

Active Engagement:

A Bridge From
Teaching To Learning

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What Helps Students Learn?

In their 1993 study on the relative influences on learning by different variables, Wang, Haertel and Wahlberg found that the strongest relationship was with group alerting. This was described as teachers using questioning strategies that maintain active participation by **all students**.

Some Interesting Facts

- Students are not attentive to what is being said in a lecture 40% of the time.
- Students retain 70% of the information in the first ten minutes of a lecture but only 20% in the last ten minutes.

Meyer & Jones, 1993.

What is “active learning”?

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues and concerns of an academic subject.

Meyers & Jones, 1993

Types Active Engagement

- Group oral responses
- Paired partner responses
- Individual oral responses
- Written responses
- Physical responses

- Anita Archer



Benefits of Active Engagement



Engagement and Motivation

High levels of active engagement during lessons are associated with higher levels of achievement and student motivation.

Ryan and Deci, 2000

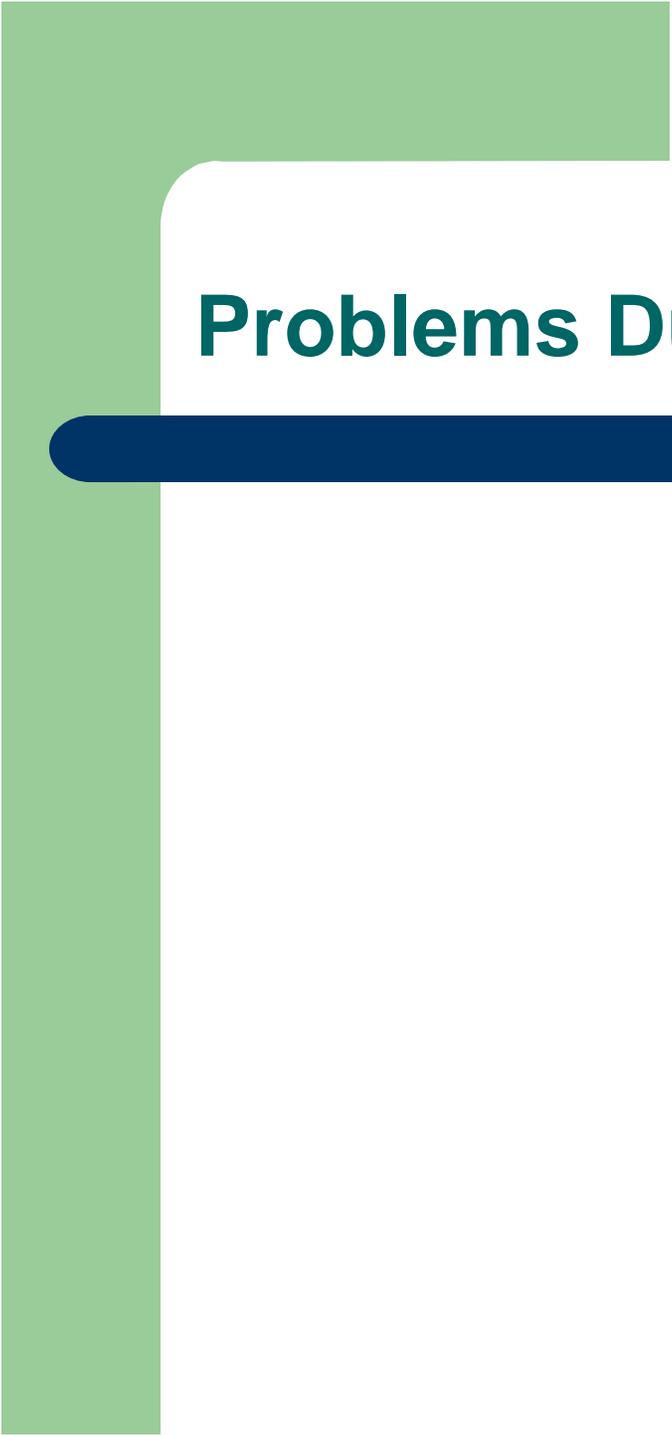
Engagement and Direct Instruction

Explicit and systematic teaching does not preclude the use of active engagement techniques. In fact, one of the most prominent features of well delivered direct instruction is high levels of active engagement on the part of all students.

Activity With a Purpose

Not all classroom participation is created equal. Form that lacks purpose and effective structure will produce a waste of time.





