



Students on online classes be like:

Teacher: Did everyone understand the lesson clearly?

Students during online class:







Engagement: The Instructor's Perspective

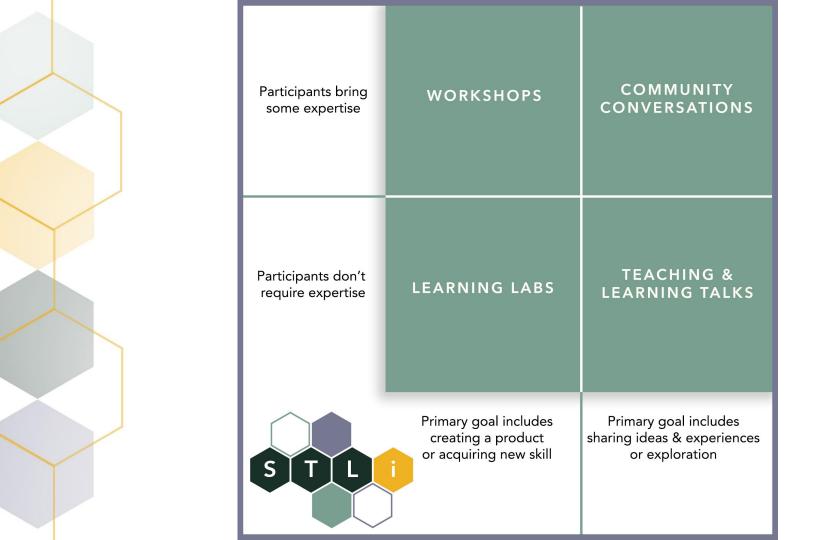
Mark Hofer, STLI & SOE Paul Heideman, Biology & Pablo Yañez, STLI



Welcome

What's new for STLI:

- Our new website stli.wm.edu
- Programing Matrix for Spring 2021





The Instructor's Perspective - February 18

The Student Perspective - mid-March

Engagement Beyond COVID - mid-April

Engagement from Multiple Perspectives

Mark Hofer

Why focus on engagement?

- Improve individual student learning and learning outcomes
- Improve structure and process
- Facilitate identity development

*Bring some joy to the classroom

(Hakim & Lowe, 2020)

Three models... into one





Self-Determination Theory

Competence

-Control outcome and experience mastery

Relatedness

-Desire for interaction and connection with others

Autonomy

-Desire for control and to have agency in one's life

(Deci & Ryan, 2002)

Locus of Engagement

Student - Instructor

-Communication, questions, clarifications

Student - Content

-Processing new knowledge, self-assessment

Student - Student

-Collaboration, communication, small-groups

Engaging Student Voice

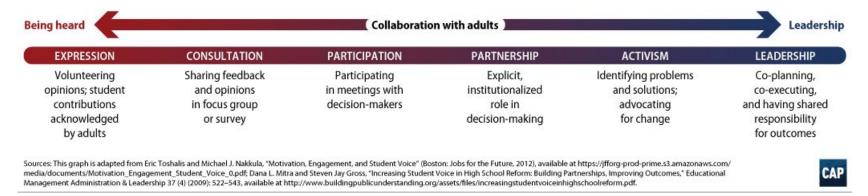
"Student voice describes the many ways in which youth might have the opportunity to participate in school decisions that will shape their lives."

Engaging Student Voice



Types of student voice

Adapted version of Toshalis and Nakkula's "The Spectrum of Student Voice Oriented Activity" and Mitra and Gross' "Pyramid of student voice"



Providing Input

(Toshalis & Nakkula, 2012)

And when we squish them together...

Engage with Content/Build Competence



Engage with Peers/Foster Relatedness 🔝 🗟



Engage with Instructor/Foster Relatedness



Exercise Choice/Increase Autonomy 🗍



Provide Input/Enhance Autonomy



Expertise, Coaching, & Setting a Stage

Professor Paul Heideman

1. One Fun Thing





- One day as a nervous graduate TA, I put one fun thing in my lecture.
 - Just for me. Not anyone else.
 - \circ The entire day went better. Not just after, but from the start.

Humans are primates, responding to other primates. We engage.

Put one thing in each lecture/session that is fun FOR YOU.

Engaging myself engages them. It brings me joy.

1. One Fun Thing



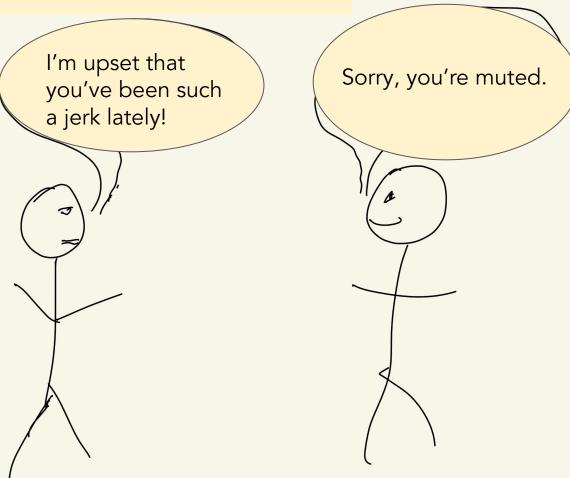


It only takes a moment

- A 1904 silver dollar, a too-hot chile pepper, a plant on the podium ...
- Some really awful puns, a limerick I wrote, haiku, a nerdy cartoon ...
- Unlikely metaphors: "A Donnan Equilibrium is the story of two ions, each <u>yearning</u> for something they can never have"
- Stories: "I encountered the Nernst equation in a sea of confusion and uncertainty. It was like the sky had opened, and golden light was shining down on me from the heavens. I hope for the same for you."

