



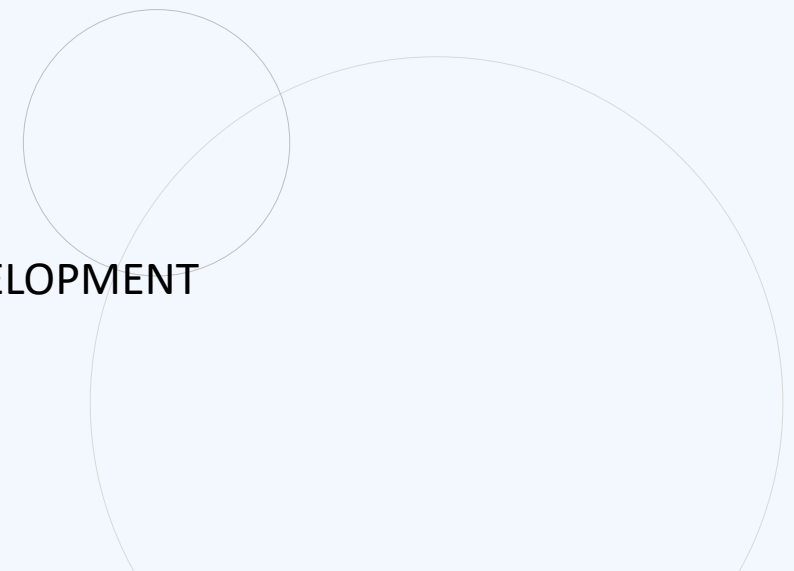
**DE MONTFORT
UNIVERSITY
LEICESTER**



CLIMBING THE EVEREST OF STUDENT ENGAGEMENT.

GEOFFREY HUGHES (APDC)

PEOPLE AND ORGANISATIONAL DEVELOPMENT





PACK YOUR BAGS!



In this presentation I will provide take away strategies underpinned by theory and support by experience and evidence to challenge modern student engagement to generation alpha learners.

Exploring the modern notion of student engagement

Consider how we get student to buy in to what we want them to do.

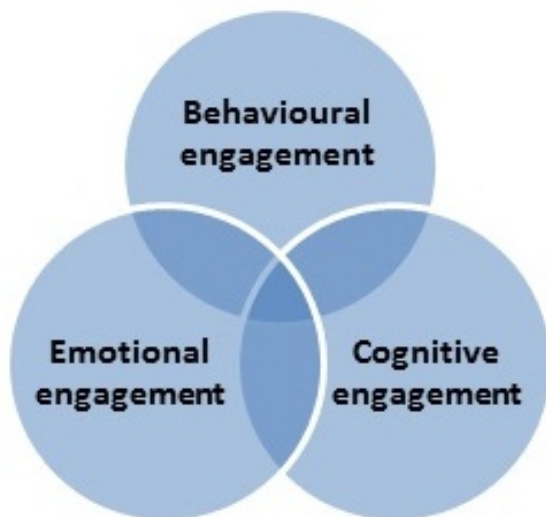


WHAT IS STUDENT ENGAGEMENT?



Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that **students** show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. As Kahu (2013) suggests the concept has lost all meaning and tried to become a proxy for quality.

WHAT IS STUDENT ENGAGEMENT?

