

(in a classroom raising their hands.)

Student Engagement Strategies



Reading First Conference

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Margo Healy



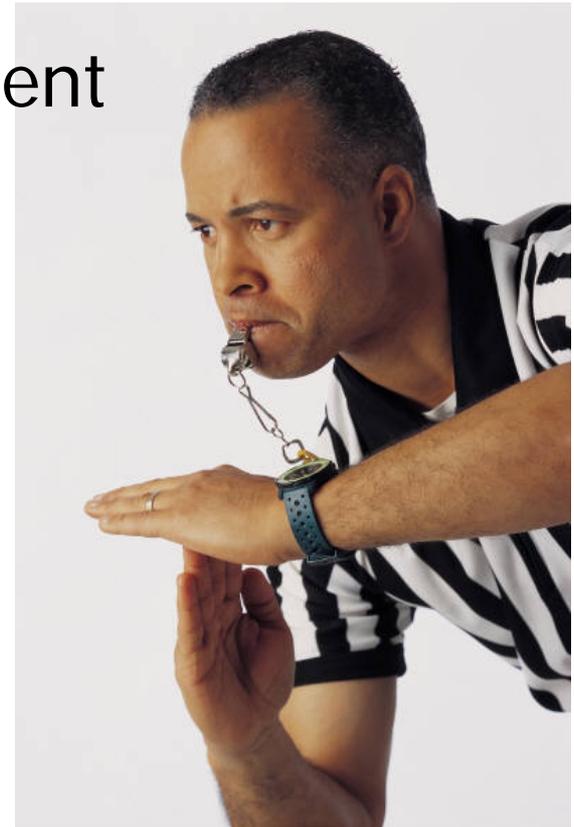
Getting Started

What does it mean to be engaged?

Quick-write with guiding questions

Were you able to complete this exercise without sharing, or wanting very badly to share?

High Cognitive Engagement



Low Cognitive Engagement

Western Thinking

- Not Country-Western Thinking
- The basic idea behind Western thinking was designed about 2300 hundred years ago by the Greek "Gang of Three" and is based on argument. (DeBono)



Try a different system when you are problem-solving.

Western Thinking

- Argument
 - 2 sides
 - Win- Lose
 - Power
 - Position

DeBono's Idea

- Parallel Thinking
 - multiple perspectives
 - Collaborative
 - Creative
 - Comprehensive
 - Respectful

Whole Class Discussion

Six Thinking Hats

White: virgin white, pure facts, figures and information.

- **Red Hat**: seeing red, emotions and feelings, also hunch and intuition.
- **Black Hat**: devil's advocate, negative judgment, why it will not work.

Yellow: sunshine, brightness and optimism, positive, constructive, opportunity.

- **Green Hat**: fertile, creative, plants springing from seeds, movement, provocation.
- **Blue Hat**: cool and control, orchestra conductor, thinking about thinking.



Six Thinking Hats

- What are the Possibilities? **Green**
- What do we need to Know? White
- How do we need to Proceed? **Blue**
- What are the Challenges? **Black**
- Why should we Do This? Yellow
- Why do we think this will Work? **Red**

Your learners might be

» Tacit

I do what I am told. I smile and I am obedient.

» Aware

I know I am not a good reader. I don't like to read.

I try not to get called on in class. Sometimes I cause trouble.

» Strategic

I know good reading strategies and I use them when I need them. I
CAN READ!

» Reflective

I read...and think..I get new ideas...I agree...I question... I engage...I
learn! I am a pest!

Perkin and Swartz (Perkins 1992)
Harvey and Goudvis

Your students might be

% of your class

» Reflective _____

» Strategic _____

» Aware _____

» Tacit _____

***Fill-in the Blank**

**Threshold
Issue**





Content Objective

Participants will engage, identify and practice activities that increase student engagement in classrooms and meetings for all age participants.

Language Objective

Participants will be able to discuss with a partner what engagement feels like when we are engaged and list three engagement strategies that they will use in their classrooms or teaching of adults.



Create a Gap

“Learning occurs at the point where students are in a little over their heads, where conceptual gaps open and create problems that can only be solved by applying new knowledge and new forms of thinking which must be constructed for the occasion. The gap creates the occasion for the conversations that fill it.”

Doug Brent (1996)

Clarify and verify incoming information.