When I'm anticipating, they're anticipating; when I'm thrilled, they're thrilled. But -- it has to be real.

From last week:





This - from a dream I had - talking to my partner at home under Zoom logic.

2. Change one thing, what would be different?





"I just explained X. Now change one thing, what would be different? (Much more fun than "any questions"?)

If your course has anything that can be analyzed:

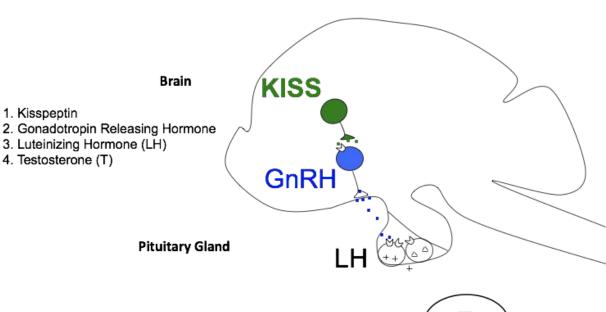
- A story, a graph, an image, a system, an event, an equation ...
 - o Change one thing questions can engage students.
 - From something they have seen, ask them to change one thing, and use a logical argument for how it would change.
 - For deeper engagement: "You'll see questions like these on the exam."

2. Change one thing, what would be different?

Testis



... in a neuroendocrine feedforward and feedback system



2. Change one thing in Bronte's Jane Eyre





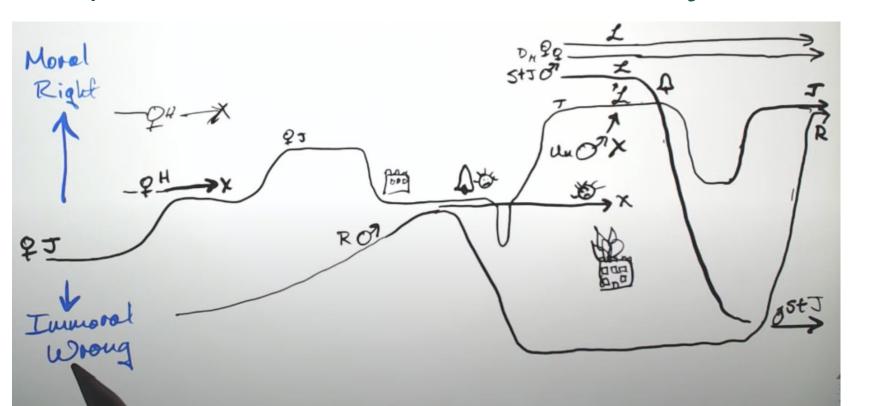


2. Change one thing in Bronte's Jane Eyre



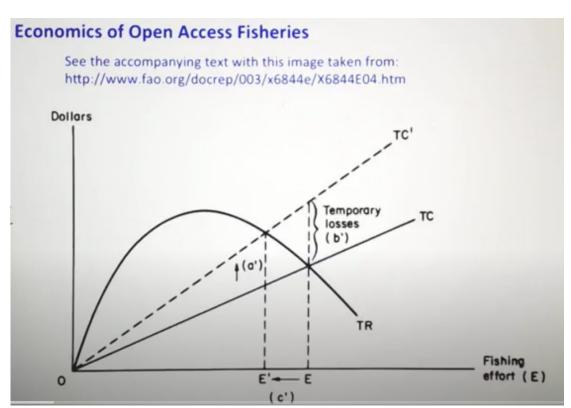
Perspective: Romance (last slide) to morality tale (this slide)

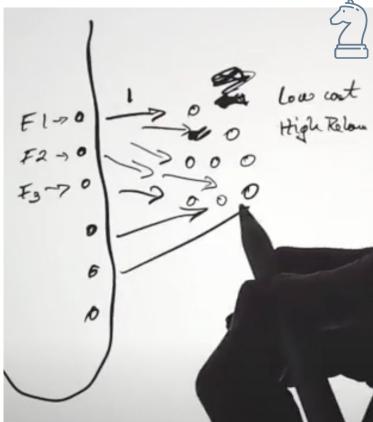




2. Change one thing in the economics of OAR







2. Change one thing, what would be different?







Works for breakout rooms on Zoom ...

And for more challenging questions:

Choose an outcome, can you make it happen (or explain why not)?

3. Eyes-Closed Exercises









Any in-class activity that students can do with eyes-closed, and either no movements at all or (my preference) using their hands.

ALL students having their eyes closed (I check them)

- Quick feedback
- No need for advance planning
- Removes fear of how peers will view an individual's response
- Removes distractors (removes all things visual, <u>including</u> peers)
- Can engage EVERY student
- ALL have to choose: thumbs up, thumbs down, or thumbs sideways

The End, or is it?

- Request a STLI student assistant http://bit.ly/STLI_SP_Request (case sensitive)
- Want to continue the discussion?
 - We'll be here for the next ½ hour
 - Email us at stli@wm.edu