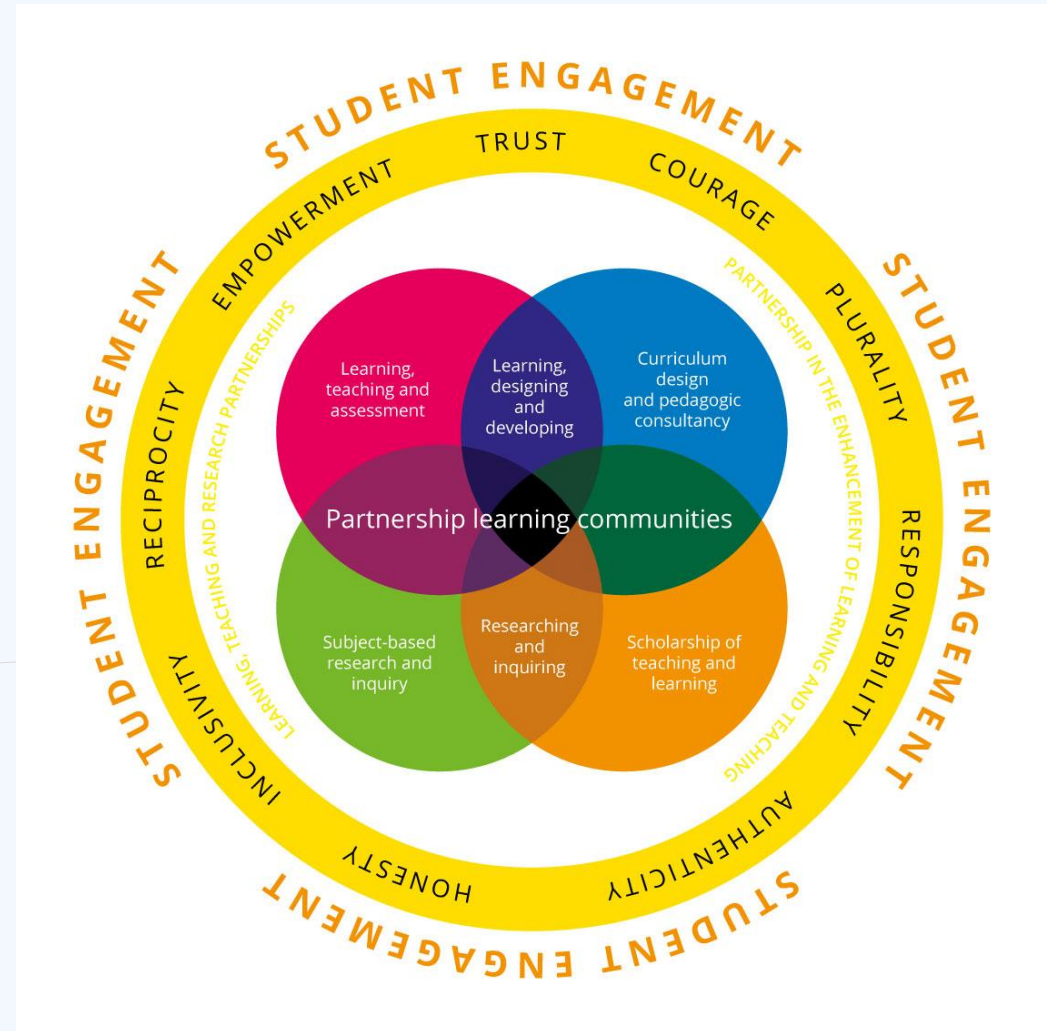


- Student engagement is challenging to define as it is a complex construct influenced by multiple factors.
- Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:
- behavioral engagement: students’ participation in education, including the academic, social and extracurricular activities of the school
- emotional engagement: students’ emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)
- cognitive engagement: students’ investment in their learning (motivation and self-regulation).



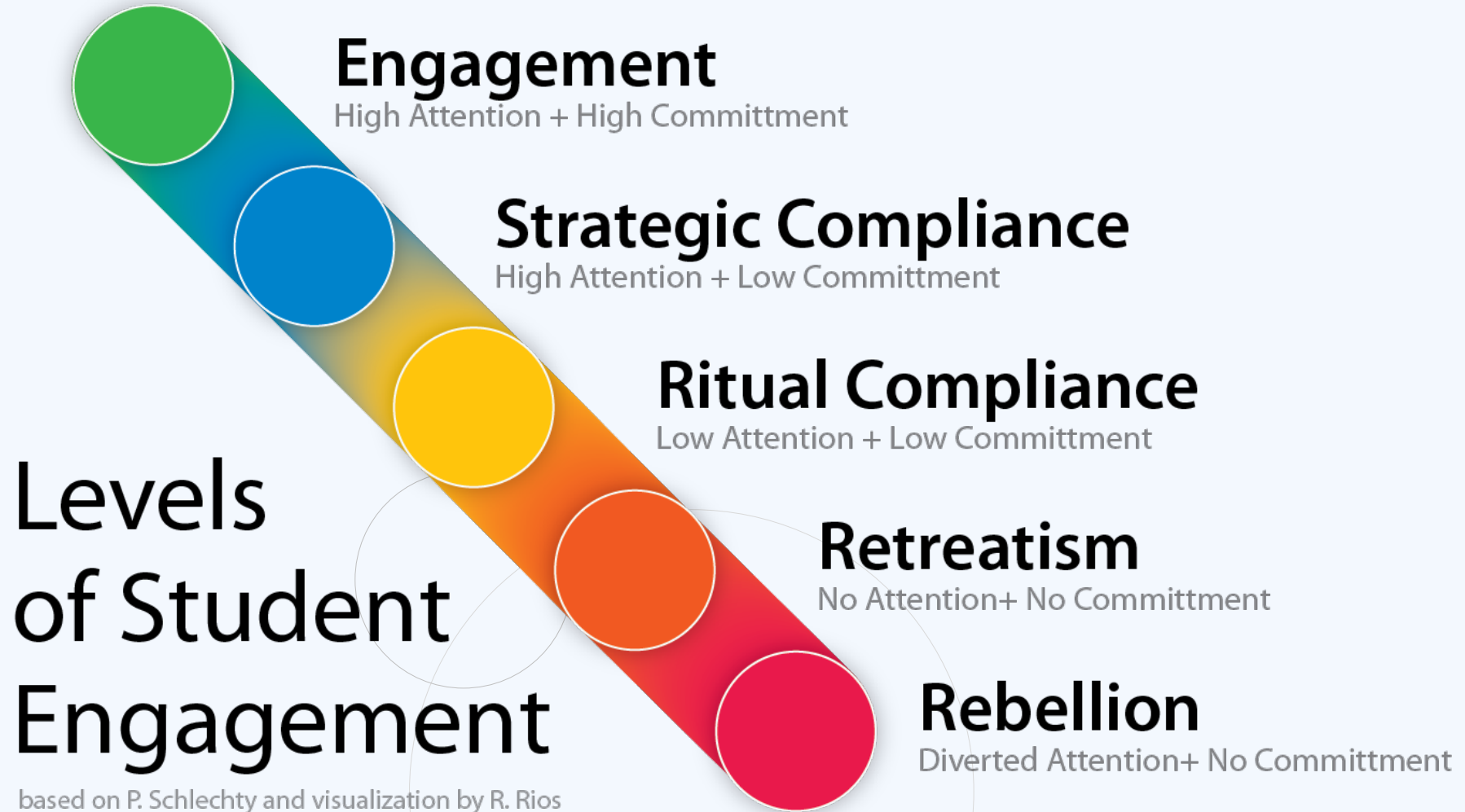
Engagement (As a human state)

- Intellectual
- Emotional (Passion)
- Behavioural (Reason)
- Physical
- Social
- Cultural





Levels of Student Engagement (Schlechy,2011)?





CAN IT BE MEASURED?

