



# Student Engagement: Techniques & Activities

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# Our Learning Objectives

By the end of this two-part workshop, you will be able to:

- identify several techniques for increasing student engagement in whole-class instruction
- identify ways to structure and support collaborative and communicative activities
- implement at least two techniques or activities in your instructional practice

# Getting to Know One Another

Where do you teach?

What levels do you teach?

Where are you calling in from today?

# Our Agenda

## Today:


- ▶ Whole Class Teaching
- ▶ Pair and Group Work

## Next Session





- ▶ Reflections on Implementation

# Whole Class Talk Pattern

**A** Look at the online order form. Circle *True* or *False*.

 **Items in Your Cart**

	<b>Quantity</b>	<b>Price</b>
<b>Item 1:</b> Men's gloves	<input type="text" value="1"/>	\$9.98
<b>Item 2:</b> Men's scarf	<input type="text" value="1"/>	\$15.00
<b>Subtotal:</b>		\$24.98
<b>Shipping:</b>		FREE
<b>Tax:</b>		\$1.49
<b>Total</b>		\$26.47

Payment Method    

**Secure credit card payment**

\*Credit card number  \*Expiration date  /  \*Security code

- |   |      |       |
|---|------|-------|
| 1. The shopper orders three items.                  | True | False |
| 2. The scarf costs \$9.98.                          | True | False |
| 3. Shipping costs \$1.49.                           | True | False |
| 4. The shopper pays with a credit card.             | True | False |
| 5. The site is a safe site to use your credit card. | True | False |

# Whole Class Talk Patterns: IRE

- ▶ Initiate.
- ▶ Respond.
- ▶ Evaluate.

*What impact does this pattern have on student engagement and talk time?*

# How do we disrupt the IRE pattern?

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# Wait Time

- Increases length and complexity of student response.
- Decreases “I don’t know” or no-answer responses.
- Improves quality of teacher questions.
- Improves student academic performance.

Mary Budd Rowe (1972)



