

# Engagement Strategies

Heather Rippetoe & Taylor Chesson  
CITL Instructional Designers

# Agenda

---

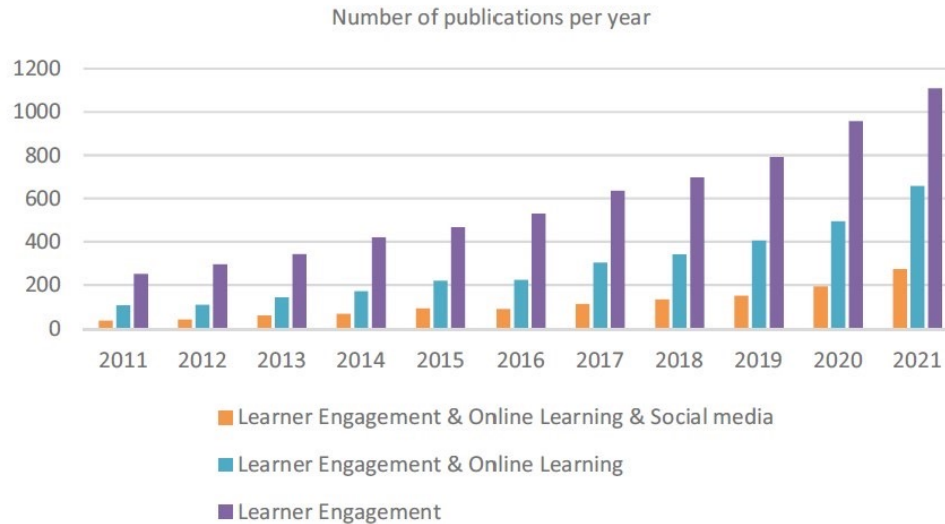
- What we know about student/learner engagement
- A Pedagogy of Care
- Improving Attendance
- Types of Engagement
- Engagement Tools





# Student/Learner Engagement

# Why the increase in learner engagement research?



**Fig. 1.** Number of publications per year on 'Learner Engagement' and related search terms between 2011 and 2021. The search was performed on Scopus (Scopus Elsevier [2022](#)).

# The ABCs of Engagement



**Affective/Emotional**



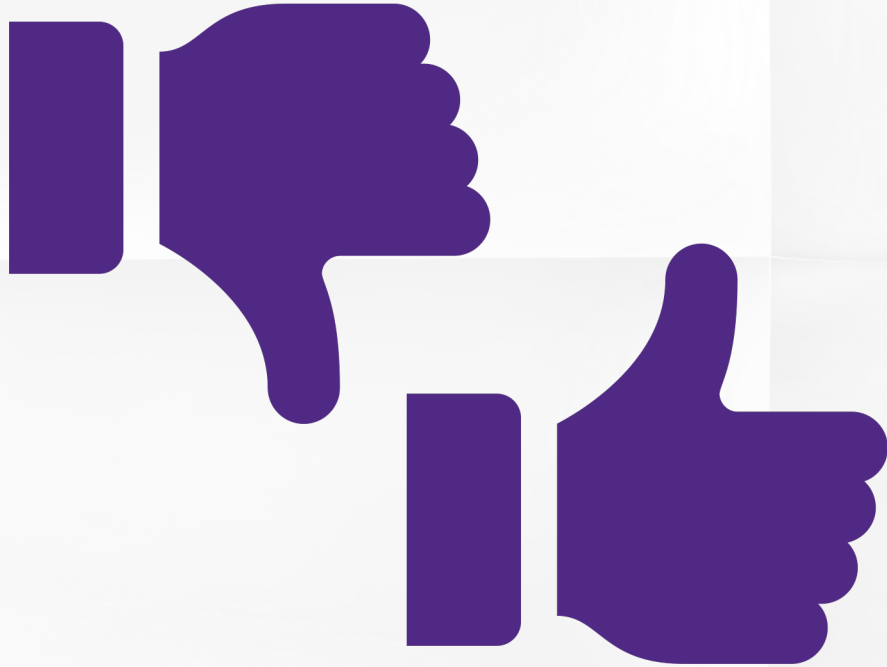
**Behavioral**



**Cognitive**



## Impact of pandemic on ABCs







We focused on going online and didn't focus so much on "student-centered engagement into the design and implementation of these processes." This is understandable given the speed at which we had to adapt, but "as we shift from the acute phase of the pandemic," we have to bring students into our design (Whelehan, 2020, p. 1).



