Various Forms of Student Engagement and Student Learning

Dan Richard

Melissa Newberry

University of North Florida

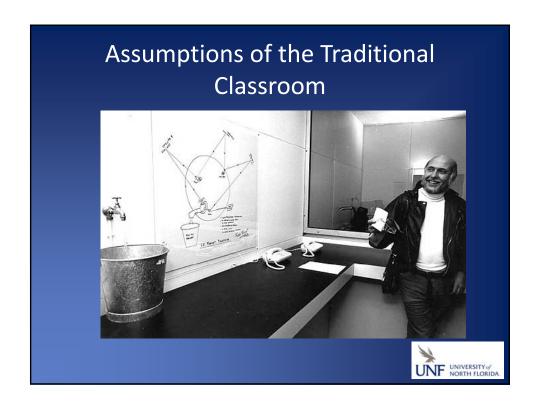
Presented at the SoTL Commons Conference Statesboro, GA, March 11, 2009

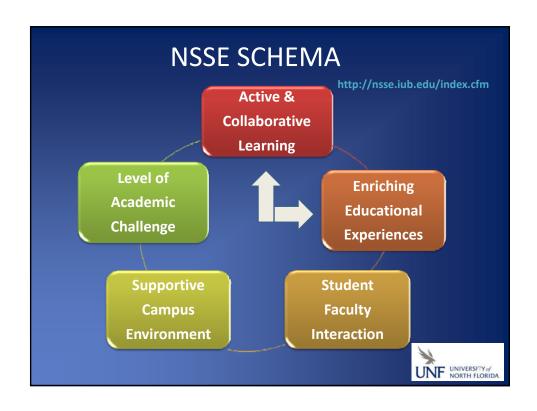


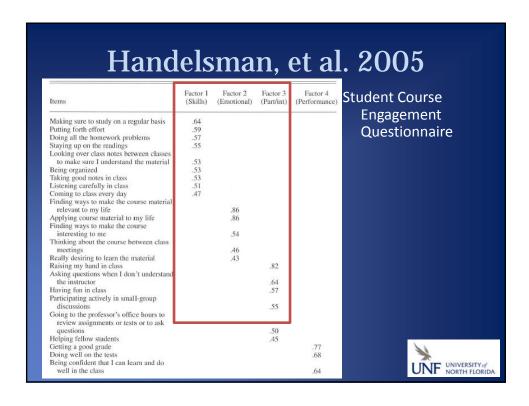
Outline

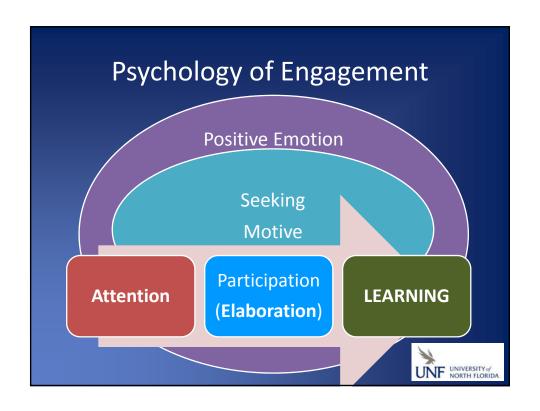
- Introduction
- The Traditional Classroom
- Model of Student Engagement
- Social Psychology
- Method
- Activities
- Results
- Conclusion

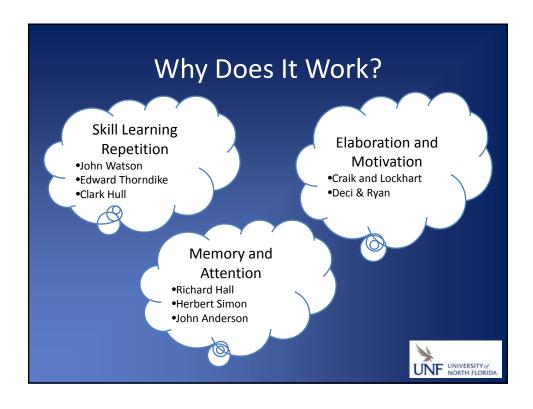




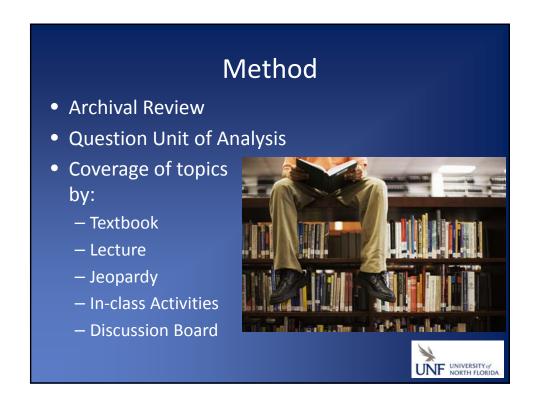


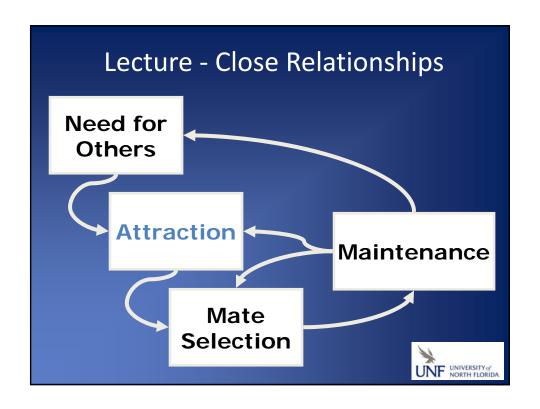






Information about the Course Three sections of undergraduate Social Psychology Spring 2007 268 Students - 70-80% Business Majors 2 day classes (Tues/Thurs) and one evening class (Monday) One instructor ensured consistency





