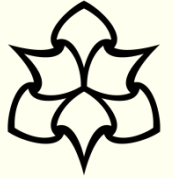


52 varieties of student engagement

Date 17/05/2023

Presenters Dee Vyas & Nillan Fakira



Introductions



Dee Vyas

Digital Education Specialist, LEED

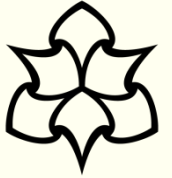
d.vyas@mmu.ac.uk



Nillan Fakira

Digital Education Specialist, LEED

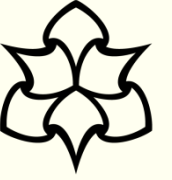
n.fakira@mmu.ac.uk



Learning Outcomes:

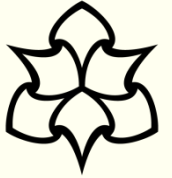
Having attended the session you should be able to:

- Use a low technology approach to interactive teaching
- Review several cards to determine opportunities to use them as part of an interactive learning approach
- Apply the TREC model as part of ,the process to design, develop and deliver engaging active learning



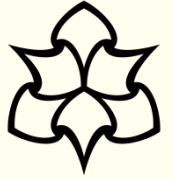
Let's try out a quick activity

How do you currently make your sessions interactive?



Context

- During Covid one fifth of UK students did not have access to laptops or digital devices (OfS, 2020) and one in six HE students are considering leaving university studies due to the cost-of-living crisis (Sara Prowse, UA 92)
- Homes Fit For Study report, Students Organising for Sustainability UK (SOS-UK), highlights the impact of fuel poverty (2023)
- £20 million govt funding last year for supporting students facing digital poverty
- Furthermore, 20% of people aged 8-24 lack the ability to get online (Digital Poverty Alliance)



What is Active Learning?

Research shows that students **engage** better through active learning (Healey and Healey, 2019).

Students are responsible for constructing their own knowledge and that learning is also dependent on the **environment** that enables student engagement (Kuh, 2001)

The toolkit is specifically designed to maximise involvement, providing a variety of means to enhance student motivation and engagement, using key pedagogic principles underpinning learning and teaching (Evans et al, 2015).

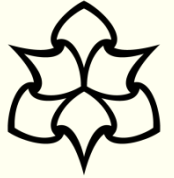
Empowering

Engaging

Participatory

Sharing

Inclusive



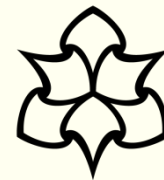
52c

- Developed by the Advance HE for any taught environment
- Aimed at providing high-impact, low technology practical resource that is specifically directed to enhance student engagement
- The cards are generic, consider their use in the context of subject disciplines and the affordances of each student' learning environment.
- With a focus on pedagogic approaches that can be used in teaching

high-impact, low technology

generic

pedagogic approaches



The cards

Provide a variety of engagement tools available for you to adopt and encourage meaningful interactions amongst your classes

- On the bottom right of each card, there is a key:
 - F – Face-to-Face
 - R – delivery for a virtual environment
 - B – delivery can be remote or face-to-face

10 ♠ Engaging Toolkit Card #52etc

Flipped summaries

Instead of summarising a session or part of a session, invite the students to do it. This could be a self-nominated student to the rest of the class or students to each other in pairs. It could even be a written 'abstract' of the session that students publish in their own learning journal or micro blog.

MANCHESTER BENEFIT B

J ♦ Engaging Toolkit Card #52etc

Ask for feedback

Understand your own performance by asking students for feedback on the session. Outside of any formal module evaluations consider more current approaches for micro-evaluation such as: oral feedback at the end, chat comments, use of a digital whiteboard or polls. It is best to ask specific questions about activities and concepts to focus the questions.

MANCHESTER BENEFIT B

10 ♣ Engaging Toolkit Card #52etc

Paper aeroplanes

Hand out some scrap paper to all students as they enter the room. At a point(s) in the session ask them to write the answer on the paper. When you are ready ask them to fold it into an aeroplane and simultaneously launch them into an empty space. It creates a buzz in the room, and you can either read out selected responses or collect them in for later use.

MANCHESTER BENEFIT F



Card Spotlight – Flipped summaries

10 ♠

Engaging Toolkit Card #52etc

Flipped summaries

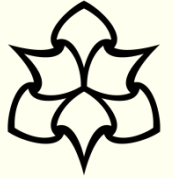
The diagram shows three documents with arrows pointing from them to a central speech bubble, indicating that students provide summaries that are then shared and discussed.

Instead of summarising a session or part of a session, invite the students to do it. This could be a self-nominated student to the rest of the class or students to each other in pairs. It could even be a written 'abstract' of the session that students publish in their own learning journal or micro blog.

MEMBER BENEFIT

B

- Pass the traditional approach of summarising a teaching session to the students. (nominated/pairs/groups)
- Complete a 'flip flipped', summarise the teaching session from the summaries provided by the students.
- A valuable reflective tool to ask students what they gained and comparing their replies to the intended learning outcomes



Adapting the use of a card

The image shows a digital card titled "Engaging Toolkit Card" with the hashtag "#52etc". It features a large letter "K" and a red club symbol. The main heading is "Use the chat box". Below this, there are several icons representing chat messages: a red bubble with a white speech bubble, a black bubble with a white speech bubble, and a red bubble with a white speech bubble. A paragraph of text explains how to use the chat box. At the bottom left, there is a "MEMBER BENEFIT" logo, and at the bottom right, there is a red circle with a white "R" inside.

