Opening 1-Minute Paper:
Activating Prior Knowledge

How would you define “engagement”?

or

What words come to your mind as being associated with “engagement”?
en·gage·ment

noun

1. a formal agreement to get married.
   synonyms: marriage contract;

2. an arrangement to do something or go somewhere at a fixed time.
   "a dinner engagement“
“It’s more than just being nice. It’s a form of basic validation. It says: I recognize you as a person with an identity, a character, [and] needs. You’re not just a number, a raw material called ‘student’ to me.”

— Laura Rendón, Validating culturally diverse students: Toward a new model of learning and student development.
Student Information Sheet

• Past Experiences
• Current Conditions
• Future Plans
• Personal Strengths, Talents, & Achievements
• Personal Interests
• Personal Values
Welcome!

LOWER ED
“What is needed is to challenge students at higher levels, beyond the limits they think they have. This will require getting closer to students, including valuing their past experiences, helping them negotiate the transition to college, and liberating them from invalidating beliefs they may hold.”

— Laura Rendón & Héctor Garza, *Educating a New Majority: Transforming America’s Educational System for Diversity*
ENGAGEMENT

- Social Integration
- Personal Reflection
- Self-Awareness

- Personal Validation
- Self-Efficacy
- Personal Meaning

--- = Preconditions/Prerequisites

--- • = Augmenting Factors/Enhancers
“We do not learn from experience . . . we learn from reflecting on our experiences.”
—John Dewey
The Paths of Memory

- Amygdala
- Hippocampus
- Paths to association areas

Sources: Science; Fundamental Neuroanatomy
One-Minute Paper Questions Designed to Promote Connection-Making

- What example or illustration cited in today’s class could you relate to the most? Why?
- What relationship did you see between today’s topic and another topic previously covered in this course?
- What was discussed in class today that seemed to connect with what you’re currently learning or previously learned in other course(s)?
“I write to understand as much as to be understood.”
—Elie Wiesel, Nobel prize winner and Holocaust survivor
Self-actualization

Self-esteem

Love and belonging

Safety needs

Physiological needs
One-Minute Paper Questions for Stimulating & Assessing Higher-Order Thinking Skills

• What do you think were the *central* or *most important* ideas covered or points made in today’s ____? (Analysis)

• What could you take away from today’s ____ and *put to use* in your life? (Application)

• Was there anything you learned in today’s ____ that could be *connected* to, or *integrated* with something else you’ve learned? (Synthesis)

• What would you say was the major *strength* and *weakness* associated with today’s ____? (Evaluation)
Kolb’s Cycle of Experiential Learning

image by Karin Kirk
Intermediate 1-Minute Paper: Intercepting Attention Loss/Drift

1. What aspect(s) of your opening 1-minute paper have been reinforced or validated by what’s been discussed in this session thus far?

2. What aspect(s) of engagement do you think are worth adding to your original definition or thoughts about engagement?
Purposes & Timing of 1-Minute Papers

1. **Activate**: *before* a presentation—as a "warm up" to unearth students' pre-existing ideas about the topic.

2. **Punctuate**: *during* a presentation—as a way to "break up" long periods of information reception with opportunities for reflection.

3. **Consolidate**: *after* a presentation—as a "wrap up" to integrate ideas presented and create closure.
“Why is it, in spite of the fact that teaching by pouring in, and learning by passive absorption, are universally condemned, that they are still so entrenched in practice?”

—John Dewey, American philosopher and educator, 1916
“Narration (with the teacher as narrator) turns them [students] into ‘containers,’ into ‘receptacles’ to be ‘filled’ by the teacher. Education thus becomes an act of depositing. This is the ‘banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.”

—Paulo Freire, Brazilian educator, in *Pedagogy of the Oppressed* (1968)
“Engaged is a great way to talk about liberatory classroom practice. Given that our educational institutions are so deeply invested in the banking system, teachers are more rewarded when we do not teach against the grain. And there is a tendency to undermine the professional commitment of engaged pedagogues by suggesting what we do is not as rigorously academic as it should be.”

—bell hooks (a.k.a. Gloria Jean Watkins), *Teaching to Transgress: Education as the Practice of Freedom*, 1994
I SENSE THAT A HAND IS RAISED, YET I CANNOT TURN AROUND.
“Dysfunctional illusion of rigor: If we cover more content, the students will learn more content. Studies show that learning, student retention, and equity can be strongly increased by adopting active learning.”

“Dysfunctional illusion of rigor: Traditional methods of instruction offer effective ways of teaching content to undergraduates. In introductory physics, students classes taught with traditional lectures usually learn about 23 percent of what they collectively missed on the pretest. Alternative methods teach on average twice as much as traditional lectures.”

—Craig E. Nelson, Professor Emeritus, Biology, Indiana University, *Dysfunctional illusions of rigor: Lessons from the Scholarship of Teaching & Learning*
LEVELS OF SOCIAL ENGAGEMENT

Cooperative
(Teamwork)

Collaborative
(Consensus Building)

Interactive
(Interpersonal Interaction/Discussion)

Active
(Individual Engagement with Content)
Note Well!

• Those were gifted ITALIAN rats

• Raised by Joe Cuseo, Ph.D, LSD, PCP

• In Astoria, Queens (NY)
Concluding 1-Minute Paper: Closure & Feedback

What was the most significant or useful idea (if any) that you acquired in today’s session?

What unanswered questions (if any) do you have about student engagement?
* Thanks for your attention and participation.

* Sorry I have to bolt out of the room now; I have to co-facilitate another session.