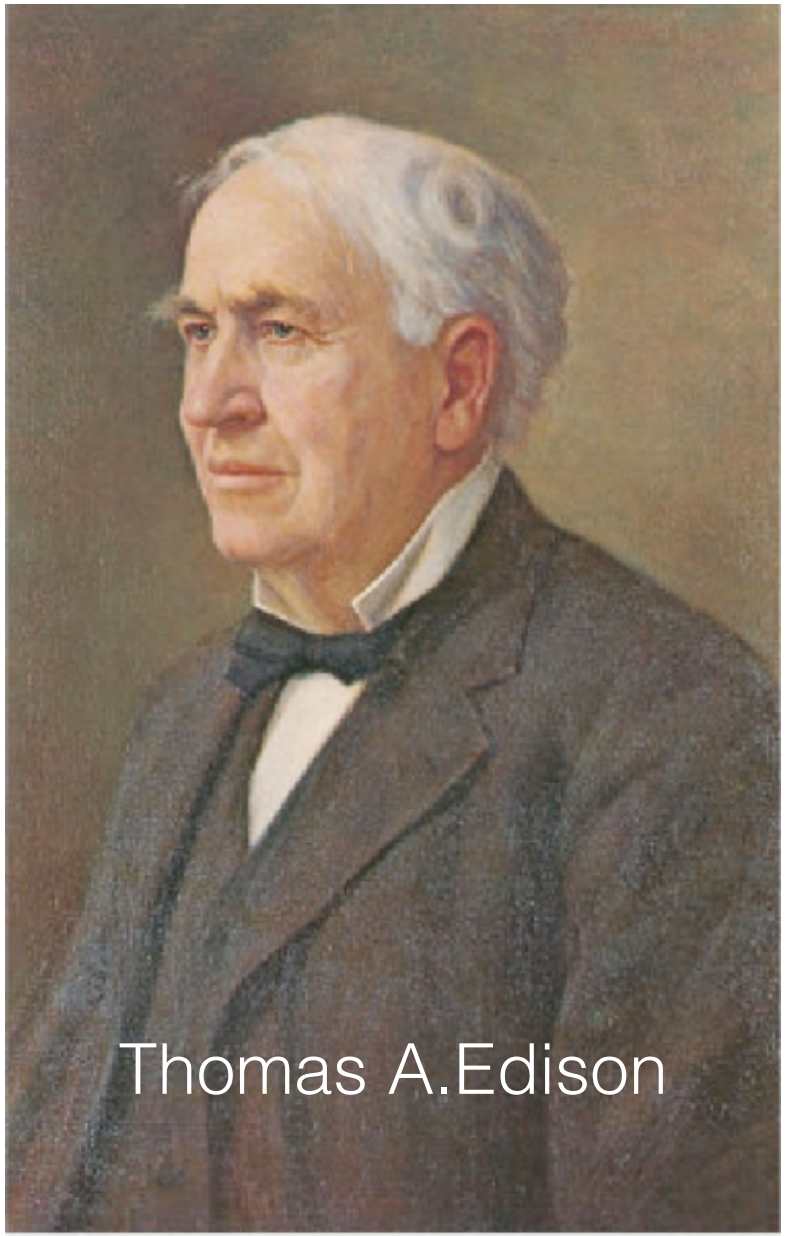
New Twists on Expectancy

Succeed Without Really Trying?

“I showed up…I breathe….I paid for this class…”

Fight for Students' Right to Fail

“I haven’t failed,
I’ve just found
10,000 ways
that won’t work.”



“It is failure that gives you the proper perspective on success.”

Value	Expectancy		
	If a student…	DOESN'T expect to succeed and...	DOES expect to succeed and...
	DOESN'T value the task...	resistance, rejection, resentment and anger at being coerced into a perceived unpleasant, pointless activity	evasion, do minimum, attention drifts to competing interests
	DOES value the task...	make excuses, pretend to understand, deny difficulties, focus on protecting the ego	engagement, happy to focus on developing knowledge & skill

Motivation is central to promoting student engagement but it is internal and individual.

Motivation
Active Learning

Component 2: Active Learning

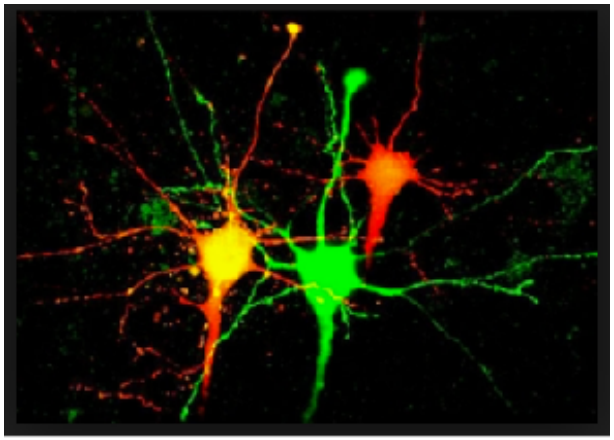
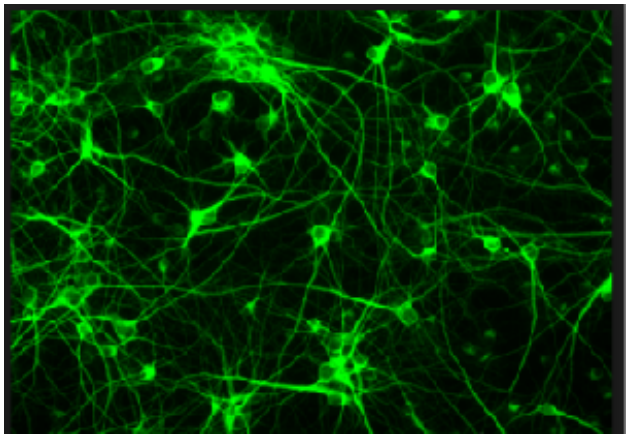
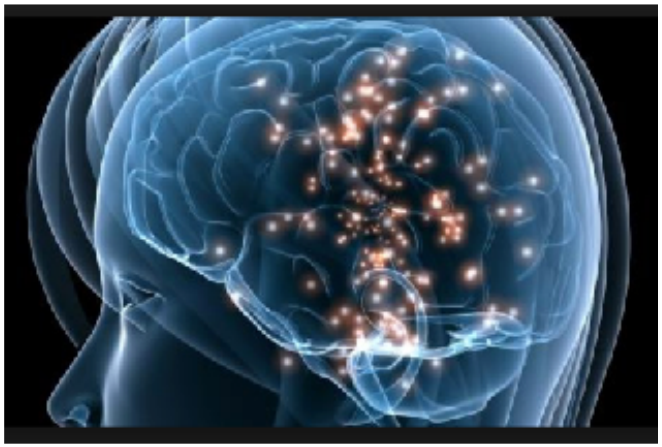
Active Learning in an umbrella term for several pedagogies.

But don’t confuse ‘being active’ with learning.

