



The “New” Challenge of Student Engagement

Poll: **How many** of the following symptoms are you seeing in your students?

- Feeling overwhelmed
- Expressing entitlement and dependency
- Displaying rudeness
- Absenteeism
- Showing mental health problems

Answers

- A. None of these
- B. One or two
- C. Three
- D. Four or more

“We’re as tired and burnt out as our students are.”

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A 'Stunning' Level of Student Disconnection

Professors are reporting record numbers of students checked out, stressed out, and unsure of their future.

HOKYOUNG KIM FOR THE CHRONICLE

Beth McMurtrie, April 21, 2022, <https://www.chronicle.com/newsletter/teaching/2022-04-21>



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Yes, Students Are Disengaged. What Else Is New?

A recently identified phenomenon seems awfully familiar.

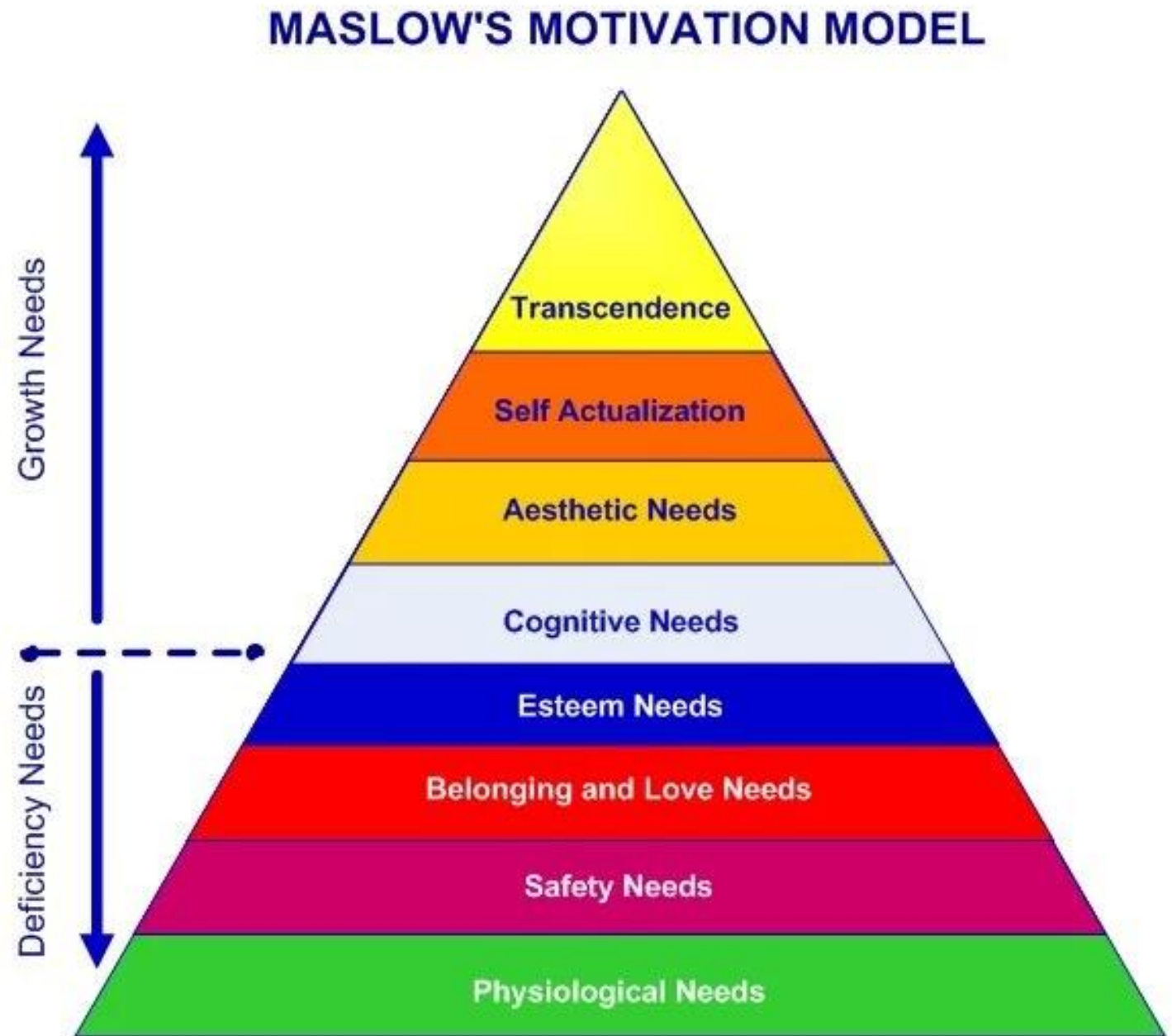
JAN FEINDT FOR THE CHRONICLE

Robert Zaretsky, May 20, 2022, <https://www.chronicle.com/article/yes-students-are-disengaged-what-else-is-new>



