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Energising the classroom

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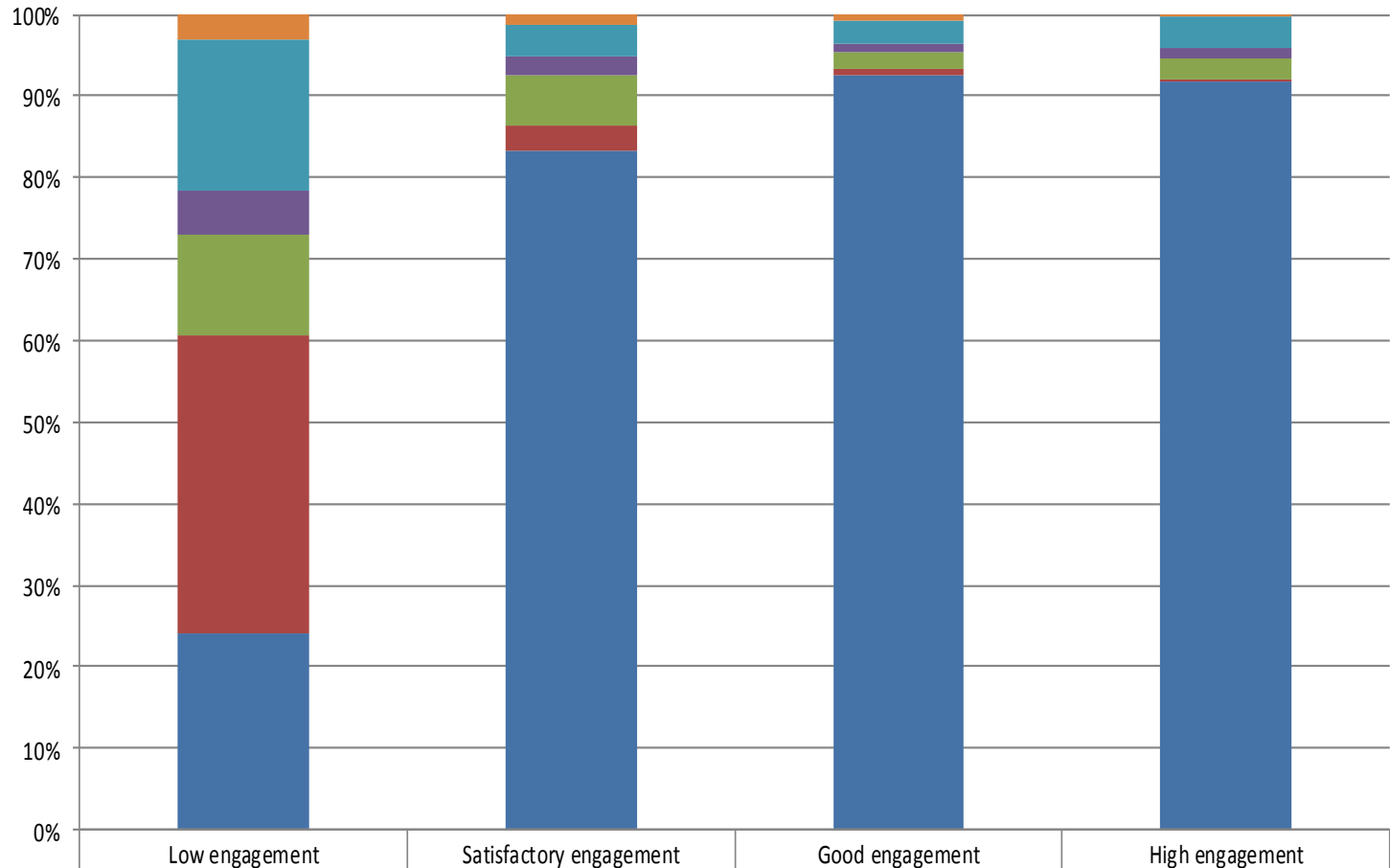
Student engagement within the curriculum

- George Kuh and friends (2008)
- Students engaging in educationally purposeful activities that contribute directly to desired outcomes
- **And** what institutions do to induce students to participate in these activities

