Engagement Strategies in an Active Learning Classroom

CVM Teaching Tool Kit Series 2018

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June 6\textsuperscript{th}, 2018
Adapted from: How learning works, Ambrose et al., (2010)
Student engagement

Investment from the student, thoughtfulness and willingness to make the effort necessary to comprehend complex ideas and master skills

Cognitive

Emotional

Behavioral

Involvement/participation in academic and social or extracurricular activities.
Effort, Persistence, Concentration, Attention

Positive and negative reactions
Interest, Boredom, happiness, Sadness, Anxiety

Adapted from: Fredricks et al., (2004)
Student engagement/motivation

Expectancy
Clear objectives

MOTIVATION

Goals/outcomes
Value(s)

Engagement

Learning and Performance

Adapted from: How learning works, Ambrose et al., (2010)
Student motivation and engagement to learn

• Student motivation and engagement relates to the interest, enthusiasm, involvement, curiosity, active participation, willingness to work hard and persist and overcome challenges and adversity (Skinner and Belmont, 1993).
  • Some students speak up more in class
  • Some students do not speak up at all
• Limited instructor time/class time
• Student resistance to engage
Engagement in learning

- Tasks to stimulate engagement:
  - Authentic, real, applicable to their knowledge (aligned with learning goals)
  - Provide opportunities for students to assume ownership of their conception, execution, and evaluation
  - Provide opportunities for collaboration
  - Permit diverse forms of talents
  - Provide opportunities for fun
How to increase student participation and engagement using Padlet®: A case study of collaborative discussion in an animal sciences course

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Padlet® ([www.padlet.com](https://www.padlet.com)) – online collaborative tool

- Online post-it board allowing participants to post text, audio, image, GIF, video, or URL.
Learning objective: recognize and able to discuss the use of animals for entertainment

EXAMPLE:

- **It is fair to use animals for our entertainment?**
- **What factor(s) would you consider to be able to use animals for entertainment?**
• https://padlet.com/maquivar/rn0sqceqwce2
• Password: cvmworkshop
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Classroom A (General University)</th>
<th>Classroom B (Active Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total no. of posts</td>
<td>52</td>
<td>50</td>
</tr>
<tr>
<td>No. of participating students</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Avg. no. of post/person</td>
<td>1.37</td>
<td>1.25</td>
</tr>
<tr>
<td>Total no. of multimedia posts</td>
<td>6 (11.5% of total no. of posts)</td>
<td>17 (34% of total no. of posts)</td>
</tr>
<tr>
<td>No. of relevant multimedia posts</td>
<td>3 (50% of multimedia posts)</td>
<td>17 (100% of multimedia posts)</td>
</tr>
<tr>
<td>No. of students who responded to feedback</td>
<td>12 (31.5% of participating students)</td>
<td>25 (62.5% of participating students)</td>
</tr>
</tbody>
</table>
Student Engagement:
I felt engaged using Padlet®

![Bar chart showing student engagement levels](chart.jpg)

- **Strongly Agree**
  - General University (n = 12)
  - Active Learning (n = 25)

- **Agree**
  - General University (n = 12)
  - Active Learning (n = 25)

- **Neither agree nor disagree**
  - General University (n = 12)
  - Active Learning (n = 25)

- **Disagree**
  - General University (n = 12)
  - Active Learning (n = 25)

- **Strongly Disagree**
  - General University (n = 12)
  - Active Learning (n = 25)
Student Feedback on Padlet (Student’s Quotes)

Classroom A (General University)

❖ “it was different that what I have done in the past but it got everyone involved and it seemed to be a really great way to get everyone involved.”
❖ “I think Padlet was a fun, alternative way to ensure that all students participated in some way in today’s lecture.”
❖ “Most of the answers provided said the same thing and it would have been more time efficient to call on hands for content ideas.”
❖ “We usually do this same thing just on a white board. I thought padlet was more disorganized but if you had a class that didn't like to talk this would be helpful. Because our class does, the board works fine”

Classroom B (Active Learning)

❖ “I usually do not like to speak up in class, and utilizing padlet was a much easier way to ask a question/express what I wanted to say without having to speak out loud in front of everyone.”
❖ “I really enjoyed using padlet because it made sense and it was fun to use. I enjoyed seeing other people posting pictures and answers. It made me a little bit distracted because I was looking at cute pictures to post but I still learned a lot from using it.”
❖ “It was nice to be able to see everyone's response and then to make a list from that.”
Other example in a Physiology class

• Clinical cases for discussion
Other thoughts to stimulate engagement

- Learn the names of students
  - Challenging, but possible (~45 students/section)
  - Physiology of reproduction (~93 students)
  - More accountable

- MOVE in the classroom
  - Be active in the classroom helps student to be focused
Thank you!

“I think you should be more explicit here in step two.”

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