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Students will always fall on different motivational levels, but increased fear and uncertainty exert a downshifting effect.



Response: a more balanced set of learning objectives

Knowledge	Skills	Dispositions
Theoretical and practical understanding	Capacities and strategies that enable learners to apply knowledge, engage in higher order thinking, problem solve, collaborate, communicate, and plan	Attitudes, behaviors, and values that contribute to learners fulfilling their potential
<ul style="list-style-type: none"> • High academic standards • Essential literacies • Disciplinary and interdisciplinary knowledge • Global knowledge • Applied knowledge 	<ul style="list-style-type: none"> • Learning how to learn • Time/goal management • Critical thinking • Problem solving • Collaboration • Effective communication • Metacognition • Self/social awareness and empathy • Creativity and innovation 	<ul style="list-style-type: none"> • Self-efficacy • Curiosity • Initiative • Resilience • Adaptability • Persistence • Leadership • Ethical behavior • Civic responsibility • Self-regulation

Part 1: Triage Strategies

- Using the Zoom chat, give ideas for what you'd be willing to “let go” or “give ground” on – things you will “let the student win” in the current environment.
- Think of classroom management, course policies, attendance/grading policies, etc.

Possible “Triage” Ideas

- Pedagogy > Andragogy (“in loco parentis”?)
- Scaffolding: more, not less
- Reduce, condense, summarize
- Allow one do-over
- Allow SOME absences
- Reasonable make-up policy
- Re-testing?
- “Skip and Duplicate” grades?

Boundaries



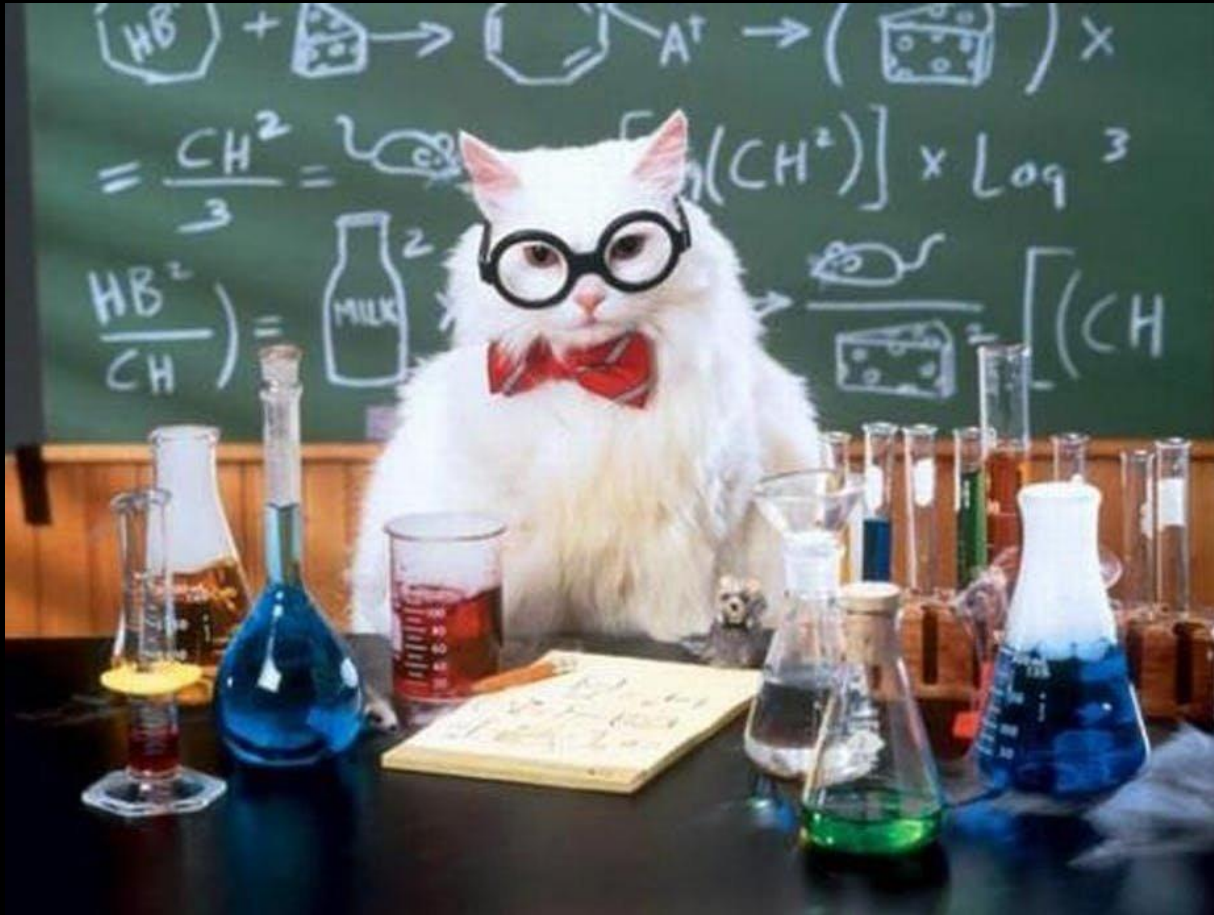
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First Day Expectations (Tone)



