

Student Engagement

Bill Losey

bill.losey@swplains.org



@swprscbilllosey



SWPRSC

PROFESSIONAL LEARNING...INNOVATIVE SOLUTIONS
SOUTHWEST PLAINS
REGIONAL SERVICE CENTER



SWPRSC

- www.swprsc.org
 - Resources
 - Presentation Handouts
 - Bill Losey’s Handouts
 - »Student Engagement



Engagement Ideas: Beyond Numbered Heads Together

PROFESSIONAL LEARNING...INNOVATIVE SOLUTIONS
SOUTHWEST PLAINS
REGIONAL SERVICE CENTER



Goals for the day

- Learn new information about the human brain and how it learns
- Learn and practice new technologies to increase student engagement
- Learn and practice new structures to increase student engagement



Review Activities

- Numbered Heads Together—Small groups; Be ready to share one thing you know about...
- Adverse Childhood Experiences (ACEs)
- Building relationships





Ideas for Numbered Heads Together

- Questions at the end of the chapter
- Review for a test
- Review vocabulary
- Review for the state assessment
- Higher level thinking questions: evaluation or synthesis
- Create questions for the other groups
- How is this better than the traditional “call on one student at a time” method



WHAT Skills? And WHY Us?

- From ***Causes and Cures in the Classroom: Getting to the Root of Academic and Behavior Problems*** by Margaret Searle

–Contrary to popular belief, it is the level of executive function skills, ...rather than IQ that is the best predictor of success in reading, spelling, and math.



Growth Mindset

Fixed or
Growth
mindset

- Brain research uses the term ***neuroplasticity***
- Carol Dweck: “Perils and Pro Praise”
- Jo Boaler: ***Mathematical Mindsets***
 - <https://www.youtube.com/watch?v=3icoSeGqQtY>
- Flipboard app---neuroscience, etc.
 - <https://flipboard.com/topic/neuroscience>



From the book ***Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World*** by Michele Borba

- Bullying—especially cyberbullying is increasing
- Being kind and caring is NOT high on kids' priority list
- Two-thirds of adolescents ranked their own personal happiness as more important than their goodness
- One national survey reported that 62% of students say their parents are too distracted to talk to them
- Kids use devices 7 ½ hours each day which not only robs them of the opportunity to communicate with their families but also of developing crucial empathy habits



More from Borba

- Collaboration will help students in working with others to achieve shared goals for the benefit of all
- Face to face contact is the best way for kids to learn empathy

—<https://www.youtube.com/watch?v=HqUgVH5jBml>





More Review Activities

- Circle Within a Circle

 - <http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles>

- 21

- Linkage

- Chalkboard Splash

- Paraphrase Passport

Inside-Outside Circle



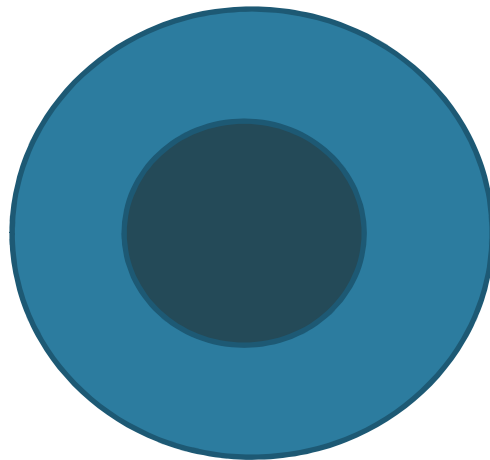
Recommended for:

- *Class Building
- *Social Skills
- *Knowledge Building
- *Thinking Skills



Inside-Outside Circle Description:

"Students rotate in concentric circles to face new partners for sharing, quizzing, or problem solving" -Kagan (2009).





Inside-Outside Circle

Steps:

Setup: Teacher prepares questions, or provides a question card for each student.

1. Students form pairs. One student from each pair moves to form one large circle in the class facing outward.
2. Remaining students find and face their partners (stand in concentric circles)
3. Inside circle students ask question from their card, outside students answer.
4. Partners switch roles.
5. Partners trade cards
6. Inside circle students rotate clockwise to a new partner.
7. Repeat all steps.



