Pedagogies of Engagement

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Engaged student learning

High-impact strategies to enhance student achievement

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University of Southampton

https://www.heacademy.ac.uk/resource/engaged-student-learning-high-impact-strategies-enhance-student-achievement
Overview

- Overview of the Project
- Defining Engagement
- Elements of Effective Practice
- The Assessment Dimension – The implementation issue
To identify pedagogies that are highly effective in generating student engagement in learning within specific disciplinary contexts.

AIM OF THE PROJECT:
Process

1. **Five search engines** (Education Research Complete; ERIC; ISI Web of Science; Psych INFO; and Scopus).

2. Data base: ‘**Sharing Higher Education Database**’ (SHED) (Evans, 2014a) (catalogue of 44 relevant higher education journals, associations, and networks focused on teaching and learning in higher education).

3. **Snowballing** from existing references.

4. **Breadth** ensured in coverage of relevant search terms related to **pedagogy** and **student engagement**.
Defining Engagement in Learning

Active v passive judgements
Continuous ...... selected attention
Compliance......... developing rules
bungee jumping...... holistic investment

Immediate ................ long term learning outcomes
Inward focus ................ outward focus
Own development ................ development of others
Using resources ................ creating resources
Making use of knowledge ................ creating knowledge
Reflective ............................. Transformative
Recipient ........................................ Owner
What Dimensions of Engagement are we Promoting?

Student generation of content
Student producers of resources
Student producers of research
Completion of tasks

As partners
Entrepreneurial capacity
Civic competence

REQUIRING
Management of information: filtering skills;
Feedback-seeking and using skills
Emotional regulation
Resilience – persistence and adaptability
Creativity-generating
Self-assessment
Flexibility
Resourcefulness; offering solutions
Independent thinking
Organisation
Willingness to Offer
In addressing different interpretations of student engagement we were mindful of:

- **Single and multiple dimensional frameworks**

- **Spatial variations in emphasis**
  (e.g. Healey et al., (2014) - students as change partners; Krause & Armitage (2014) - belonging, retention, and success).

- **Temporal variations**
  (e.g. Evans (2014) - resilience; self-regulation; Boud (2000) - sustainability; students as research partners; Carless (2011) - dialogic feedback partners; growing emphasis on social enterprise; etc.).

- **Disciplinary variations** in interpretation, focus, and measurement.
Search Terms

Search terms

Pedagogy (OR teaching OR teaching and learning OR discipline specific teaching and learning OR curriculum OR teaching methods OR teaching approaches OR (high impact) pedagogy OR signature pedagogy(ies) OR disciplinary pedagogies OR educational practices OR assessment OR high impact educational practices);

AND

Student Engagement (OR learning task engagement OR student voice OR learning gain OR educational gain OR effectiveness OR performance OR student development OR student self-regulation OR learning transfer OR student partnerships/cooperation OR students as partners OR co-production OR deep approach to learning OR active/collaborative learning OR academic challenge); AND

Higher education (OR postsecondary OR post-compulsory OR University OR College).

Table 1: Search Terms
Filtering Process

1741 articles selected
(from 21,055 abstracts / articles reviewed)

Focused sample 372 articles
(reading and re-reading led to exclusion of 99 articles leaving 273 including 170 pedagogical interventions)

36 case studies identified (@ A Grade)

10 representative case studies
Criteria for Grading

1. Pedagogical Clarity
2. Methodological Transparency
3. Methodological Congruence
4. Evidence-based
5. Accessibility of Findings
6. Transferability

Note: Some of the innovative pedagogies did not score highly in terms of practical and/or research-based evidence
# DATA COLLECTION SETS

<table>
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<tr>
<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
<th>Source</th>
<th>Discipline</th>
<th>Country</th>
<th>Case study rating</th>
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1. **Score**  
   Pedagogical Clarity  
   Pedagogical Approach  
   Key Features/Themes  
   Key Principles  
   Theoretical/Conceptual Framework  
   Has Impact been considered  
   Which aspects of Engagement are being evaluated  
   Context of Study  
   Inclusive Pedagogy