Problems During Cooperative Groups



Keys to Successful Cooperative Learning

Johnson and Johnson (2009)

- Structuring tasks for interdependency
- A spirit of cooperation
- Individual accountability
- Use of critical social skills
- Professional development

Key Features of Effective Cooperative Groups



- Small size (2-4)
- Consistent but not overly frequent use
- Highly structured
- Both individual and group expectations and standards

Three Structures for Group Work

- Chips for Quips
- Wheel in a Wheel
- Think-Group-Share

Some Dangers in Active Engagement

- Active engagement for its own sake
- Dressing bad instruction with student responses
- Forgetting your purpose
- Locking into one type of response
- Ignoring feedback data making assumptions

Methods for Active Engagement

- Group
- Partner
- Individual – oral
- Written
- Physical

Dr. Anita Archer

Video Segment #1

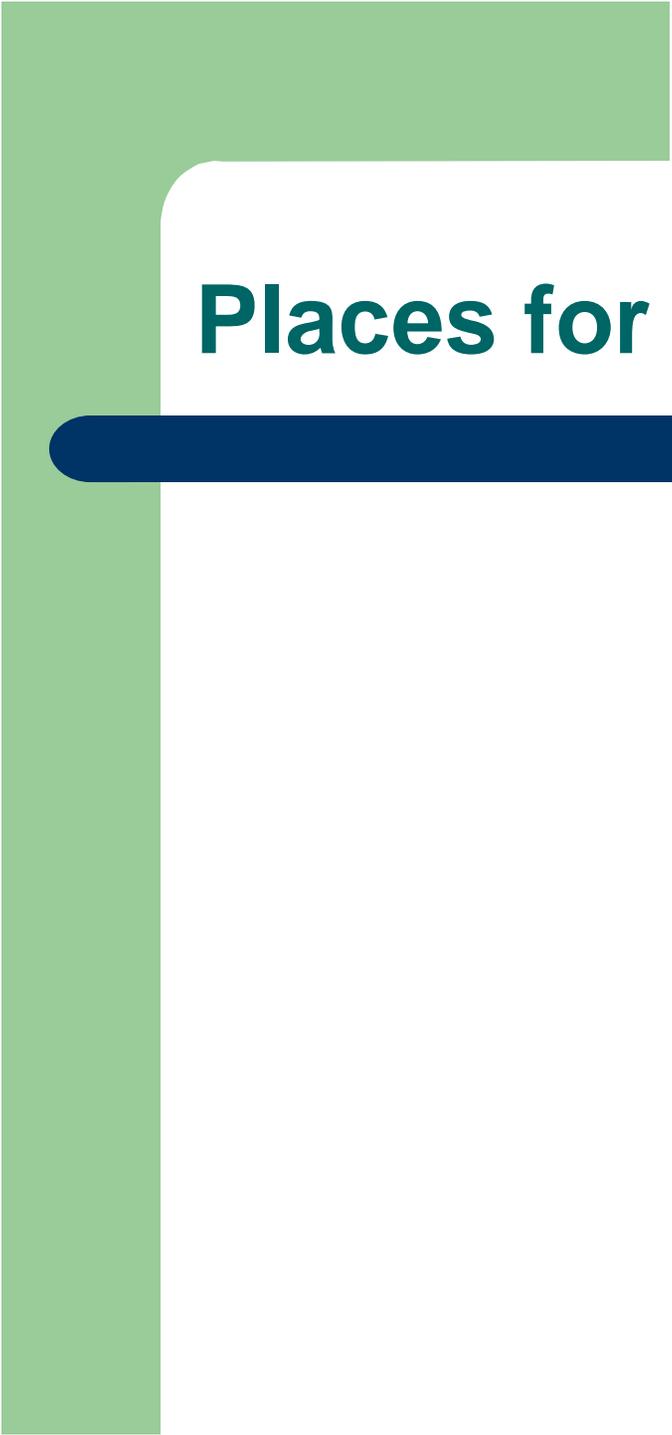
- Good Practices
- Questions/Suggestions

Steps for Group Response

- Give task
- Provide think time
- Signal
- Student response
- Monitor and give feedback

Rules for Effective Use of Signals

- Signal after talking
- Don't vary signal pace
- Vary think time
- Always monitor response
- Everyone must answer
- Response must be unison
- Repeat until firm