Circle Questions

- 1. How can the color wheel in art class be used in my content?
- 2a. What is a problem based learning project
- 2b. What problem based learning project can you integrate into your content area.
- 3. What is one strategy you use to ask higher lever questions



Ways to use Inside-Outside Circle

Content Area-

- *Teambuilding: Ask questions to get to know one another
- *Review- Review for upcoming exam
- *Math- Formula review
- *ELA- Vocabulary word/definitions
- *Social Studies- States/Capitols

References:

Kagan, S. and Kagan, M. (2009). *Kagan cooperative learning*.
San Clemente, CA: Kagan Publishing.



Twenty-one

- Take a small piece of paper (no names on paper)
- Write the definition or what you know about how trauma impacts students
- Exchange the papers several times (do not end up with your paper)
- With a partner, divide 7 points between the two definitions ($4/3$, $2/5$, etc.)
- Do that three times
- Discuss
- Could be “before” or “after” reading activity or how to solve a math problem



Basic Principles for Kagan: PIES

- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

If you assign a project to be done in a group, how do you address these four points?





Line Ups—Activating Prior Knowledge

- Rank yourself 1-10 on how much you know about the movie ***Hidden Figures***
- 1=What is that?
- 10=I have seen the movie and have read the book



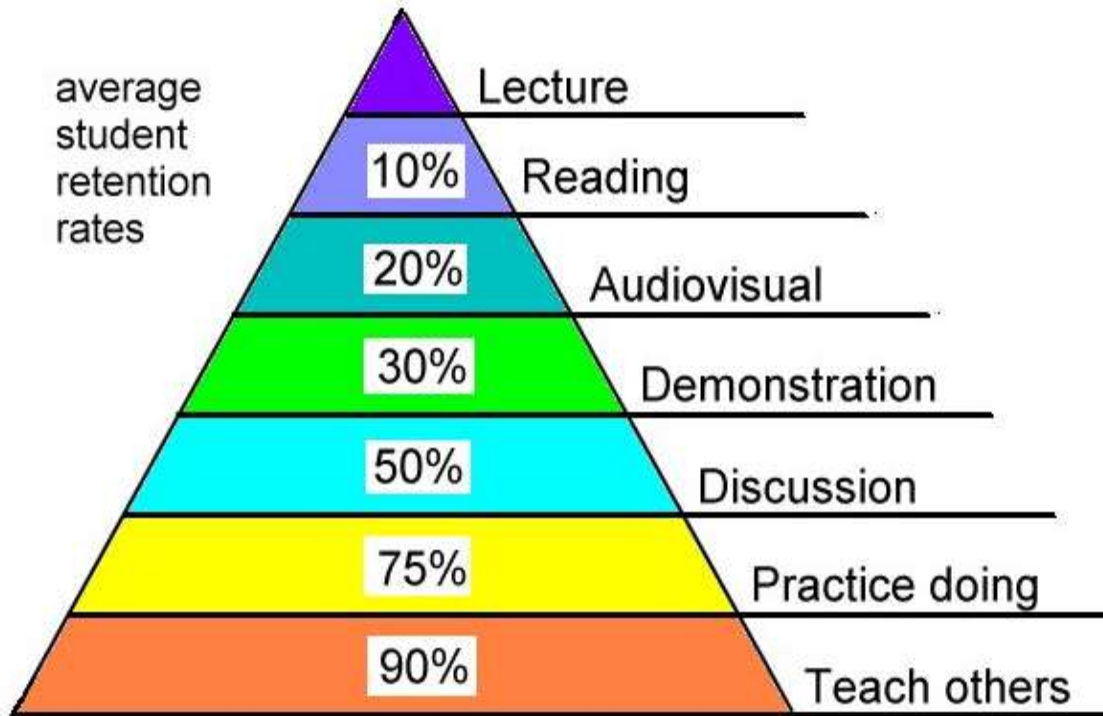


Conclusion of Value Line

- Fold the line to create partners with varying expertise
- Slide the line if the “middle” is large
- Have partners share ideas or group pairs together
- Could create a definition or a graphic organizer



Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

- **Research shows that after two weeks, we remember only 5% of what we have heard but 90% of what we have taught others.**



Consider this...



- Don't call on students who raise their hands!
- Use “hand raising” for students to ask you questions...and **encourage** them to ask questions. (Growth Mindset)



Interactive Lecture

- 10-2 (10 minutes of teacher talk/2 minutes of student talk)
- Number Heads Together
- Round Robin Write or Discuss
- **Paraphrase Passport** “I like...” Group of six”
- Draw a picture or symbol of the main idea— share with a partner, add or modify ideas, share with another pair, add or modify ideas. Share out by groups.