2. **Score**  
   Methodological Transparency  
   Methodological Congruence  
   Methodology  
   Methods of Data Collection  
   Methods of Analysis  
   Nature of Sample  
   Sample Size  
   Intervention length if relevant  
   How Effectiveness of Pedagogy Measured  
   Evidence of relationship between Engagement & Educational Outcomes

3. **Score**  
   Evidence-Based  
   Sufficient evidence to warrant conclusions  
   Type of evidence (direct/indirect)  
   Single/multiples evidence sources  
   Source of data (student/lecturer/other)  
   Reported outcomes  
   5. **Score**  
   Accessibility of findings  
   Impact within and beyond discipline  
   6. **Score**  
   Transferability/Evidenced/potential
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<td>Pearce, J.; Brown, B. 2011 0110307-5</td>
<td>Australian Educational Researcher (AARE) Journal Factor Vol. 38 (4) 2011 Page: 383-434</td>
<td>genetic</td>
<td>Austria</td>
<td>b</td>
<td>b</td>
<td>inclusive teaching based on relational pedagogy</td>
<td>learning being more inclusive and open</td>
<td>better interactive and experiential openness</td>
<td>retention, engagement, confidence and task clarity</td>
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<td>Pelg-Cren, Nata; Aran, Ofra; Even-Zahav, Ronit; Macowan, Mark L.; Stanger, Varda 2007 0110307-5</td>
<td>Attention, Cognition, Development, and Educational Technology Vol. 23 (3)</td>
<td>environmental psychology</td>
<td>接近</td>
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<td>Perrault, Jane Souu 2008 0110307-5</td>
<td>Teaching Science Teacher: Thinking Tools for Effective Learning Pedagogy</td>
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Strongest Pedagogical Designs

- Theoretical underpinnings of pedagogy supported the specific purposes of the learning.

- Critical rather than descriptive pedagogies.

- Explicit learning goals.

- Engaged the learner in dialogue about learning.

- Sensitive to but not limited by nested nature of pedagogy.
Critical Pedagogies

“Critical pedagogies supply a significant amount of the intellectual capital of the discipline of pedagogy” (Canning, 2007, p. 400) enabling a reflexive research and practice-informed approach to critiquing learning and teaching from different perspectives. Consideration of who is advantaged and disadvantaged by pedagogical initiatives at a number of levels is of profound importance.

(See Waring and Evans 2015)
The Nested Nature of Pedagogy
Effective Pedagogical Designs

• Vast amount of literature

• 13% of sample were of high quality across pedagogy, methodology and impact criteria (n = 273)

• Dominance of USA (46% lead authors from USA institutions) (UK 15%) (Hong Kong 2%)

• Disciplinary bias: (n = 1642) Dominance of STEM (31%); Social Sciences (29%); Arts & Humanities (10%); Health & Social Care (9%).

• Undergraduate focus (20% focused on postgraduates)

• Short interventions (75% < than one year)

• Emphasis on students’ perceptions of learning (35% looked at some measure of performance)
Effective Pedagogical Designs

- Relevance
- Agency
- Partnership

- Beliefs
- Trust
- Responsibility Boundaries
Key Themes in Effective Designs

**Relevance**
- Real life examples
- Connecting with communities within and beyond HE
- Connectionist
- Design of Assessment: The long game

**Agency**
- Use of guided discovery and experiences
- Universal Design stance
- Ensuring accessibility of materials / processes / procedures

**Partnership**
- Bringing the outside in (Bass, 2012)
- Engaging students in assessment design
- Supporting students’ development & navigation of learning environments
Effective Pedagogical Designs

Overarching Design Decisions

• Research- Informed
• Shared Understanding of Pedagogy
• Critical Pedagogical Stance
• Holistic Assessment
• Integrative

• How integrated modules are within programmes.
• To what extent are their shared understandings?
• To what extent is there shared ownership of modules?
we need to ... **bridge the classroom with life outside of it.** The connection between integrative thinking, or experiential learning, and the social network, or participatory culture, is no longer peripheral to our enterprise but is the nexus that should guide and reshape our curricula in the current disruptive moment in higher education learning. (Das, 2012, p. 32)

