Teaching for student engagement

Dr. Lily Min Zeng

zengll@hku.hk

Outcome-based approach to student learning (OBASL)

Intended Learning Outcomes

What you want your students to learn

Teaching and learning activities

How you want your students to learn

Assessment

How you will judge how well your students have learnt "If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes ..."

Module 5: Teaching for student engagement

At the end of this module you will be able to:

- Explain the dimensions and aspects of student engagement in higher education
- Analyze the motivational factors that influence student engagement
- Evaluate the levels of student engagement
- Design learning activities to engage student in higher order learning strategically

What is engagement?

Attendance

Asking questions

Inclusivity

Participation in the classroom

Enjoyment & interest in the task

Academic integration

Social integration

Sense of belonging

Time on task

Identity with an institution

Intrinsic & extrinsic motivation (False engagement)

Psychological investment in and effort directed towards learning

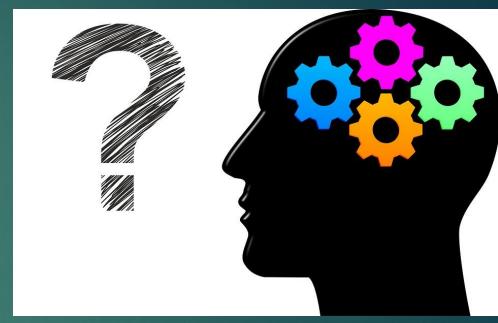


"a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience" (Coates, 2007, P. 122)

Dimensions of engagement



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What are the motivational factors behind engagement?

GROUP WORK





The extent to which learners' curiosity is aroused



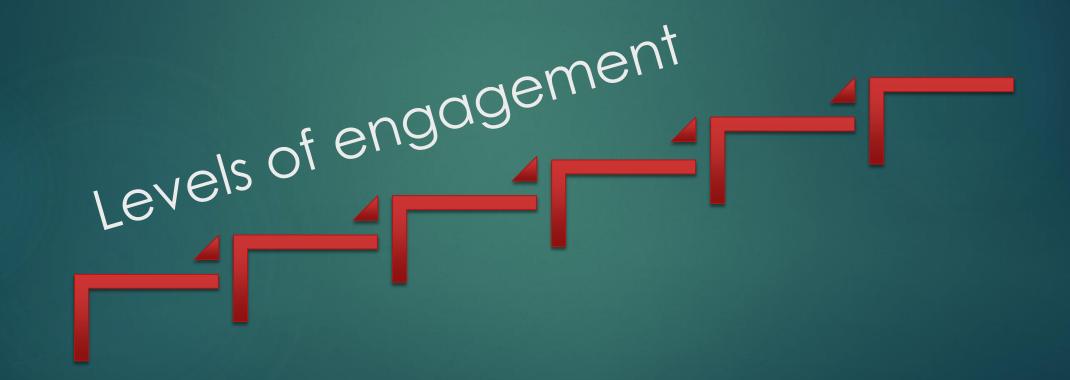
Learners' perception that the instruction is related to personal needs or goals



Learners' perceived likelihood of achieving success through personal control



The positive feelings about one's accomplishments and learning experiences



Engagement

	Helpful? (Yes/No)	The access? (Yes/No)	Learning opportunity?	Students' roles?	Teachers' roles?	Challenges and support?
Workplace/ field	√	?	Self regulation Decisions on learning goals Planning for experience Reflecting on experiences Monitoring one's own learning Practice Apply Collaborate Revisit	Self-regulated learner Practitioner Collaborator	Coordinator Facilitator	Challenge: Access Support: Colleagues



What else?