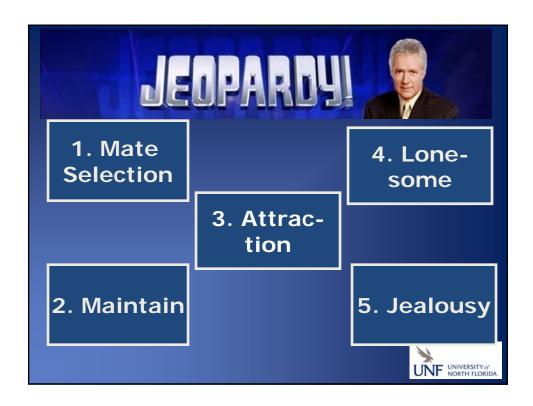


Mate Selection

- <u>Matching Hypothesis</u> people tend to become involved romantically with others who are equivalent in their physical attractiveness
- People avoid rejection by seeking mates that match their perception of their own attractiveness

14





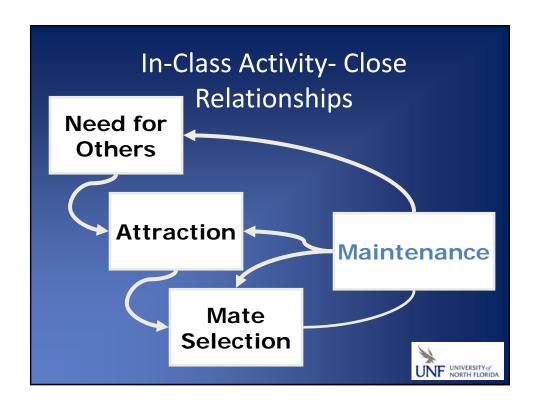
3. An Attractive Pair

Research has shown that the hypothesis called THIS is correct, that people pair up with others who are as attractive as they are.

What is the matching hypothesis?



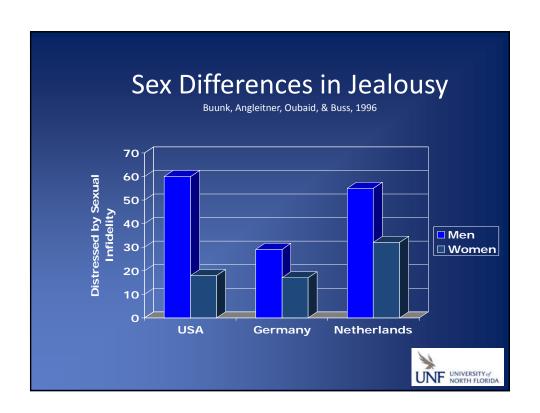


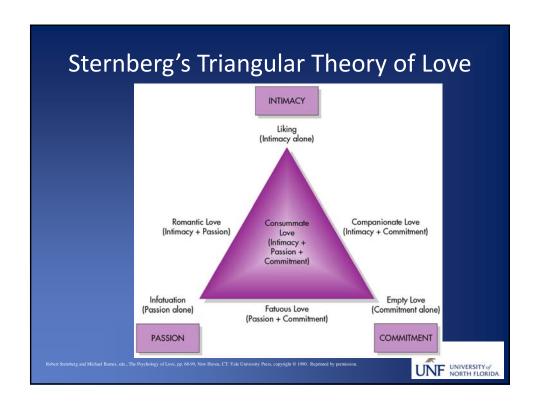


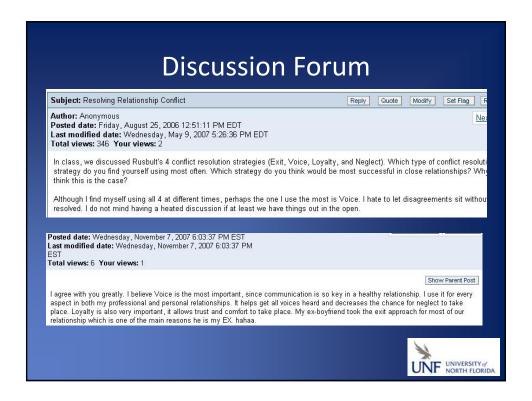
Which would upset you more?

- 1. Imagine that you discover that the person with whom you have been seriously involved became interested in someone else. What would distress or upset you **more**:
 - A. Imagining your partner forming a **deep emotional attachment** to that person.
 - B. Imagining your partner **enjoying passionate sexual intercourse** with that other person.