Active Learning

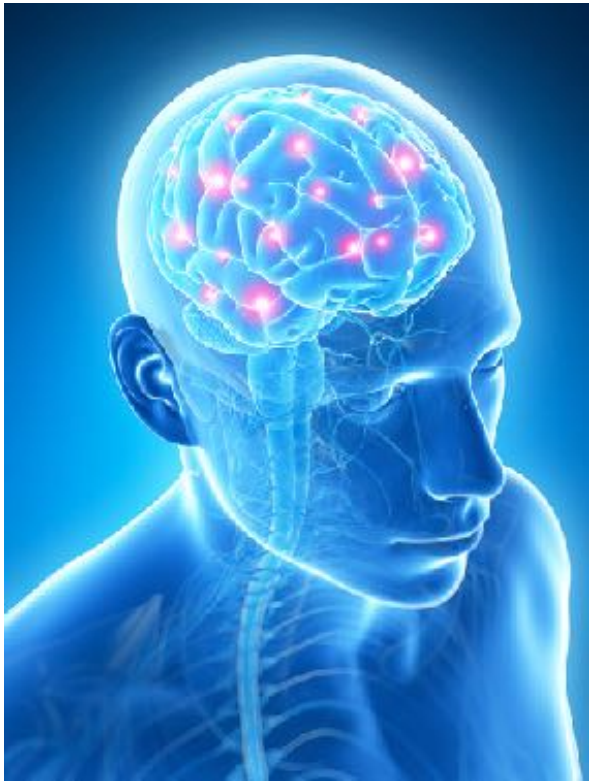
Learners take on an active role in integrating new information, ideas and concepts into their personal knowledge.

New learning starts with
a search for connections

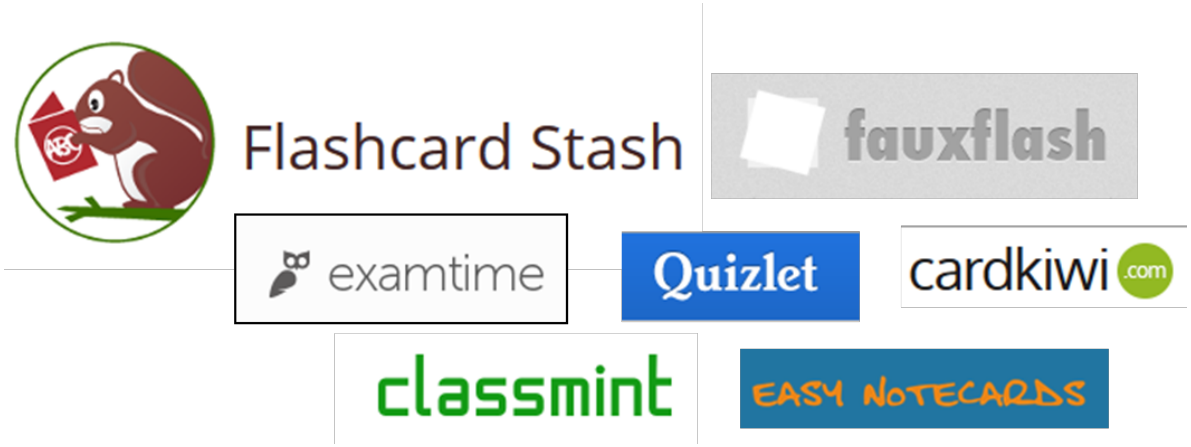
and is preserved as a
network of connections.

Novice to Expert



As we move from novice to expert, we build more complex networks of connections, which is why experts can process related information so much more quickly than novices.

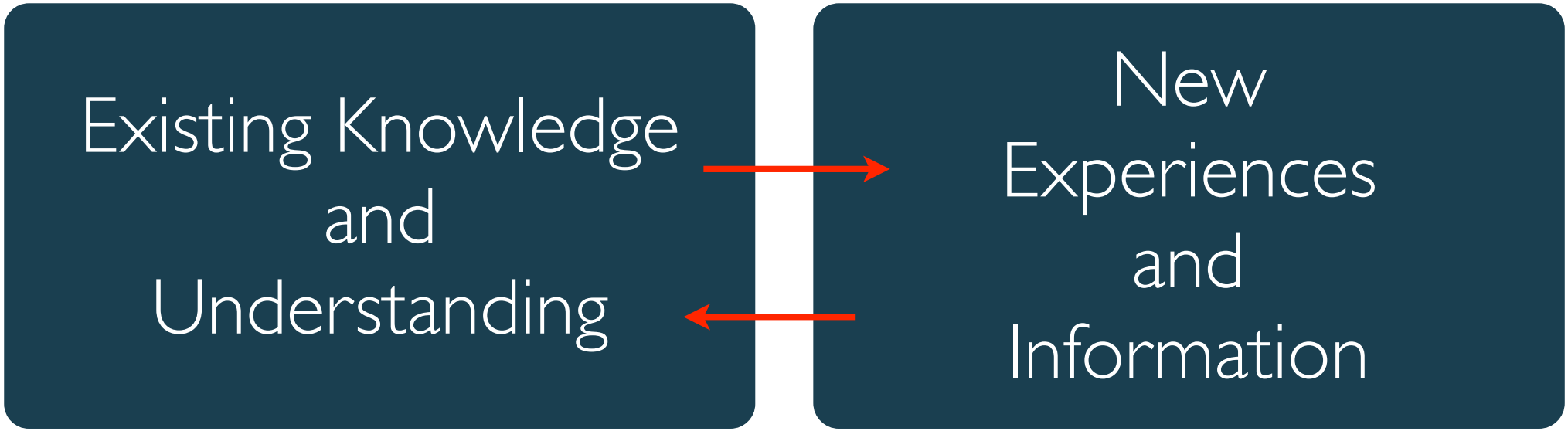
Consider Front-loading Vocabulary



Provide students with vocabulary lessons PRIOR to their reading (especially difficult reading).

