

Engaging Students with Style

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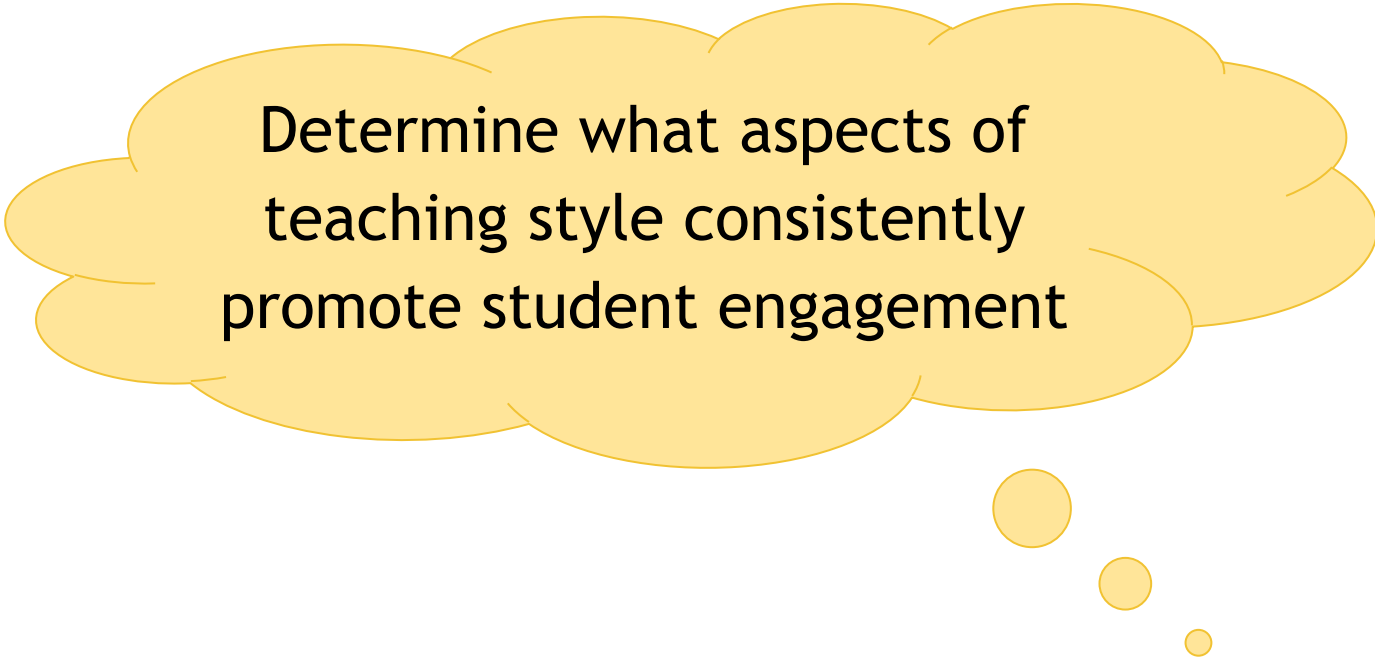
Research Question

What foundational characteristics
of my **teaching style** promote
student engagement?



Purpose

Determine what aspects of
teaching style consistently
promote student engagement





Supporting Literature

There are three types of engagement: behavioral, emotional, and cognitive (Fredericks, Blumenfeld, Friedel & Paris, 2004)

Teaching styles can promote student engagement (Everston & Weade, 1989)

Emotional student engagement refers to a students' reactions to classwork, people, and school and how they influence the students' work (Fredericks, Blumenfeld, Friedel & Paris, 2004)

Opendakker and Van Damme (2005) concluded that incorporating student interest in lesson planning included more students in the learning process and, in turn, increased student engagement.

Setting authentic expectations resulted in students “ris[ing] to the challenge and learn[ing] from each other when given the opportunity” (Daniels, 2010, p. 26).



Methodology

- Suburban, middle school
- 6th-grade advanced mathematics class
- 26 students
- Data collected
 - 20 field notes
 - 13 anecdotal records per student
 - 10 lesson plans
 - Roughly 20 photographs



Background

- Beginning of the school year
- Themed units
- Each student had their own laptop

What can I give to this classroom?