Places for Group Response



Steps for Partner Response

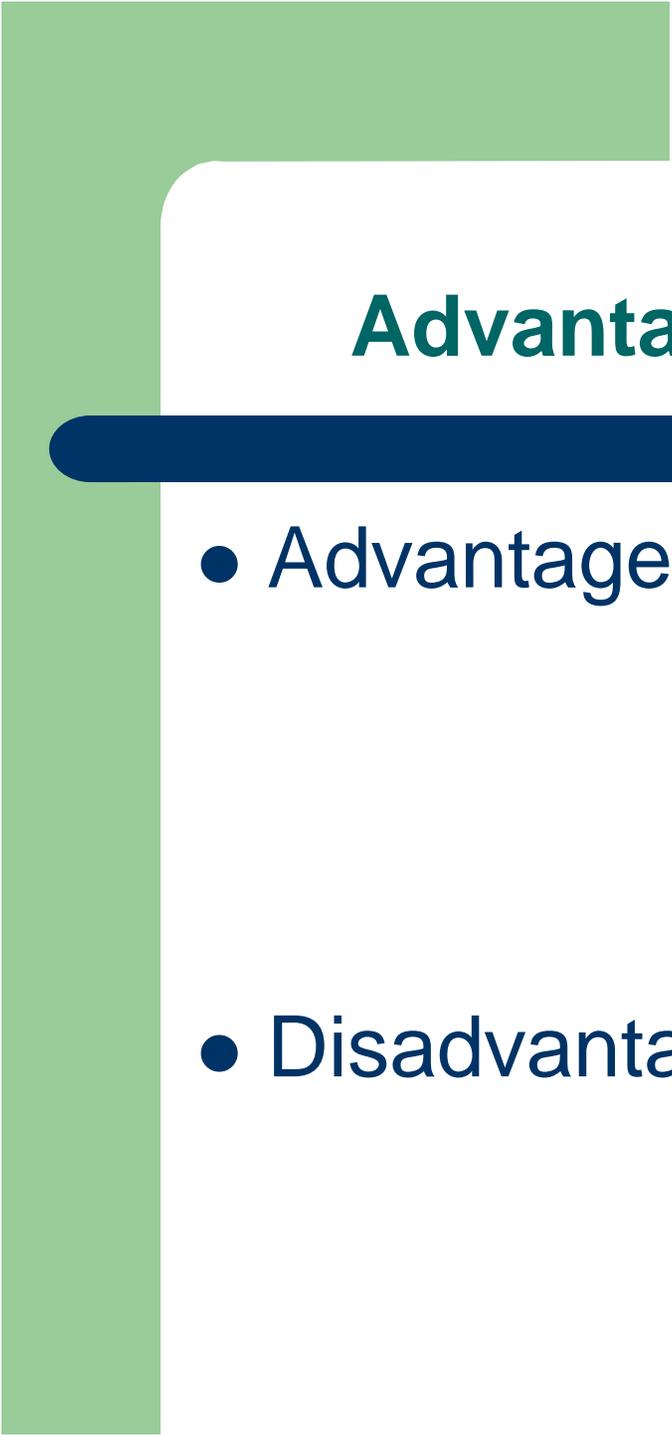
- Assign partners
- Choose partners one and two
- Give task
- Have partner 1 or 2 answer
- Monitor pairs as they share
- Bring answer to whole group
- Provide feedback

The Research Shows

Peer work yields greater gains for:

- Students in grades 1-3
- Inner-city settings
- Low SES
- Minority Students

(Rohrbeck, et al., 2003)