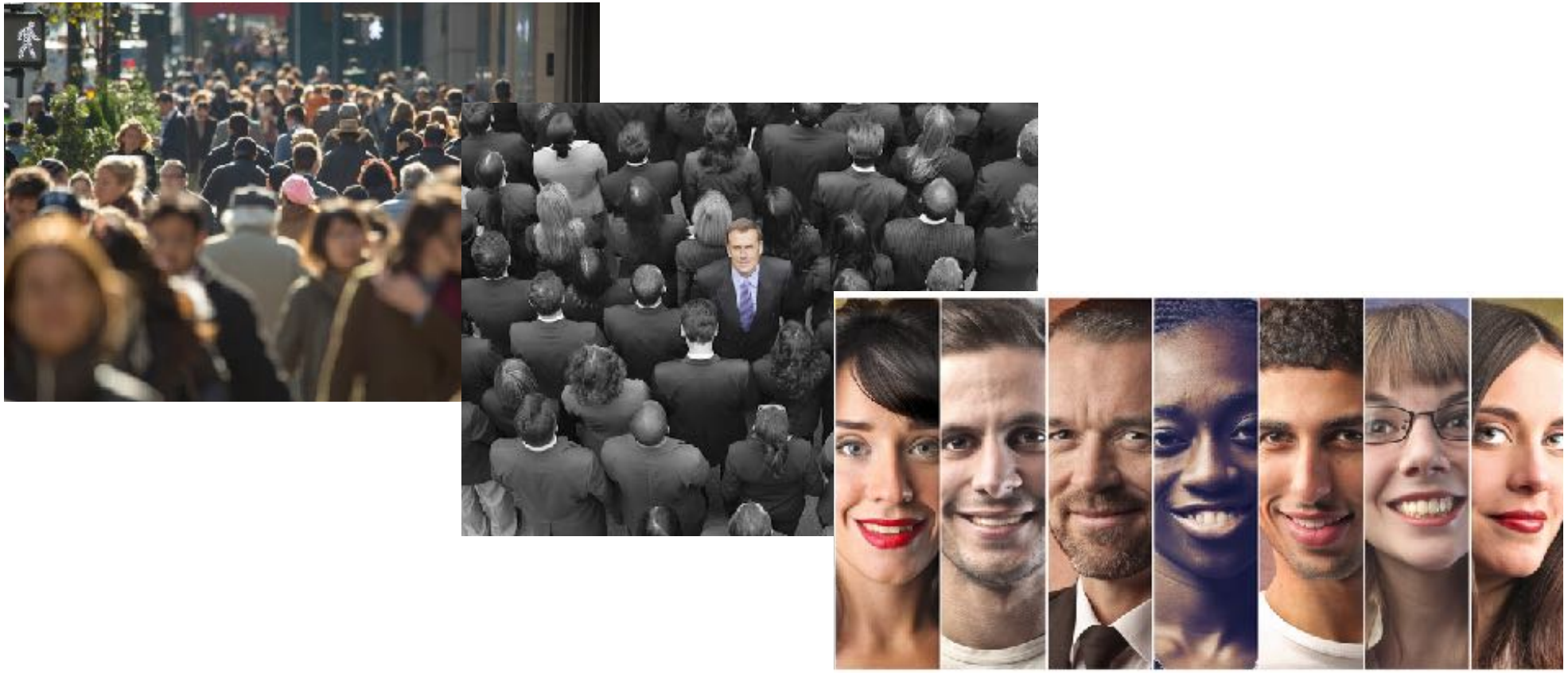
Students have widely varying prior knowledge.

Transfer



- Positive Transfer
- Negative Transfer

We store by similarity



and retrieve by difference.

Consider having students keep a Learning Journal to record their learning.

Online: Pre- and Post Reflections

Jazz

1. Reflect

2. Read

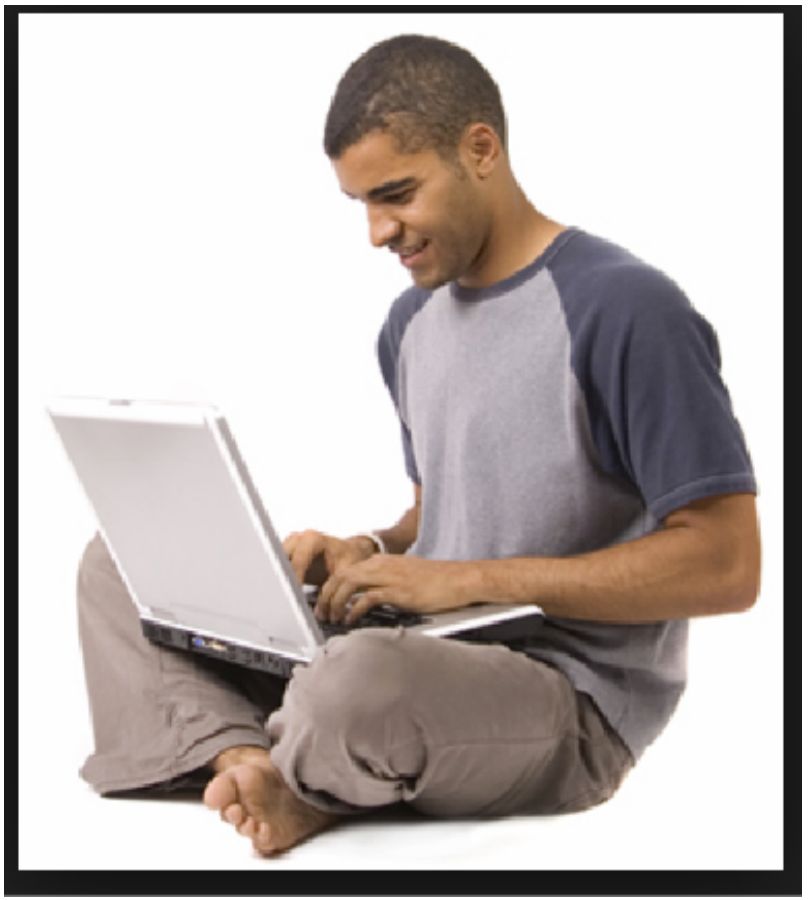
3. Apply (Lab)

4. Review

5. Assess

6. Share

7. Reflect



Prompt 3: What do you do to help students connect new learning accurately with existing understanding?

The Role of Memory

Short Term
(and Working)

Long Term

729-163-052

Research has shown that adults (on average) can store **7** items of information in working memory.