Sketch Note

- Multiple sessions at ISTE last summer
- By drawing something to create connections, you will increase your ability to remember. Notes that combine words with sketches are more useful than text alone.
- **“Sounds Great, But I Can’t Draw!”** Sure you can. You can draw arrows, smileys, stick people, browser windows, mobile phones, boxes, stars and clouds
- Marzano suggests adding a picture or image to all vocabulary work



Paraphrase Passport (Review or Brain Break)

- Groups of four
- One person starts by summarizing or comparing things or predicting what will happen next from the reading or video, etc.
- Second person paraphrases what #1 said and tells something else.
- Third person paraphrases what #1 and #2 said, then adds.
- #4 repeat



Think Fast—perfect for Interactive Lectures

- Find a partner or number off
- One partner face the screen—this will be #1
- One face away from the screen—this will be #2
- #1 Be ready to give clues to your partner—words only—students will be creating their own definitions
- When your partner gets all of the words, stand up and give each other a high five
- You could stop in the middle of a lecture to do this.



Think Fast—Round #1

- George Washington
- Amelia Earhart
- Saving money
- Primary source
- England
- Thanksgiving



Think Fast—Round #2

- Addition
- Numerator
- 60
- Triangle
- Division
- Rectangle



Debate Team Carousel

- Groups of four
- Each has a paper—with name on it
- Each answers #1 then passes the paper
- Each answers #2 then passes
- Repeat—See next slide
- Topics: Giving homework is an outdated practice.
- <http://www.cnn.com/2015/12/12/opinions/sutter-cop21-climate-reaction/index.html>

#1 Give your opinion and explain your rationale or give evidence.

#2 Add supporting argument. Read your teammate's response. In this box, add another reason(evidence) that would support your teammate's response.

#3 Add an opposing argument. In this box, record a reason that might be used to argue against what is written in boxes #1 and #2.

#4 Add your "two cents." Read what is written in the three boxes. Add your opinion and your reason for it in this box.



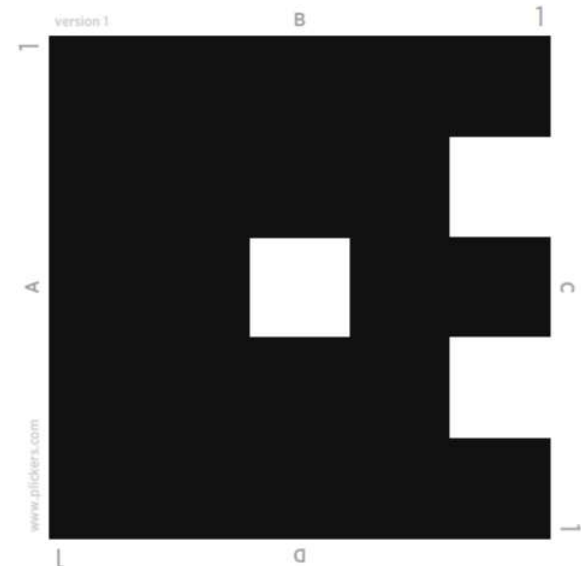
Vote with your feet (Corners)

- Assign one corner or one side of the room as one opinion and another corner or side of the room for another opinion
- Idea for creating new groups: Types of movies: comedies, romantic, action, based on true stories
- Ideas for opinions: pro, con, neutral



Don't overlook simple whole class response options:

- <https://getkahoot.com/how-it-works>
- <https://www.socrative.com/>
- <https://plickers.com/>
- White boards
- Thumbs up
- Fist to five





Chalkboard Splash



- All students record their responses (Quick-Writes or Quick-Draws) onto random spots in the room, or on the white board or chart paper
- Students need to analyze peer responses for similarities, differences and/or surprises
- Try it: Ways to use technology in the classroom



Do you ever show a video?

- Visualize: Teacher shows video, students watch and then answer questions—independently or ONE at a time.
- Visualize: ***Pairs View***
 - Students are paired A and B
 - Teacher shows video but stops every 10 minutes
 - First time A summarizes, tells the most interesting or confusing thing. Together they try to clarify points.
 - Video and roles reverse
 - Class discussion by teacher calling on As or Bs.



Pairs Check

- Great for math and many worksheets
- One person (the Player): Think Aloud
- One person: Coach/Encourager

- Remember---all of these structures **MUST** be taught and practiced!