# A Pedagogy of Care





“...it appears to be the power of educators showing genuine care for students and enthusiasm for teaching that had the greatest effect on student engagement. This was particularly so for students experiencing a high lifeload, difficult emotions, or issues around wellbeing.”  
(Hews et al., 2022, p. 137).

## Engaging Neural Circuitry



Supportive, encouraging,  
and caring relationships  
stimulate students' neural  
circuitry to learn, priming  
their brains for  
neuroplastic processes.

Cozolino, 2013



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

## Caring looks like ...

- A warm and respectful disposition
- A caring attitude
- Interest in
  - The subject matter
  - Teaching
  - Students
- Commitment to self-care

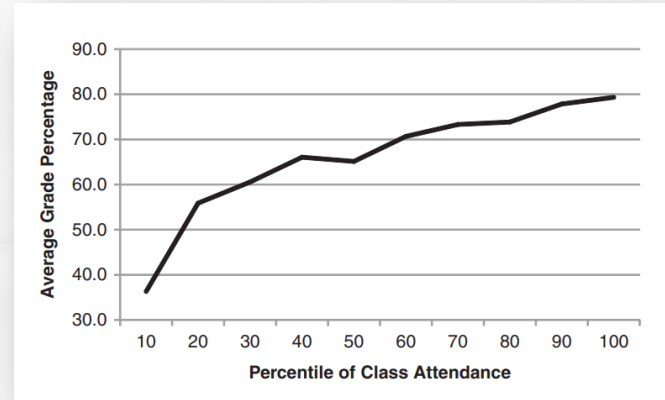
Hews et al., 2022, p. 137



# Improving Attendance

# Improving Student Attendance

1. Establish Clear Expectations
2. Make Class Time Necessary
3. Connect with Your Students



Research shows that attendance is a good predictor of grades.

*Illustration of the curvilinear relationship between attendance and grade outcomes. Data from Gendron and Pieper (2005).*

# Should I take attendance as a grade?

## Things to Consider:

- ▣ Are attendance, participation, and engagement all equal?
- ▣ Participation and Attendance as grades:
  - Often Subjective
  - Use of Rubrics
  - Student Choice

## Alternatives:

- ▣ In-Class Activities/Problems
- ▣ Group Work
- ▣ Formative Assessments
  - Pre-Assessment
  - Polling
  - Minute Papers
- ▣ Notes submissions

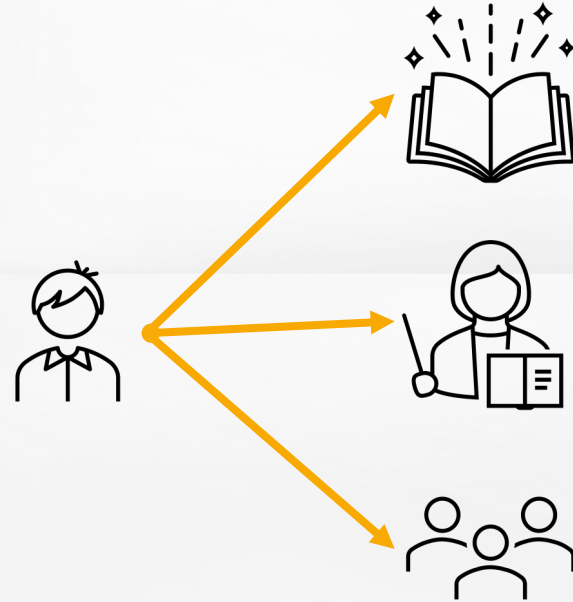




# Types of Engagement

## Three Types of Interaction

- **Learner-Content**
- **Learner-Instructor**
- **Learner-Learner**



# Online Gallery Walk

1. “Walk around” and look at large sticky notes.
2. To add a thought, drag a small note and type a definition, comment, or question.
3. After adding to each one, go back and see if you can comment on other posts.





# Engagement Tools



Within education, various attempts have been made in recent years to incorporate social technology towards promoting motivation and learner engagement (Piki, 2022, p. 167).

## Tech Tools:

- Blogs (with student contributions)
- Educational Games (Kahoot, Quizlet)
- Social Media or Social Networking Sites (Twitter, LinkedIn)
- Discussion Boards (iLearn, MS Teams, Slack, Flipgrid)

# Quizlet

Arts and Humanities / English / Linguistics

## ESL Praxis II

5.0 ★ ★ ★ ★ ★ 1 Review [Leave a rating](#)

How do you want to study today?