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Part 2: Academic Development



Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.

-- *Herbert A. Simon*



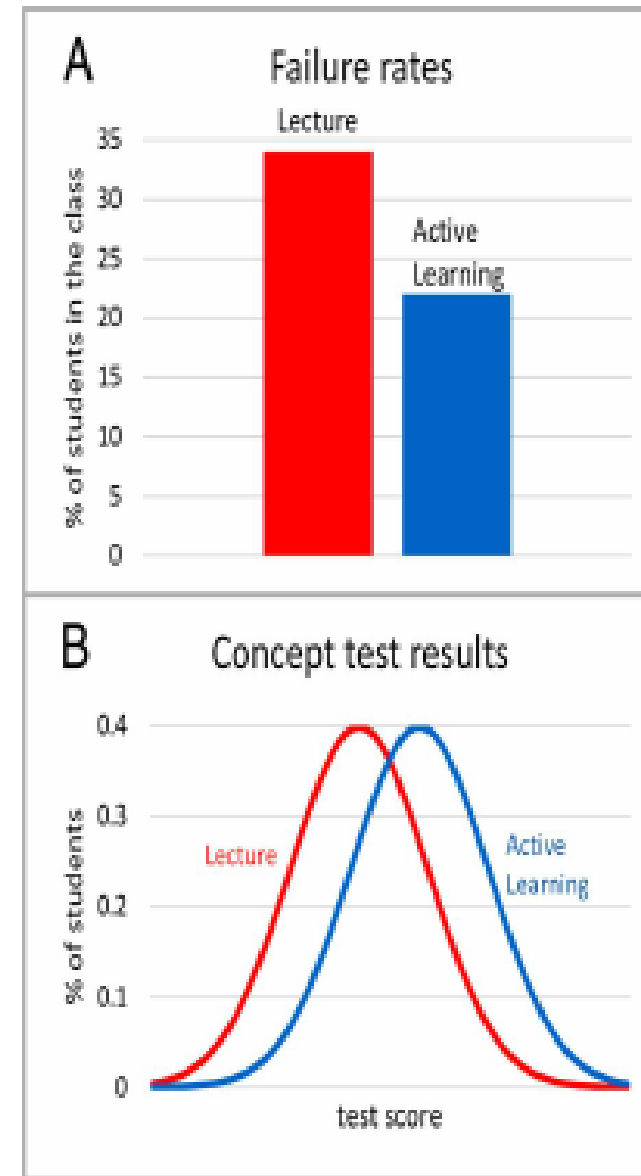
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Active learning increases student performance in science, engineering, and mathematics

Freeman et al. PNAS 2014, 111: 8410-8415.

Students **1.5 times more likely to fail** in lecture-only courses.

Students perform **0.47 standard deviations better** with **active learning**.