To support shared understandings and promotion of meaningful approaches a greater emphasis on **team-based** rather than individual design of learning environments is advocated. (Bass, 2012)
Effective Pedagogical Designs

Sensitivity to the learner context: Managing transitions

- Attending to the needs of the learner
- Exploring students' beliefs and values
- Explicit guidance
- Adaptive approach that enables students to manage their own learning
- Ensuring availability of resources from an inclusive pedagogical perspective
- Guided choice
- Co-partnership models
Effective Pedagogical Designs

Emphasis on deep approaches

What it is to be a member of a discipline community
Tight framing – what are the rules of the discipline?
Identification of core and threshold concepts
Relevance to real world contexts – bringing the outside in
Using most appropriate approaches to make ideas & concepts more accessible
Ensuring assessment places a value on a deep approach

Promising areas
Use of visuals – animation to support learning (p.24)
Simulations
Service Learning
Community projects involving family & friends (Crowl et al; Garcia, p.34)
Post-Course Design

“paying attention to such elements as prior learning and prior conceptions, experiential knowledge, program-wide learning goals, and the long view of expert practice. There are also many ways to create assignments (and reflections to go with assignments) that gesture beyond the course itself—to life experience, to other courses, or to larger communities of practice...” (Bass, 2012, pp. 26, 27).

A Resilience Pedagogy (Evans, 2016)

Core Elements of Design

**The Self**
- Valuing learner experiences and starting points
- Exploring learner beliefs about learning
- Enhancing learner awareness of their own learning
- Addressing the emotional dimension of learning
- Addressing agency: Learner as a co-constructor of knowledge

**The Pedagogy**
- Focus on the learning process
- Identifying with learners potential crunch points in their learning
- Ensuring teaching design is enabling and adaptive
- Strategies aimed at developing learner self-regulation skills
- Direction to appropriate tools to support learning
- Explicit modelling of alternative ways of thinking and doing
- Importance of adaptive rather than adapted designs

**The Self in context**
- Supporting learners’ integration into communities of practice
- Ensuring teaching design supports learners in understanding what it is to think in a particular discipline
- Exploring with learners their networks of support and how to seek and act on feedback
- How to recognise and make the most of affordances
Assessment Principles


http://rer.sagepub.com/content/83/1/70.full.pdf+html
Appropriate Assessment: The Evidence

• Explicit guidance – assessment literacy initiatives

• Feedback to promote engagement (real time; focused questioning)

• Real assessment – application of physics beyond HE (Crowl et al., 2013; identifying a public need (Burns, 2013); students as researchers and disseminators (Garcia, 2014)

• Peer engagement: Assessment geared to supporting collaboration over competition

• Students as producers

• Appropriate diversity of assessment

• Sustainability
EAT Assessment Tool (Evans, 2016)

HAD 4: Ensure Ongoing Evaluation to Support the Development of Sustainable Assessment & Feedback Practice

HAD 3: Ensure Access & Equal Opportunities
- Provision of Resources; Guidance
- Network Development; Choice

HAD 2: Promote Meaningful & Focused Assessment
- (Fit for Purpose; Relevant)
- Programme Level Assessment; Collaborative Design

HAD 1: Ensure Robust & Transparent Processes & Procedures: QA Literacy

FliL 4: Promote Development of Students’ Self-Monitoring/Self-Assessment & Critical Reflection Skills

AL 1: Clarify what Constitutes Good Recognition and Application of Good Academic Practice

AL 2: Clarify how Assessment Elements Fit Together

AL 3: Clarify Student Entitlement
- Student/Lecturer Roles and Principles underpinning the What, When, and How of Feedback

AL 4: Clarify the Requirements of the Discipline
- Threshold Concepts; Deep Approach

FliL 1: Provide Accessible Feedback
- Specific, & Focused on How to Improve. Encourage Students to Clarify their Interpretation of the Feedback

FliL 2: Provide Early Opportunities for Students to Act on Feedback
- Consider the Pattern and Timing of Assessment & Alignment of Formative to Summative Assessment

FliL 3: Prepare Students for Meaningful Dialogue / Peer Engagement
**EAT (Evans, 2016)**

**HAD 4: Supporting the Development of the Programme.**
Am I giving useful feedback on how to enhance assessment practice?