From Theory to Practice

I. In lectures, chunk information

A. So that the sub-structures

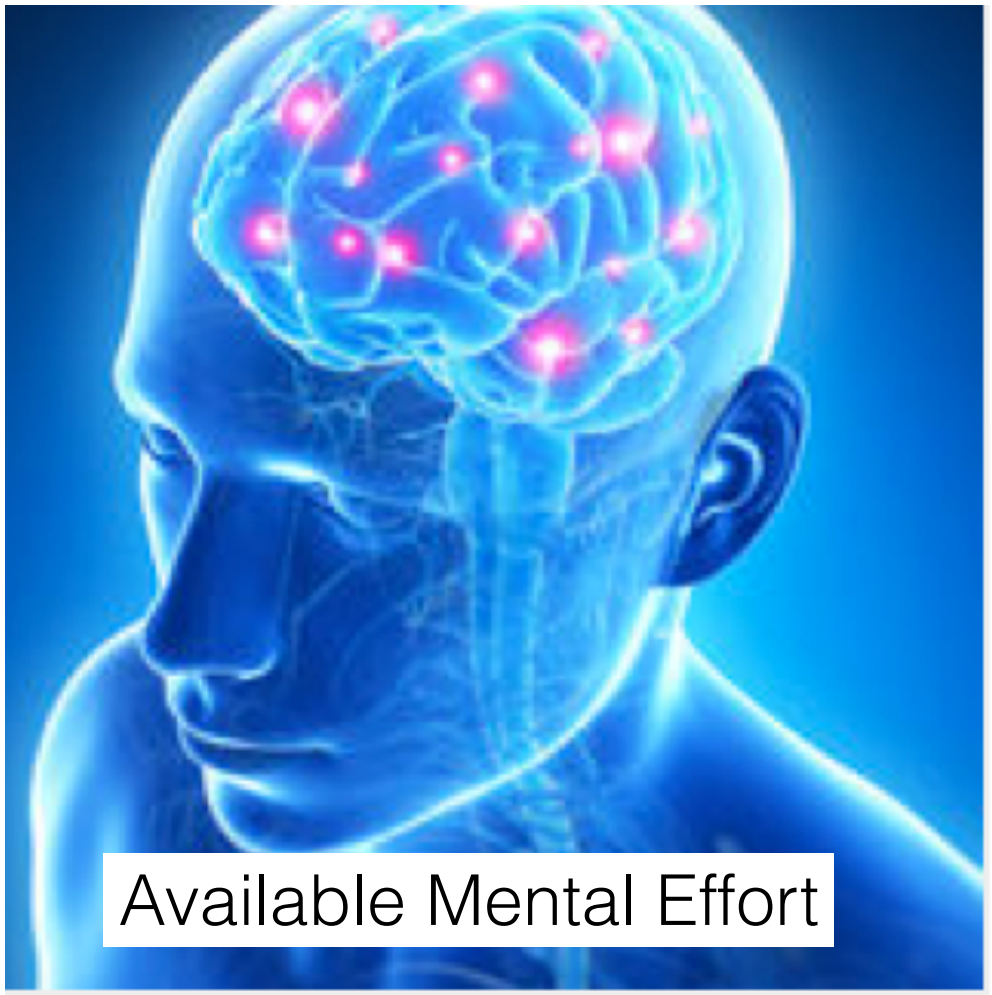
1. Are easy to perceive

2. As well as remember

B. And consider limiting to 7 items.

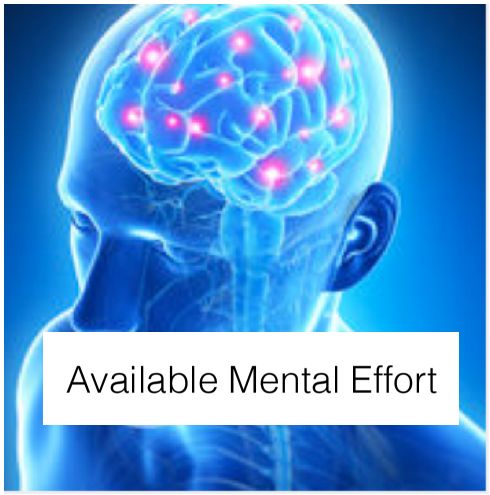
Cognitive Load

- Intrinsic Load
- Extraneous Load
- Germane Load



Intrinsic Load

2 + 2 = ?



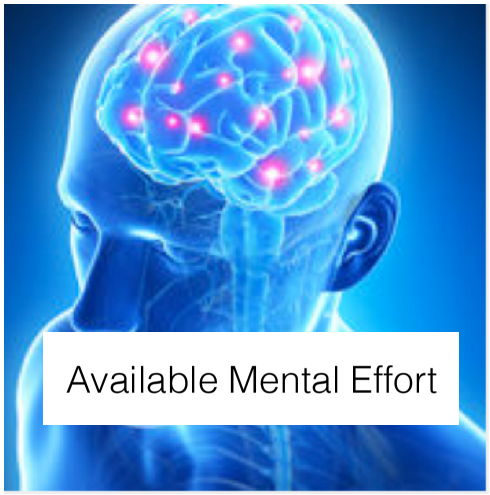
$$\frac{du}{dx} = cu + x^2$$

Simple arithmetic

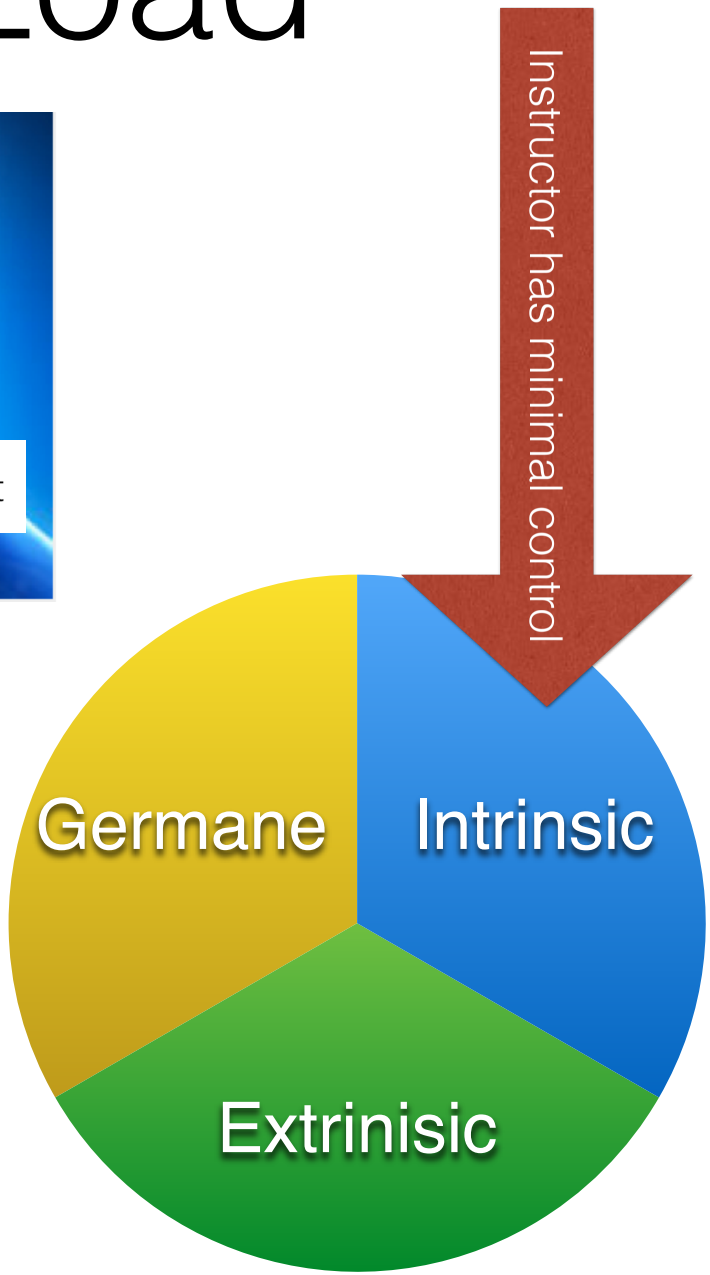
Inhomogeneous first-order linear constant coefficient ordinary differential equation

This has higher Intrinsic Load

Intrinsic Load



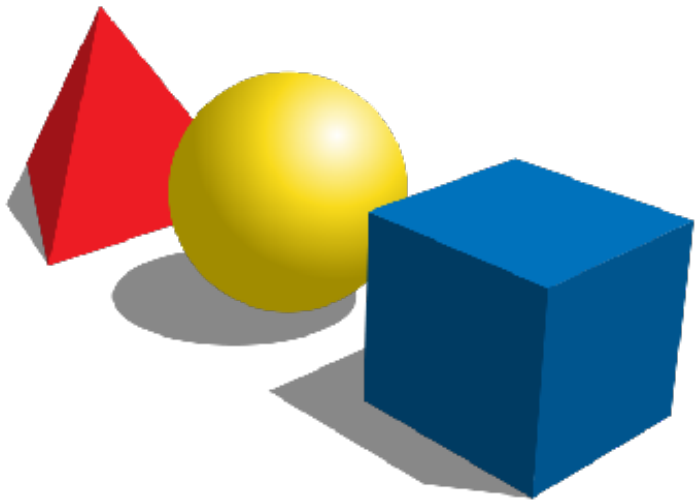
Instructor Task: Scaffold



Extraneous Load

Unnecessarily complicated presentation or other factors such as distraction.