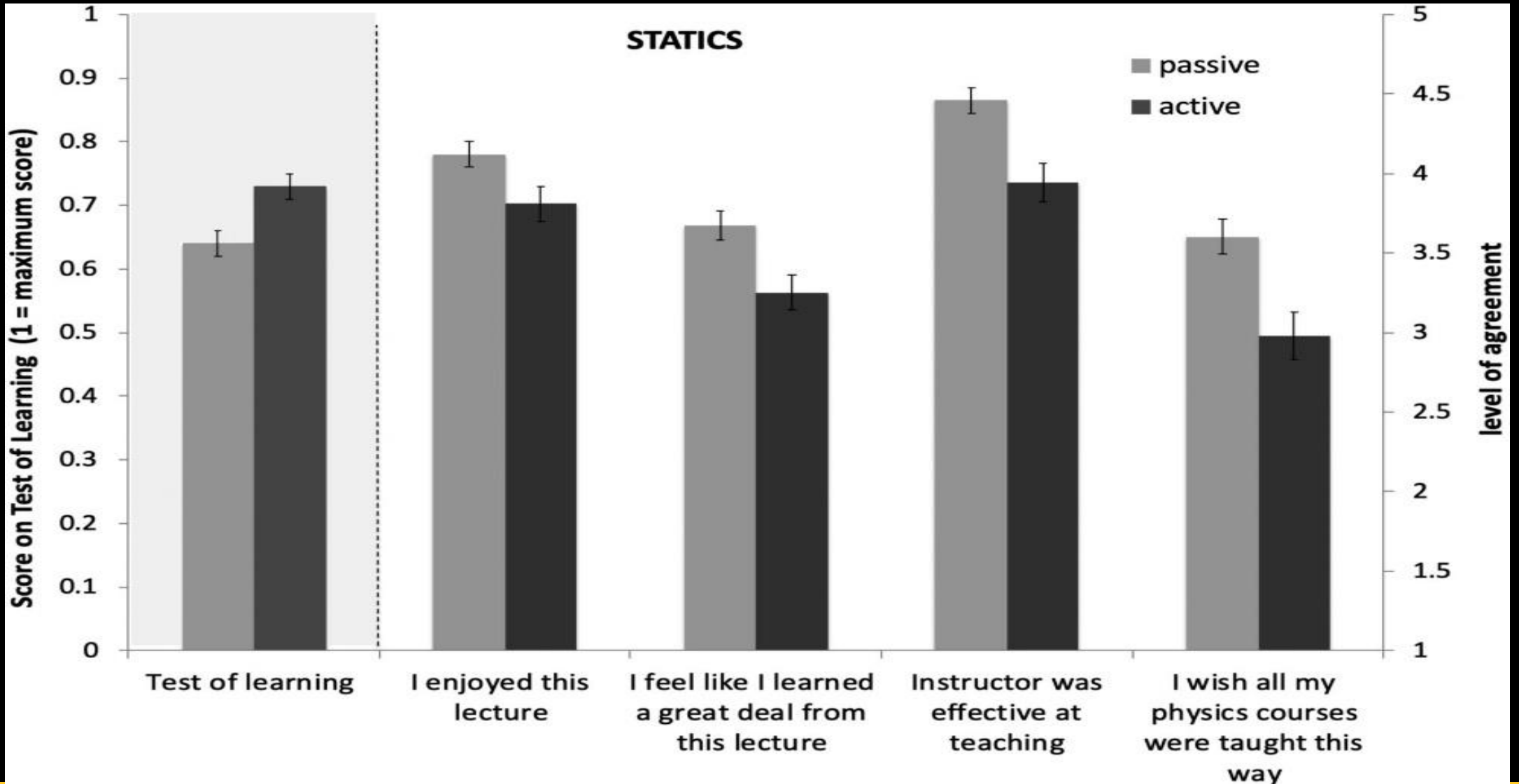


Carl E. Wieman PNAS 2014;111:8319-8320



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Deslauriers, et al. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom



Why does active-learning work?

'It's Not About the Evidence Anymore'

By *Beckie Supiano* | JUNE 22, 2022



JEANETTE TAKASHIMA FOR THE U. OF WASHINGTON DEPT. OF BIOLOGY

Scott Freeman, emeritus lecturer in biology at the University of Washington

1. Deliberate practice: In active-learning we focus on asking, not telling, the students are practicing.
2. Inclusion: In active-learning classrooms, students and professors are talking to each other. There's a lot of feedback. The classroom becomes a supportive community of belonging.