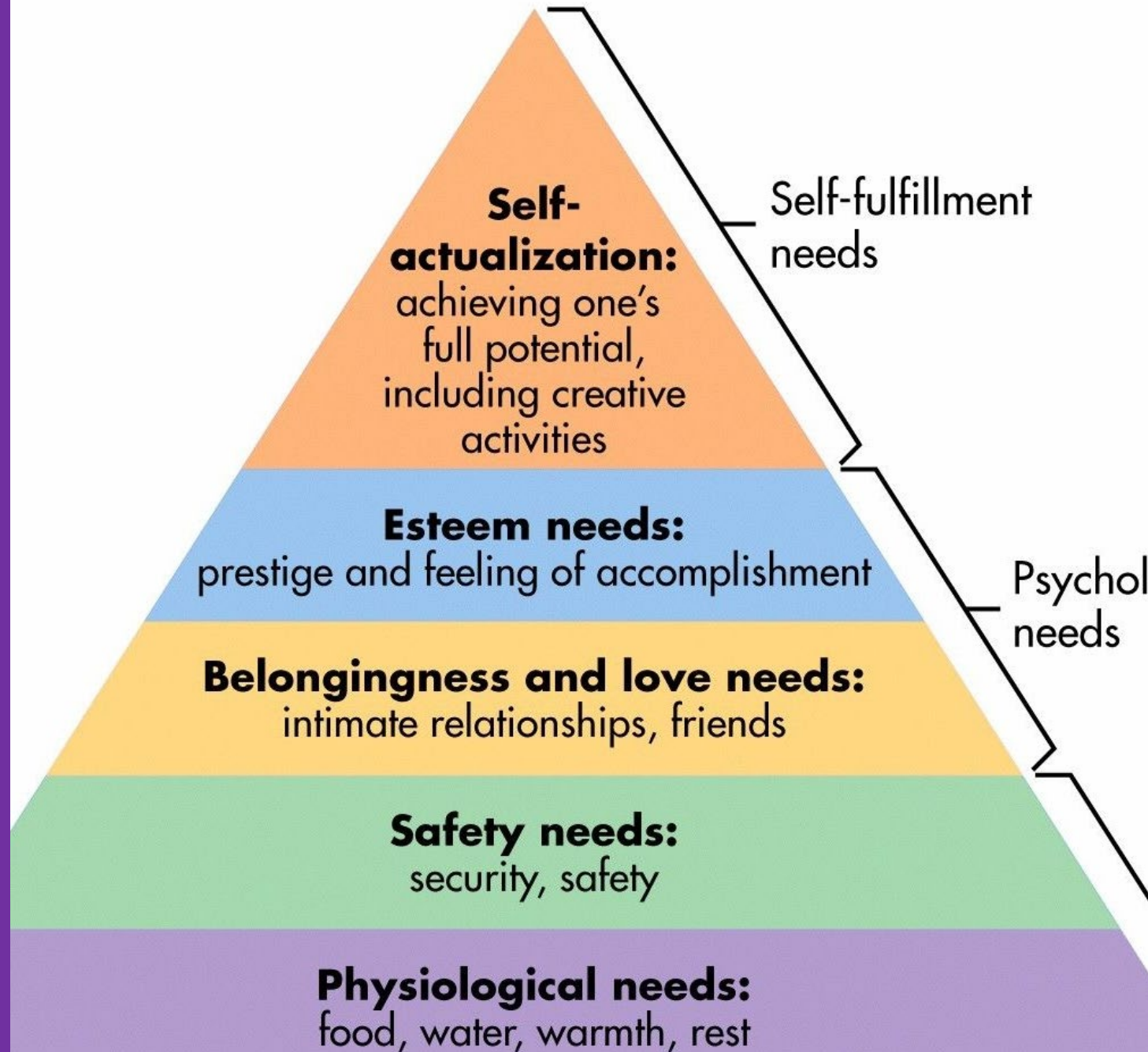
- Many have tried, see Hughes (2012) on learning gain.
- How can you measure an umbrella term?
- Change the dialogue and look at the sessional outputs, acquired knowledge.
- Engagement isn't the same as 'learning'.
- The UKES (Buckley, 2017) tried to establish a data collection approach to create benchmarks in institutional performance.

SELF ACTUALISATION AND ENGAGEMENT?

A consideration for further research are test the possible links between student that demonstrate high levels of are high in esteem, self efficacy and deep motivation. This is supported by Ashgar (2014) in research that suggest that there is links between self efficacy and engagement.

If you take time to build confidence and realization in student ability, student will show greater engagement through increase self confidence.

