

THREE KEYS TO STUDENT ENGAGEMENT

Task, choice, reflection

edmethods.com

Three key elements of student engagement



Higher-order thinking
Choice
Reflection

I. Higher-order Thinking



Higher order thinking

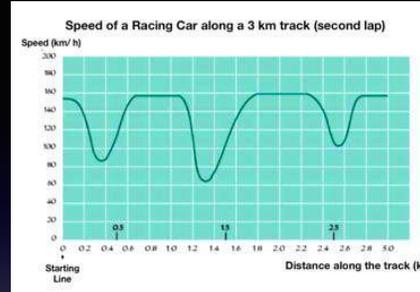
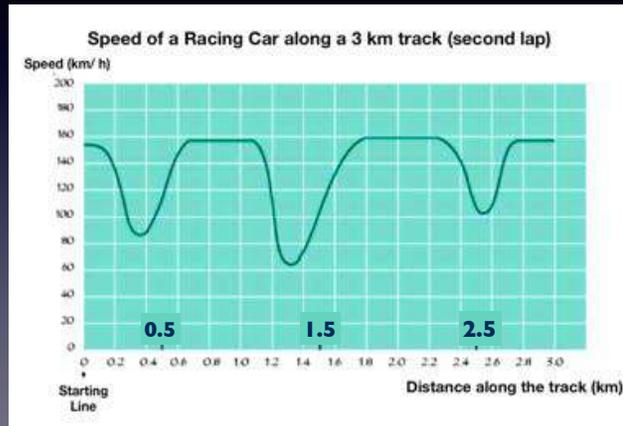
- Creating - generating new combinations
- Evaluating - justifying a decision or choice
- Analyzing - discovering patterns

Lower order thinking

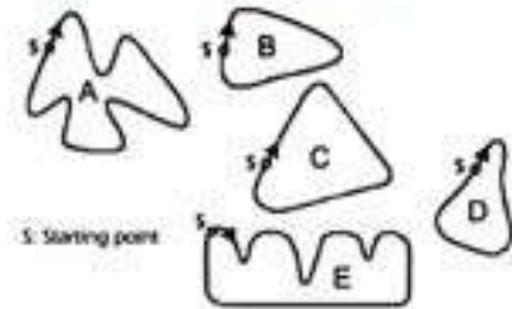
- Applying - using info in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

At about what distance is the car traveling at the lowest speed?

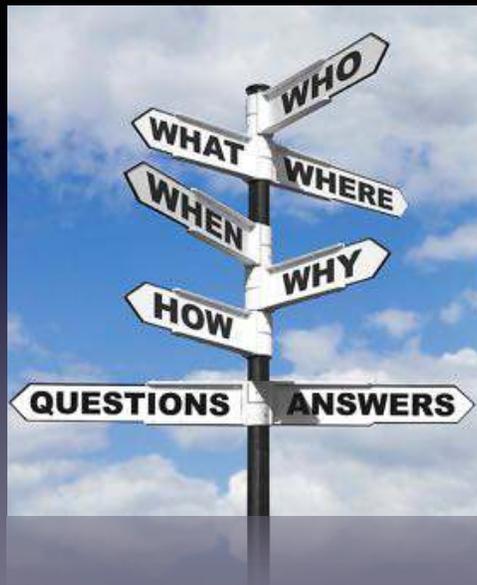
- A. At the starting line
- B. At about 0.8 km
- C. At about 1.3 km
- D. Halfway around the track



What is the shape of the track?



2. Student choice



1. understands how this information or skill has some **application in their life.**

Learning is relevant when the student:

2. has an opportunity to **follow their own process rather than just learn "the facts."**

3. is not just learning content and skills, but is **reflecting on their work and their**



Figure out my own approaches.

Share and defend my thinking.

Evaluate my progress.

Increasing student choice



Work as directed by the teacher.



Expanding student choice ~ Who decides?

Content - what knowledge and skills will be studied?

Process - what materials, procedures, etc will be used?

Product - what will students produce to demonstrate their learning?

Evaluation - how will the learning be assessed?

3. Reflection



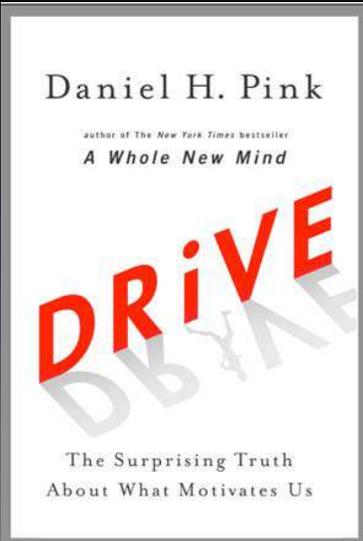
We need to create learning experiences that provoke deeper student reflection



A Taxonomy of Reflection bit.ly/uQT0x1

	Creating: What should I do next?
	Evaluating: How well did I do?
	Analyzing: Do I see any patterns in what I did?
Lower	Applying: Where could I use this again?
	Understanding: What was important about what I did?
	Remembering: What did I do?

Higher



Focus on what motivates us

- Autonomy
- Mastery
- Challenge
- Making a difference
- Purpose

Traditional Writing is Assigned	Writing Assigned with Choice
Students are asked to write only on the teacher's topics .	Students can develop topics that matter to them.
Student writes for the teacher .	Audience and purpose for writing is identified.
Teacher grades their writing.	Students are asked to reflect on their growth .

Three keys

<p>Task - Are students asked to do genuine higher order thinking?</p>
<p>Choice - Are students exploring their own options for content, process, product and assessment?</p>
<p>Reflection - Do students have a chance to share and reflect on their learning and process?</p>