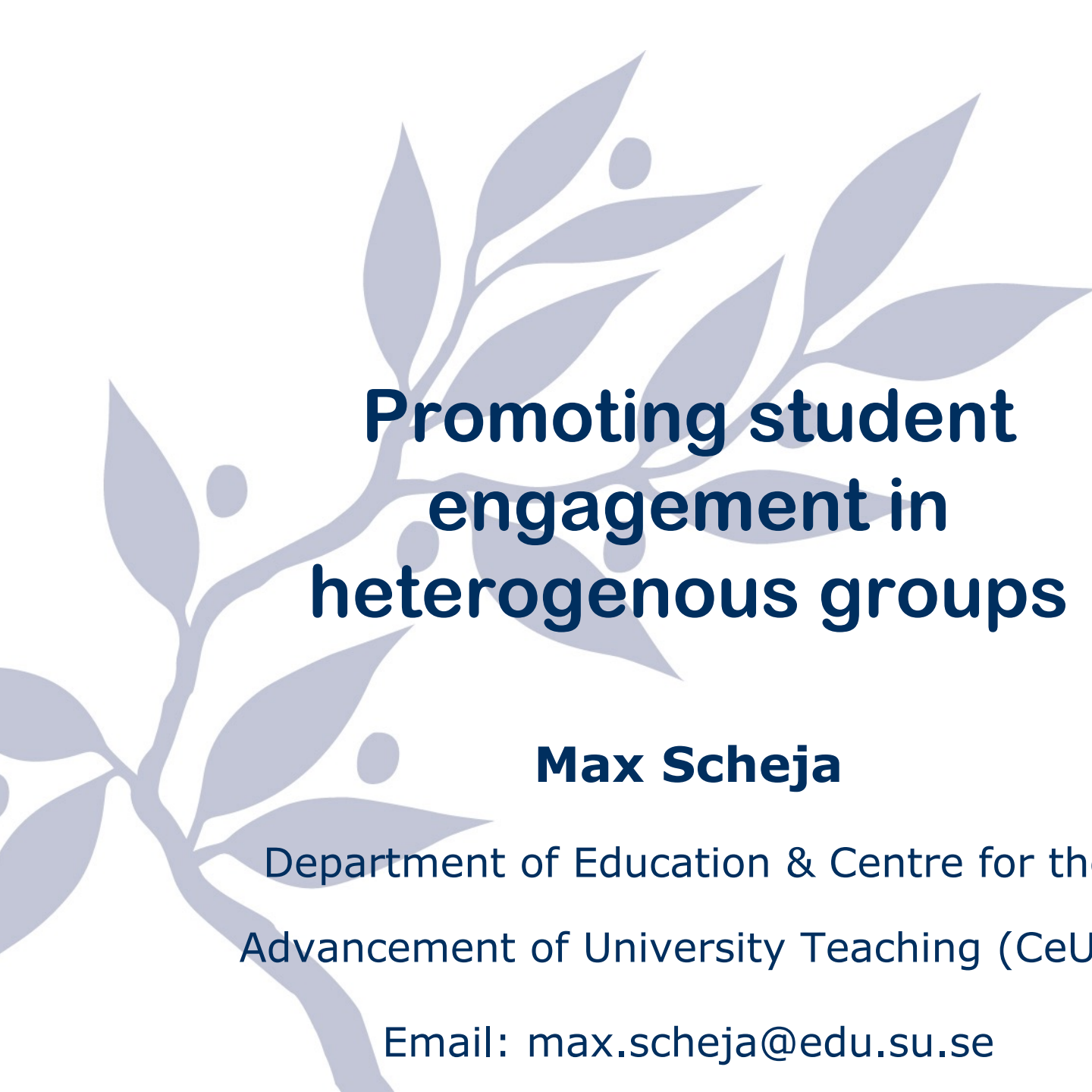




Promoting student engagement in heterogenous groups

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Disposition

Ideas relating to teaching and student learning, and student engagement

How to boost student engagement?

