


*Learner Engagement*

**Student-Staff Contact**

*Interact with students in and out of class to involve and motivate them, to foster a sense of belonging and to value their contribution.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*



*Learner Engagement*

**Peer Co-operation**

*Co-operation amongst students contributes to course identity. Each student acts as a benchmark for their peers, challenging and validating their own thinking and behaviours. Working together, formally and informally, is what makes a university education different to isolated study.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*

## Student-Staff Contact

## Learner Engagement

### Consider...

- ▶ Ensuring the information about the course is clear, consistent and easy to find by involving teaching colleagues and/or students in reviewing content.
- ▶ Directly engaging with each of your students by name, formally and informally, and keeping a record of comments and conversations to refer to.
- ▶ Making it easy for students to approach you. For example, set up 'office hours' weekly drop-ins.
- ▶ Valuing student contact by co-creating course FAQs following student engagement.
- ▶ Creating an interactive community by setting aside time in teaching sessions for peripheral discussions, e.g. the news, student events, etc.
- ▶ Regularly asking students and groups for course feedback – don't wait until it's over!
- ▶ In class, being supportive of *all* students. Find out what makes the quiet student tick!
- ▶ Setting some discussion or practical activities in non-formal situations to create a neutral, communal context for thinking and working together.
- ▶ Encouraging students to create realistic yet challenging personal goals and strategies.
- ▶ Running a tutor (team) blog - invite students to comment on it or co-edit articles.
- ▶ Being clear with students how much communication is realistic for you.
- ▶ Providing personal feedback quickly to students on assignments. Use simple, clear methods first and follow through with deeper messages.
- ▶ Showing interest in student's work and methods by "checking-in" with study groups.

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## Peer Co-operation

## Learner Engagement

### Consider...

- ▶ Discussing the rationale for group activities and the difference between competition and co-operation.
- ▶ Using profiling methods, like Belbin, as the basis for reflection on team playing strengths and areas students should personally seek to develop.
- ▶ Establishing a culture of informal peer review from day 1. Consider: using buddy partners; group membership; inter-module groupings, etc.
- ▶ Introducing informal 'course roles' to heighten belonging e.g. for managing an away day, organising poster displays, editing a course blog or podcast; study circles, etc.
- ▶ Encouraging course social events, social media groupings and course 'hash tags'.
- ▶ Establishing a student-generated course podcast, blog or newsletter.
- ▶ Imagining and discussing 'future selves' and professional inter-dependence.
- ▶ Using case studies, scenarios and anecdotes that refer to team endeavour.
- ▶ Bringing in external partners to share examples of team working experience.
- ▶ Using peer assessment for formative work, then generalise and discuss the feedback.
- ▶ Being explicit about how refer to group work in job applications and interviews.
- ▶ Encouraging students to discuss the feedback they receive with each other.
- ▶ Establishing a study resource-base by identifying, organising and rating information.
- ▶ Designing student groups to optimise peer learning and support.
- ▶ Offering workshops on positive, effective collaborative team working.

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## *Learner Engagement*

# Active Learning

*Engagement is an active state. Students need to be stimulated and learning should foster curiosity, originality, discourse, testing of ideas, reflection on previous experience and understanding. It must be seen to be relevant.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*



## *Learner Engagement*

# Feedback

*Learning is a change process producing feedback which needs to be managed. Feedback takes many forms: informal or formal; diagnostic, formative, or summative and validating; personal, group or generic; immediate or slow; generated by tutor, peer, self or situation.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*