- Incorporate student interests
- Build relationships with the students
- Have high expectations for the students
- Don't be afraid to try something new

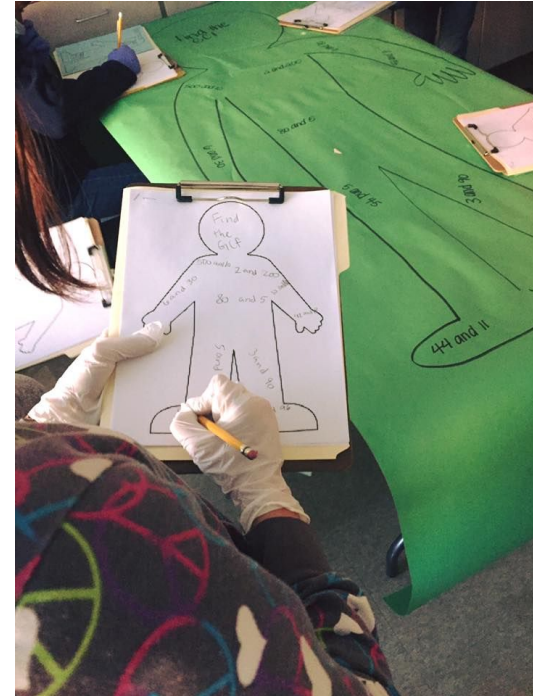
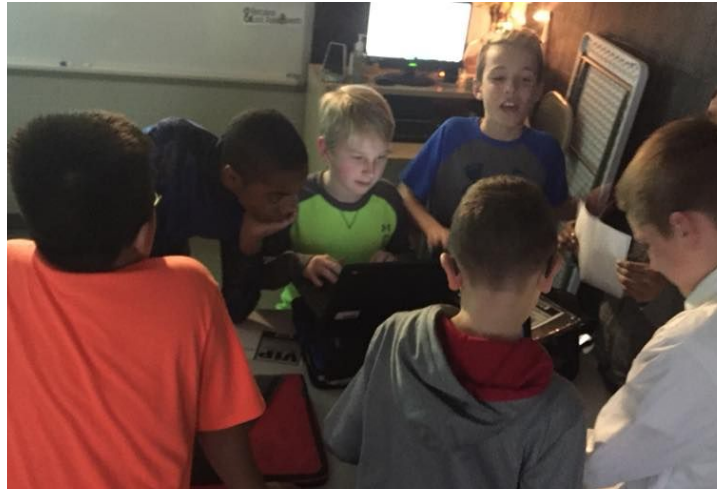
Implementation & Findings (Anecdotal Records)