**HAD 3: Making best use of resources**
Do I know how to access resources?
Am I developing networks to support my learning now & into employment?

**HAD 2: Meaningful work**
Am I using the knowledge acquired across modules to inform my overall development?
Am I adopting a deep approach in my work?

**HAD 1: Do I have a good understanding of HE assessment processes / requirements?**

**FIIL 4: Self-Monitoring**
Do I know how I am doing?
Do I know what to do when I do not know?
How am I managing myself?

**FIIL 3: Have I done the necessary preparation to participate fully in peer dialogue?**
Am I giving and acting on feedback?

**FIIL 2: Using formative feedback opportunities**
Am I making full use of opportunities to get feedback on my work; meeting formative deadlines?

**FIIL 1: Ensuring I know how to improve**
Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

**AL 4: Am I clear about the Requirements of the Discipline?**
Am I aware of the key concepts I need to know about and the main ways of working & thinking in my discipline? Do I feel part of the discipline?

**AL 3: Student Entitlement**
Do I know what feedback looks like; what I am entitled to, and what my role in feedback is?

**AL 2: How Assessment Elements Fit Together**
Have I mapped how assessment works in/across modules & how I manage this?

**AL 1: What Constitutes Good?**
How am I working with the assessment criteria and learning outcomes to know what is required?
High Impact Pedagogies: Issues

• Nature of the relationship between student engagement and outcomes (and which outcomes)?

• Student and lecturer perceptions of engagement.

• What counts as knowledge?

• Student rights perspective – freedom to learn.

• What are meaningful learning gains and are they quantifiable?

• Where are the opportunities to integrate, synthesize, and apply knowledge? (Kuh, 2008)

• Valuing what we measure or measuring what we value?
Recommendations

• Research-informed pedagogies
• Discipline specific approaches – signature pedagogies articulated
• Greater transparency in reporting of pedagogies
• Greater explication of the role of the student in the learning process
• Need for critical pedagogies
• Importance of considering how individual differences are attended to
• Assessment practice is the LYNCHPIN – it needs to keep pace with 21st century requirements
Thank you for listening
c.a.evans@soton.ac.uk

Seminar on Higher Education High Impact Pedagogies building on the HEA project 7 September 2016 at University of Southampton
Understanding Pedagogy: Developing a Critical Approach to Teaching and Learning.

Abingdon, Oxford, United Kingdom: Routledge.

http://www.amazon.co.uk/Understanding-Pedagogy-Developing-critical-approach/dp/041557174X
Higher Education Pedagogies

The aim of Higher Education Pedagogies is to identify, promote and publish excellence and innovations in the practice and theory of teaching and learning in and across all disciplines in higher education. The journal will provide an international forum for the sharing, dissemination and discussion of research, experience and perspectives across a wide range of teaching and learning issues. The journal will prove a valuable resource for individuals in the development and enhancement of their own practice, and for institutions in the promotion of the scholarship of teaching and learning.

Higher Education Pedagogies will focus on disciplinary pedagogies and learning experiences; the higher education curriculum, i.e. what is taught and how it is developed and enhanced including both skills and knowledge; the delivery of the higher education curriculum; how it is taught and how students learn, and academic development; the role of teaching and learning in the development of academic careers and its place within the profession.

Higher Education Pedagogies welcomes papers which are accessible to both specialist and generalist readers and are theoretically and empirically rigorous. Through advancing knowledge of, and practice in, teaching and learning, Higher Education Pedagogies will prove essential reading for all those who wish to stay informed of state-of-the-art teaching and learning developments in higher education. Higher Education Pedagogies is sponsored by the Higher Education Academy.

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Thank you for listening
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7 September 2016 at University of Southampton