

STUDENT ENGAGEMENT

We often think of engagement as visible action, but there are other forms. Breaking engagement into categories may help instructors imagine new ways to connect to students.



01

EMOTIONAL/AFFECTIVE

Connecting emotionally to course content; the distinction between boredom and interest. *Why are we learning this and why should we care?* Emotional engagement can be a catalyst for fostering other forms of engagement.



02

COGNITIVE

Deep, critical thinking about content. Difficult to observe; a student staring into space may actually be processing the lesson. Guided questions or prompts may invite students to share what they're thinking.



03

BEHAVIORAL

Observable engagement with course content: Raising a hand, contributing to discussion, etc. To increase behavioral engagement, focus first on emotional and cognitive variables.



Research links student engagement to academic success from kindergarten through adulthood.

Boredom contributes to first- and second-year college dropout rates.

Sources

Reckmeyer, Mark. (2019). "Focus on Student Engagement for Better Academic Outcomes." Gallup. <https://www.gallup.com/education/267521/focus-student-engagement-better-academic-outcomes.aspx>
Respondek et al. (2017). Perceived Academic Control and Academic Emotions Predict Undergraduate University Student Success: Examining Effects on Dropout Intention and Achievement. *Front. Psychol.* 8: 243.
Tze et al. (2016). Evaluating the Relationship Between Boredom and Academic Outcomes: A Meta-Analysis. *Educ Psychol Rev.* 28: 119.

LET THE PAINT DRY

One way to make a breakthrough in your own teaching is to imagine teaching another subject. Below, imagine ways students can engage with the exciting subject of paint drying.



01

EMOTIONAL/AFFECTIVE

Debate: What color or texture of paint would be most exciting to witness drying?

Connection: It takes patience to let paint dry. How does this apply to your personal or professional goals?



COGNITIVE

Prompt: Lead-based paint is a health risk, yet industry leaders produced it for decades knowing it was dangerous. Think of the motives behind lead paint production. What changes can be made in similar industries to prioritize safety over sales?

02



03



BEHAVIORAL

Activity: Paint a piece of paper with three different varieties of paint. Which dries fastest?

These are just a few examples/ideas. What other activities or prompts would you use for paint drying?



Remember!

We want our lessons to be as accessible as possible. Notice that no words about "watching" paint dry were used in this exercise; students are encouraged to consider not only paint color, but also texture, type, brand, etc.