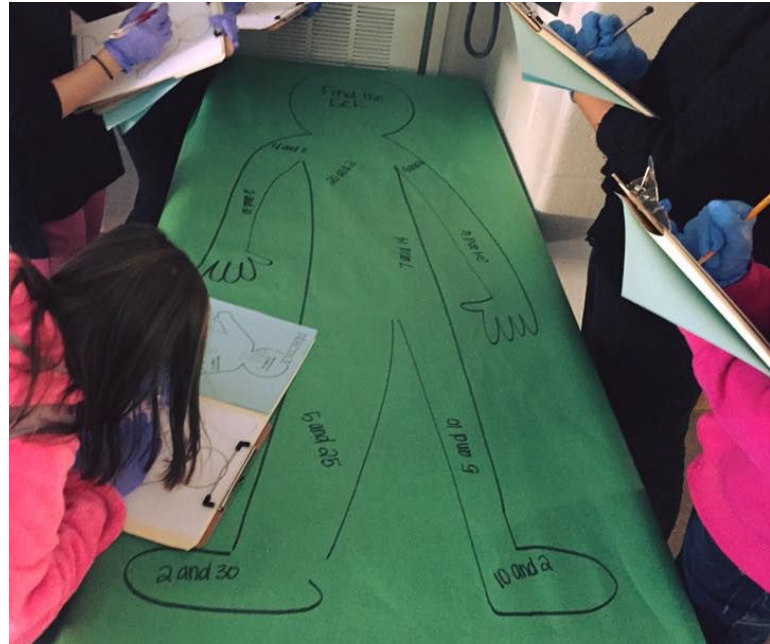
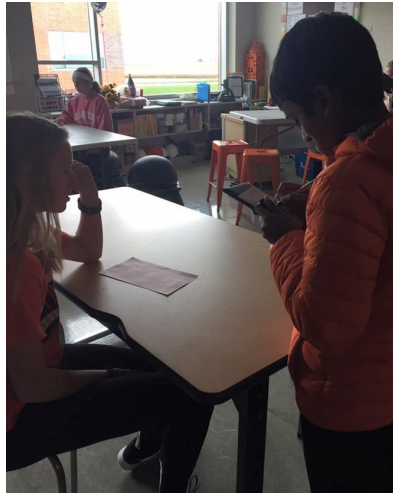
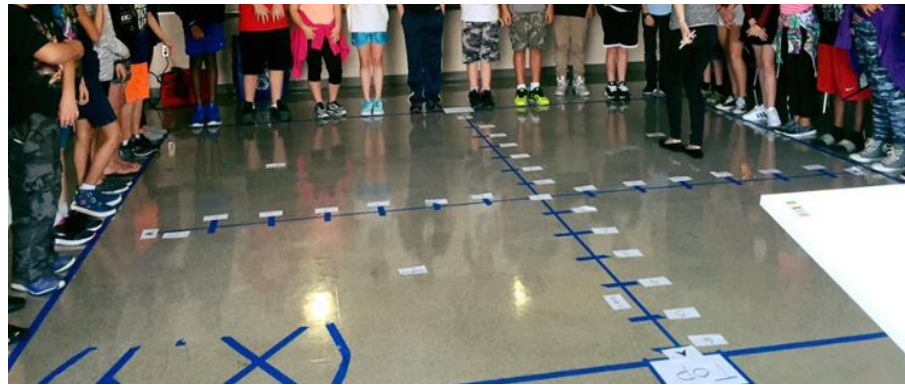
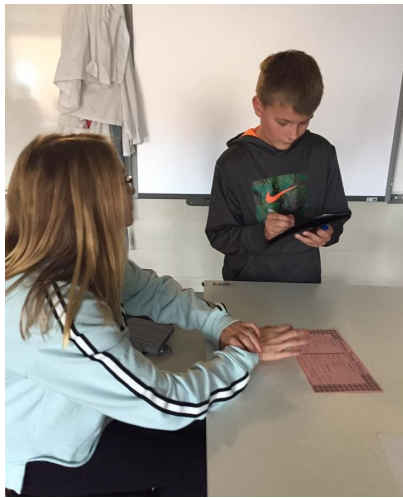
Student (pseudonym)	Date	Comment	Date	Comment	Date	Comment
Max	9/29/2017	Loves Germany and wants to travel there one day because of the culture	10/2/2017	Interested in online games	10/13/2017	Interested in video games; said he would like to create a video game one day
Angela	10/2/2017	Loves to write in her free time; hopes to publish a book one day	10/9/2017	Enjoys playing the guitar ; has taken lessons for many years	10/13/2017	Doesn't feel like notes are the best way for her to learn
Levi	9/21/2017	Loves Batman ; got excited to work on Batman activity	9/29/2017	Got a new haircut; feels very confident about it	10/2/2017	Wants to work on stability ball seat because it helps him focus
Jessica	10/2/2017	Loves spending time with her dogs	10/13/2017	Enjoys science class; wants to be a doctor when she grows up	10/20/2017	Says her dad is a principal and holds high expectations for her

Implementation & Findings (Lesson Plans)

Objective	Activity	Assessment	Interest	Student Role
Label a positive and negative number on a number line	Students work with peers to label life-sized vertical number lines	Students label a positive and negative number on a life-sized number line	Mountains & Oceans	Climber & Scuba Diver
Identify four integers in the real-world	Students research a country of choice and identify four integers that pertain to it	Students identify four integers about chosen country on worksheet	Road Trip & Traveling	Traveler
Plot an ordered pair on a coordinate plane	Students plot an ordered pair on a life-sized coordinate plane after walking out the plot	Students plot one or more ordered pairs on a life-sized coordinate plane	Maps & Traveling	Traveler
Solve three decimal problems	Students solve decimal problems in a packet while on a camping retreat	Students complete three decimal problems in packet and check answers with teacher	Camping & Nature	Camper
Solve a decimal problem with three or more numbers	Students serve a customer and calculate the bill for their items	Students solve a decimal problem comprised of three or more numbers and explain their answer to the customer	Restaurant & Pizza	Server
Explain what a cell does in relation to an organ system	Students create an organ system using a puzzle to visualize how many cells make up an organ system	Students create a representation to explain what a cell does in relation to an organ system	Doctors & Surgery	Intern
Solve two LCM and GCF problems	Students perform surgery on patients by solving LCM and GCF problems	Students solve at least two LCM and GCF problems on patient	Doctors & Surgery	Surgeon
Solve ten fraction problems	Students play <i>Pie in the Face</i> fraction game	Students solve ten fraction problems during game	Desserts	Baker

Implementation & Findings (Photographs)