Paired Work Advantages and Disadvantages

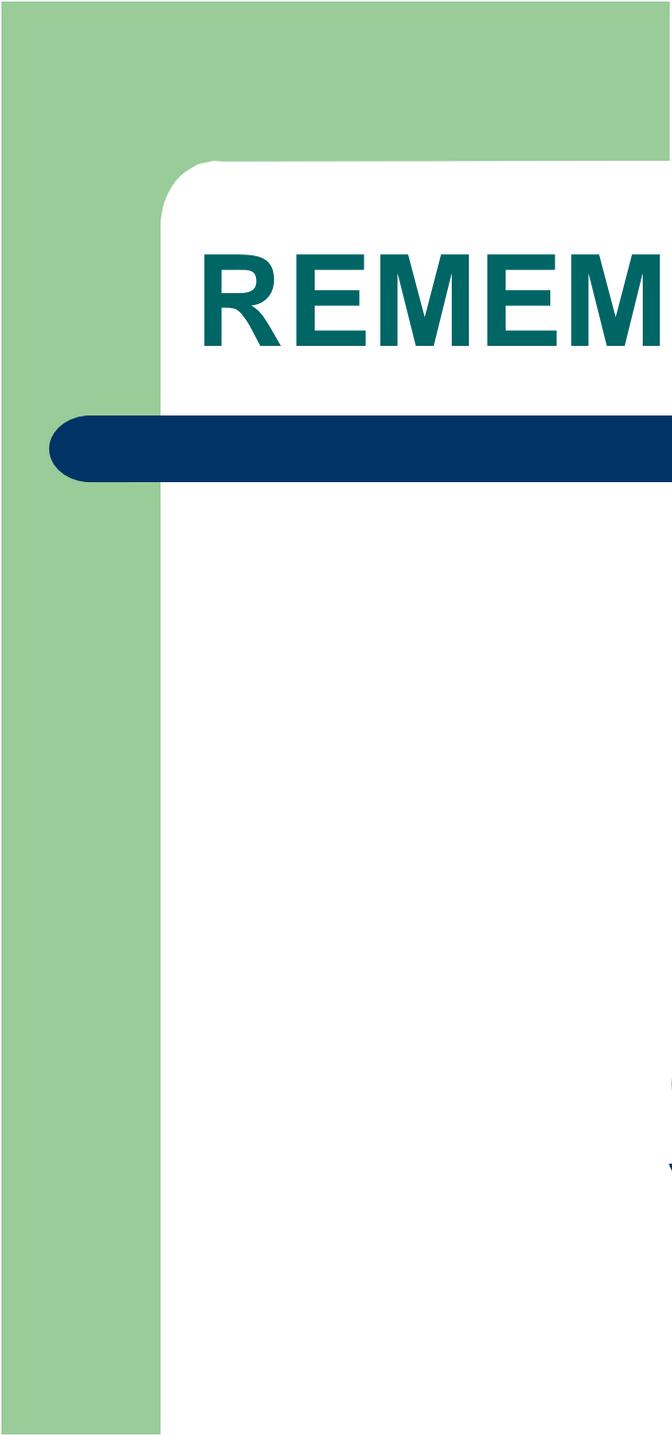
- Advantages
- Disadvantages

Video Segment #2

- Good Practices
- Questions/Suggestions

Crucial Points for Paired Work

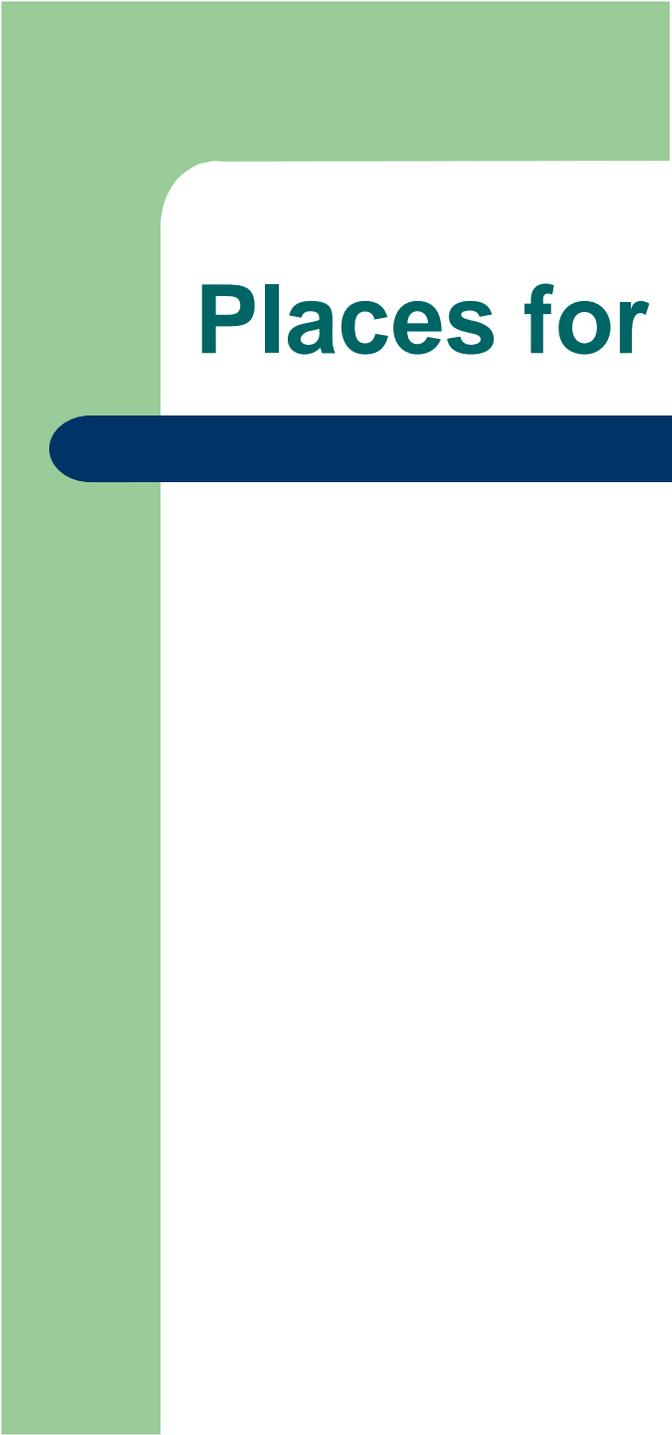
- Management (look-lean-whisper)
- Academic pairing
- Social pairing
- Set rules in advance
- Use in varied settings
- Pair with other responses



REMEMBER!