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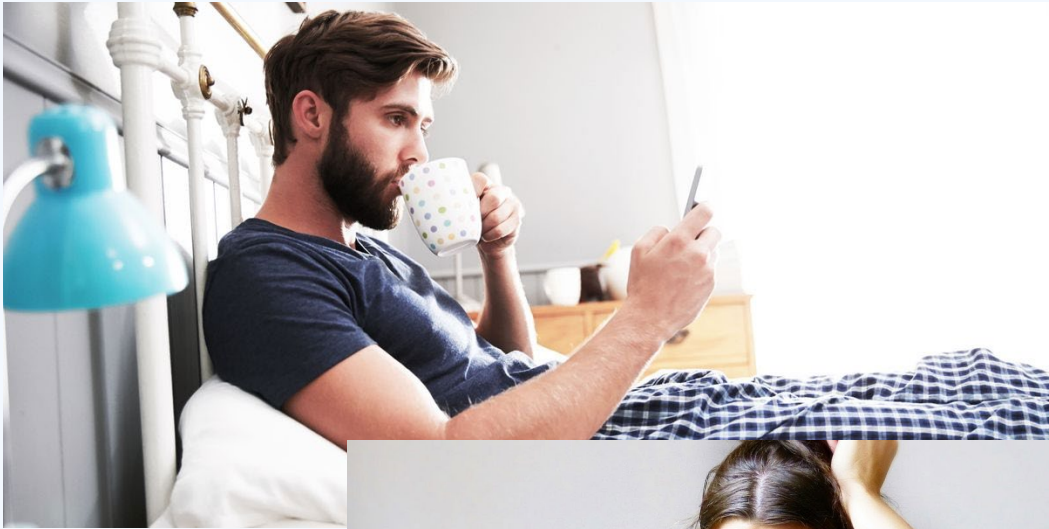
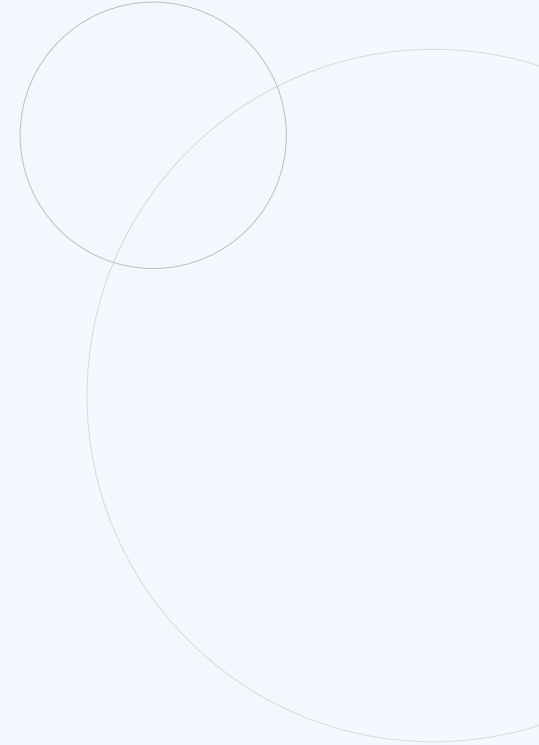


ON LINE PRESSURES



There is obviously an new existential threat to higher education in “captivating” students within the on-line domain. Top tip, interact with students before and in-between lessons. Use pre-sessional tasks, discussion boards and encourage sharing amongst students and keep sessional content to bite size chunks.

Even in long lecturers, give viewers the opportunity to digest content, encourage pauses, use images that resonant with the divers demographic you deliver to.



CHALLENGES

- Over comfortable
- Access
- Over worked
- Lockdown
- Isolation
- Anxiety

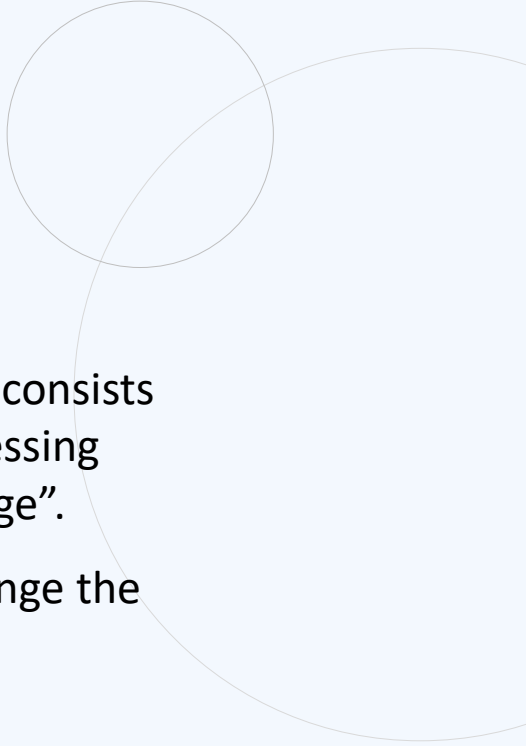


SO HOW DO WE “ENGAGE” STUDENTS?



Ask your self; “how well do I know my students?” and by that we’re referring to how they learn, what motivates them or why are they here?

Why is this important? Because connections matter.



HOW DO WE ENGAGE STUDENT?

Student engagements is a huge task and consists of a multitude of factors that need addressing before students can even begin to “engage”.

To truly engage students we need to change the dialogue attached with the process.

Engagement is an umbrella term for:

Interest	Focus
Motivation	Attention
Inclusion	involvement
Rapport	Participation
Interaction	Contribution





IT'S A TEAM EFFORT!



Your not doing this alone!

The students are in this just as much as you are. We need the help of feedback, wider colleagues at the institution. But most importantly we need to foster an environment of open discussion that feeds an inclusive learning environment.