Preventing Multiple or Cumulative Gaps

- Strategic learners realize when understanding has broken down and a gap has been created!
- It can happen anytime.
- The instructor is in control of the pace.
- In a safe environment, the student may state a position or ask a question to confirm, inform or contest his thinking. This verification will improve retention by as much as 50%.

Understanding and new strategies



Busy Work v Higher Order Thinking

- Discrete skills must be learned well and warrant repetitive drill and practice.
- The motivation to learn discrete skills must surely be the application of those skills to a problem that can be solved when higher order thinking is required along with basic skill.
- What is important is moving students to higher order thinking whenever possible to engage students in cognition.

More learning experiences.

Wait time

“Wait time” is a term applied to the time a teacher waits after posing a question before:

- 1) accepting an answer from a volunteering student,
- 2) asking a follow-up question,
- 3) re-stating the question, or
- 4) answering the question.

Benefits of increasing wait-time:

Responsive students.

Improving use of language and logic.

Achieving complex thinking.



Select the Best Response

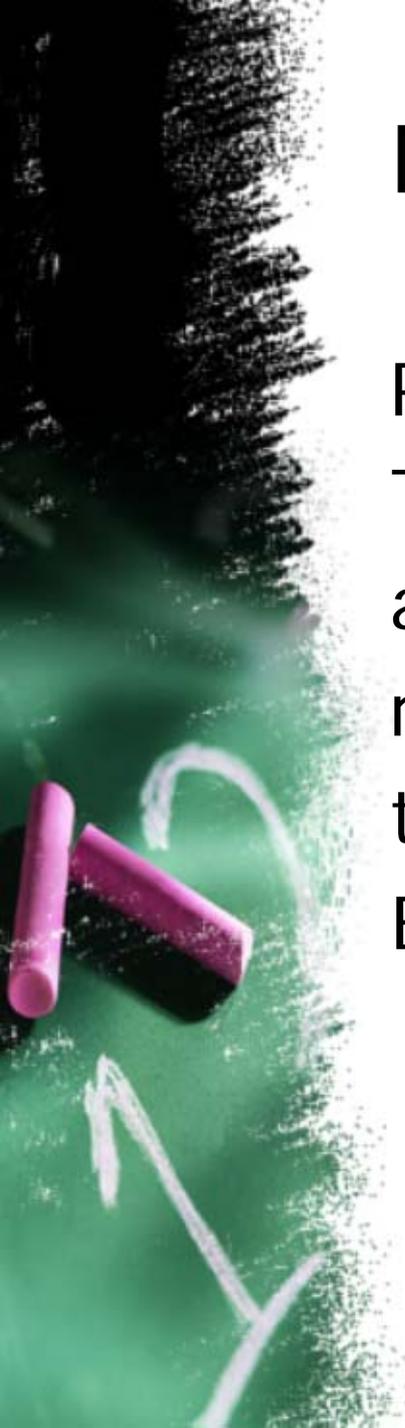
- Teacher poses a question and offers three or four possible answers.
- Teacher controls the level of thinking required by the questions posed and the responses offered.

Depth of conversation and further learning.

Numbered Heads

Participants are numbered at each table. Teacher poses a question, group comes to agreement.....then the teacher says, "4's raise your hand", and then selects one or two of the number fours to answer. Everyone must be prepared to answer.

Accountability for participation.



Practice by Doing

- **Practice by doing** quickly identifies gaps. You know right away when “it” isn’t working!
- **Teaching others** will identify a gap in understanding of the teacher. When the person assigned to “teach” identifies gaps, fills them before teaching, the retention rate for the teacher is 75%-90%.

Teaching others.

Reverse Thinking

This strategy will help students gain insight into others' thinking. Students prepare as usual for the discussion. When the discussion starts, teacher instructs students to say the reverse of what they think about the topic.

Effective and insightful





Did we accomplish our objectives?

- Did you think about your thinking?
- Did you relate it to your own situation?
- Did you use your own words (language) to describe a new concept, or a deepening of prior knowledge?
- Did you test your understanding in a safe context?

Did you engage....?



Contact Information

Margo Healy

Home: mejhealy@aol.com

Work: margo.healy@osbe.idaho.gov

Resources:

Perkins, David. 1992 *Smart Schools: Better Thinking and Learning for Every Child*. New York: Free Press

deBono, Edward. 1985 *Six Thinking Hats*, MICA Management Resources