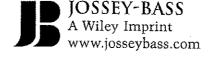
## Student Engagement Techniques

A Handbook for College Faculty

**Elizabeth F. Barkley** 





## Contents

	Preface		xi
	The Au	thor	xv
PART ONE:		EPTUAL FRAMEWORK FOR UNDERSTANDING NT ENGAGEMENT	1
1	What D	Does Student Engagement Mean?	
2	Engage	ement and Motivation	
3	3 Engagement and Active Learning		
4	Promot	ing Synergy Between Motivation and Active Learning	24
5	Additio	onal Facets to Consider	39
6	From T	heory to Practice: Teachers Talk About Student Engagement	45
PART TWO:	TIPS AN	ID STRATEGIES (T/S)	79
7	Tips an	d Strategies for Fostering Motivation	81
	T/S 1	Expect engagement	81
	T/S 2	Develop and display the qualities of engaging teachers	82
	T/S3	Use behaviorist-based strategies to reward learning rather than behavior	82
	T/S4	Use praise and criticism effectively	83
	T/S 5	Attend to students' basic needs so that they can focus on the higher-level needs required for learning	84
	T/S 6	Promote student autonomy	85
	T/S7	Teach things worth learning	86
	T/S8	Integrate goals, activities, and assessment	87
	T/S9	Craft engaging learning tasks	89
	T/S 10	Incorporate competition appropriately	89

	T/S 11	Expect students to succeed	93	
	T/S 12	Help students expect to succeed	91	
	T/S 13	Try to rebuild the confidence of discouraged and	92	
		disengaged students		
8	Tips ar	Tips and Strategies for Promoting Active Learning		
	T/S 14	Be clear on your learning goals	94	
	T/S 15	Clarify your role	95	
	T/S 16	Orient students to their new roles	96	
	T/S 17	Help students develop learning strategies	98	
	T/S 18	Activate prior learning	98	
	T/S 19	Teach in ways that promote effective transfer	98	
	T/S 20	Teach for retention	100	
	T/S 21	Limit and chunk information	102	
	T/S 22	Provide opportunities for guided practice and rehearsal	102	
	T/S 23	Organize lectures in ways that promote active learning	103	
	T/S 24	Use reverse or inverted classroom organization	104	
	T/S 25	Use rubrics to give learners frequent and useful feedback	104	
9	Tips an	d Strategies for Building Community	110	
	T/S 26	Move away from an authoritarian role	110	
	T/S 27	Promote class civility	111	
	T/S 28	Create a physical or online course environment that	112	
		supports community		
	T/S 29	Reduce anonymity: Learn students' names and help	112	
		students learn each other's names		
	T/S 30	Use icebreakers to warm up the class	115	
	T/S 31	Use technology to extend or reinforce community	120	
	T/S 32	Be consciously inclusive	121	
	T/S 33	Subdivide large classes into smaller groupings	122	
	T/S 34	Involve all students in discussion	122	
	T/S 35	Use group work effectively	124	
	T/S 36	Revisit icebreaker kinds of activities later in the term	125	
	T/S 37	Celebrate community	125	
10		d Strategies for Ensuring Students Are	127	
	Appropriately Challenged			
	T/S 38	Assess students' starting points	127	
	T/S 39	Monitor class pacing	128	

		Con	tents	v
	T/S 4	0 Help students learn to self-assess		129
	T/S 4			130
	T/S 42	2 Use scaffolding to provide assistance for complex learning		133
1	1 Tips a	nd Strategies to Promote Holistic Learning		135
		Pick up the pace to hold attention		135
		Offer options for non-linear learning		137
		Use principles of universal design		137
	T/S 46	Incorporate games		138
	T/S 47	Teach so that students use multiple processing modes	<b>;</b>	138
	T/S 48			140
	T/S 49	Include learning activities that involve physical movement		144
	T/S 50	Consider creating a graphic syllabus		145
PART THREE:	STUDE	NT ENGAGEMENT TECHNIQUES (SETS)		149
		DRY I. TECHNIQUES TO ENGAGE STUDENTS IN LEARNING		173
		E-RELATED KNOWLEDGE AND SKILLS		
12	Knowle	edge, Skills, Recall, and Understanding		155
	SET 1	Background Knowledge Probe		156
	SET 2	Artifacts		161
	SET 3	Focused Reading Notes		164
	SET 4	Quotes		167
	· SET 5	Stations		170
	SET 6	Team Jeopardy		174
	SET 7	Seminar		181
13	Analysi	s and Critical Thinking		186
	SET 8	Classify		187
	SET 9	Frames		191
	SET 10	Believing and Doubting		195
	SET 11	Academic Controversy		199
	SET 12	Split-Room Debate		202
	SET 13	Analytic Teams		207
	SET 14	Book Club		212
	SET 15	Small Group Tutorials		215

14	Synthesis and Creative Thinking		218
	SET 16	Team Concept Maps	219
	SET 17	Variations	226
	SET 18	Letters	229
	SET 19	Role Play	232
	SET 20	Poster Sessions	238
	SET 21	Class Book	243
	SET 22	WebQuests	246
15	Problem Solving		251
	SET 23	What's the Problem?	252
	SET 24	Think Again!	256
	SET 25	Think-Aloud-Pair-Problem Solving (TAPPS)	259
	SET 26	Proclamations	264
	SET 27	Send-a-Problem	267
	SET 28	Case Studies	272
16	Application and Performance		
	SET 29	Contemporary Issues Journal	276
	SET 30	Hearing the Subject	280
	SET 31	Directed Paraphrase	285
	SET 32	Insights-Resources-Application (IRAs)	287
	SET 33	Jigsaw	289
	SET 34	Field Trips	296
	CATEGORY II. TECHNIQUES FOR DEVELOPING LEARNER ATTITUDES,		
	Values,	AND SELF-AWARENESS	
17	Attitud	es and Values	300
	SET 35	Autobiographical Reflections	301
	SET 36	Dyadic Interviews	305
	SET 37	Circular Response	310
		Ethical Dilemmas	313
	SET 39	Connected Communities	317
	SET 40	Stand Where You Stand	321
18	Self-Awareness as Learners		323
	SET 41	Learning Logs	324
	SET 42	Critical Incident Questionnaire (CIQ)	328
	SET 43	Go for the Goal	332
	SET 44	Post-test Analysis	336

		Conto	ents	vii
19	Learnir	ng and Study Skills		340
	SET 45	In-class Portfolio		341
	SET 46	Resource Scavenger Hunt		345
	SET 47	Formative Quiz		,347
	SET 48	Crib Cards		351
	SET 49	Student-generated Rubrics		354
	SET 50	Triad Listening		357
	Append	dix A: Key to Courses and Professors in SET Example	es	363
	Appendix B: NSSE/SET Crosswalk Tables			371
	References			379
	Index			391