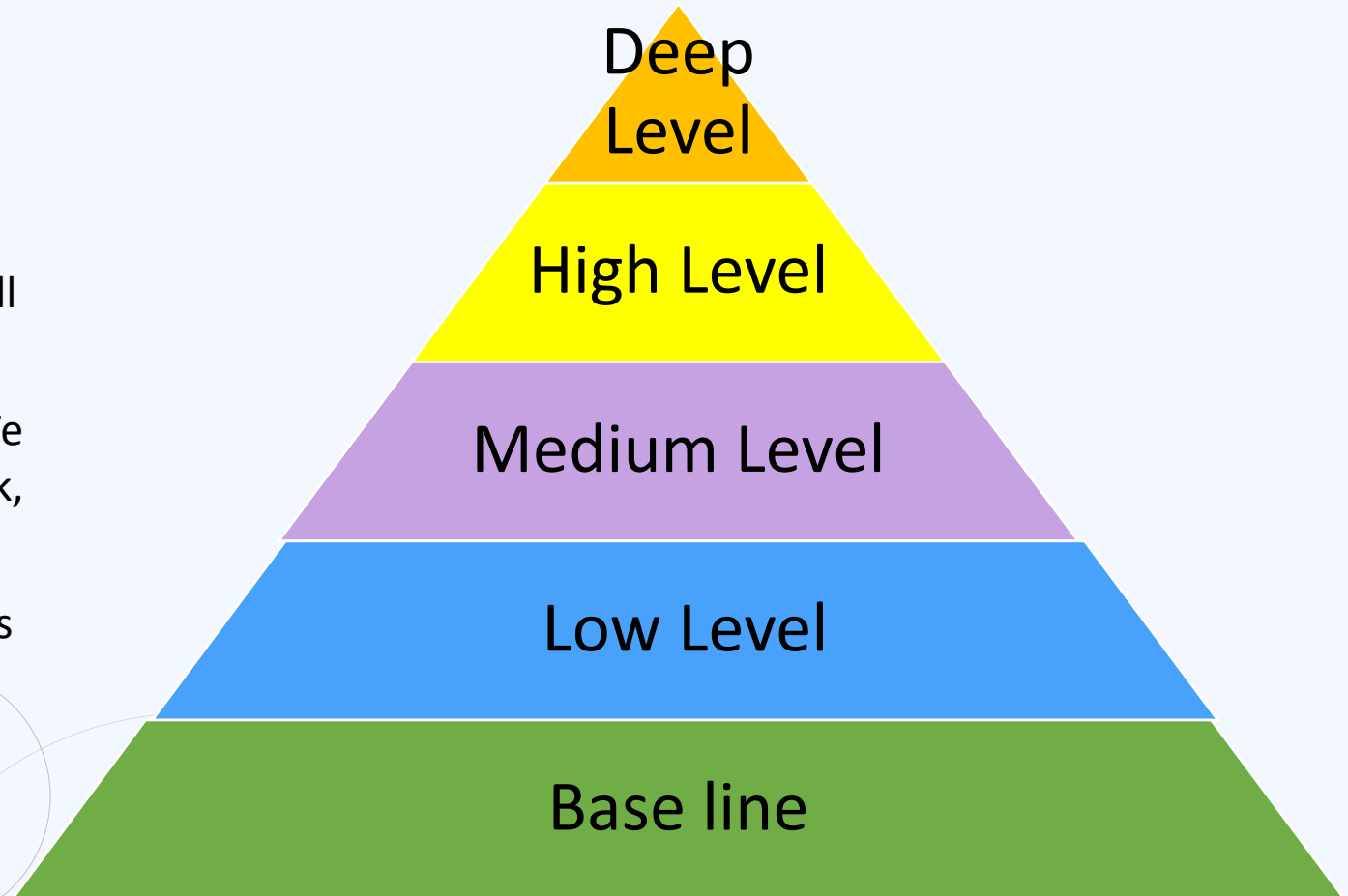
A JOURNEY TO THE SUMMIT!

Deeply “engaged” students are self motivated and will tackle tasks autonomously.

Remember, we cant climb the mountain ourselves. We need support, feedback, profiles, wider DMU network, peers, colleagues

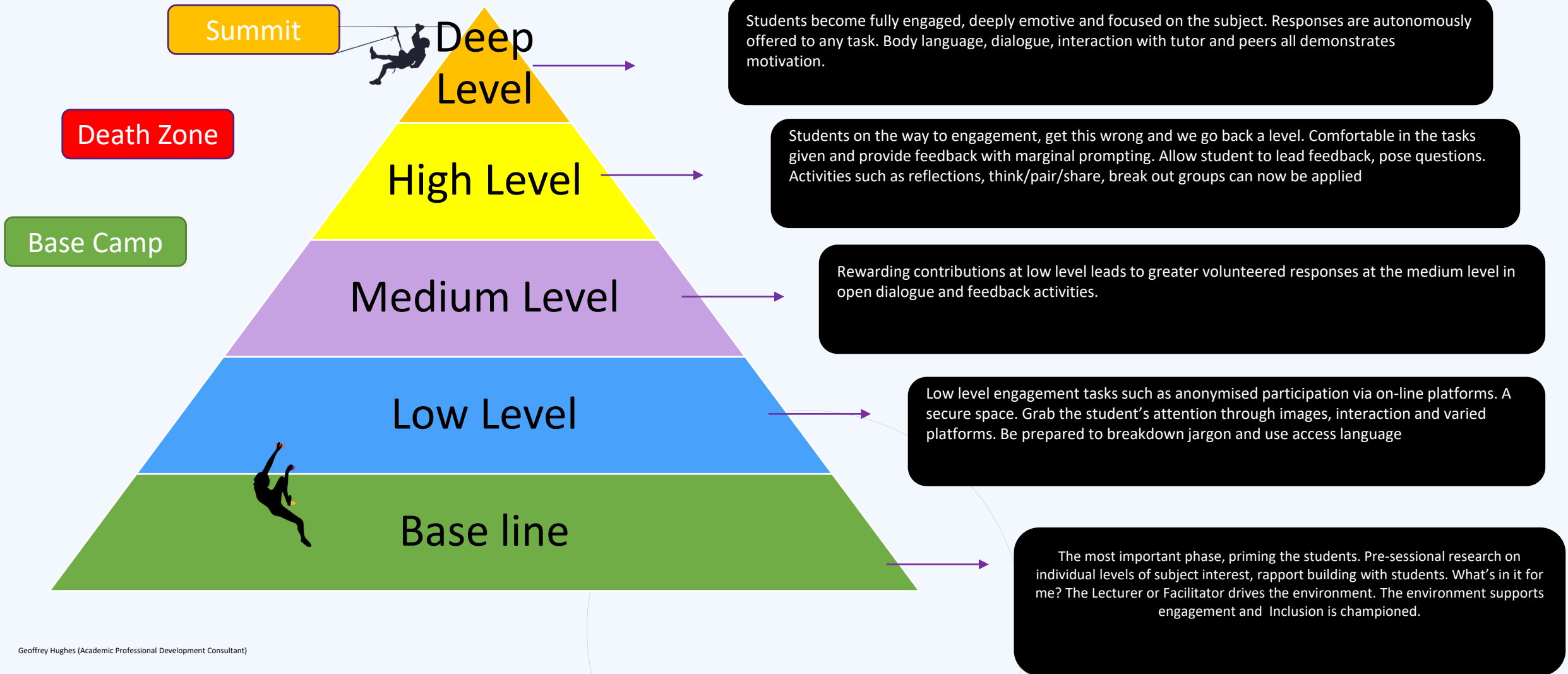
To achieve this we have to establish baseline practices and be prepared to put the effort in.