Questions to consider in group/s

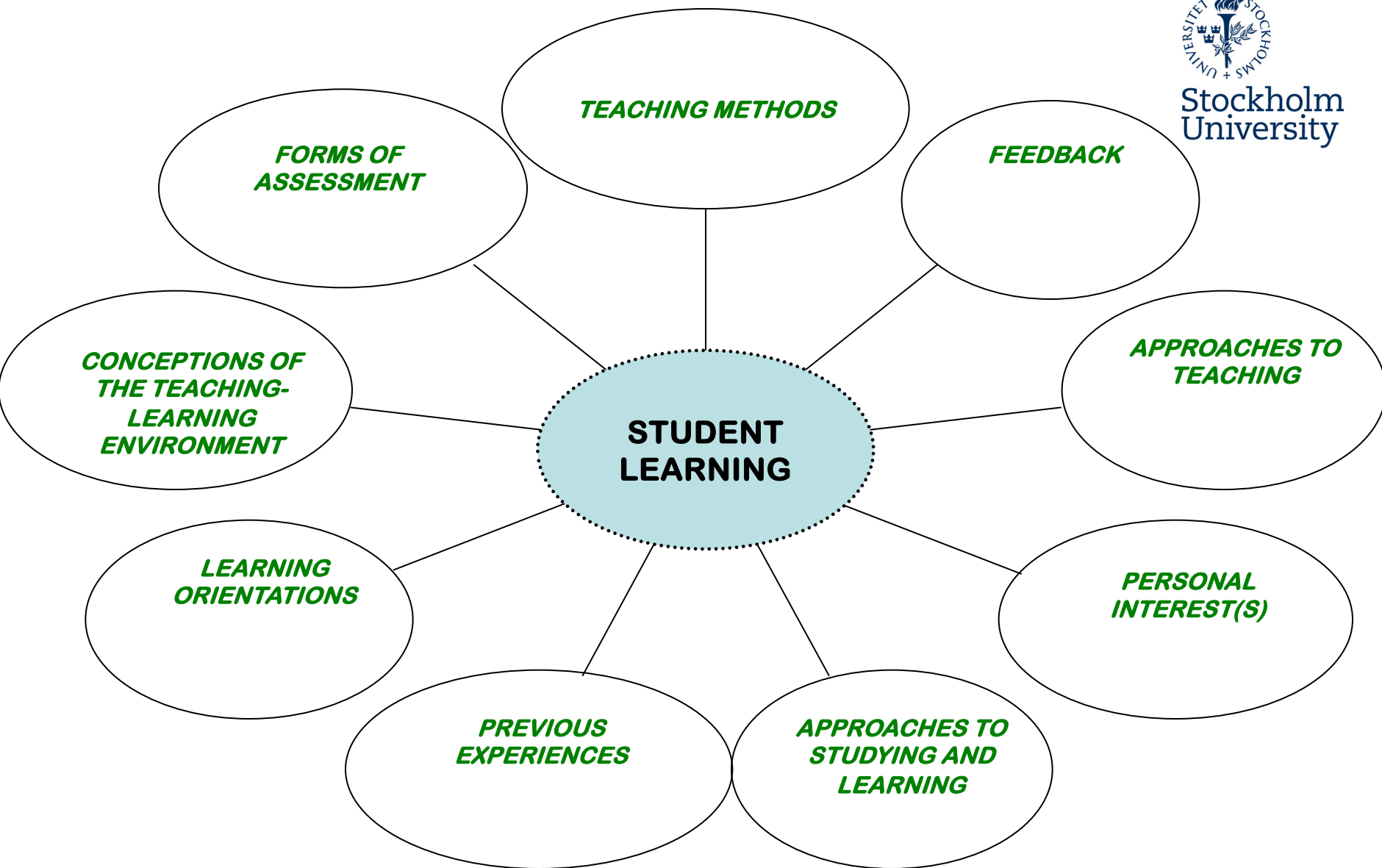
Summing up

Points of departure

Variations in approaches to studying (processing) lead to variations in students' understandings of learning material (learning outcome) (Marton & Säljö, 1976, Entwistle, 2018).

The teaching environment affects learning but this relationship is not straightforward (Entwistle, 2018).

Students interpretations of the learning environment strongly influence how they set about studying in higher education (Entwistle, Scheja, & McCune, 2006; Halldén, Scheja, & Haglund, 2013).



Learning in higher education

Process through which students build **personal contexts for interpretation and understanding** (Scheja & Pettersson, 2010; Scheja & Bonnevier, 2010; Halldén, Scheja & Haglund, 2013), providing a lens through which they can make sense of learning material.

However, **not just any personal context will do**, but relevant disciplinary contexts that give access to the particular ways of thinking and practising endorsed within the discipline. '**personal understanding**' vs '**target understanding**' (Entwistle & Smith, 2002)

Teaching for understanding

"...academic understanding, for students, depends on developing a broad, integrative way of thinking about the topics they are studying, drawing on the explanatory frameworks used within a discipline or professional area and recognizing how evidence is being used to reach conclusions. Effective teaching then depends on staff using their own broad and deep understanding of the subject area to find ways of helping students reach their own integrative academic understandings." (Entwistle, 2009)

Student engagement

The extent to which students are willing to engage in their own studies as a result of interacting with the teaching-learning environment

Is associated with how students' perceive the teaching, and the discipline as a whole through authentic or personally meaningful learning experiences (see e.g. McCune 2009)

Has both affective and cognitive dimensions (linked to concepts such as interest, curiosity, passion etc.)

How can we boost engagement?



Think-Pair-Share

<https://lth.engineering.asu.edu/2021/09/think-pair-share/>

Potentially helps to promote

- student engagement
- deeper understanding of learning material
- development of critical thinking and communication skills.

