

Reflective Questions to help you "Tweak to Transform" learner engagement



1. Content and Substance

Am I (as the teacher) clear about, and focused upon what the learners should be learning and the skills they must master?

Can I link the context and substance of the learning to the learners existing interests?

2. Focus:

Can I focus the 'product' or 'performance' associated with successful learning on something that is of value to the learners?

3. Organisation and Delivery

Can I use a 'problems solving' or 'discovery' approach?

What do I have to do to remove barriers to the learner's understanding?

Can I improve the clarity of my presentation?

4. Clarity of Purpose and Standards

Are learners clear about what they are learning and what success looks like?

5. Emotional thinking vs. Logical thinking

How can I avoid learners feeling initial failure, rejection or humiliation?

How can I prevent adverse emotional reactions from the learners during their journey to successful learning?

6. Affiliation:

How can I develop a sense of cooperation between learners and teacher?

7. Affirmation:

How can I facilitate a wider audience for learners to demonstrate the output of their learning?

8. Choice:

How can I provide meaningful choice to learners in the way they undertake tasks and the methods of presentation?

9. Novelty and Variety:

Is the work I set varied in method and format so that students use a variety of skills, media and modes of analysis?

10. Authenticity and Context:

Do the learning tasks have significance and relevance to the current lives and circumstances of the learners?

Can I contextualise the learning in a more helpful way?

"The primary task of the teacher is to design engaging tasks and activities for students that call upon students to learn what the school has determined they should learn and then to lead students to success in the completion of these tasks."

The Schlechty Centre

Alford Academy www.alfordacademy.aberdeenshire.sch.uk alfordacademy.edublogs.org

Honesty, Hard-work, Ambition, Respect, Kindness

ALFORD ACADEMY



Learner Engagement

We want to be The Very Best Teachers and The Very Best Learners

This guide is aimed at ensuring all members of our learning community have an understanding of we can evaluate Learner Engagement, and how we can use this approach as a tool for increasing learner engagement.

It aims to provide a shared vocabulary and understanding of its application within Alford Academy.

Learner Engagement

This is what we are looking for!

Why is this Important?

Learning and **Engagement** is a key theme within the HGIOS4 quality indicator 2.3 Learning Teaching and Assessment. Learning and Engagement are inextricably linked.

The highly engaged learner is:

Eager

Active

Resilient

Highly motivated

Interacts well with their teachers

The experiences of the highly engaged learner are:

Appropriately challenging

Enjoyable

Well matched to their needs and interests

The highly engaged learner can:

Exercise choice (including the use of digital technologies)

Take responsibility for their own learning Learn independently

Understand the purpose of their learning Lead the learning of others

Achieve their academic and social potential

What is the teachers role in learner engagement?

It is the teacher's responsibility to create and optimise the conditions required for engagement.

Engagement:

High attention
High commitment

Strategic

compliance:

High attention

Low commitment

Ritual compliance:

Low Attention

Low Commitment

Retreatism:

No attention

No commitment

Rebellion:

Diverted attention

No commitment

Learners who are engaged:
Learn at a high level and have a
profound grasp of what they learn,
they retain what they learn and
can transfer it to new contexts

Learners who are in strategic compliance:

Learn at a high level but have a superficial grasp of what they learn. They do not retain what they learn, and usually cannot transfer what they learn from one context to another

Learners who are in ritual compliance: learn only at a low level and have a superficial grasp of what they learn

Learners who are in retreatism:

Do not participate, and therefore
learn little or nothing from the task
or activity assigned

Learners who are in rebellion:
Learn little or nothing from the
task or activity assigned. Sometimes learn a great deal from what
they elect to do, thought rarely
that which was expected

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The learner associates the task with a result or product that has meaning and value for the learner. They persist in the face of difficulty and will learn at a high and profound level

The task has little interest or direct value top the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Students will abandon work if extrinsic goals are not realised and will not retain what is learned

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting he minimum requirements. The student will learn at a low and superficial level

The student is disengaged from the task and does not attempt to comply with its demand, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task

The learner refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Learners develop poor work habits and sometimes negative attitudes towards formal education and intellectual tasks