Lets look at what's needed to reach the summit of student engagement.





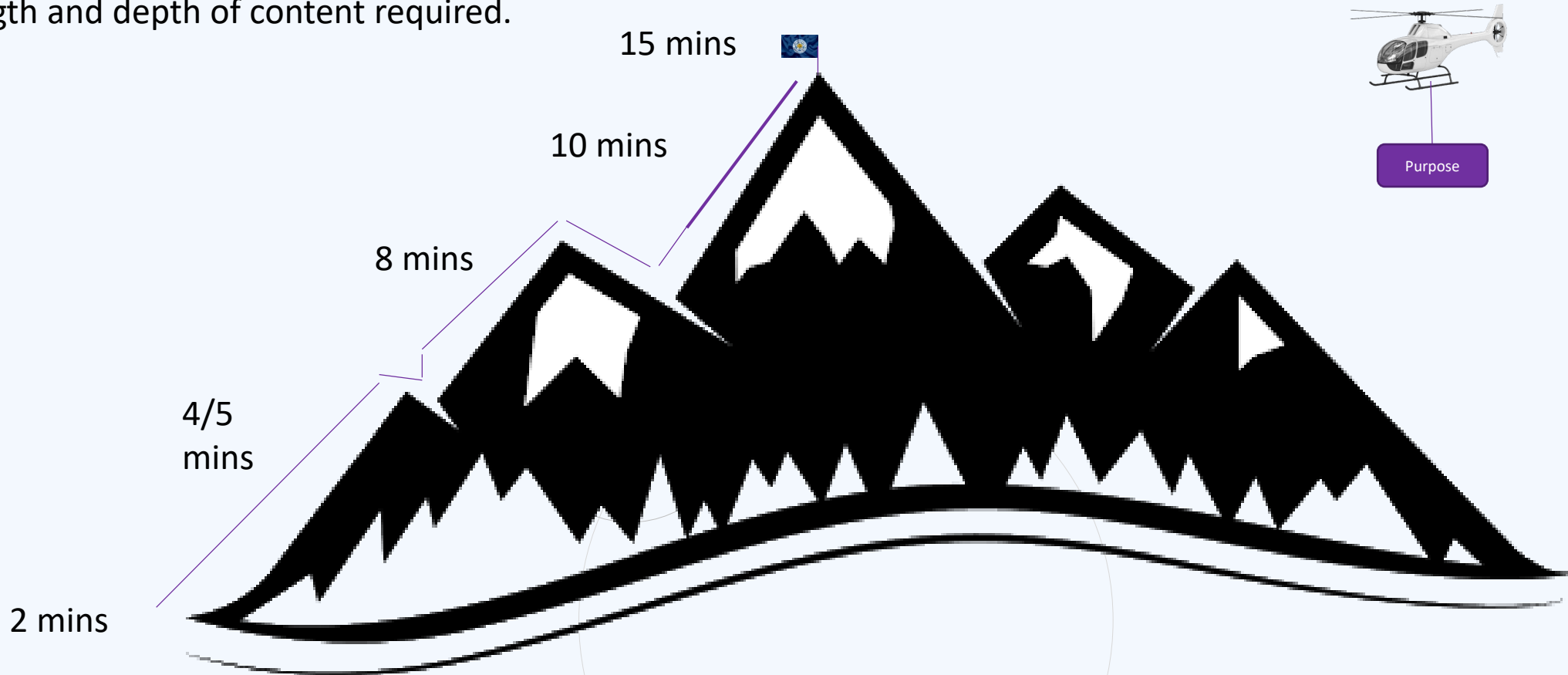
A JOURNEY TO THE SUMMIT!





In it for the long haul!

