**Student Engagement** . . . (behavioural, emotional, cognitive)

What is it? What does it look like? What’s the difference between engagement and entertainment?

* How do we monitor engagement?
* What kinds of action can we take if engagement is low?

**General Actions Content Specific Actions**

**Five Ways to Increase Engagement**

1. **High Energy**

* Opportunities for Physical Activity (oxygen and blood flow)
* Pacing: keeping activity flowing (no interruptions); quick, smooth, student-practised transitions;
* Teacher Enthusiasm/Animation
* ? Links to Dim1

1. **Missing Information**

* Tap into ‘puzzle-interest’/curiosity/anticipation and short term answers
* Natural urge to ‘fill in the blanks’ when presented with missing info (psychological principle: clozentropy)
* Links to Dim 2? To ‘advance organisers/cue questions’

1. **The Self-system**

* Me: situation specific identity (I can’t do this Maths – disengagement)
* I: overall positive identity/values (musical prowess, honesty and integrity): anything that’s a component of the ‘I’ self is of immediate interest
* ? links to Gardner? Links beyond Gardner?

1. **Mild Pressure**

* Anxiety negative, but short bursts of mild pressure directs attention to the source of the pressure: ie not too much, not too long
* If moderate chance of being called to answer a question, attention raised. Wait time focuses attention

1. **Mild Controversy and Competition**

* ‘Engineered controversy’. Elicit divergent opinions on an issue. Invite students to resolve discrepancies through sustained discussion.
* Competition: individual or group: but should not cause shame to losers.

**Activities**

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| **1: Games that focus on Academic** Content  What is the Question  Name that Category  Talk a Mile a Minute  Classroom Feud | **3. Manage Question/Response**  Wait time  Response Cards  Choral Response  Response Chaining | **4. Use Physical Movement**  Stand and stretch  Body representations  Give one get one  Vote with your feet |
| **2. Inconsequential Competition** | **5. Use appropriate pacing** | **6. Demonstrate enthusiasm** |
| 1. **Friendly controversy** | 1. **Students talk about themselves** | 1. **Provide unusual info** |