

Student Engagement Workshop Agenda

Time	Activity	Facilitator
3:00-3:05	Welcome	Suzanne
3:05-3:15	Writing into the Day	Sarah
	<i>Individual Writing: Prompt: Describe a moment when you were deeply engaged in learning (ANY kind of learning – in or out of school, formal or informal, self-directed or mentored, individual or communal...). Be as specific as possible. How did it feel? What were you doing mentally? Physically? Emotionally? Socially?</i>	
3:15-3:35	Video Dissection & Discussion	Stephanie
	<i>Watching Prompt: What do you see that stands out to you? Discussion Prompt: What did you notice? Why is that interesting or important?</i>	
3:35-3:50	Mini-Lecture: Introduce Engagement Components & Design Principles, Making Connections to Video	Malayna
	Individual Writing & Group Discussion	
	<i>Writing and Discussion Prompt: Apply some of the design principles to your own classes and/or discipline</i>	
3:50-4:05	Workshop Reflection & Dissection	Robin
	<i>Writing and Discussion Prompt: Take a moment to think back over the past hour. Do you notice any manifestations of the design principles we discussed? Do you recognize any of the components of engagement (cognitive, socio-cultural, behavioral)?</i>	
4:05-4:15	Summary and Q&A	Suzanne & Nathalie

What did you notice in the video?	Connection to component of engagement?	Connection to design principle?	Parallel example in my discipline...

Broad	Selected Engagment	Definition	Selected	Related Design Principles	Illustrations in Practice
Psychological (Cognitive and/or Emotional)		" <i>Intrinsic</i> value is influenced by interest for the topic and enjoyment experienced when performing the task. <i>Instrumental</i> value refers to students' perceptions of how tasks are related to their future goals and everyday life. <i>Attainment</i> value refers to the personal importance that students place on accomplishing the task."	Blumenfeld, Kempler & Krajcik, 2005	Problem- & Project-based Learning: "The term refers to a family of instructional approaches that focus less on the learning outcome than on a learning process organized around a question or problem. The challenge should be one that drives students to grapple with central concepts and principles of a discipline and to develop constructive investigations that resemble projects adults might do outside of school" (How People Learn II, 2018).	Relevant assignments and work
	Value: intrinsic, instrumental and attainment				
	Competence/ Self-regulation	"Students' feeling of competence or of efficacy "effort directed towards learning, understanding, or	Blumenfeld, Kempler Newann, Wehlage &	Scaffolding: "...scaffolding encourages Learning Strategies, Promoting Metacognition:	Brainstorming and drafting Post-test or post-assingment
	Autonomy	"Autonomy refers to perception of a sense of agency, which occurs when students have the opportunity for choices and for playing a significant role in directing their own activity."	Blumenfeld, Kempler & Krajcik, 2005; Fredricks, Blumenfeld, & Paris, 2004	Inquiry: "Students' sense of autonomy is enhanced when they have opportunities to decide on ways to collect, analyze, and interpret information."	Models and examples of work and assignments
	Interest	"Interest is a cognnitive and affective motivational variable that develops through four phases...triggering situational interest...maintained situational interest...emerging individual interest...well-developed individual interest."	Järvelä & Renniger, 2014	Technology: Student interest is heightened by access to resources, realtime information, input from others, and data that bears on controversial issues and unresolved questions ... Interest may stem from the variety of activities technology affords; students can build and represent knowledge in different ways, such as using visualization and multimedia capabilities.	Use of collaborative online environments like Padlet, Jamboard or Stormboard, GoogleDocs
	Relatedness	"Students' needs for relatedness or belonging	Blumenfeld, Kempler	Collaboration: "Collaboration involves working with others	Breakout groups,
Socio-Cultural	(lack of) Alienation	"...theorists have explored explanations for the polar opposite to engagement, alienation, 'a subjectively undesirable separation from something outside oneself' (Geyer 2001, 390)."	Kahu, 2013	Collaboration (see above under "Relatedness")	Open office hours/drop-in times
	Authenticity	"Authenticity is achieved by drawing connections to the	Blumenfeld, Kempler	Problem- & Project-based Learning (see above under	Research on novel and

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Abstract: This video segment, from a third grade mathematics class in Michigan, shows 10 minutes of a longer discussion about even and odd numbers. A boy named Sean comments that he has noticed something special about the number, six. He claims that it could be even and it... [\[more\]](#)

Handle:

<http://hdl.handle.net/2027.42/65013>

Subject(s): Elementary, Mathematics, Education, Teaching

Description: * The SeanNumbers-Ofala video consists of three short segments, approximately 10 minutes long in total, that can be viewed as a single video stream (see the “via BlueStream” link below). In addition, background information about the lesson and video, a transcript of the video, and the teachers’ notes and reflections on the lesson are included below as pdf downloads. * INQUIRIES/USES: This footage comes from an actual third grade classroom and was collected as part of an NSF funded project (TPE-8954724). Although we cannot make the digital video available as a download here, you may request a copy for particular uses. Specifically, our agreements with students’ families and our institutional review board that oversees the protection of human research subjects allow the video to be used in ongoing, interactive work with pre-service and practicing teachers or other educators. Other uses, such as materials development efforts, research studies, presentations, as well as other types of educational uses require special permission. Please direct all inquiries to mtlt@umich.edu.