<https://www.chronicle.com/article/its-not-about-the-evidence-anymore>



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Active and collaborative learning help deepen students' approach to learning



Marton and Säljö (1976, 1984), Entwistle and Ramsden (1983), Biggs (1987, 1996)

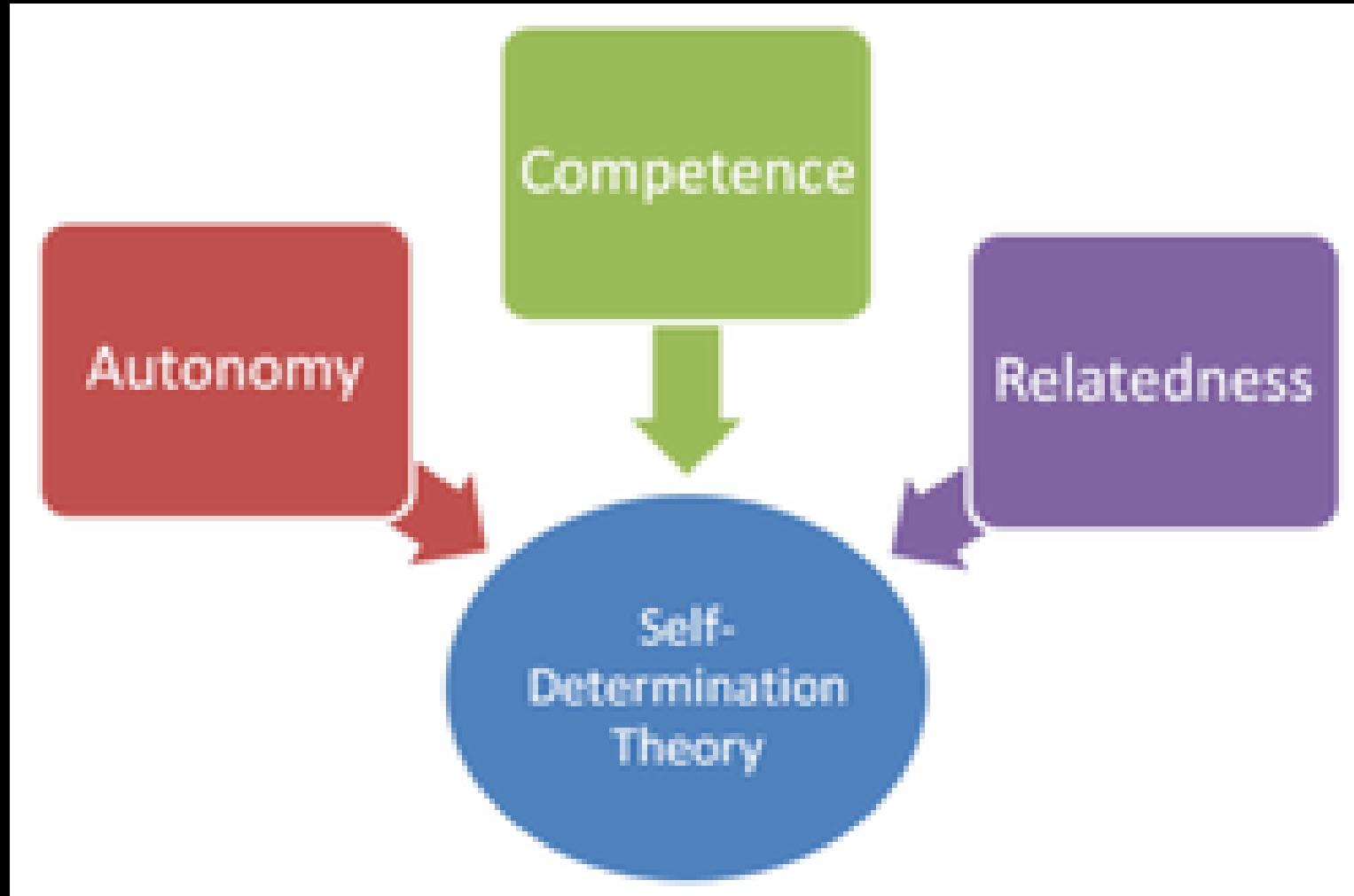
Breakout room activity, 12 minutes

1. Breakout group (six each)
2. Prompt: **HOW do you implement active learning, deliberate practice, or fostering motivation in that chosen environment?**
3. Two-minute warning that groups will close; choose a reporter
4. Plenary debrief (8 mins) reporter types group results in chat