## Active Learning

## Learner Engagement

### Consider...

- ▶ Personalising learning activities and tasks by only specifying what is necessary and negotiating other factors - for example, in project work.
- ▶ Using real world problems so that students can develop confidence encountering tasks they will later undertake in more stressful situations.
- ▶ Discovering or reflecting on theory in the context of real world situations, for example through role play or scrutinising relevant media.
- ▶ Setting out scenarios, or incorporating current news, and asking students to predict what happens next, monitoring and charting stories or research over time.
- ▶ Structuring discussion in class using panels, debates or moots.
- ▶ Initiating and supporting appropriate student-led consultancy services.
- ▶ Asking students to 'reverse-engineer' their course to propose other ways of learning.
- ▶ Factoring in time for student reflection and discussion on what was learnt each week.
- ▶ Using alternative learning environments to change group dynamics.
- ▶ Using classrooms as 'voting spaces' with students physically gravitating to one side or corner to position themselves in relation to an idea, fostering friendly competition.
- ▶ Promoting student enquiry and reflection in class activities and independent study.
- ▶ Asking groups to present 10 minute case study presentations as part of the weekly 'lecture' to support or challenge key ideas.
- ▶ Activity is just noise without reflection on, in or of learning!

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## Feedback

## Learner Engagement

### Consider...

- ▶ Designing feedback as a continual process leading up to and following on from assessed tasks.
- ▶ Running early diagnostic activities so students identify priorities for themselves.
- ▶ Concluding all activities with a question or exercise leading to self-reflection and action.
- ▶ Using a range of feedback tools, sometimes in combination, but always so that feedback is appropriate to the learner and the specified intended learning outcomes.
- ▶ Making explicit connections from one module to another by liaising with fellow module leaders and inviting them to meet students.
- ▶ Working with students (e.g. in one-to-one tutorials) to apply their feedback. Consider using feedback for negotiating a future non-credit bearing assessment criterion.
- ▶ Using audio or screencast feedback methods to make strong personal connections and to emphasise key points about their approach, presentation or conclusions.
- ▶ Establishing Personal and Professional Development Planning (PPDP) by setting small peer assessed writing activities to check and compare learning.
- ▶ Inviting employers or alumni to comment on student presentations or work.
- ▶ Valuing your time together by running whole class feedback and Q & A sessions.
- ▶ Checking student understanding in class using student response 'tools' e.g. hands up, breakout discussions or technologies such as smartphone clicker apps like Socrative.
- ▶ Asking students to refer to and apply feedback from other modules.

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*Learner Engagement*

## Self-Efficacy

*Self-efficacy sets graduates apart. Learning requires time-on-task and the ability to manage one's continuous engagement effectively. Planning, decision making, and assuming responsibility for one's own development and for others are some of the ways students grow.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*



*Learner Engagement*

## High Expectations

*A student-centred course motivates each student to exert themselves and set targets which will be rewarding. Expecting the best of students leads to good performance.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*

## Self-Efficacy

## Learner Engagement

### Consider...

- ▶ Ensuring students are clear about your expectations for independent learning and the value of 'time on task' – time + plus energy equals learning.
- ▶ Running 'study' sessions for clarifying expectations of each other. Try creating a "course ethos" document together.
- ▶ Running a workshop giving students methods for effective time management.
- ▶ Valuing peer support by asking students in class about how they are helping each other.
- ▶ Offer coaching certificates to experienced students for supporting for newer students.
- ▶ Spending time on project management demonstrating how large tasks can be made manageable.
- ▶ Spending time with your students in the learning centre, exploring the resources and considering how different environments help or hinder independent study.
- ▶ Concluding sessions with a weekly question for students to research or contemplate. Take a range of responses at the start of the next session offering small prizes.
- ▶ Using reflective questions in class and asking students to spend five minutes creating written responses which can be posted online to a course discussion board.
- ▶ Increasing individual accountability in group work projects by agreeing role-based tasks.
- ▶ Encouraging students to work to deadlines - even self-imposed deadlines.
- ▶ Running tasks in parallel with, or following the pattern of, real world events.
- ▶ Specifying and defining milestone points when briefing activities and tasks.