Think
Pair
Share



Places for Paired Response

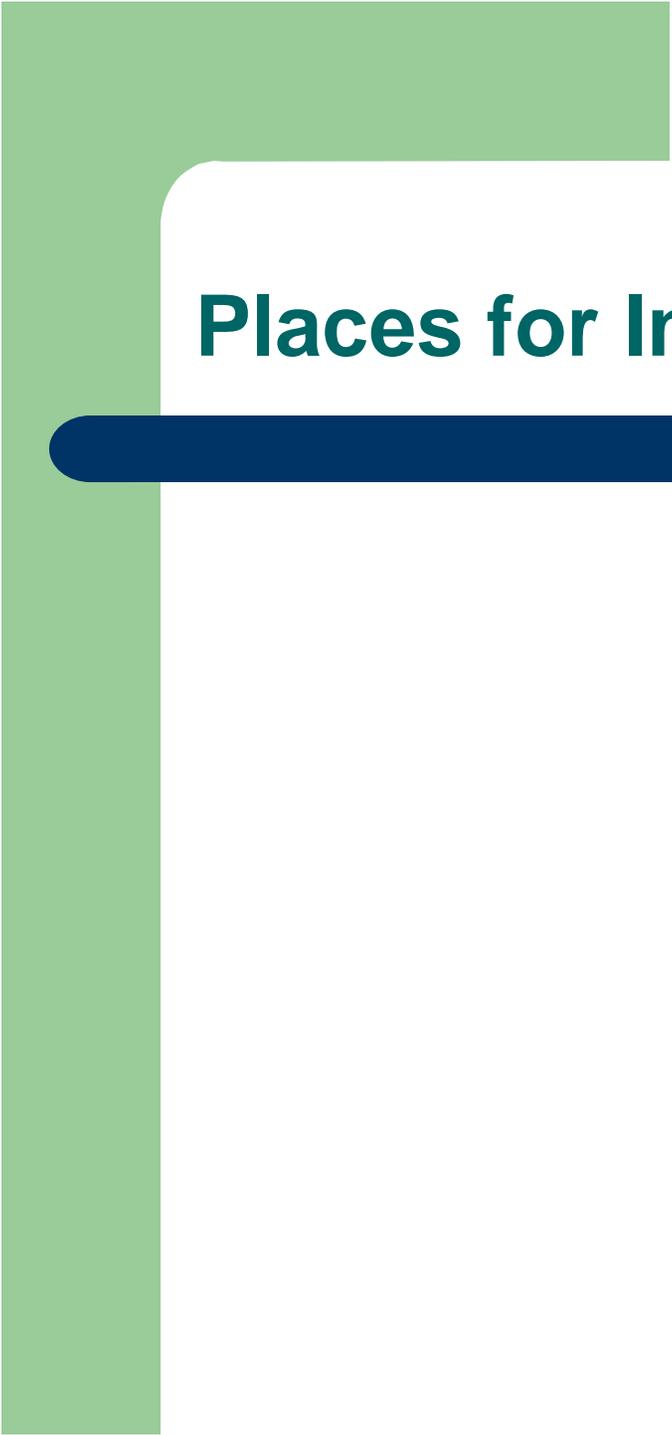


Crucial Points for Individual Responses

- Use strategically
- Never make punitive
- Direct to all students
- Students should view as random
- Not used as default method
- Generally use when there is high probability of success