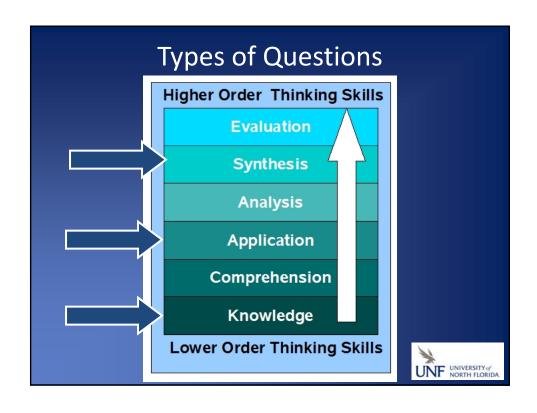


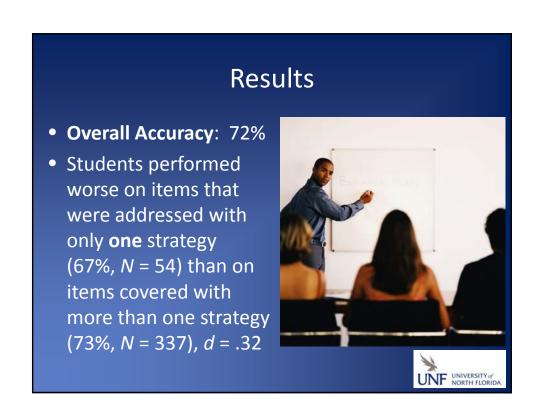
Strategy	Attention	Participation	Elaboration
Lecture	4.5	3	4.5
Jeopardy	6	5	4
In-Class Activity	5.5	5	4
Group Activity	6	6	4
Discussion Forum	3	4	5

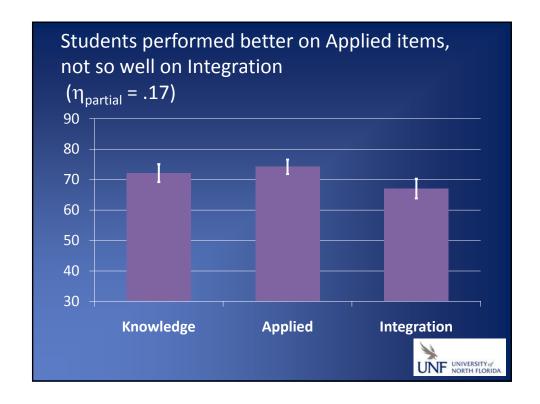
Outcome Measure

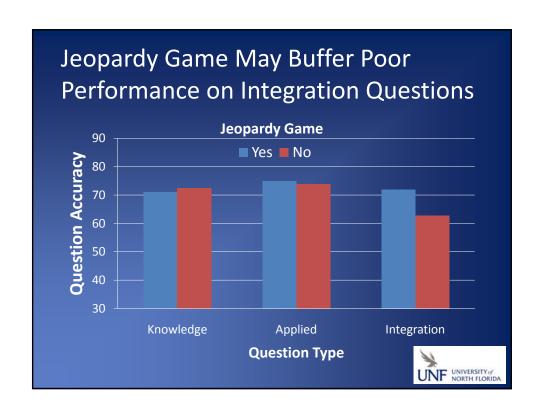
- Total Percentage Correct for:
- 10 Multiple-Choice Quizzes
- 20-questions per quiz
- 2 Forms per quiz
- 400 separate measures of accuracy
- Topics covered
 - 14 Chapters in Social Psychology
 - Persuasion, Social
 Influence, Leadership, Stereotypes, Group
 Behavior, etc.











Relationships between Activity Qualities and Question Depth

Activity Quality	Knowledge	Application	Integration
Attention	04	.13	.30*
Participation	05	.13	.27*
Elaboration	03	.14	.27*
			¥ 04





Conclusion

- Different Learning Activities have differential effects on learning
- Lectures (engaged) and Jeopardy Game seem particularly effective
- Activities that involve Attention, Participation, and Elaboration predict "deep" learning (Integration)



Future Research

- Variety of Activities, Instructors
- More systematic comparison of Topics and Activities
- Engagement at the Student Level
- Interaction Effects
 - Attention the "gatekeeper"?
 - Elaboration and Participation
- Other Levels of Bloom's Taxonomy?
- Other Aspects of Engagement



Engaging Activities?

	Mean	Std. Deviation
Memory: Lecture	4.54	1.172
Memory: Group	3.91	1.321
Memory: In-Class	4.60	1.252
Memory: Jeopardy	4.46	1.282
Enjoyment: Lecture	4.31	.979
Enjoyment: Group	4.18	1.466
Enjoyment: In-Class	4.81	1.170
Enjoyment: Jeopardy	4.59	1.348
Recommend: Lecture	4.97	1.116
Recommend: Group	4.42	1.382
Recommend: In-Class	5.00	1.171
Recommend: Jeopardy	4.84	1.235