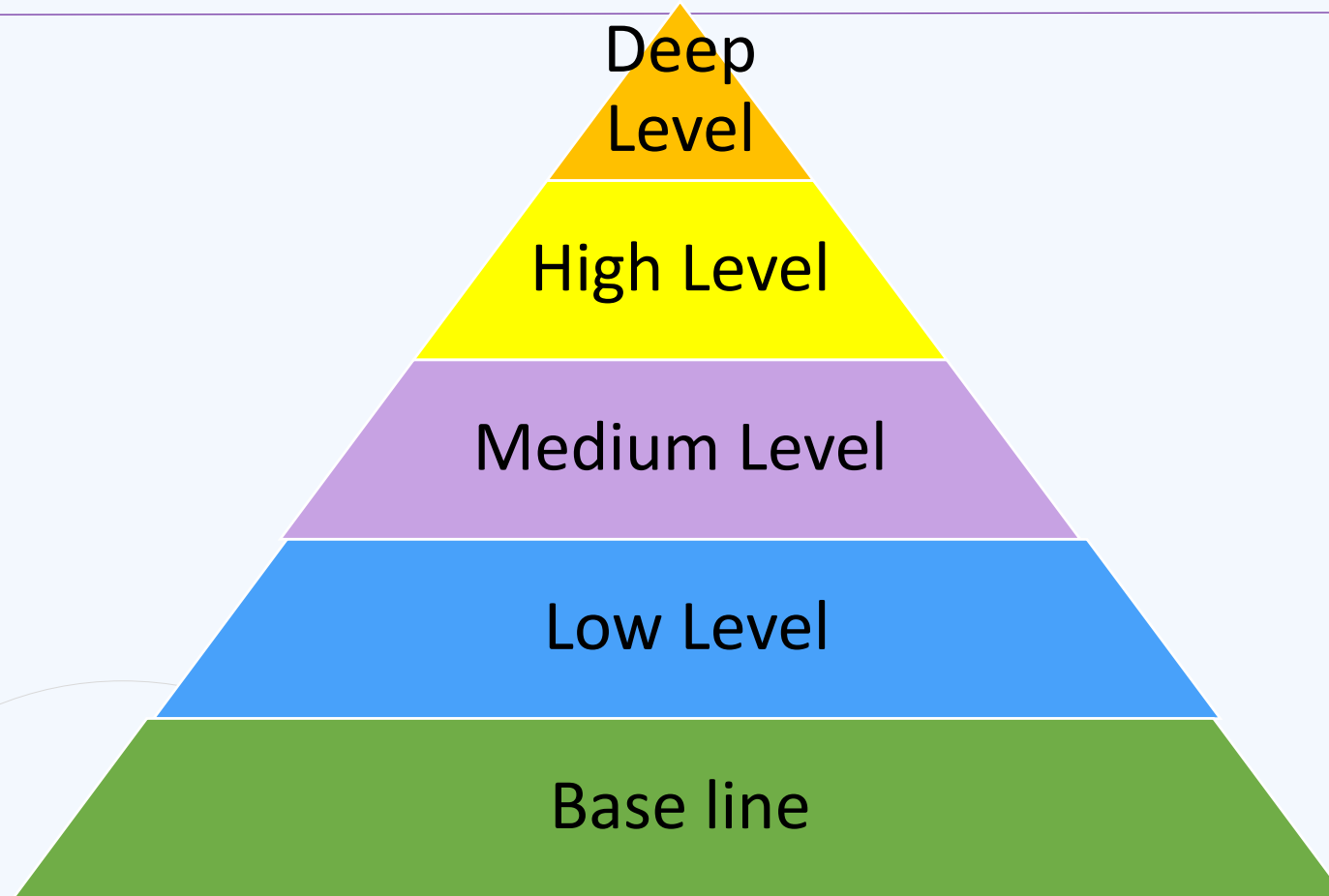
- Success doesn't come in straight lines. Ascending Everest takes time.
- Think about pre-tasks, to maintain focus and concentration, work up in even numbers until student can handle the length and depth of content required.





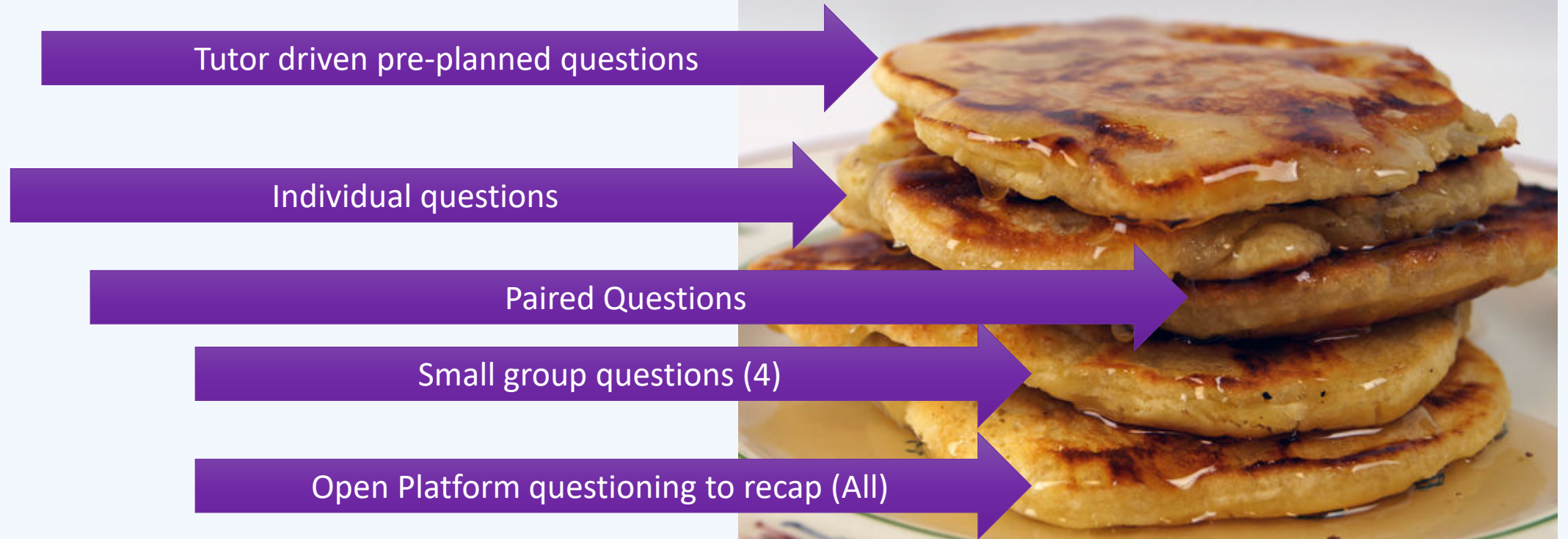
Engaging student on-line.

