GAME CHANGER TIPS TO HELP YOU SUSTAIN STUDENT ENGAGEMENT

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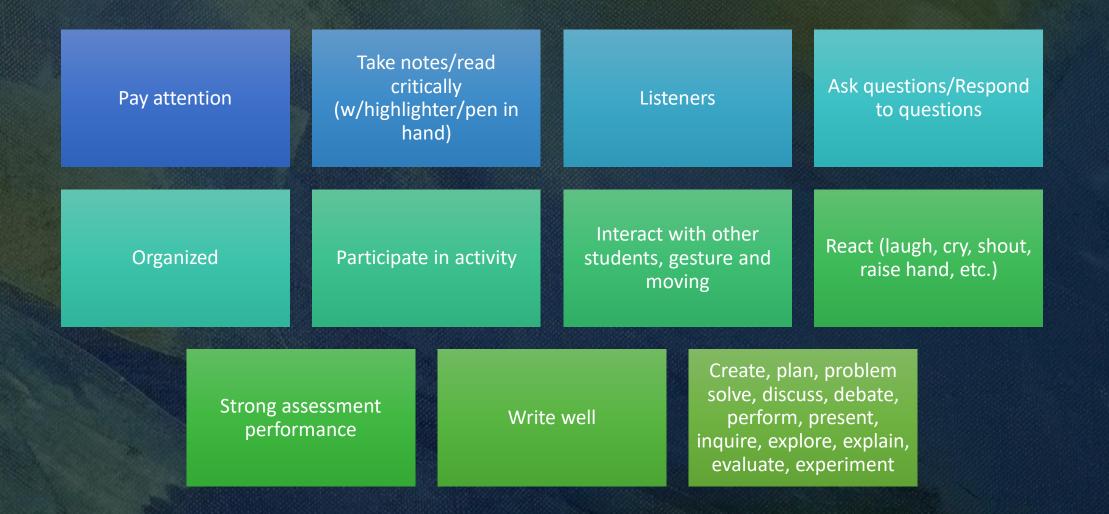Executive Director, Master of Legal Studies Program, UCLA School of Law

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What do we know about Student Engagement

You will see students...

What we think of….

Pay attention

Take notes/read critically (w/highlighter/pen in hand)

Listeners

Ask questions/Respond to questions

Organized

Participate in activity

Interact with other students, gesture and moving

React (laugh, cry, shout, raise hand, etc.)

Strong assessment performance

Write well

Create, plan, problem solve, discuss, debate, perform, present, inquire, explore, explain, evaluate, experiment

Multimodal Teaching

Material is presented in multiple forms *through multiple senses & modes* that use different parts of their brain, attracts many learning styles

(Kress et al., 2006; Tulving, 1985; Veriki, 2002)

Create a simulation

Create groups for learning, project, peers, partner

Use video/audio

Flip

Assign reading checks/quizzes/discussions

Class Wiki/google docs

Web Quests/Research

ACTIVE LEARNING AND RISK ASSOCIATED WITH TEACHING METHODS

High Active Learning - High Risk

- Role Playing
- Skits that illustrate content points designed by students
- Simulations
- Presentations by Student to the entire class
- Free form class session
- Partners teach each other
- Presentations by students in small groups
- Guided imagery exercise
- Unstructured small-group discussion
- Student Interview a guest speaker
- Student interview each other on content for entire class
- Case discussion with large group after student prepare case outside of class

High Active Learning - Low Risk

- Structure group activity
- Pairs pf student discuss ideas
- Demonstrations
- Self-assessment activity
- Brainstorming Activities
- Student debates on issues that are prepared in advance
- In class writing assignments
- Prepare case outside of class and discuss in class
- Lecture with small group discussion
- Student list new ideas they have learned in coverage of topic
- Field trips

Low Active Learning-High Risk

- Invite guest lecturer of unknown quality
- Have students ask questions at the beginning of class to use to organize a lecture for the session
- Show a film/video that you have not preview

Low Active Learning-Low Risk

- Show a film or video for class period
- Lecture for the entire class period
- Use PowerPoint/slide show to present a topic
- Read important passages from text to class
- Give a lecture to summarize important points covered during the term

Summary of Bonwell and Eison 1991

Faculty Presence

Build a community (get them invested/ownership)

Create an introduction video about YOU (personally)

Create "targeted question" introductions (ask who they are questions), they can create videos

Give feedback regularly and often/hold cohort meetings

Create weekly activity checklists

Regular Student/Faculty Communication

Live	• Live office hours (optional)
Create	• Create study labs (optional)
Post	• Post weekly informal announcements (video preferred)
Grade	• Grade with video
Send out	• Send out target emails to those who are behind/low scores/don't participate.
Check/post	• Check/post to discussion boards daily/post to the GROUP weekly
Create	• Create a student café (students only)

Thank you for your time!!