Individual Oral Responses Advantages and Disadvantages

- Advantages
- Disadvantages

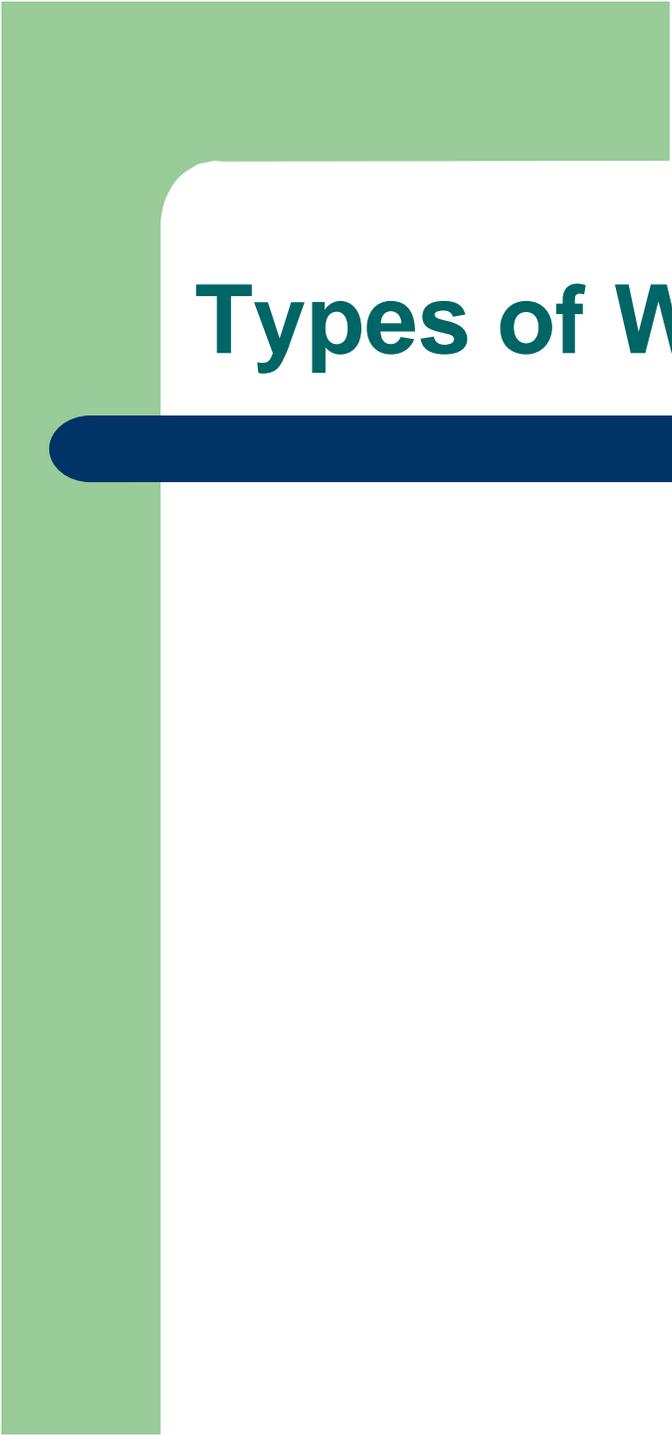


Places for Individual Oral Response



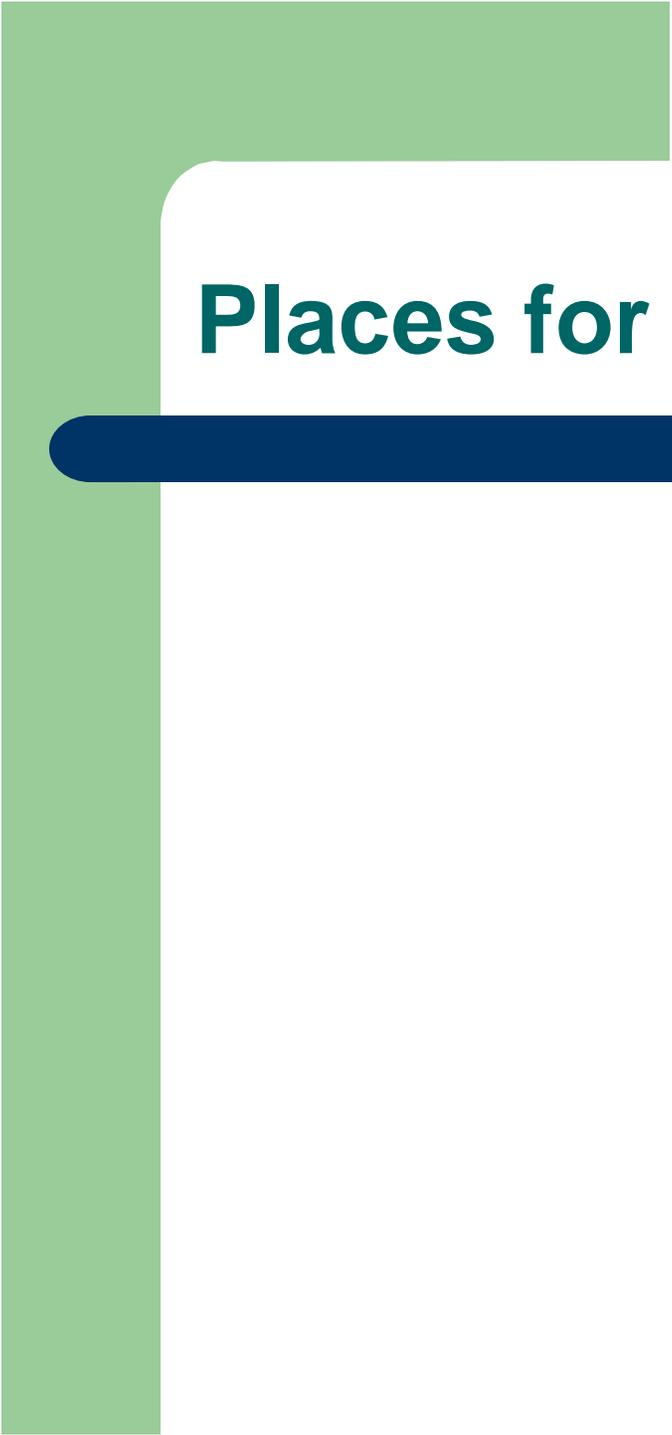
Individual Written Responses Advantages and Disadvantages