K

Engaging Toolkit Card #52etc

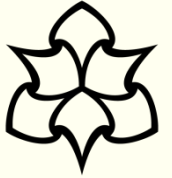
Use the chat box

Take the time to use and read the chat box. Encourage learners to ask questions (or respond to yours) via this area. Allow yourself the time in a session to read and answer the questions. You should encourage students to answer each other's questions. You might find it useful to ask a nominated student to turn on their microphone and dictate some of the questions to save you scrolling up the chat box.

MEMBER BENEFIT

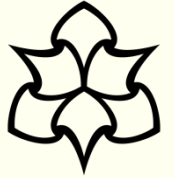
R

- Students and teacher can add questions to a wall/board
- Using coloured posts its allow students to answer the questions
- Ask another question
- Ask for explanation
- Use as part of a Q&A session



MMU Sessions

The next two slides highlight feedback we obtained from a couple of sessions we delivered with academic staff at the Manchester Met University



Traffic Lights (F)



Students are given three pieces of coloured paper and explain whenever you ask a question related to their understanding they either

- **Green – Get it'**
- **Yellow – 'Kind of get it'**
- **Red – 'Don't get it'**

Instant feedback on how the lesson is going and where additional support may be required.

Feedback

Love this idea of traffic light system to gauge understanding

Think this is a great idea, but it will only give a balanced view if all students have been in attendance

Good for rating your 'experience of' XYZ, e.g. project management, green = lots of experience/confident, amber = some experience, red = no experience

Can use it in a quiz format. Ask a question and see how many students pick a particular colour

Paper Aeroplanes (F)



Hand out some scrap paper to all students as they enter the room. During the session ask them to write the answer on the paper. When you are ready ask them to fold it into an aeroplane and simultaneously launch them into an empty space. It creates a buzz in the room, and you can either read out selected responses or collect them in for later use.

Feedback

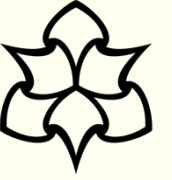
I really like this idea and I've never used it. It would be a useful alternative to an online quiz somewhere between Vevox and Kahoot.

This idea can also be used for gathering feedback at the end of a class especially for large lectures.

This is simple but could be really effective.

This could be great for gathering mid-unit feedback in a less tedious way!

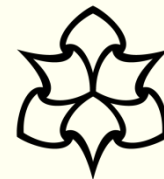
I work in Careers, so can see this being a useful activity to engage students in Career thinking type questions



Activity

- We have added five different forms of interaction that can be carried out with students.

<https://manmetuni.padlet.org/dvyas1/52c3>

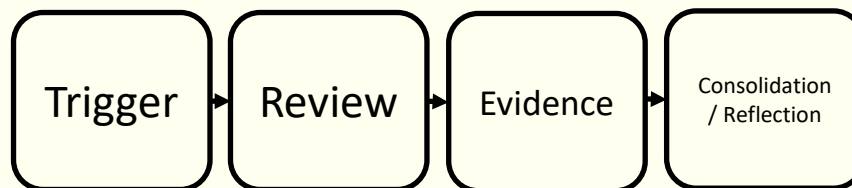


TREC Model

Online Prep
Discussion Forum –
VLE

Online Follow-up
Word document - VLE

Live Sessions
Playing card/ Aeroplanes



Moodle And/
Or Teams

Moodle And/
Or Teams

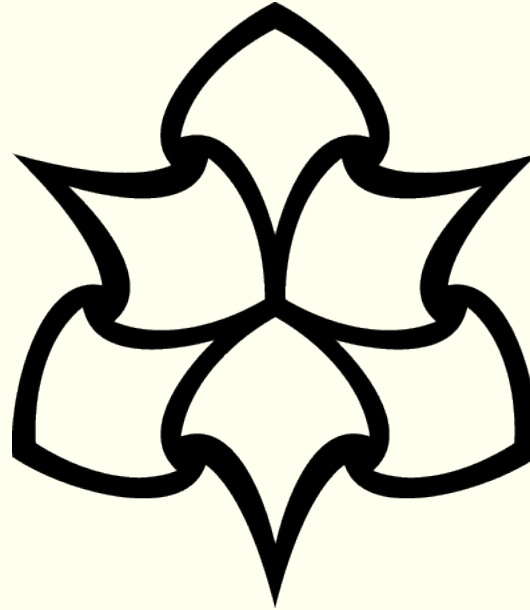
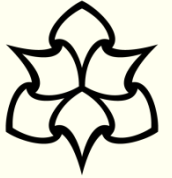


Link/Bridge between sessions



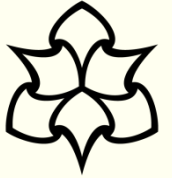
Summary

- Highlighted several methods using a low-technological approach to active learning and student engagement
- The ability to adapt, repurpose and be selective in their use to suit your learning outcomes, and make learning more engaging and accessible to all.



Getting students to “buy-in” to active learning involves establishing expectations about what is involved and why we do this. It relies on our ability to design active learning tasks effectively.

Dr Wendy Garnham, University of Sussex and Dr Isobel Gowers, Anglia Ruskin University



One more idea – Silence is golden

- all verbal communication is banned
- written communication is deliberately privileged.
- asked to respond in writing to a particular question, statement or image,
- facilitator specifies the time the silence needs to be maintained.
- Whilst learners respond individually, as the number of responses increases, a dialogue develops. Where learners don't understand a comment or want more information, they are encouraged to convey this in writing.