WMUx Summer Series 2022 on Inclusive Teaching

Engagement: Discussion and Other Methods

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning

Provide options for
Recruiting Interest (7) →

- Optimize individual choice and autonomy (7.1) ›
- Optimize relevance, value, and authenticity (7.2) ›
- Minimize threats and distractions (7.3) ›

Provide options for
Sustaining Effort & Persistence (8) →

- Heighten salience of goals and objectives (8.1) ›
- Vary demands and resources to optimize challenge (8.2) ›
- Foster collaboration and community (8.3) ›
- Increase mastery-oriented feedback (8.4) ›

Provide options for
Self Regulation (9) →

- Promote expectations and beliefs that optimize motivation (9.1) ›
- Facilitate personal coping skills and strategies (9.2) ›
- Develop self-assessment and reflection (9.3) ›

UDL Framework on Engagement:

https://udlguidelines.cast.org

Engagement Matrix

Focus	Questions
You	How do you personally engage with material? How do you get excited about learning? Start with truth about your own experience—when we forget what it's like to be a student, we run the risk of replicating unhelpful experiences. Consider what kinds of techniques most effectively engaged you as a student.
What Counts as Engagement	Expand the possibilities! If you believe that standing in a classroom and asking a group a question and waiting for a response counts as engaging the whole class, you need to brainstorm and research many examples. Broaden what you think "counts" as engagement!
Create the Community	Consider what you want your community of learners to feel like, act like, etc. Then develop ways to explicitly create that community: it will not happen on its own, and the community that develops "naturally" in a classroom will be more reflective of social biases and individual idiosyncrasies than one conducive to achieving your objectives.
Practice: Use Novelty and Iteration	Do lots of different things! Think-pair-share! Divide and conquer and report! Online posts plus synchronous share! Simultaneous doc creation! Multimedia/tech options! Change it up, every opportunity, and see what works. Adjust as needed! For more ideas: https://wmich.edu/x/instructors/resources
Anticipate Redirection	Leading engagement exercises almost never goes exactly to plan. Anticipate that things might need to be adjusted, shifted, redirected, further explained, etc. Brainstorm things that you think students might say or do that would throw you, and develop responses you can have at the ready. Write them down if it helps!
Design Process	Committing to a process of "backward design" will enable you to link your engagement strategies to your overall outcomes, so that why you're doing things can be made clearer to students, and connect the processes to the products more firmly.