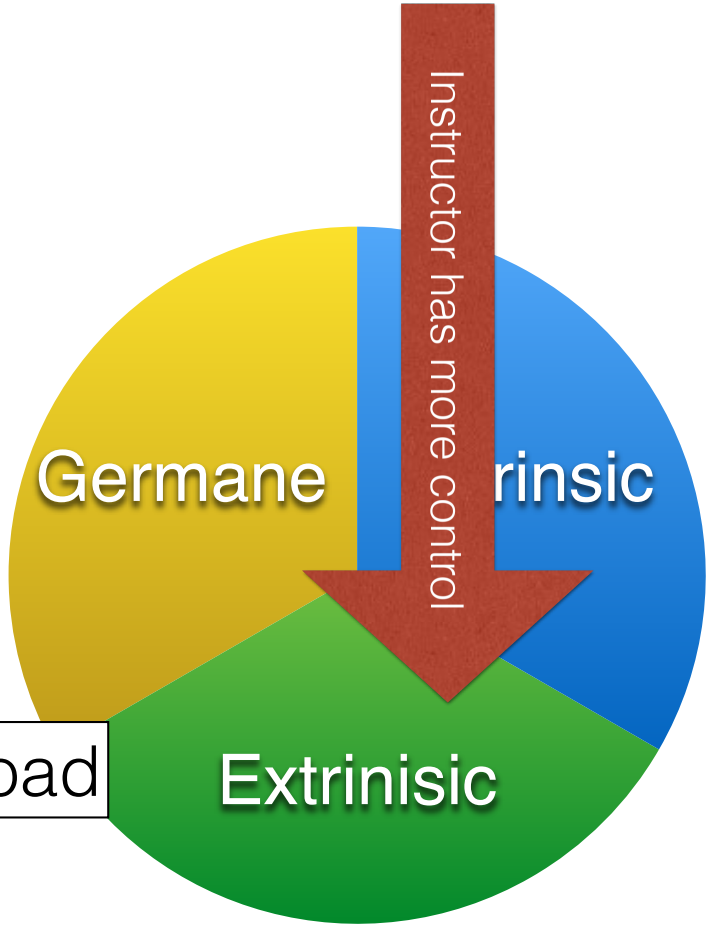
Extraneous Load



"A geometric shape is the geometric information which remains when location, scale, orientation and reflection are removed from the description of a geometric object."

Lower Extraneous Load

Extraneous Load

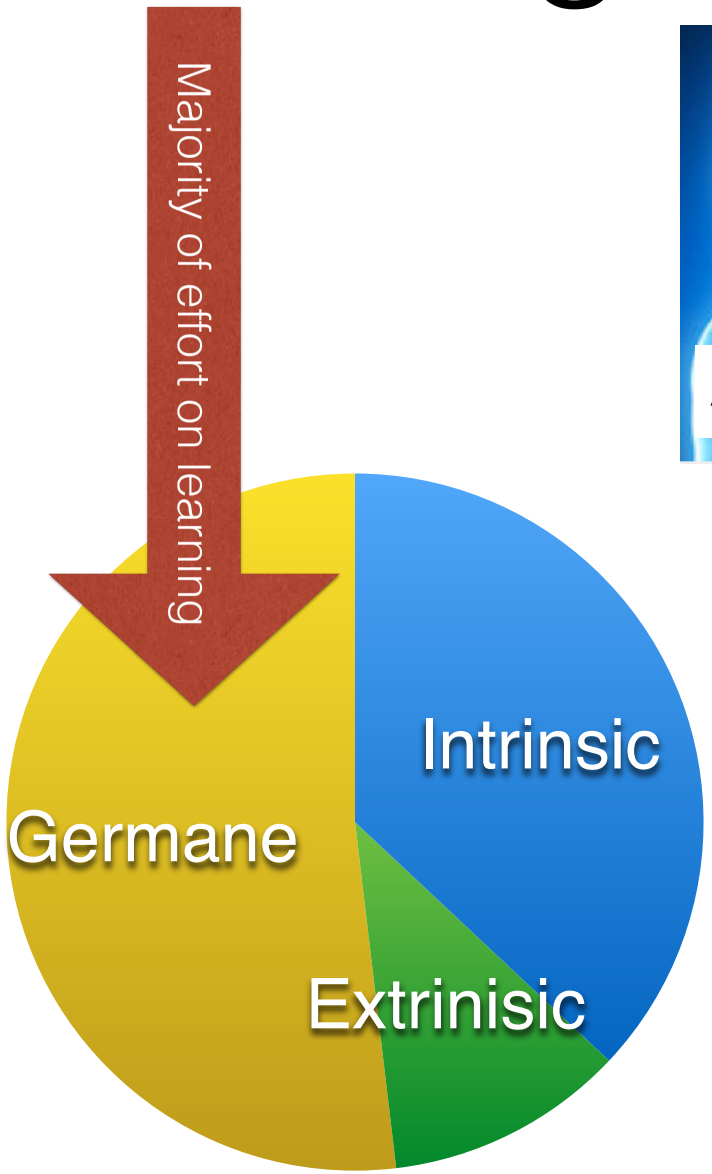


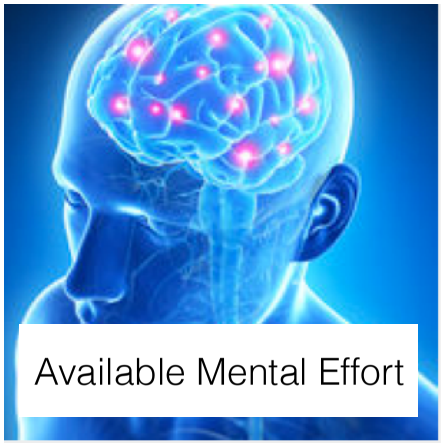
Instructor Task: Lower Extraneous Load

Germane Load

The amount of effort available for the processing, construction and automating schemas.

Cognitive Load





Cognitive Load

$$\frac{du}{dx} = cu + x^2$$

Intrinsic Load

Extraneous Load

Germane Load

The greater the intrinsic load, the more the instructor needs to try to reduce extraneous load in order to promote germane load.

