



Moving Forward with High School Redesign program review 2016

Student Engagement for Effective Teaching and Deep Learning

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- The vast majority of students are capable of becoming powerful learners.
- Close to 25% of youth who enter Canadian high schools do not graduate within twelve years.
- Disengagement from secondary school – whether a student leaves or struggles through – is a significant source of inequity in Canada.
- Students living in poverty, with disabilities, or from visible minority and aboriginal communities, disproportionately experience disengagement.
- Disengagement, dissatisfaction, and dropping out – are linked to learning environments.
- Student engagement includes:
 1. social engagement (participation in the life of the school), and
 2. academic engagement (participation in the requirements for school success).
 3. Researchers for this paper have added intellectual engagement (serious psychological and cognitive investment in learning).
- For students, this means solving real problems, engaging with knowledge that matters, making a difference in the world, feeling respected, learning subjects that are connected to other subjects, learning from and with each other and people in their communities, and connecting with experts and expertise.
- Intellectually engaged learners:
 - take responsibility for their own learning,
 - persist in face of difficulties, and
 - find intrinsic value in the work that they do.
- When students are intellectually engaged, they experience serious personal, psychological, and cognitive investment in learning, or an absorbing, creatively energizing focus requiring contemplation, interpretation, understanding, meaning-making and critique which results in a deep, personal commitment to explore and investigate an idea, issue, problem or question for a sustained period of time.
- To realize student engagement, we need to examine the relationships through which students engage:
 - in schools,
 - in classrooms,
 - with communities,
 - with their peers, and
 - with the work of learning itself.
- Students consistently say that what most helped them thrive in secondary school was the quality of relationships they developed with adults in their schools. These relationships make a unique contribution to young peoples' emerging adaptive capacity, self-sufficiency, resiliency, confidence, and knowledge of self.
- Students need opportunities to experience learning environments that model ethical, fair, respectful and cooperative behaviour – learning to know each other and making choices about participating in the life of schools and classrooms.
- They also need opportunities to work with each other and with adults to know that they can shape changes in these relationships.
- As young people develop, they need to trust important adults to provide respectful guidance and an increasing scope for independent decision-making. Interestingly, however, as adolescents manage this period of rapid personal change, the adults in their lives often trust them less and subject them to more rules than much younger children.
- Intellectual engagement develops when students encounter work that is relevant, interesting, and connects with their aspirations and interests; when the work they do is authentic, challenging, deeply conceptual, highly social, and collaborative; when the ideas of each student are valued; and when the relationship between teacher and student, and among students themselves, is both reciprocal and generous in spirit.
- Basic structures from timetables to class groupings and teacher assignments often work against the development of the kind of relationships and classroom practices described.
- A disconnect between in-school and out-of-school learning is often magnified by students' personal use of technologies unavailable to them in school.
- The growing competitiveness for marks as measures of competence for entry to post-secondary institutions detracts from a focus on deep learning.

OTHER READING RESOURCES

NOTES

[Student Engagement for Effective Teaching and Deep Learning](#)

Link to the document summarized.

[Motivation Engagement and Student Voice](#)

What motivates students to engage in learning and achieve academic success? The authors synthesize research on achievement motivation, school engagement, and student voice, concluding that the more educators use student-centered approaches to reinforce student agency, the more motivation and engagement are likely to rise.

[What did you do in school today?](#)

Through *What did you do in school today?* Is bringing life to the idea of student engagement in the classroom, and exploring its powerful relationship with adolescent learning, student achievement, and effective teaching.

[What did you do in school today?: Transforming Classrooms through Social, Academic and Intellectual Engagement](#)

Report 1

[2012 WDYDIST Research Series Report One: The Relationship between student engagement and academic outcomes](#)

Report 2

[2012 WDYDIST Research Series Report Two: The Relationship Between Instructional Challenge and Student Engagement](#)

Report 3

[2012 WDYDIST Research Series Report Three: Trends in Intellectual Engagement](#)

[Motivation Matters: How New Research Can Help Teachers Boost Student Engagement](#)

This paper addresses the complex topic of student motivation. The authors define key terms, discuss new research findings, and examine promising classroom strategies for improving students' engagement. The report is organized into three major factors that contribute to student motivation: rewards and value, academic mindsets, and school-based relationships. It also explores the structural supports—measurement systems, teacher training, and the translation of research into practice—necessary for the scaling and long-term success of this work.