- Advantages
- Disadvantages



Types of Written Response





Places for Written Response



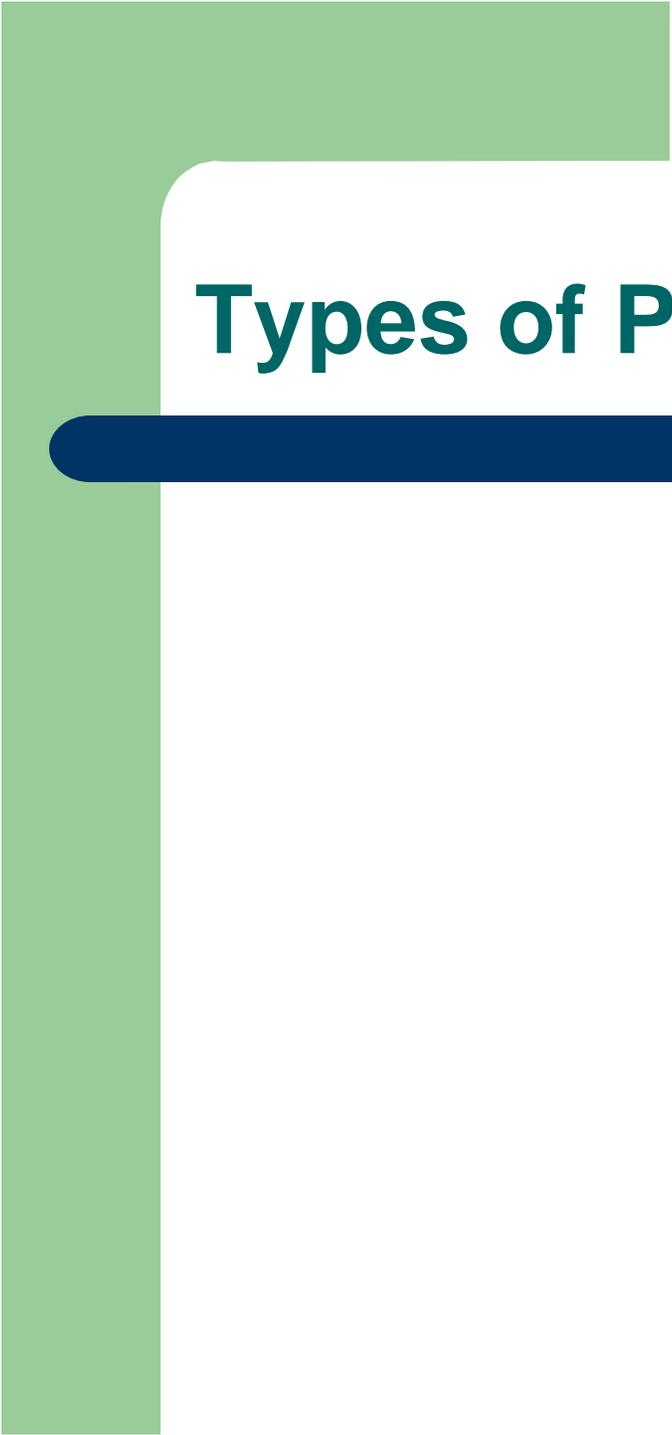
Working With White Boards

- When to use
- How to organize
- Ways to use

White boards can be very helpful in giving students opportunities to respond but they also present unique opportunities to complicate and unnecessarily extend instructional time.

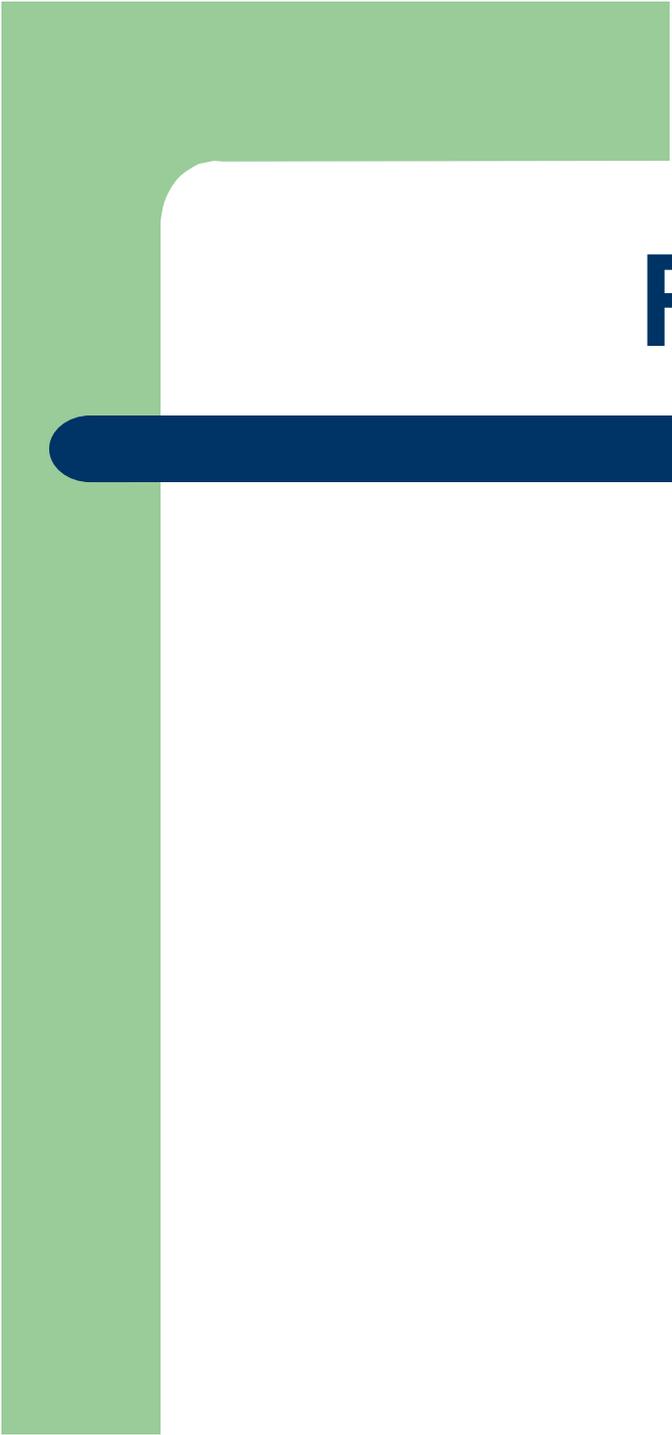
Physical Responses Advantages and Disadvantages

- Advantages
- Disadvantages



Types of Physical Response





Remember!