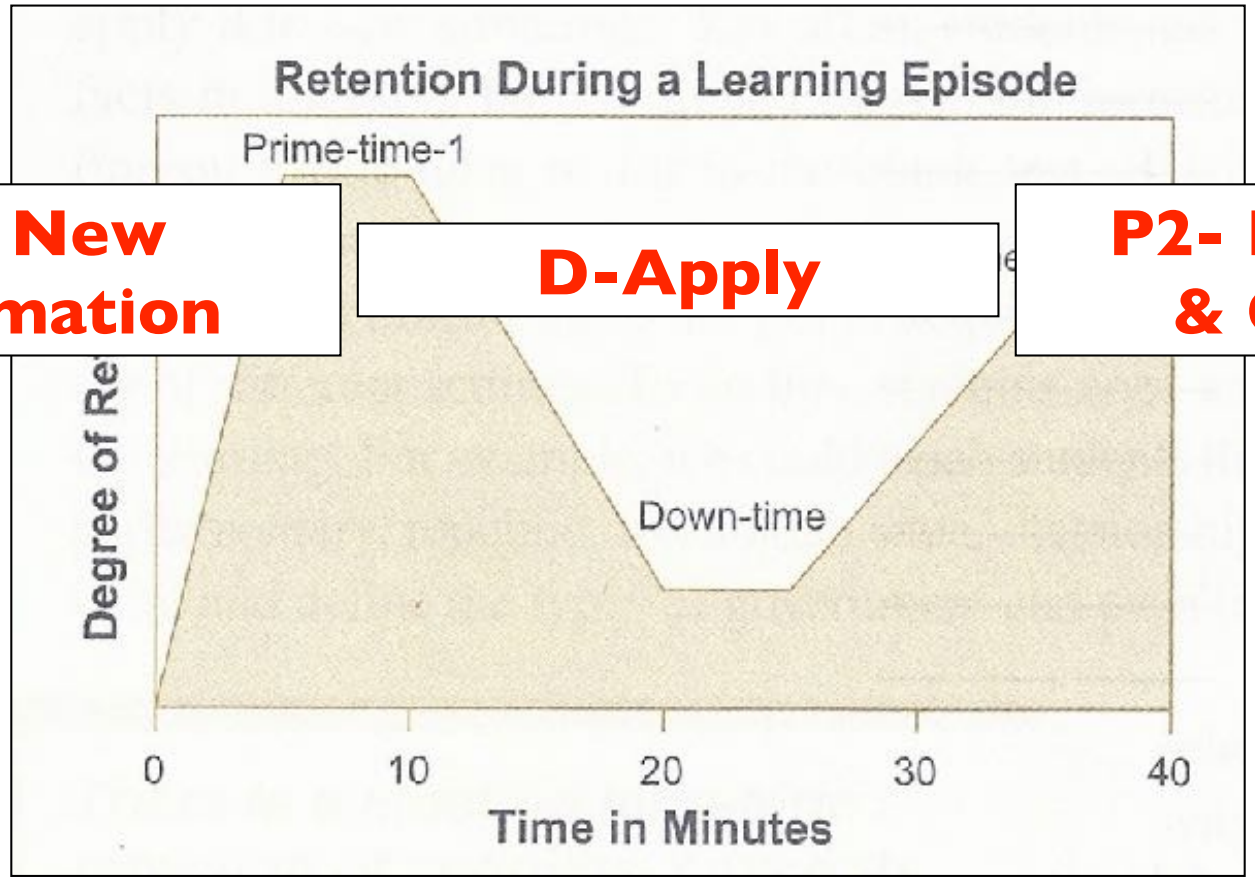
Primacy-Recency Principle

Organize your class sessions to maximize learning at the “Prime” times.

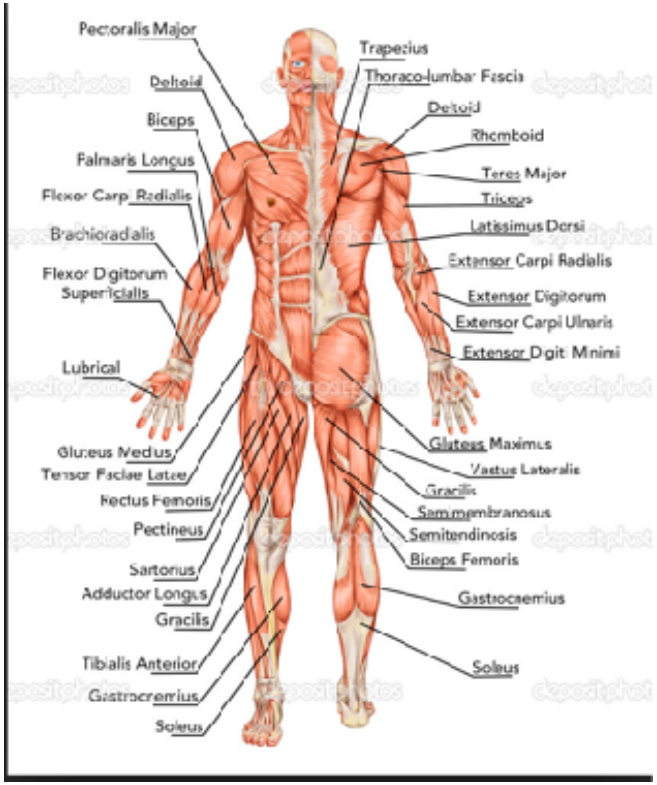
P1- New Information

D-Apply

P2- Reinforce & Closure

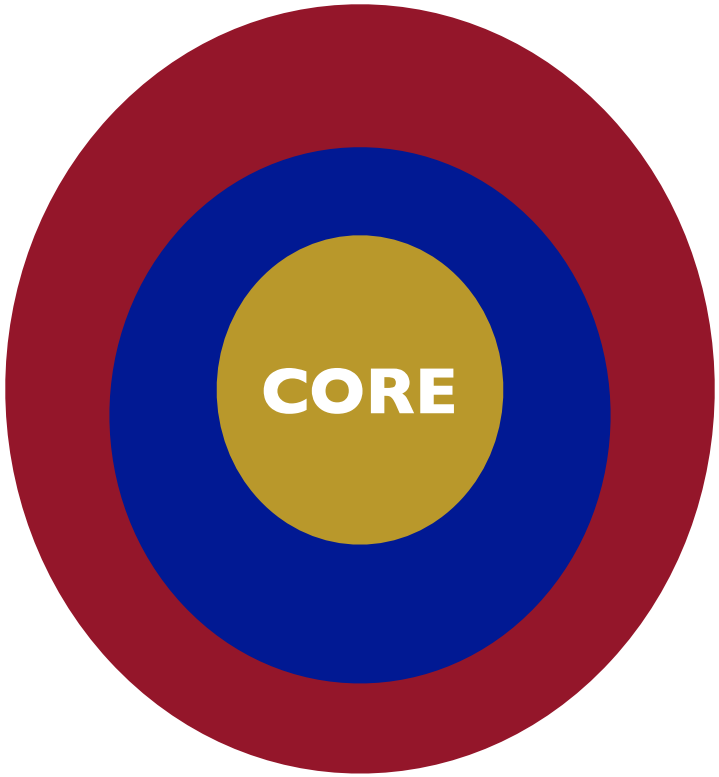


What to remember?