# Giving Students Time to Think

**How do you give your students time to think?**

# Turn Taking

**How do your  
students get  
called on?**

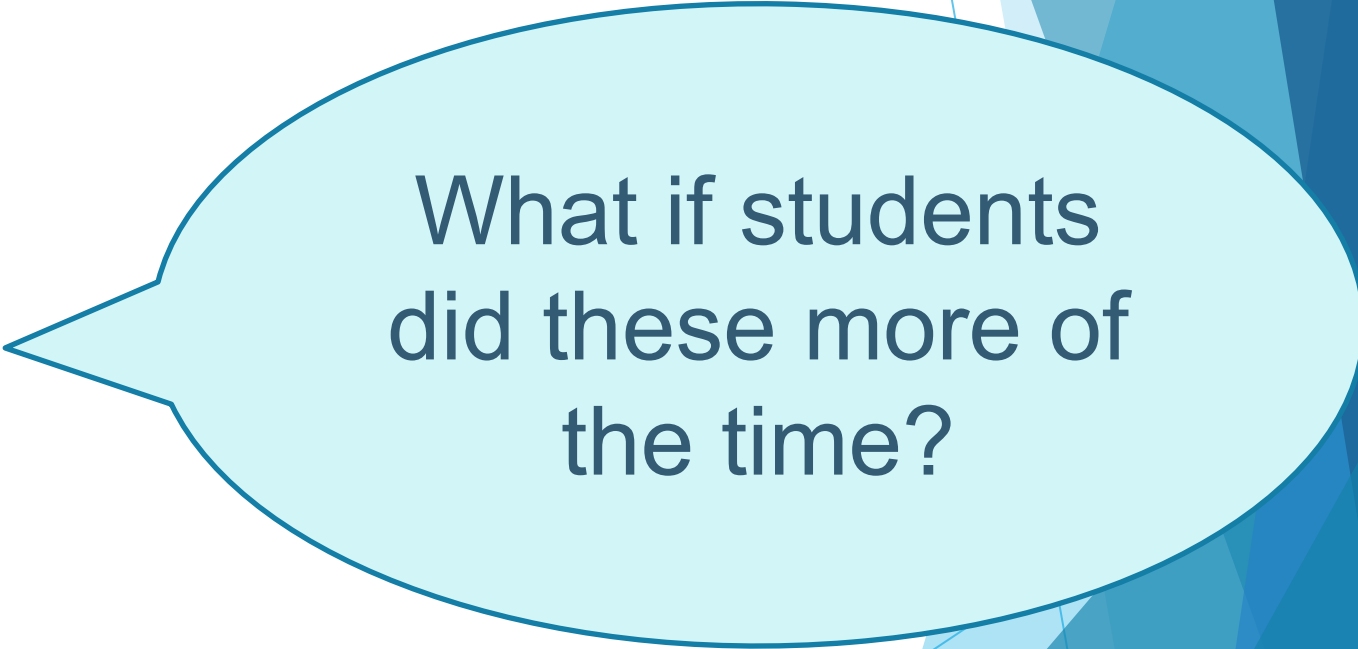
# No turns: The Whole Class Responds

## Instant Feedback Systems

- ▶ Cards
- ▶ Gestures
- ▶ Chat
- ▶ Four Corners
- ▶ Mentimeter
- ▶ Cover the Camera (yes/no)

# What do teachers do when they talk?

- ▶ Ask questions.
- ▶ Evaluate.
- ▶ Repeat and restate.
- ▶ Explain.
- ▶ Elaborate.



What if students  
did these more of  
the time?

# Getting Students to Ask More Questions

## Give Students Your Questions

- ▶ Dictate.
- ▶ Hand out on cards.

**How do you “share” your questions with students?**

# Teach Classroom Questions

**What “classroom questions” do you teach your students?**

# Teach “Thinking” Questions

1. Identify key questions you ask as a teacher and write them down.
2. Teach these questions to your students so they can ask and answer the questions without you.



# Examples of “Thinking Questions”

## Pronunciation

How many syllables are in the word?  
Where is the stress?

## Sentence Structure

Where is the subject?  
Where is the verb?  
What is the complement?  
What punctuation do you need?

# Give Minimal Information

**Teacher:** There is a job fair this week!

**Student 1:** What is a Job Fair?

**Student 2:** When is it?

**Student 3:** Where is it?

**Student 4:** Who can go?

**Student 5:** Is it free?

# Getting Students to Explain & Elaborate

## Ask Students to Explain

*What is the answer?  
How do you know?  
Why do you say so?*

# Ask Classmates to Evaluate & Explain Answers

*Do you agree with this answer?  
Why do you think it is correct?  
How do you know? (evidence)*

## Students Provide Examples

*Give an example  
from your life.*



What techniques & activities have we discussed to get students more engaged in whole-class time?

# Part 2: Pair & Group Work

1. Tips for setting it up.
2. Essential elements of collaboration.
3. Our favorite pairwork/ groupwork routines.



# Set Up and Management of Pair Work and Group Work

**What are your biggest  
challenges for setting up  
and managing group  
work?**

# Sharing in Break-out Rooms: 10 mins

## Remote Teaching:

How do you set up group work on Zoom?

How do you manage the challenges?

What are your tips?

## In-person Teaching:

How do you set up group work?

How do you manage the challenges?

What are your tips?

# Essentials for Designing Collaborative Activities

1. The task **requires** genuine collaboration and communication.
2. The task has a **specific goal** or an **outcome**. There is some **accountability**.
3. Students have groupwork language, content language, and “thinking questions”.

# Example of Collaborative Pair Work

## Walking Dictation

**Directions: 1:00 -1:24**

**Students in activity: 4:20 +**

# Example of Collaborative Group Activity

## Jigsaw

1. Each group works together to understand one idea very well.
  - Group A
  - Group B
  - Group C
2. Students meet in mixed groups to learn from each other:
  - Group 1: A, B, C
  - Group 2: A, B, C
  - Group 3: A, B, C
3. Students prove what they learned.
  - Test: Comprehension questions
  - Poster
  - Apply information in problem solving or giving illustrative examples

# Other Techniques for Ensuring Collaboration

- ▶ One paper for collecting group notes
- ▶ Cold calling the students for debriefs
- ▶

# Routines for Pairwork and Groupwork

Some examples of routines:

**What are your favorite routines for pairwork and groupwork?**



What is one take away about pair and group work that you want to explore more?





# Thank you!

We want your feedback.  
Insert evaluation link

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