Frank Lyman (1981)

A three-step process:

- 1) The teacher poses a question related to the content (ideally one that is challenging and requires higher-level thinking. Students get to **THINK** about the question on their own for a short period of time (usually 1-3 minutes).
- 2) Students get to **PAIR** up with a peer in the room (or using small breakout rooms) to discuss their understandings of (solutions to) the question (5-10 minutes).
- 3) Students get to **SHARE** their ideas with the larger group. They may also be encouraged to reflect on how ideas presented by others have changed/modified/improved their own understanding of the content of the question.

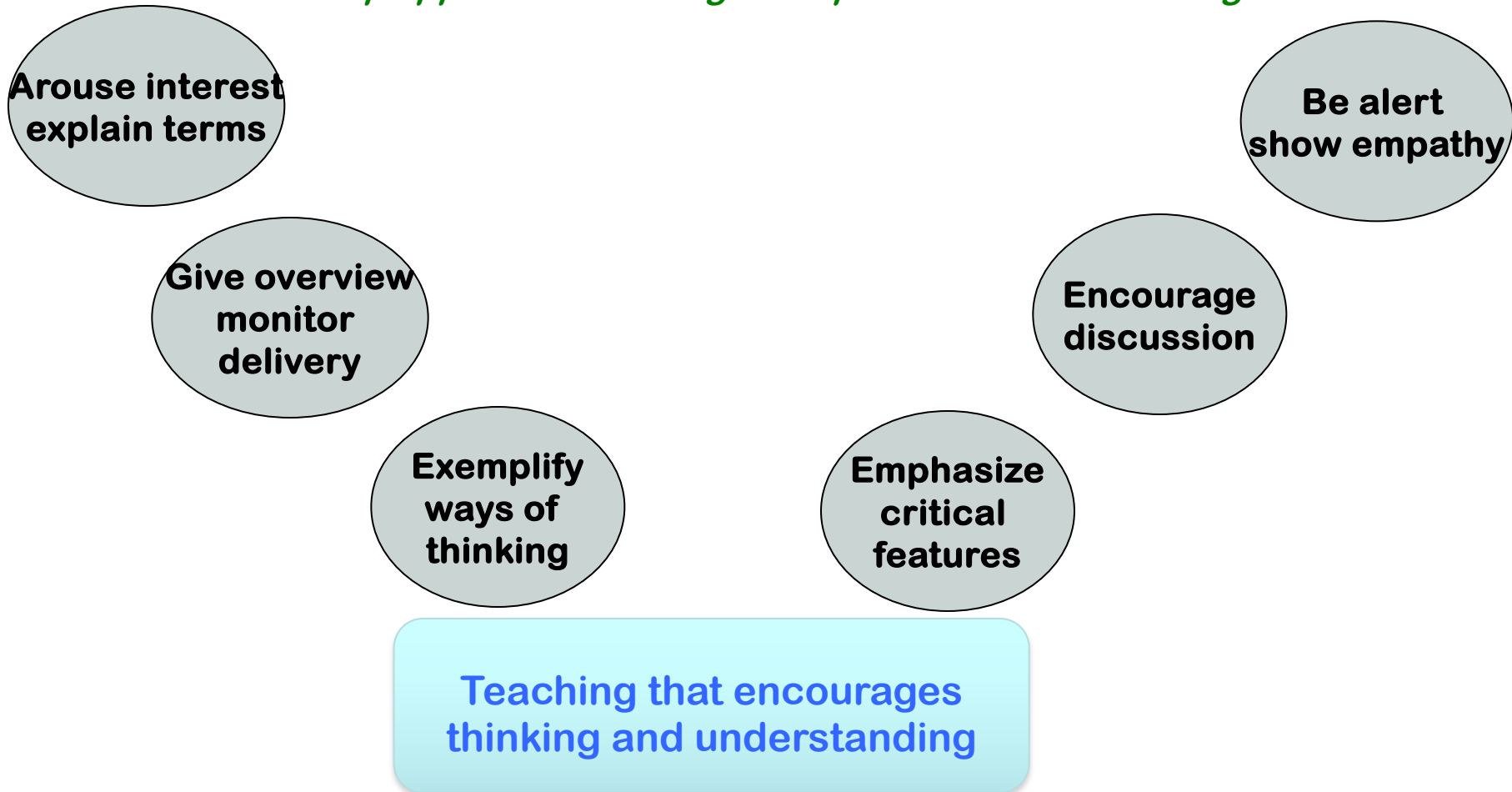
Questions to consider (20 mins):

- 1) How does using a think-pair-share element resonate with your own teaching? (Doable? Difficult? Why?)
- 2) If you were to pose an opening question for a particular topic in your own teaching for students to process according to this format, what would it look like?

Example question from physics:

"What part of the reading assignment do you think your classmates struggle most with?"

*Critical features of teaching that encourages a
deep approach and integrative personal understanding*



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