Engagement with the curriculum

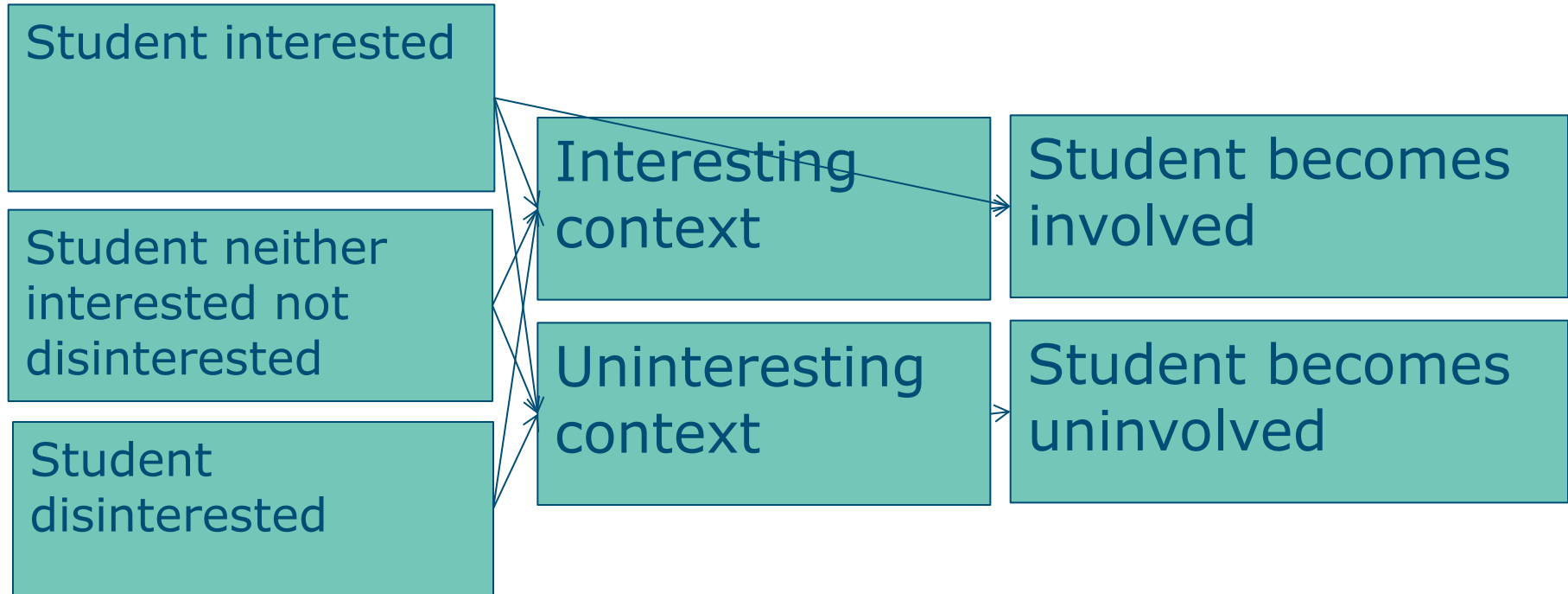
- Ideas developed from:
 - Astin (1984) student involvement (IEO)
 - Tinto (1993) student retention – academic and social spheres
 - Chickering & Gamson (1987) - 7 principles for good education in undergraduate practice
- Developed National Survey of Student Engagement (NSSE)
 - Measures what students do, e.g. came prepared for lectures, time spent on task, asked questions etc.
 - NTU taken part in UKES (2014 & 2015)
- More recent writing also includes much more emphasis on transition, belonging, becoming & relationships
 - (Thomas, 2012, Bryson & Hardy, 2014)

Progression status by engagement rating (year 1 full time UG students)



Other (n=76)	3.1%	1.2%	0.7%	0.2%
Withdrawn (n=310)	18.5%	4.0%	2.8%	4.0%
Transfer (n=143)	5.3%	2.2%	1.1%	1.3%
Repeating (n=364)	12.4%	6.2%	2.0%	2.5%
Academic failure (n=281)	36.5%	3.1%	0.8%	0.4%
Progressed (n=5,836)	24.2%	83.4%	92.5%	91.7%