Find-the-Fiction

- Read the article, chapter section, primary source, etc.
- Write two true statements from the article.
- Write one statement that is not true. (Higher level thinking)
- Read three statements to other classmates.
- The goal is to fool your classmates (whole group, small group or a single individual)
- Again---who could resist?

- Modifications: Write two facts and one opinion, or two causes and one effect, or two problems and one solution, etc.

- **Let's do this as a team builder. Each of you write two things about yourself that are true and one that is not true. Remember that most cooperative learning structures can be used for both team builders and academic purposes.**



Round Robin with a Primary Source

- Form groups of four
- Give students a topic or an example of a primary source (chapter to SQ3R, problem, picture etc.)
- Have students jot down their own responses:
 - Three things you can see
 - Three things you can infer
 - Three things you can predict




- Next each student takes a turn responding
- Pass is accepted after you have said all of your written responses
- Let's try this structure with a primary source.
- Writing and speaking





INSTRUMENT OF TORTURE USED BY SLAVERHOLDERS.



Three things you can see
Three things you can infer
Three things you can predict



Round Robin (or call this something else)

- Think about using this with a pre-reading strategy like SQ3R—students could survey a chapter before reading
- Think about using this in science for observations
- In art or music to begin discussion of a particular style or period



Vincent van Gogh Paintings



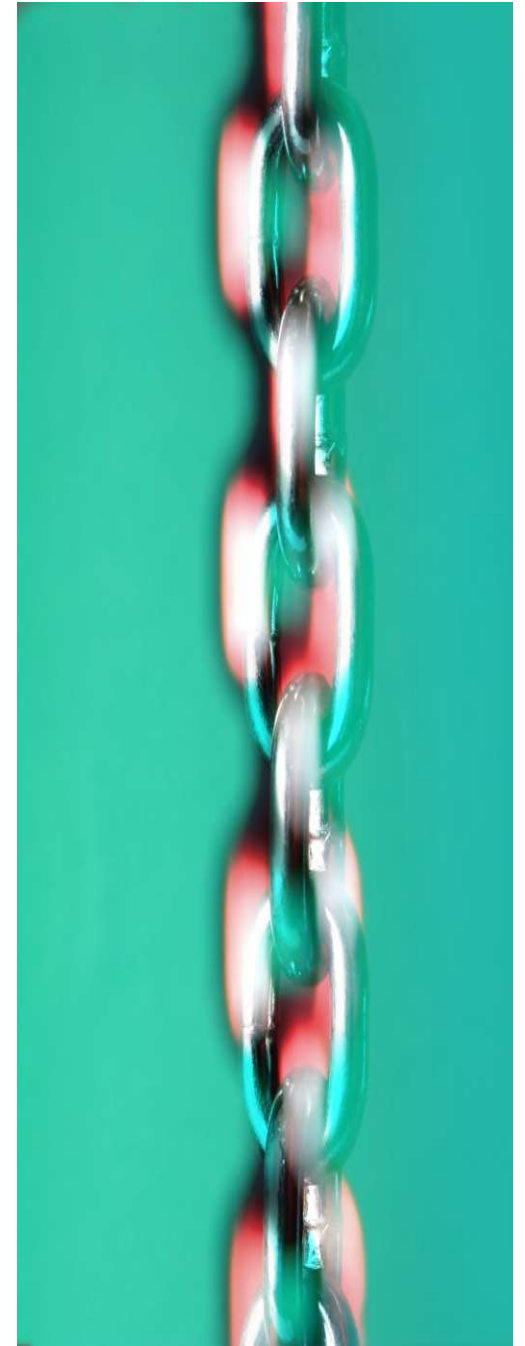


- Three things you can see
- Three things you can infer
- Three things you can predict



Linkage

- Start with a topic and students think of a term, idea, topic, etc. AND come up to stand by the leader to explain how their term “links” to the original topic.
- Continue until all have participated or time runs out.
- Essentially an active blog!





Thanks for
attending.

- These structures need to be part of your bag of tricks to maintain student thinking.



GROW. LEAD. SERVE.

Leadership to ensure
success for every student



*“The strength of the team is each
individual member.
The strength of each member is the
team.”*

~Phil Jackson



“Trust is knowing that when a team member does push you, they’re doing it because they care about the team.”

~Patrick Lencioni