

THREE KEYS TO STUDENT ENGAGEMENT

Task, choice, reflection

Sp Adobe Spark

Three key elements of student engagement

Thinking
Task
Choice
Reflection



I. Higher-order Thinking



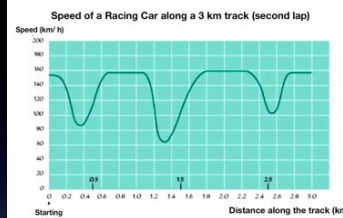
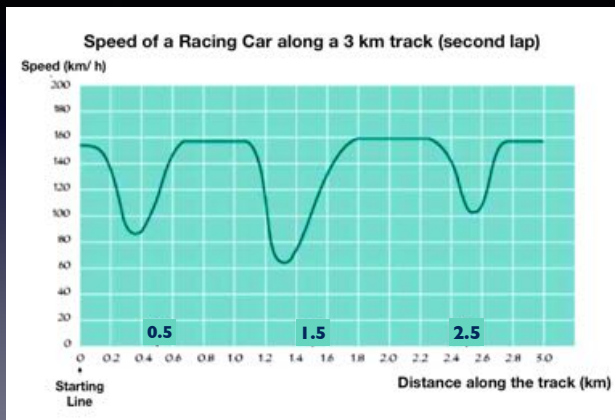
Higher order thinking

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

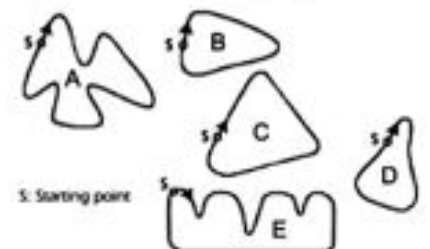
Lower order thinking


- 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?



What is the shape of the track?





Higher order thinking


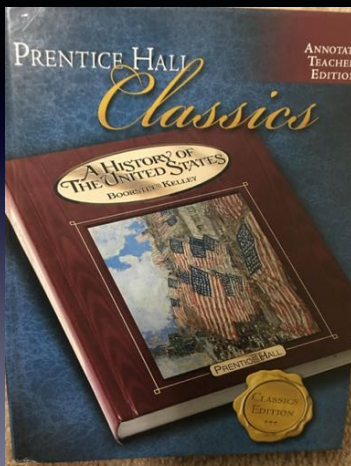
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How to foster higher order thinking?


Use the standards / curriculum to craft an **essential question** that's worth answering

Essential questions

"12 Great Debates in American History"

"Should the Constitution be ratified?"



Name _____ Class _____ Date _____

GREAT DEBATES IN AMERICAN HISTORY

Unit 2: How Powerful Should the National Government Be?

The Issue

The 1787 convention in Philadelphia went far beyond its original instructions to revise the Articles of Confederation. After meeting for several days, the delegates decided to scrap the Articles and replace them with a new constitution, one that would establish a more powerful national government. Two groups emerged during the heated debate over the Constitution's approval—the Federalists, who campaigned in its favor, and the Anti-Federalists, who opposed its ratification.

Background

Colonial Americans fought a revolution to free themselves from the abusive power of the British crown. This revolution gave birth to independent states, not a unified country. Although New Yorkers and Virginians were no longer British subjects, they still identified more with their

possible to regulate commerce and provide for a common defense.

The Readings

The following debate contains two speeches delivered at the Virginia ratifying convention in 1788. Virginia was the largest, wealthiest, and most populous of the states. Its support was crucial to the success of the proposed Constitution.

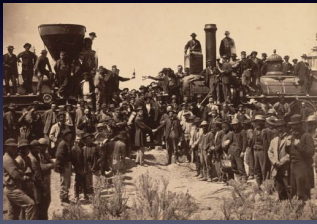
Anti-Federalist Patrick Henry, a Virginian and one of the most radical patriots of the American Revolution, was a passionate believer in state's rights. Henry refused to attend the Constitutional Convention in Philadelphia because, as he put it, "he smelt a rat." At the Virginia ratifying convention he spoke against approval of the new Constitution.

Edmund Pendleton, former governor of Virginia, emerged from retirement to lead the Federalists of his state in their fight for ratification.

When possible, build upon essential questions (rather than fact-based, yes / no)

1. Timeless, thought-provoking, open-ended.
2. Calls for higher-order thinking, rather than a "correct" answer.
3. Sparks discussion and debate. Requires support and justification.

Choose documents that students can **interpret with limited background knowledge**



2. Student choice



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

Learning is relevant when the student:



Figure out my own approaches.

Share and defend my thinking.

Evaluate my progress.

Increasing student choice



Work as directed by the teacher.



Elements of most lessons Opportunities for student choice

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?

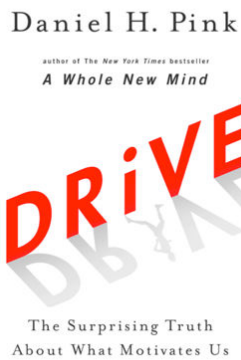
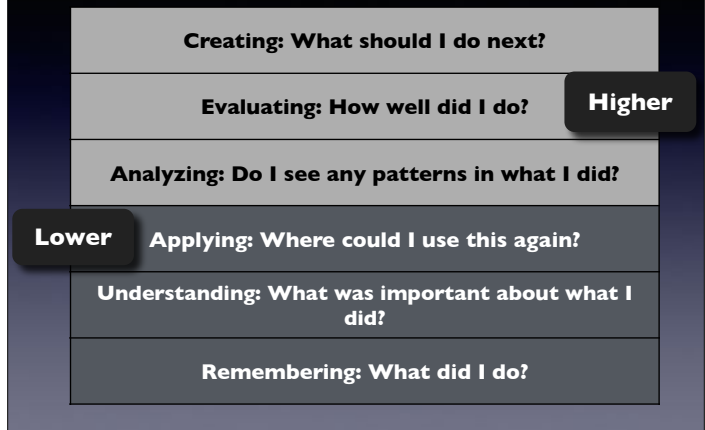
3. Reflection



We need to create learning experiences that provoke deeper student reflection



A Taxonomy of Reflection



Focus on what motivates us

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

Traditional Writing is Assigned

Students are asked to write only on the **teacher's topics**.

Student **writes for the teacher**.

Teacher grades their writing.

Writing Assigned with Choice

Students can **develop topics** that matter to them.

Audience and purpose for writing is identified.

Students are asked to **reflect on their growth**.

Three keys

Task - Are students asked to do **genuine** higher order thinking?

Choice - Are students exploring their own options for content, process, product and assessment?

Reflection - Do students have a chance to share and reflect on their learning and process?