Interest in a particular module (Willis 1993)



Before anyone says 'NSS'

Student Involvement (contd)

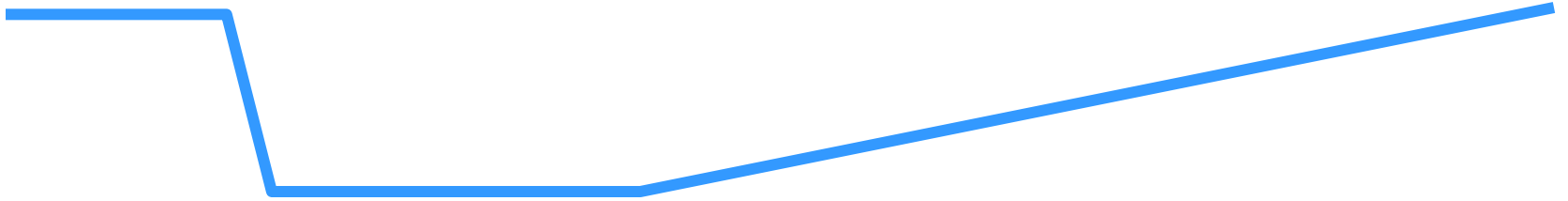
- Factors that changed the context (Willis 1993)
 - Staff attitude & presentation (most important)
 - Course content
 - Class size/ impersonality
 - Nature of assessment
 - Provision for self-direction/ depth (some students only)

“Energising?”

- Interested in energy levels
- Not always saying high energy = good
- Workshop about expanding the tool kit
- Part of engagement and academic discourse