**Flashcards**

Review terms and definitions



**Learn**

Focus your studying with a path



**Test**

Take a practice test



**Match**

20 secs best

Basic Interpersonal  
Communication Skills






9/140





# Quizizz



Streak | 0 | 2/20

18th [ ]

... compression algorithms reduce the size of files without losing any information in the file, which means that we can reconstruct the original data from the compressed file.

1

LOSSY

2


COMPUTER


3


BITMAP

4

LOSSLESS

 Eraser

 Immunity

 50/50

7 of 20 Quiz

▲

◆


●

■

Taylor 2573

14

Which one of these foods could be a GMO?



▲ Papaya, Banana, Apple

◆ Tomato, Corn, Soy Beans

● Cotton, Wheat

■ All of the above

0 Answers

7/20 kahoot.it Game PIN: 2816816

# PollEverywhere

**Write three words that reflect your teaching approaches. (Please enter one word at a time)**




# Flip (formerly FlipGrid)


CITL / How Would You Use Flipgrid?

October 4, 2021

## How Would You Use Flipgrid?


How would you use Flipgrid?

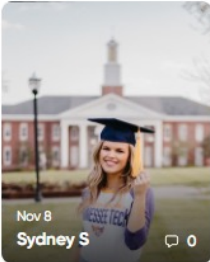
 Add Response



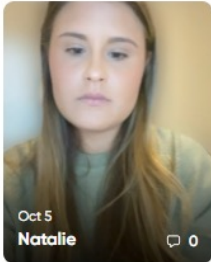
### 4 Responses

32 views · 0 comments · [0.2 hours](#) of engagement

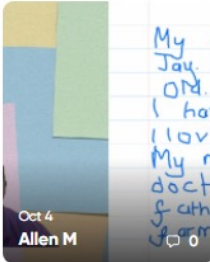
 Search responses



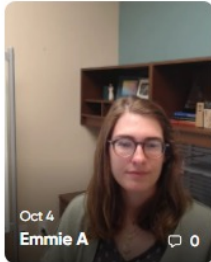
Nov 8  
Sydney S



Oct 5  
Natalie



Oct 4  
Allen M



Oct 4  
Emmie A

	World Capitals	The Simpsons	Movies	En español	Bees	Potpourri
Team 1 300	100	100	100	100	100	100
Team 2 100	200	200	200	200	200	200
Team 3 -200	300	300	300	300	300	300
Team 4 0	400	400	400	400	400	400
	500	500	500	500	500	500

⊕ ⊖      Ω      ⚙



## References:

Credé, M., Roch, S. G., & Kieszczynka, U. M. (2010). Class Attendance in College. *Review of Educational Research*, 80(2), 272–295.

<https://doi.org/10.3102/0034654310362998>

Grant-Smith, D. & Payne, R. (2021). Enacting care-ful engagement in the (post)pandemic care-less university. In A. Bozkurt (Ed.), *Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy* (169-190). IGI Global. <https://doi.org/10.4018/978-1-7998-7275-7.ch009>

Hews, R., McNamara, J., & Nay, Z. (2022). Prioritising lifeload over learning load: Understanding post-pandemic student engagement. *Journal of University Teaching & Learning Practice*, 19(2), 128-146.  
<https://doi.org/10.53761/1.19.2.9>

Munday, D. (2021). Teaching and learning post pandemic. In A. Plutino & E. Polisca (Eds), *Languages at work, competent multilinguals and the pedagogical challenges of COVID-19* (pp. 63-69). Research-Publishing.net. <https://doi.org/10.14705/rpnet.2021.49.1219>

Thanks!

Questions,  
Comments,  
Concerns?



## References, continued:

- Piki, A. (2022). Re-imagining the distributed nature of learner engagement in computer-supported collaborative learning contexts in the post-pandemic era. In: Meiselwitz, G. (Eds), *Social Computing and Social Media: Applications in Education and Commerce. HCII 2022. Lecture Notes in Computer Science*, vol 13316. Springer, Cham. [https://doi.org/10.1007/978-3-031-05064-0\\_13](https://doi.org/10.1007/978-3-031-05064-0_13)
- Schadt, S. (2021). Improving student attendance. *Center for Excellence in Teaching and Learning, University of Connecticut*. [Web Address](#).
- Whelehan, D. (2020). Students as partners: A model to promote student engagement in post-covid-19 teaching and learning. AISHE-J. <http://orcid.org/0000-0003-0179-4933>

Thanks!

Questions,  
Comments,  
Concerns?