- Connect and contact
- Be aware of external commitments and challenges
- Take a realistic view of outputs
- Quality over quantity, depth over volume.
- Make all resources available
- Establish what resources are at hand
- Have your camera on at all times
- Have a clear structure and purpose of the live sessions, use screencast recording for lectures and make workshops interactive.
- Use the model on the screen,



Stacked Questioning (Hughes, 2019)

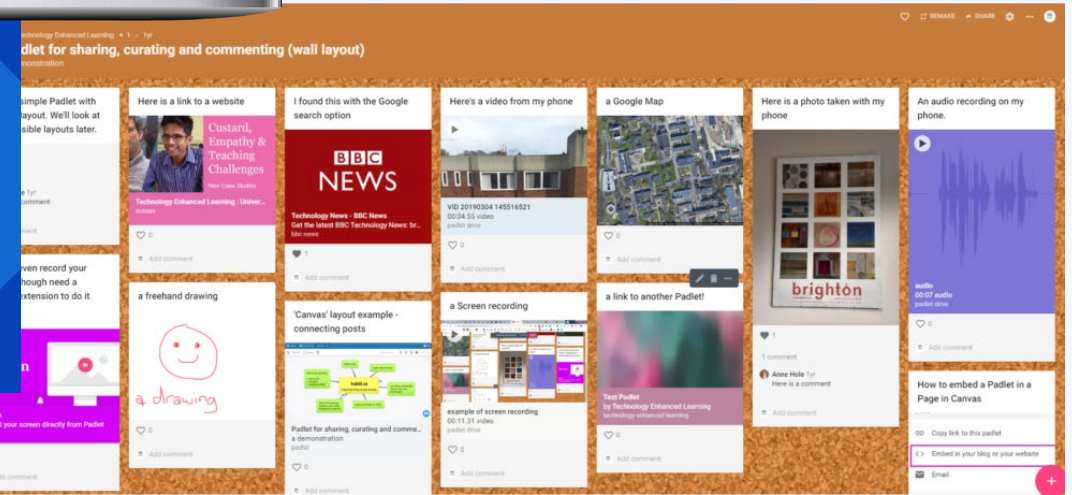
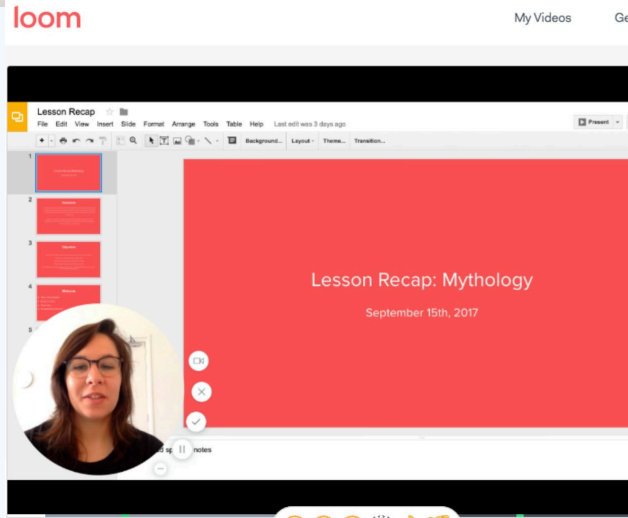
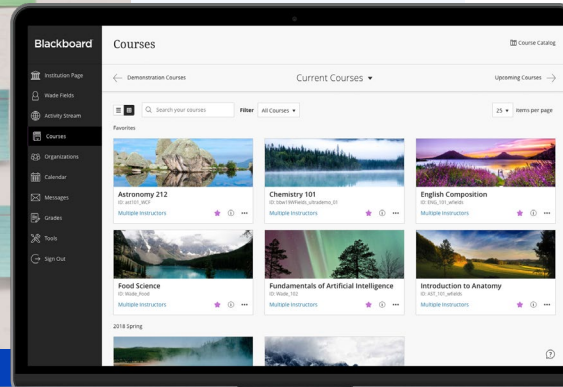
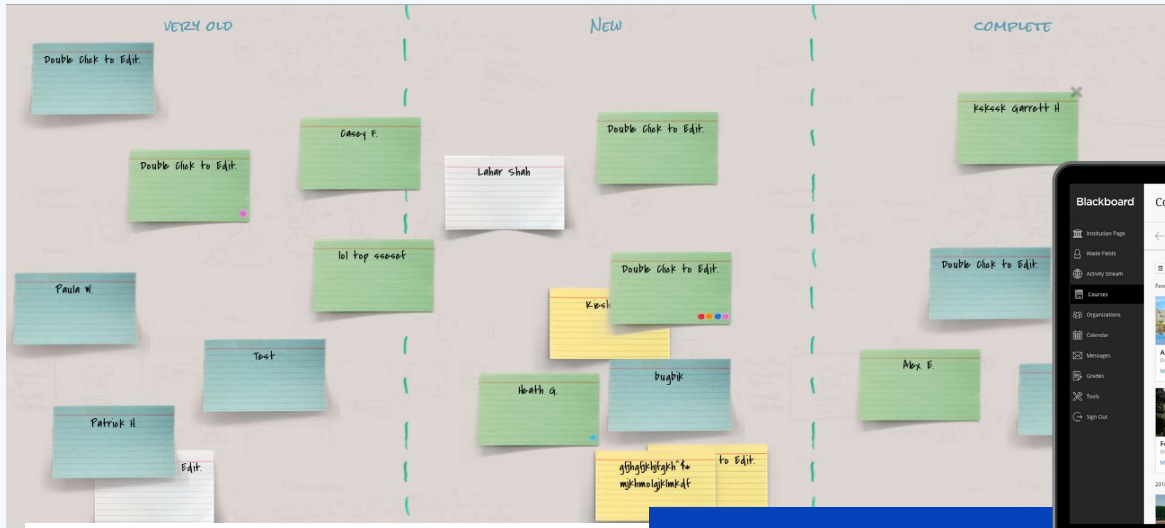
Differentiation



- Works on a progressive platform design to generate inclusion.
- Builds esteem as you progress through the stack.

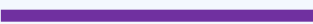


Environmental extras





THANK YOU



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