Perfect mix tape

High Fidelity



Variety show
The Glorious Deception



Mozart symphony no.42

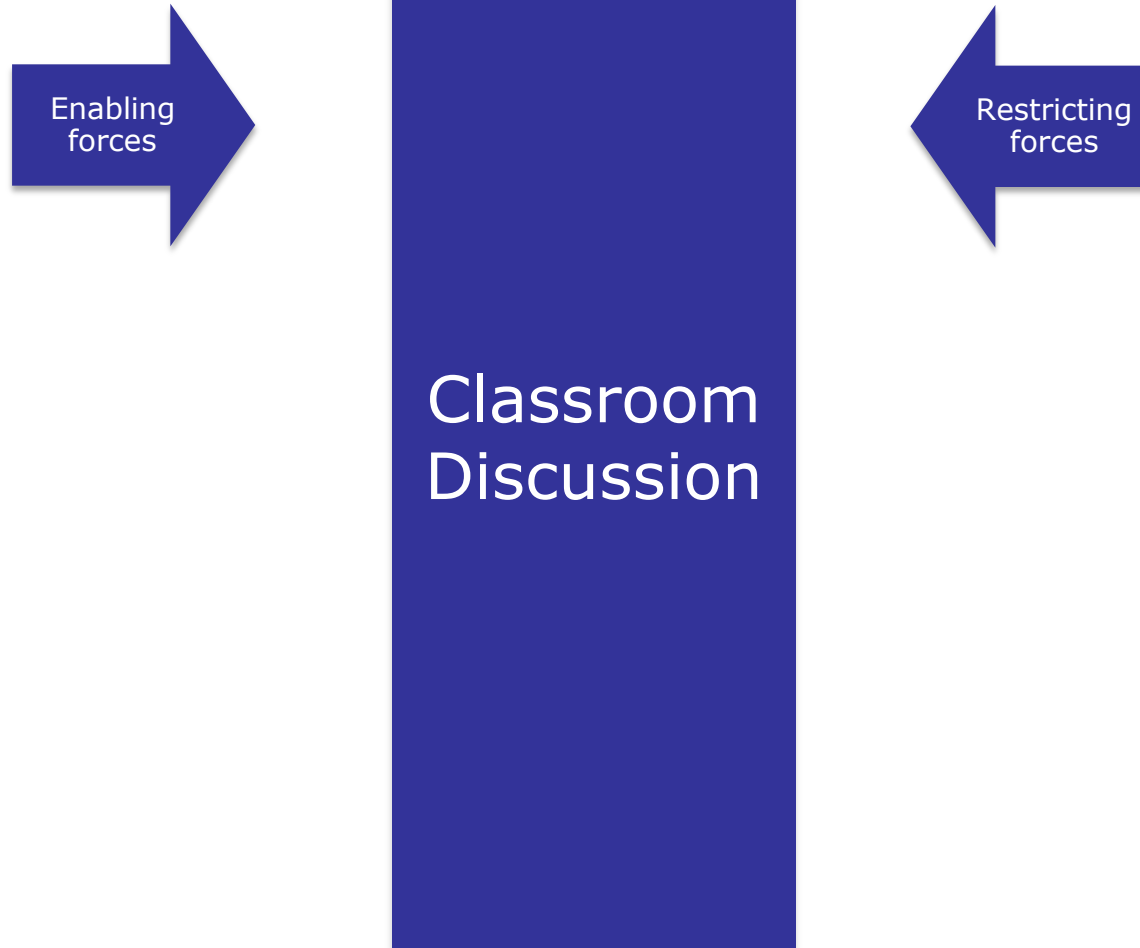


9am Monday class?