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## High Expectations

## Learner Engagement

### Consider...

- ▶ Designing both 'comfort zone' activities and 'out of comfort zone' activities. Ask students to reflect on how they learn differently in each situation.
- ▶ Spending enough time developing clear course briefing and support materials.
- ▶ Incorporating examples of high quality student work when setting assignments. Use smartphones to create videos with students talking about how they took pride in their work.
- ▶ If students are slow to take part, check they can picture the route they need to take to get from A to B. Work with them to compare the strategies available to them and discuss how these strategies can be reused in other contexts.
- ▶ Running student awards to recognise the best question asked in a lecture, the best example of peer support, etc. to set expectations for student interactivity.
- ▶ Discussing course ethos - begin by reflecting with students on learning experiences they have enjoyed and found to be productive. Briefly synthesise these accounts into statements the students can commit to. Record the outcomes in a shared document.
- ▶ Developing intrinsic motivation and fostering deeper engagement through student-led projects. Find ways for students to set and commit to their own high expectations.
- ▶ Your own professional engagement will model high expectations for professional attitudes and for high quality delivery. Be open about your values for good practice.
- ▶ Formatively assessing preparation work to support and challenge students before it counts.

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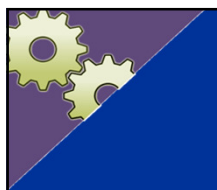


*Learner Engagement*

**Flexibility**

*Difference brings richness and authenticity to the course. A flexible and diverse course, in its examples, activities, styles and methods is inclusive, challenging and engaging, and prepares students for the relationships they will have as graduates while creating room for growth.*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*



*Learner Engagement*

**Tutor Co-operation**

*Interact with academic colleagues to foster creativity, build confidence and promote a culture of teaching and learning. Co-operate and share practice to inspire each other to innovate and to validate your innovative and engaging approaches to engaging students*

## Flexibility

## Learner Engagement

Consider...

- ▶ Incorporating a measured variety of diagnostic, formative and summative activities into the course including group and individual projects, papers, and discussion.
- ▶ Allowing students to play to their different strengths at different times.
- ▶ Working outside of comfort zones in strange situations can provide great insight. Use alternative environments, technologies, assessment methods, roles and groupings.
- ▶ Discussing evidence and how it is used to support contrasting and even contradictory academic positions.
- ▶ Incorporating one or more negotiated assessment criteria can help to engage students meaningfully in tasks and feedback.
- ▶ Enquiry-Based Learning, dissertations and projects create space for students to redefine themselves in relation to their studies, affecting their identity and sense of belonging.
- ▶ Using online, asynchronous media and resources to support 'just-in-time' learning – they are waiting for the learner precisely when the learner decides they are ready for them.
- ▶ Designing content so it is easy to update. Currency of information heightens meaning, relevance and engagement.
- ▶ Learning communities extend beyond modules across a course. Establish course-based communities around mutual benefits, joint enterprise, common journeys and interests.
- ▶ Personalising tasks by being clear about what is critical and what can be variable.
- ▶ Explicitly valuing diversity and recognising the contributions that *all* students can make.

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## Staff Co-operation

## Learner Engagement

Consider...

- ▶ Writing and reviewing modules co-operatively;
- ▶ Designing a course feedback strategy together as the basis for course teaching and assessment;
- ▶ Inviting academic peers to observe your teaching as the basis of reviewing and/or sharing your innovation;
- ▶ Holding an inter-disciplinary group meeting to compare teaching methods;
- ▶ Agreeing development objectives at appraisal that include submission of a paper to a teaching-focused conference or journal;
- ▶ Becoming a reviewer for a conference, journal or professional recognition panel or offering yourself as an external examiner;
- ▶ Becoming or finding a mentor or buddy to develop and consider dimensions of the academic role;
- ▶ Modelling dialogue and fostering community through informal course related activities that involve students and peers i.e. organising an event, publishing a podcast, organising a weekly coffee morning;
- ▶ Organising a regular debate involving a mixture of staff and student proposers and seconders;
- ▶ Setting up an inter-disciplinary magazine-style podcast to look at news and compare ideas from the disciplines.
- ▶ Leaving your office door open by default.

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## *Learner Engagement*

### **Add Your Own**

*Note your own ideas that don't fit in this framework*

Based on Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education*

### **Add your own ideas**

*Consider...*

### *Learner Engagement*

▶ *Add your own ideas here*

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