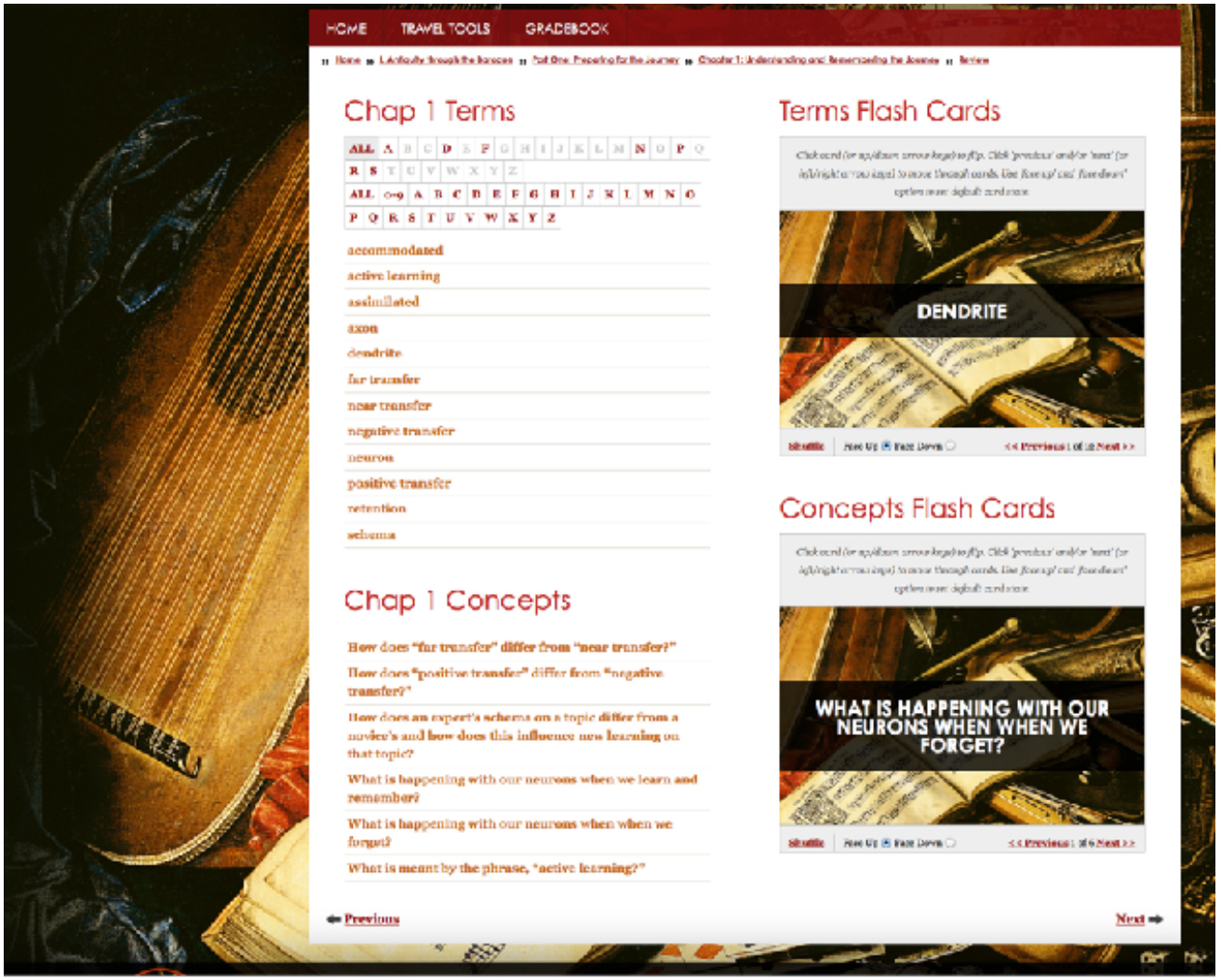
To become an anatomist, one must learn 100,000 new terms

What to remember?



Keep ‘whittling’ down from what would be ‘nice’ for students to remember, to what is ‘core’ and then build your course in ways to emphasize learning and remembering these core concepts.

Helping Students Remember Learning



Short Term to Long Term

- LTP (Long-Term Potentiation): Time needed for neurons to synthesize proteins
- Encoding takes place during sleep (REM)
- If remembered after 24-hours, it has the potential to be permanent

Prompt 4: What do you do to help students remember what they learned?

Three Components Contribute to Synergy

Synergy Component 1:
Task is Appropriately Challenging

Appropriately Challenging

Learning

Been there, done that.

Dazed and confused.

Zone of Proximal Development

Lev Vygotsky

The difference between actual development and potential development under guidance or through collaboration.

It can be challenging to teach students with widely varying ZPDs.

?

First generation college student

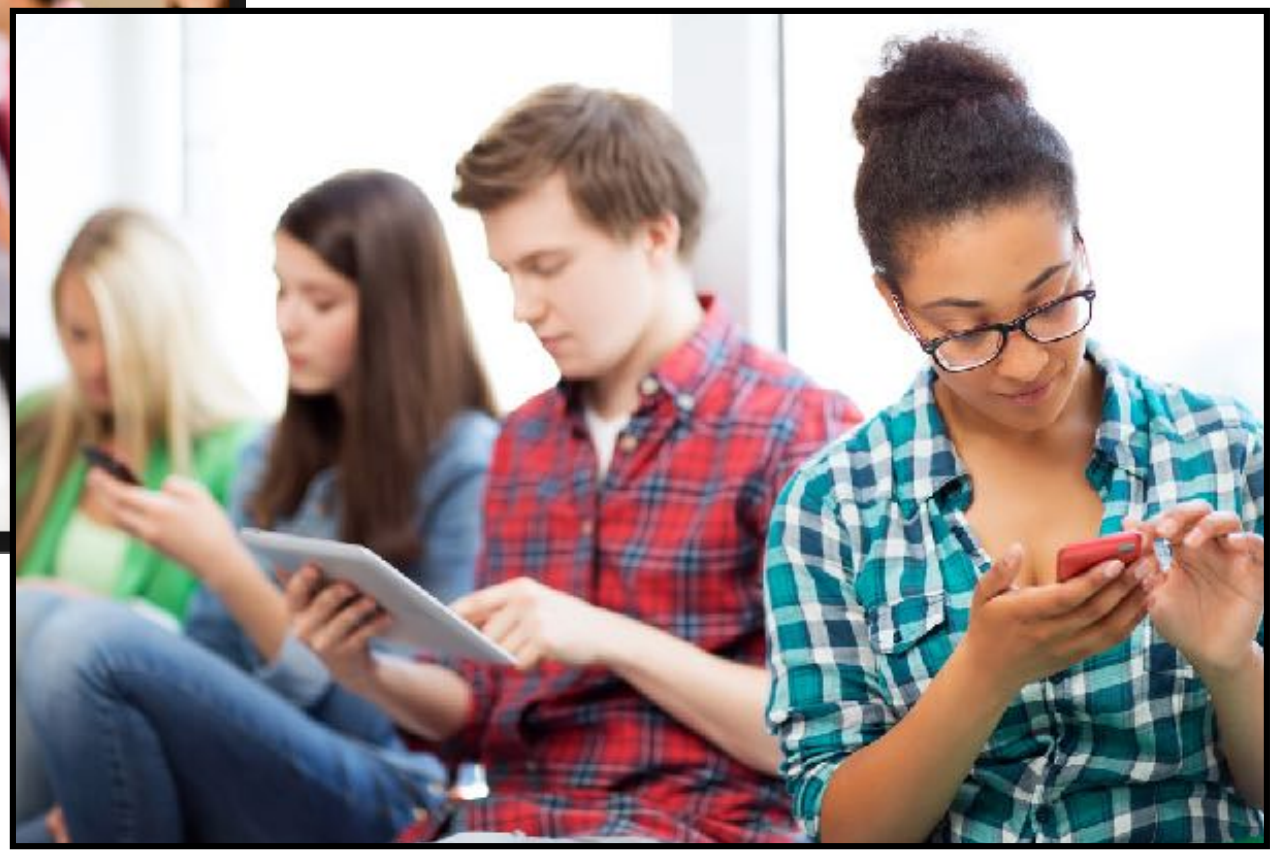
Emeritus Stanford Physics Professor

Differentiated Classroom

Last 30 minutes of each onsite session used for multiple, simultaneous kinds of learning activities: individual task work, small peer group work, consultations with instructor, and so forth.

Synergy Component 2:
Building a Sense of Learning Community

Students want to interact and connect with each other, so design your course activities to take advantage of this.