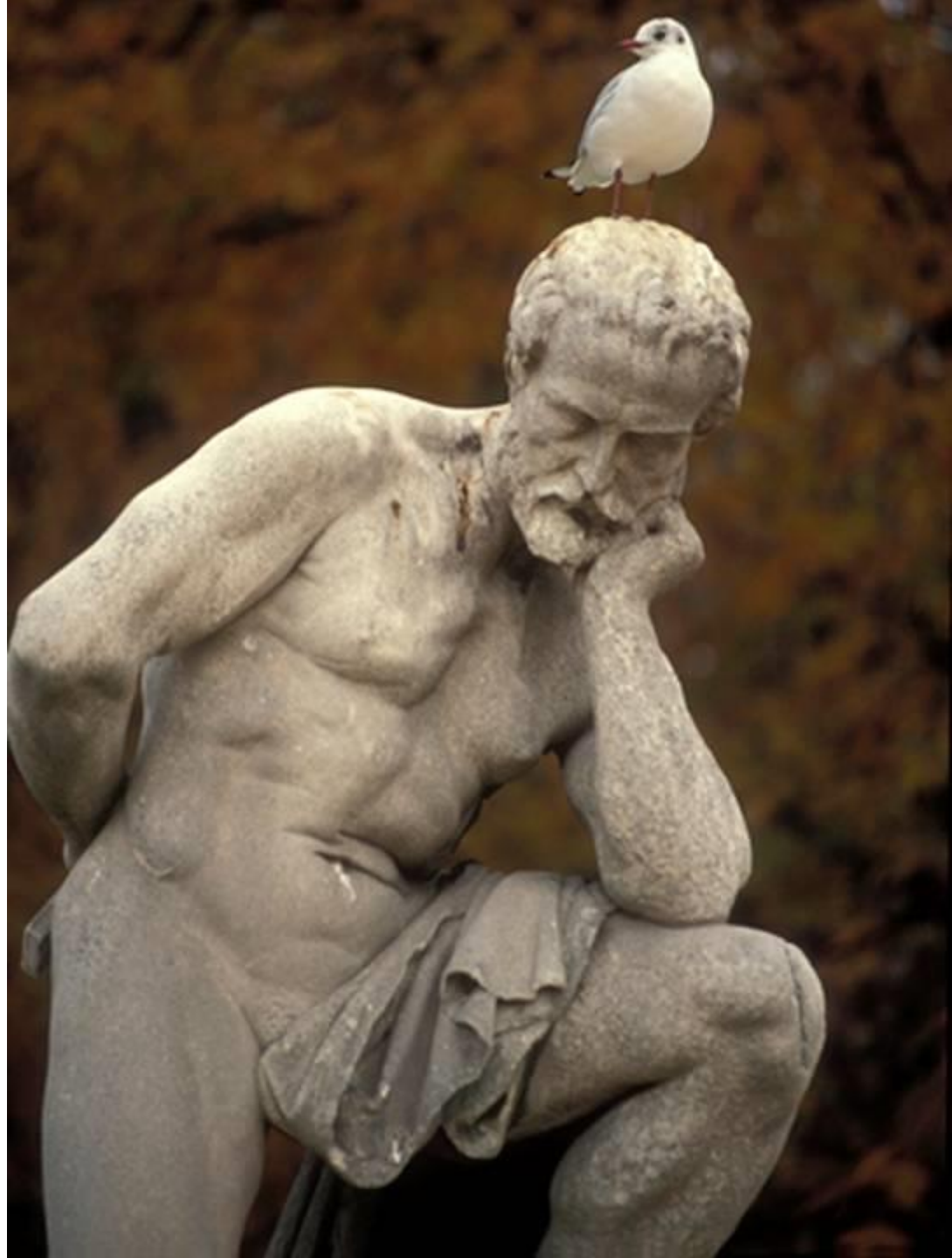


What does an energised class look like?

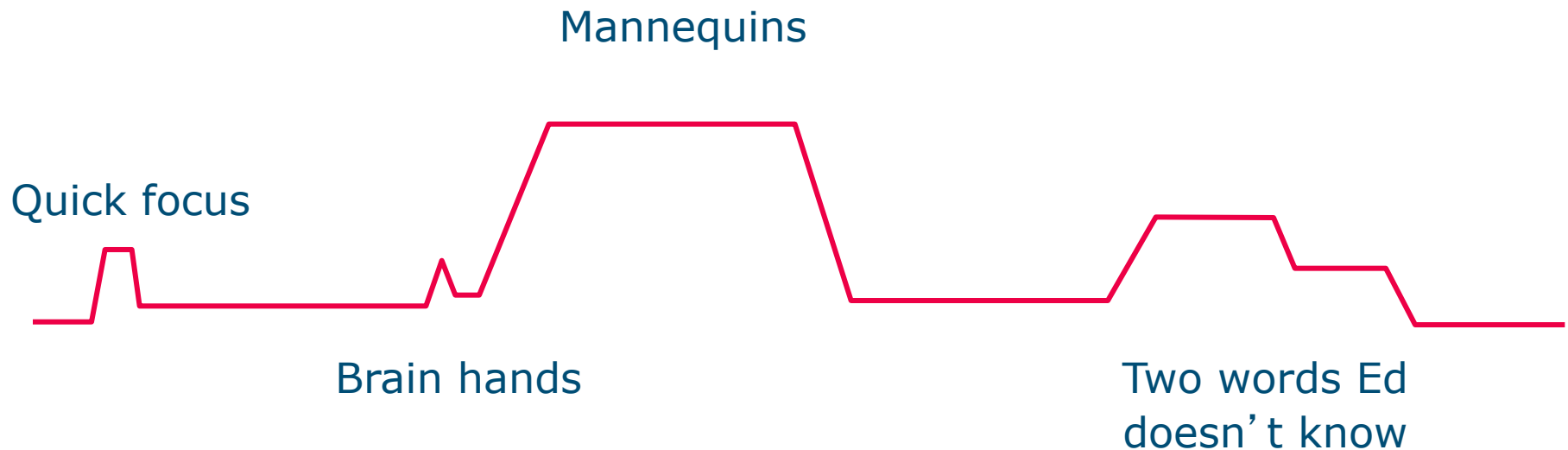
Pre-requisites for an effective classroom discussion