Implementation & Findings (Field Notes)

Teacher Action	Student Reaction
Facilitated a student-interest activity about culture and numbers	<ul style="list-style-type: none">• I looked up Slovenia. I'm 50% Slovenian!• I chose Japan. I've always wanted to go!• I wanted to be different so I chose to research Cuba.
Designed classroom environment that mimicked a camping environment	<ul style="list-style-type: none">• This is cool!• Shhh! We don't want to disturb the birds.• Can I roast [my marshmallow] over the candle?
Asked students to summarize a story they were interested in	<ul style="list-style-type: none">• It is easier to do this [one].• I kind of like this.• That one is too hard to try.
Facilitated lesson where students acted as surgeons (based on student-interest)	<ul style="list-style-type: none">• I've always wanted to be a doctor!• Doctor, this patient needs your help!• I want to do surgery first!
Allowed students to use any platform they were interested in to create a culminating project	<ul style="list-style-type: none">• Can you just give me an idea?• What if it's not what you're looking for?• I really like creating websites so that is what I am going to use.



Outcome

Reflection

- Getting to know students builds a foundation for student engagement.
- Using students' interests promotes engagement.
- Creating an environment (not just a lesson) based on students' interests will engage them.

Limitations

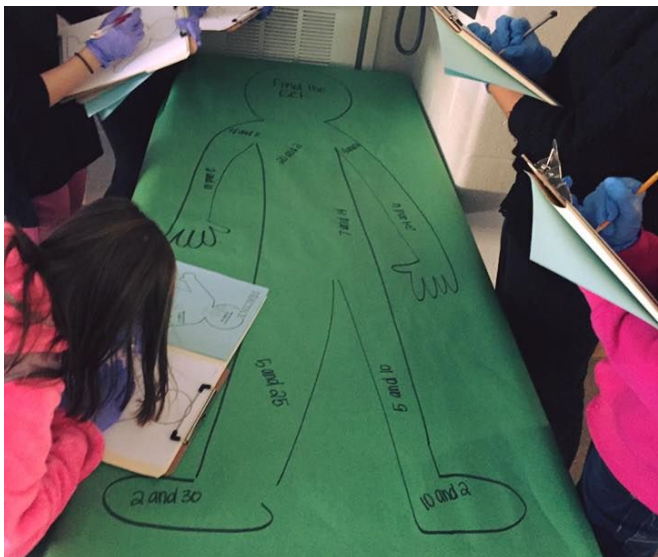
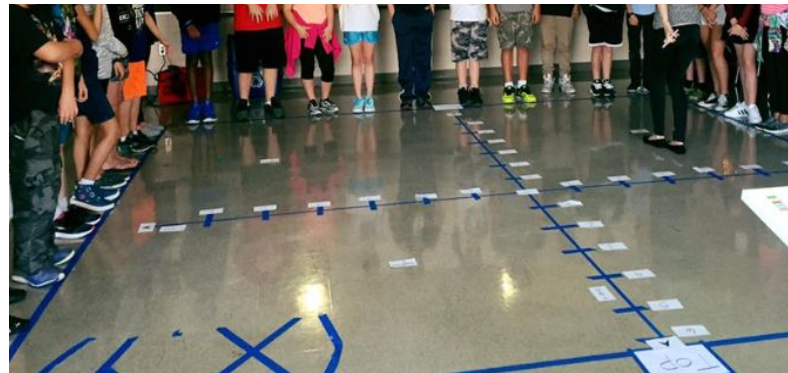
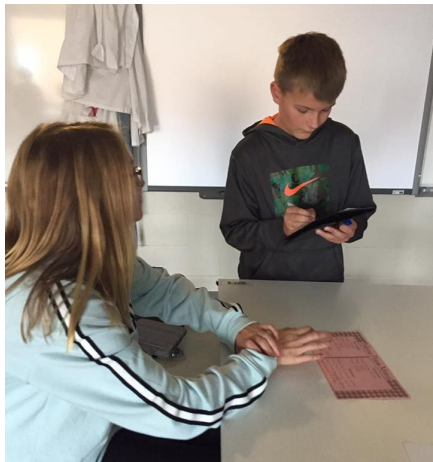
- I only considered emotional engagement.
- I was unable to consider familial, social, or economic factors that affected student engagement.
- I only collected findings in mathematics.

Conclusion

- Create an environment where students can take on a role.
- Determine how subjects affect engagement even when students' interests are incorporated.
- Get immersed in classrooms created based upon students' interests.



Questions?





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