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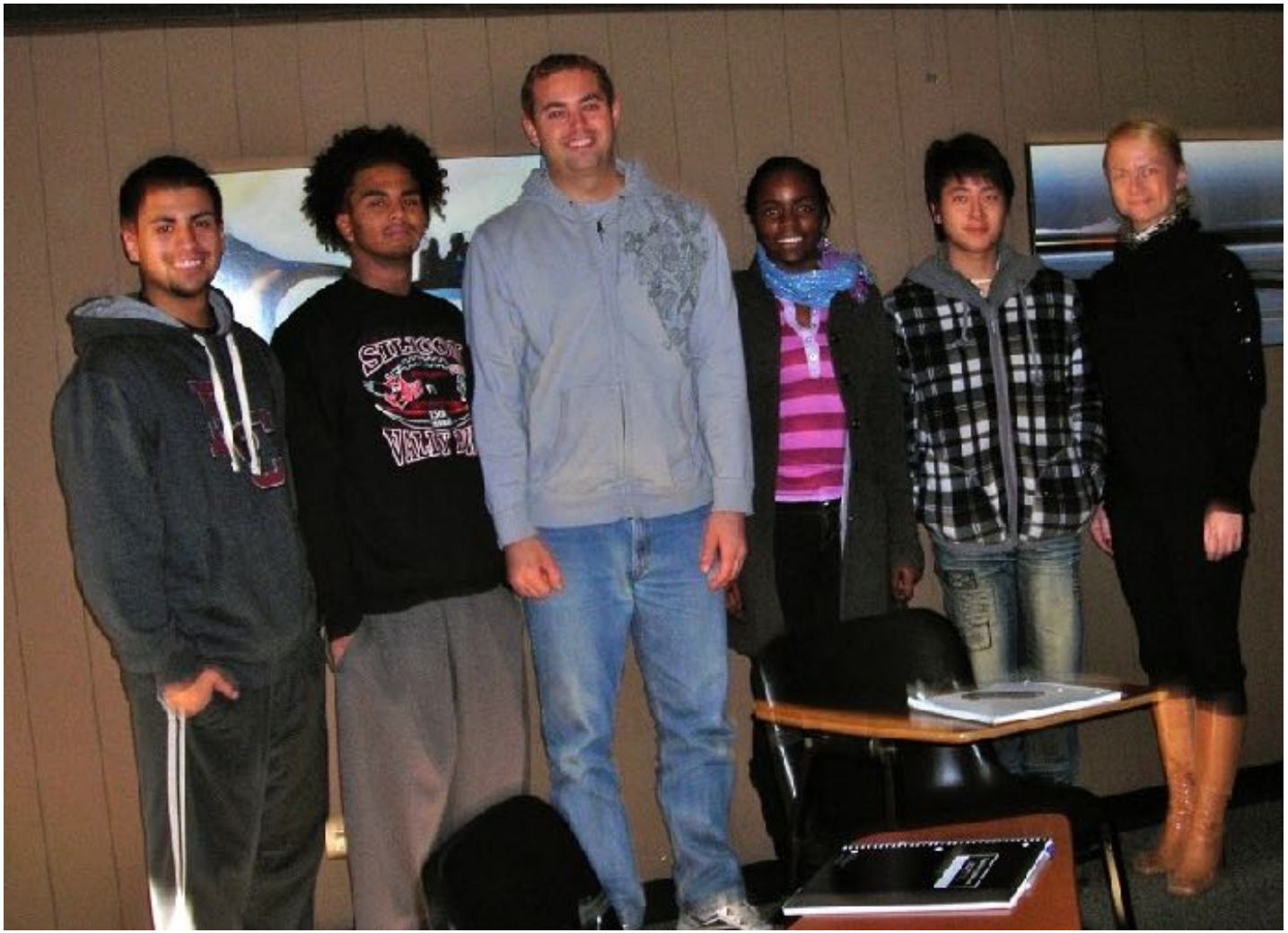
80 1937-2017
the courage to venture

Reality on Many Campuses

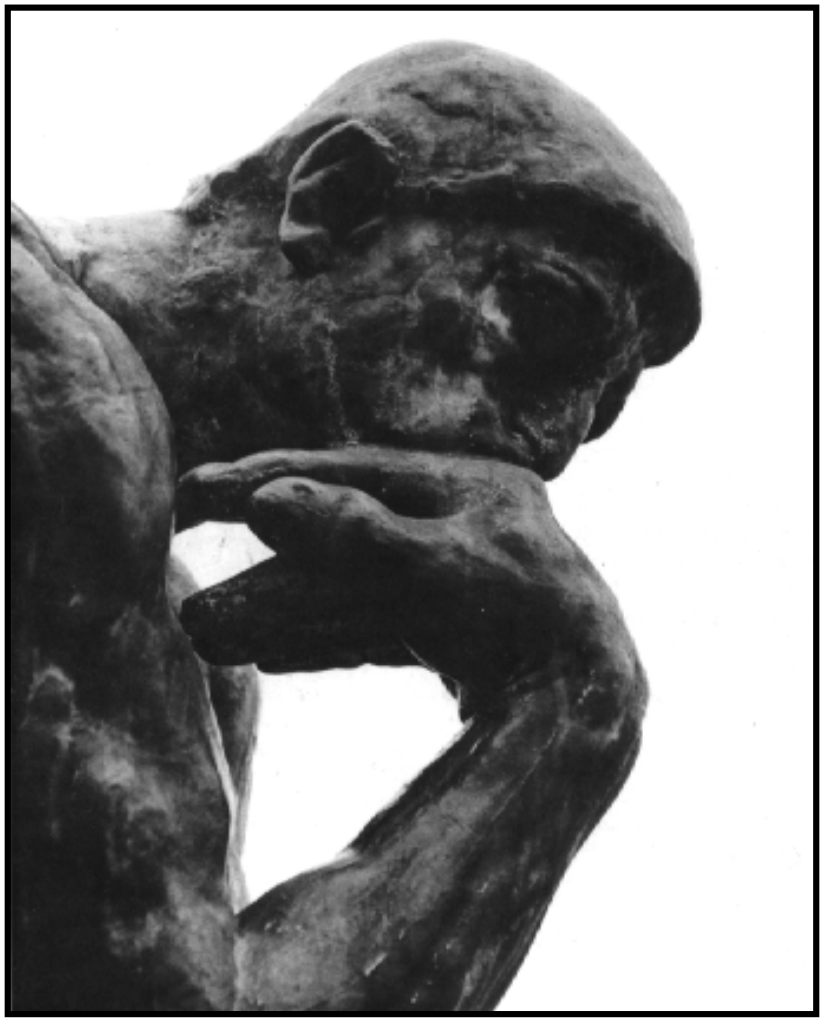
Please sit quietly and pay attention.

Example in My Own Teaching: Base Groups



Synergy Component 3: Teach for Holistic Learning

Faculty are comfortable in cognitive realm.



Emotions can trump cognitive processing

Cognitive Domain

Psycho-Motor Domain

Affective Domain

Ethical Domain

Conditions that Contribute to Synergy

1. Prompt 5: Task is appropriately challenging
2. Prompt 6: Community
3. Prompt 7: Holistic Learning

Education is not filling a bucket, but lighting a fire.

Attributed to William Butler Yeats

Terms of Engagement

Motivation
Active Learning
Task is Appropriately Challenging
Community
Holistic Learning

Thank You!