Model

Lead

Test

Read-Alouds with Active Engagement

- Provide students with a little explanation of novel words that are encountered in context. This is another example of “fast mapping”.

(Brabham & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Beck, Perfetti, & McKeon, 1982; Elley, 1989; Penno, Wilkinson, & Moore, 2002; Wasik & Bond, 2001; Whitehurst et al., 1998)

Read-Alouds

- Actively engage students during the story book reading to increase vocabulary gains.

(Dickerson & Smith, 1994; Hargrave & Senechal, 2000; Senechal, 1997)

- Ask questions that promote passage comprehension. Retell and prediction questions are particularly useful.
- Use a variety of responses including:
 - Group (choral) responses
 - Partner responses
 - Physical responses

Active Engagement During Reading

- Choral reading - together.
- Cloze reading – fill in at a pause.
- Silent/whisper reading - monitor.
- Paired reading – student assistance *.

* See PALS from Vanderbilt University for further instruction in this method.

Paired Reading Procedures

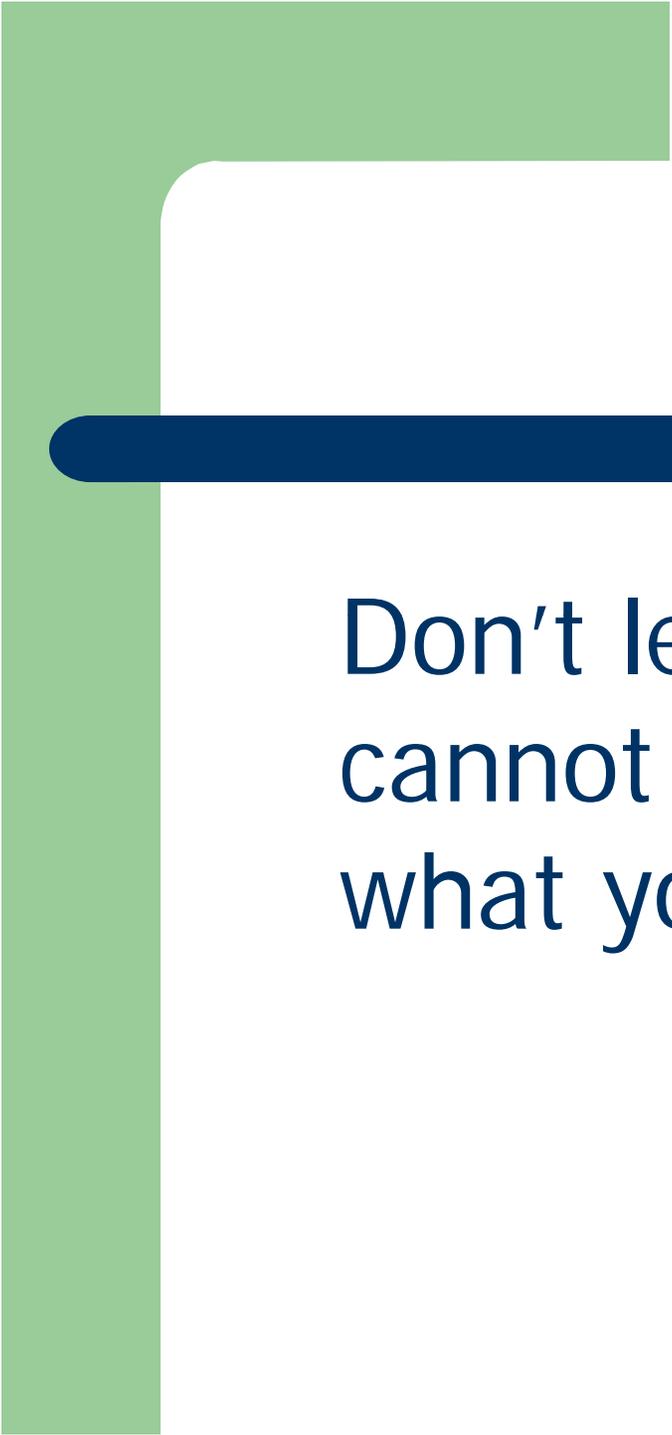
- Place in pairs
- Assign coach and reader role
- Pick appropriate text
- Teach coach to assist
- Assign portion for reading
- Have students take turns
- Monitor

Lesson Plan Notes

- G – group response
- PR – paired response
- O – individual oral response
- W – written response
- PH – physical response

Let's Practice

- Pick a task
- Decide what the crucial learning is
- Identify areas that need response
- Add responses for maintaining attention
- Match the response with the need
- Note the type in plans



Don't let what you
cannot do interfere with
what you can do.

-John Wooden