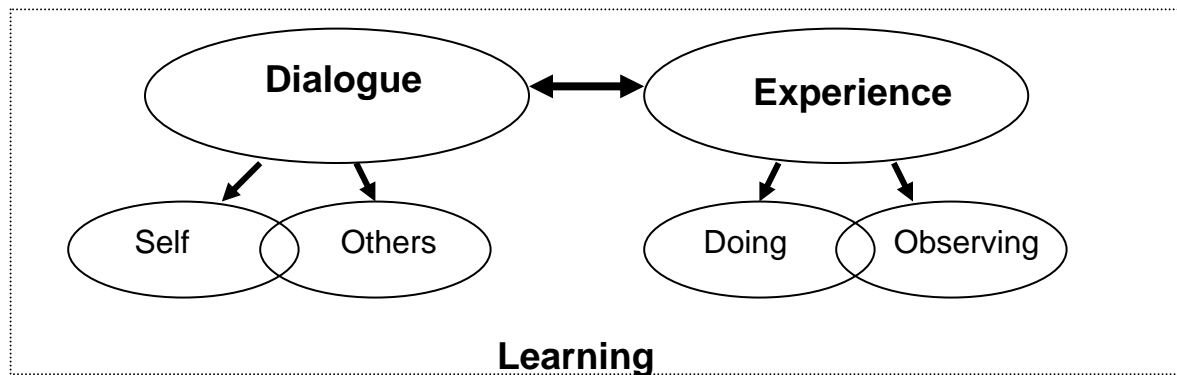


A Quick Guide to Engagement



Dialogue with Self:

- Reflective essays
- Journals
- Portfolios
- Posters
- Concept Maps
- Answer questions
- Create questions

Dialogue with Others:

- Readings
- Think/Pair/Share
- Cooperative exercises (e.g. short, in-class problem-solving tasks)
- Collaborative projects
- Discussions
- Debates
- Interview practitioners (face to face, phone, email)
- Presentations to class

Observing:

- Modeling by instructor; think aloud problem-solving
- Modeling by more advanced students
- Data collection
- Videos; animations; simulations
- On-site visits, field trips
- Service learning

Doing:

- Design something
- Critique something
- Demonstrate something

- Analyze data
- Present work in progress
- Model for colleagues
- Think aloud problem-solving
- Perform
- Practice, reflect, revise, present
- Role play
- Instruct, teach
- Experiment
- Case study; simulation

Implementing Active Learning

- Start at a level you feel comfortable and gradually expand
- Start by implementing "dialogue" or "experience" of some sort in each lesson; eventually structure lessons around the interaction of "dialogue" and "experience"

EXAMPLE: *Students read assignment and bring a question and an observation about the reading to class. Students form small, ad hoc groups to answer each other's questions and compare observations. Groups choose the most significant question from their group and report the question and their answer to the class (or if they cannot answer the question, you answer it).*

Dialogue with self, and others; experience in doing and observing are all in this design. Identify where each of the four elements occurs.

- Use "variations on theme" to tailor activities to your learning goals

NOTES and IDEAS

For more complex and developed ideas for engaging students see the handout titled, "[Patterns for Facilitating Engagement.](#)"



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