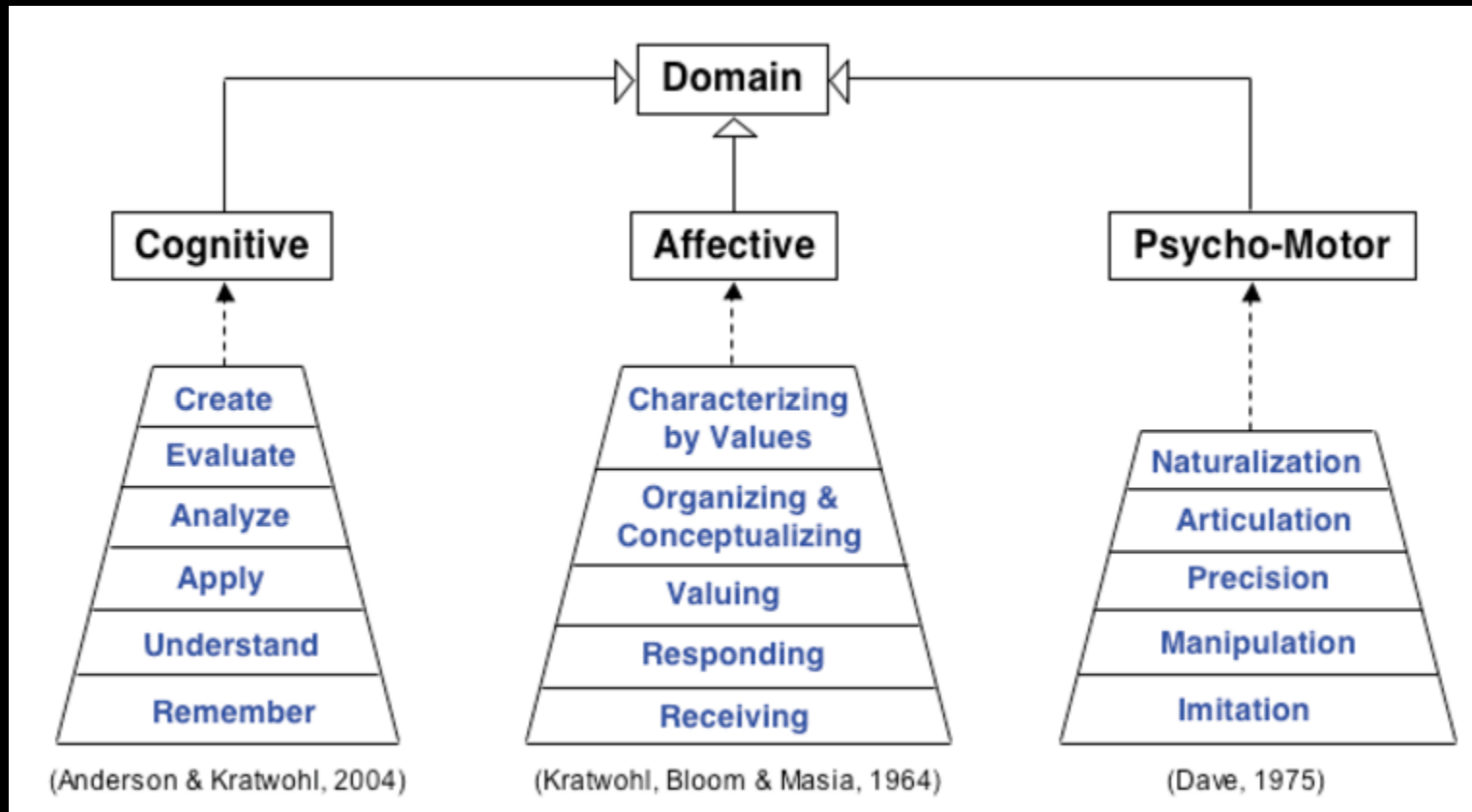
Part 3: Personal Development



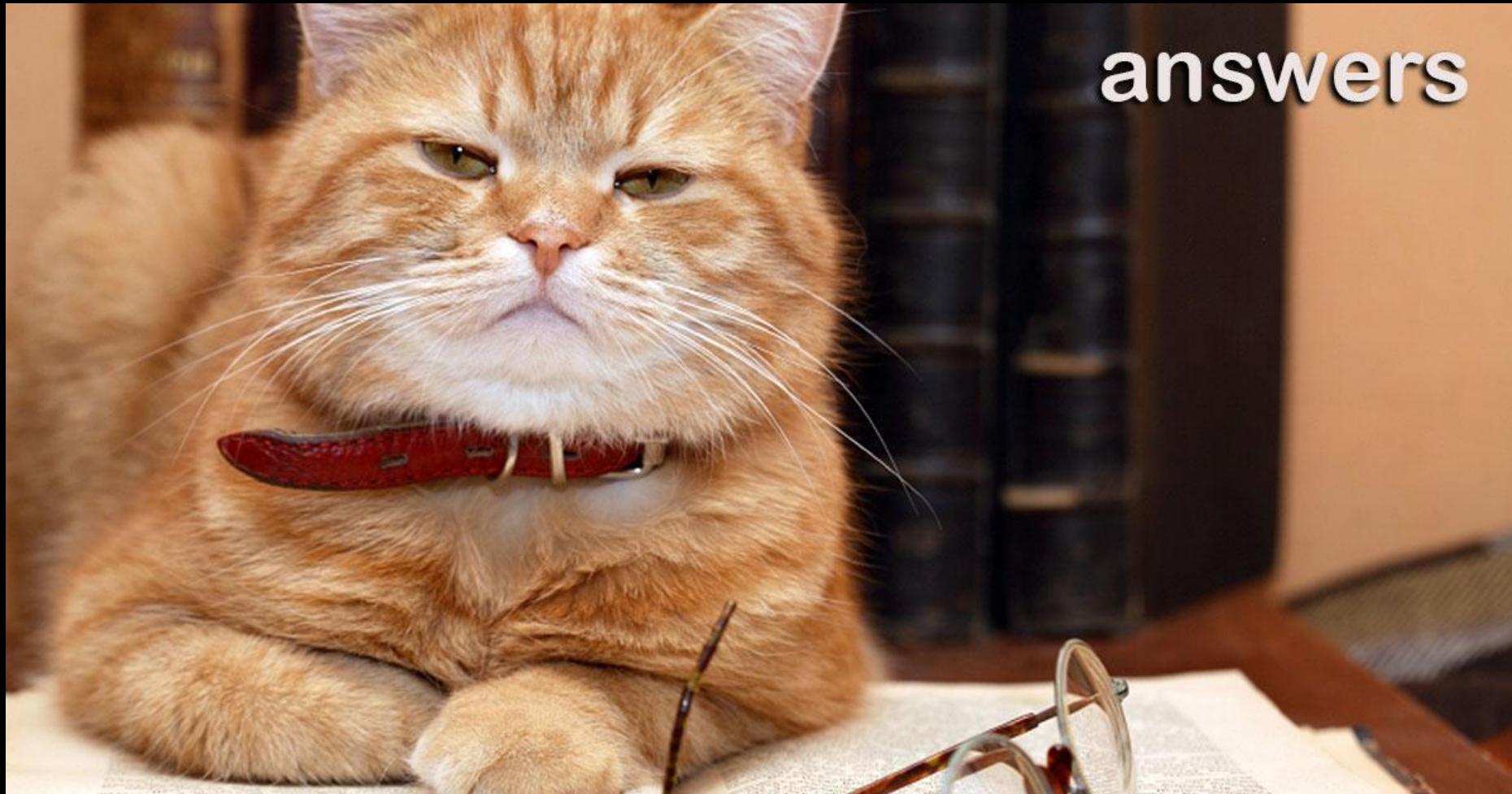
Deci/Ryan: Self-Determination Theory



Engage Beyond Cognitive



Handout



answers



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Upcoming Events



- Teaching and Learning Days (9:00-3:30)
 - Wed., Sept 21
 - Wed., Oct 19
 - November: pending (Zoom)
- Holiday Retreat: Mon, Dec. 12 – Tues, Dec. 13

Your Questions



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