



COGNITIVE INVESTMENT
(Thoughtful)






















SOCIO-EMOTIONAL ENGAGEMENT
(Interactions/reactions)



BEHAVIORAL ENGAGEMENT
(Participation)

Indicators of Engaged Learning Online

INSTRUCTIONAL APPROACH			
Vision of Learning		Responsible for learning	Learner involved in setting goals, choosing tasks, developing assessments and standards for the tasks; has big picture of learning and next steps in mind
		Strategic	Learner actively develops repertoire of thinking/learning strategies for changeable and complex knowledge building
		Energized by learning	Learning is intrinsic; has a passion for learning, solving problems
		Collaborative	Learner develops new ideas and understanding in conversations and work with others
Technology		Interconnectivity	Technology allows interaction by communicating and collaborating in diverse ways
		Access to challenging tasks	Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry
		Enables learning by doing	Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools
		Media Use	Technology provides opportunities to use media technologies
TEACHING			
Instructor Role		Facilitator	Engages in negotiation, stimulates and monitors discussion and project work but does not control
		Guide	Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing
		Co-learner/co-investigator	Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals
Tasks		Authentic	Pertains to real world, meaningful intellectual work; may be addressed to personal interest
		Challenging	Difficult enough to be interesting but not totally frustrating, usually sustained
		Multidisciplinary	Involves integrating disciplines to solve problems and address issues in context
Grouping		Heterogeneous	Small groups with persons with different skill sets, backgrounds, interests
		Equitable	Groups sized and organized so that over time all students have challenging learning tasks/experiences
		Flexible/agile	Different groups organized for different instructional purposes; supports collaboration across multiple contributors
Instructional Model		Interactive	Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc.
		Generative	Instruction oriented to constructing meaning; providing meaningful activities/experiences



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LEARNING			
Assessment		Performance-based	Involving a performance or demonstration, usually for a 'real' audience and addressing a useful purpose
		Generative	Assessments having meaning for learner; may produce information, product, service
		Seamless and ongoing	Assessment is transparent and integral; students learn during/through challenging and meaningful activities
		Equitable	Assessment is culture fair
Learning Context		Collaborative	Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks
		Knowledge-building	Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
		Empathetic	Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths
Student Role		Explorer	Students have opportunities to explore new ideas/tools; push the envelope in ideas and research
		Cognitive Apprentice	Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) professionals (i.e., engage in real research)
		Teacher	Students encouraged to teach others in formal and informal contexts
		Producer	Students develop products of real use to themselves and others; demonstrated learning

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