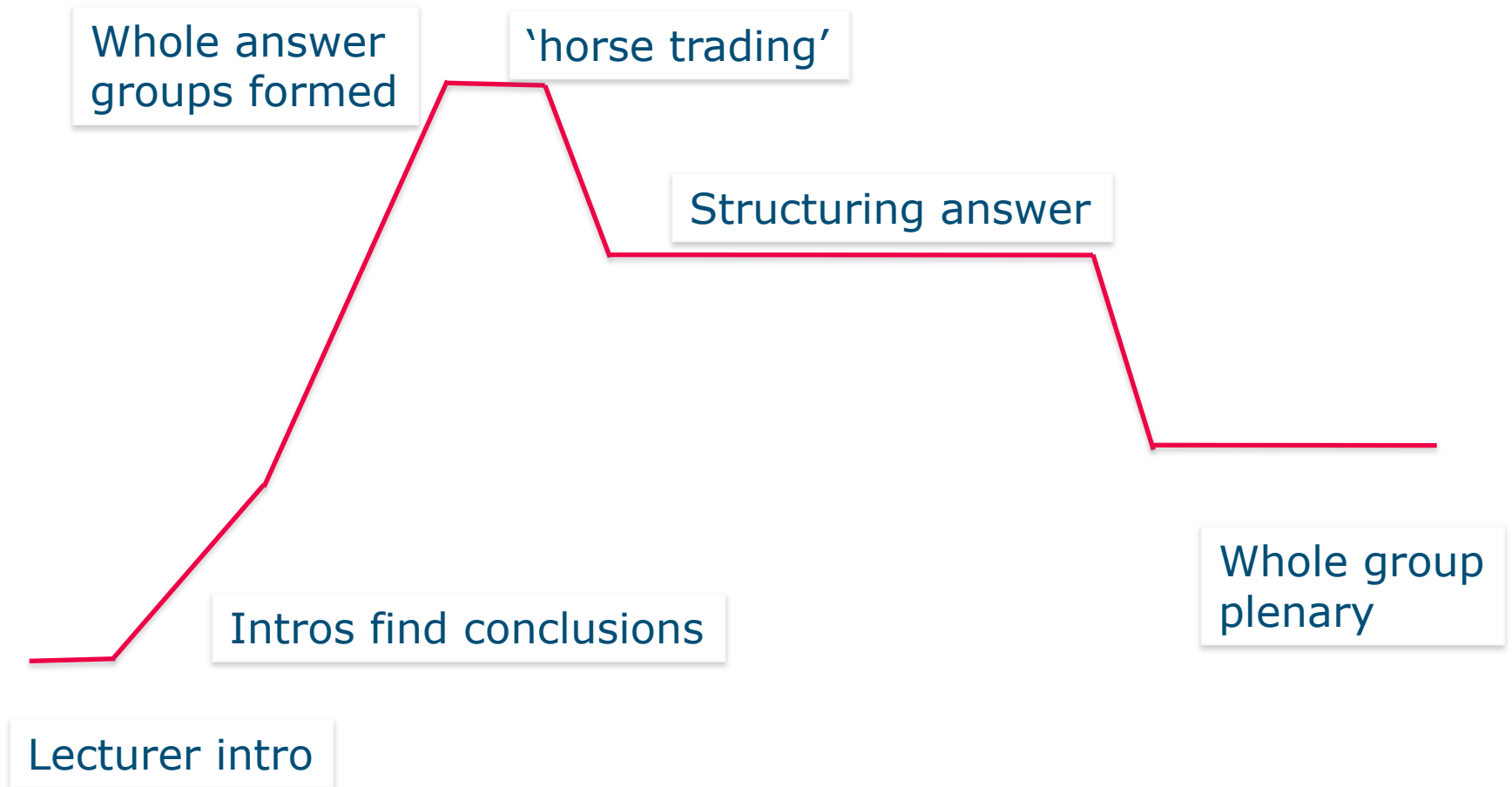
Ideas



Example 1: interactive lecture



Example 2: large group activity



Energy Cards



- Please take a look at the pack of cards
 - Activity 1 – what energy rating would you give each activity?

http://padlet.com/ellie_kennedy/Mixtape

Using the case studies

- 3 case studies
- For each
 - The goal is a constructive group discussion within a 50 minute workshop
 - Choose any or all of the cards (or write some new) and create a structure that would be conducive to dealing with the problem in the case study
 - It may help to create a 'real' topic for discussion
 - We will be sharing your ideas

Case Studies

Case Study 1

It's Friday it's 5pm
The group has no energy what-so-ever

Case Study 2

A friendly first year group, but hard to keep on task. Lots of chatting, lots of phone stuff

Case Study 3

Approximately 25% of your group regularly engages in discussion. The remainder are between disengaged and rude. What can you do to move conversation around?

Case Study 4

We hate all the other options, we're going to do our own thing.