Strategies that Emphasize Active Engagement

Mid-Year Symposium
Western Carolina University
February 19, 2016
Opening Choice Board

**Choose one:**

1. If you could meet one personality from history and have lunch with him/her, who would it be? Why?

2. You have been kidnapped. You can call on the characters from one TV show to make a rescue attempt. Which show and characters do you pick? Why?
Strategies that Emphasize Active Engagement

Based on the Research of Marzano and Pickering, Pat Wolfe, Eric Jensen, Robert Sylwester, and David Sousa
What is student engagement anyway?
Dr. Marzano’s Four Essential Questions for Engagement

- How do I feel? (Emotions)
- Am I interested? (Interest)
- Is this important? (Perceived importance)
- Can I do this? (Perceptions of efficacy)

The Little Engine that Could
Dr. Marzano’s Four Questions

- How do I feel?
- Am I interested?
- Is this important?
- Can I do this?
Attention

Many students seem to be paying attention, but cannot perform the task or pass the test…

WHY?

It’s not that they aren’t paying attention. They’re just not paying attention to you.”

-Robert Sylwester, brain research
Attention

There’s no such thing as NOT paying attention; the brain is always paying attention to something.

Unfortunately, however, is that something may not be an extended lecture or what we, as their teacher, thinks as important.

-Pat Wolfe, brain research
Attention

The brain is not designed to pay attention for long periods of time.

If the students are not paying attention, they are not engaged; and hence, they are not learning.

-Robert Sylwester, brain research
Attention

**ATTENTION** deals with whether information from the outside world gets into working memory.

If the information presented is not considered interesting, the working memory will not process it.

**ENGAGEMENT** is defined by importance; if the information is not deemed important, the working memory will not maintain it for long.

If students do not believe they can perform the tasks, the brain will eventually reject it.
See, Hear, Touch, Taste, Smell

Forgetting

18 seconds – 15+/- minutes
Depends on repetition
Limited capacity (4-7 items)

Lasts from 0.5-1 millisecond
Very large

Lasts forever;
sometimes difficult to retrieve
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*If students do not believe they can perform the tasks, the brain will eventually reject it.*
Sixty Second Activity-Call Out

Choose a number between 1-10.
Sixty Second Activity-Call Out

Think of one important thing you learned in the learning sequence just completed.

Formulate it into a complete sentence.
Sixty Second Activity-Call Out

The **number you chose** will be the number of important learnings reviewed in the sequence just completed.

Call out that number of things (when called upon).
Dr. Marzano’s Four Essential Questions for Engagement

- How do I feel? (Emotions)
- Am I interested? (Interest)
- Is this important? (Perceived importance)
- Can I do this? (Perceptions of efficacy)
Dr. Marzano’s Four Questions

1. How do I feel?

How students feel in the moment affects how likely they are to engage in classroom activities.
Dr. Marzano’s Four Questions

How do I feel?

Student emotions that affect their engagement
1. Students’ energy levels
2. The teacher’s positive demeanor
3. Students’ perception of acceptance
Dr. Marzano’s Four Questions

How do I feel?

Strategies teachers can use to maintain a positive, lively, and accepting atmosphere in class

1. Using effective pacing
2. Incorporating physical movement
3. Demonstrating intensity and enthusiasm
4. Using humor
5. Building positive teacher-student and peer relationships
Humor

“A lesson learned in laughter is a lesson learned forever.”

-Unknown
Humor

Laughter involves the whole brain and promotes a balance between the two hemispheres.
Humor

Your brain cannot tell the difference between real laughter and fake laughter.
Your smile may be the only one a child sees today. Smile a lot.
Humor

Breaking News!!!

Massive snowman grave uncovered in New Jersey!!!
Humor

Knock-Knock Jokes
Corny Jokes
Puns
Etc.

Just make sure if your kids tell a joke, they pass it by you first for approval.
Humor

Some Corny Jokes and Groaners

http://www.greatcleanjokes.com/jokes/kids-jokes/corny-jokes/

Great Clean Jokes
http://theoatmeal.com/djtaf/

Oatmeal
http://acornyjokeaday.tumblr.com/
Building positive teacher-student and peer relationships

Activity

Getting to Know Each Other
You may know me...

but you have no idea

WHO I AM
“If students sense their teacher does not care or is unkind…

it is unlikely that anything taught will have a positive effect.”

-Carol Ann Tomlinson
Thumball Questions: General

1. If you were an animal, what would you be and why?
2. If you were a cartoon character, which one would you prefer being?
3. What is the weirdest thing you have ever eaten?
4. What’s the worst thing you did as a kid?
5. Have you been told you look like someone famous? Who?
6. What are your top three (3) zoo animals? Why?
7. What are three (3) things you hate doing?
8. What are your top three (3) fast foods?
9. What are two (2) movies that made you cry?
10. What are your top three (3) favorite smells?
11. Complete the sentence: The world would be a better place without...
12. If you talk your sleep, what would you say?
13. What is the first thing you do when you get out of bed?
14. What is your favorite movie line?
15. If you were to treat yourself to the "finer things" what would you treat yourself to?
16. Where is the worst place you've ever been stuck waiting?
17. Fill in the blank: When I dance, I look like ___________ because _______________.
18. What is the most beautiful word you can think of?
19. What beverage do you find nauseating?
20. What was your favorite book growing up?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mt Rushmore honors four US presidents: Washington, Jefferson, Lincoln, and Roosevelt. If you could add another person to Mt. Rushmore, who would you like to add and why?</td>
<td></td>
</tr>
<tr>
<td>What latest trend simply baffles you? Explain.</td>
<td></td>
</tr>
<tr>
<td>What is your favorite movie line? Why is it your favorite?</td>
<td></td>
</tr>
<tr>
<td>What CD can you listen to from beginning to end without hitting the “next” button?</td>
<td></td>
</tr>
<tr>
<td>What are your top three (3) favorite books? Why?</td>
<td></td>
</tr>
<tr>
<td>Growing up, what was your favorite toy as a child? Why? Do you still have it?</td>
<td></td>
</tr>
</tbody>
</table>
Sixty-Second Activity

With the team at your table, create a phrase that summarizes what you have learned about *Marzano’s Question 1: How Do I Feel.*

Be ready to share with the group.
Dr. Marzano’s Four Questions

2. Am I interested?

Students will engage in activities not only based on how they feel, but also based on their interest.
Dr. Marzano’s Four Questions

2. Am I interested?

To enhance student interest, they will need to answer the question in the affirmative by...

1. Using games and inconsequential competition
2. Presenting unusual information
3. Questioning to increase response rates (more than one at a time)
Bloom’s Taxonomy
Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analyzing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognizing, listing, describing, retrieving, naming, finding
Sample Levels: Goldilocks

Remembering: What did Goldilocks do in the three bears’ house?

Understanding: Why did Goldilocks like Baby Bear’s things best?

Applying: If Goldilocks came to your house today, what things might she like to do?

Analyzing: What events in the Goldilocks story could really have happened?

Evaluating: Do you think it was right for Goldilocks to go into the bears’ house without having been invited? Why or why not?

Creating: Retell the story as Goldilocks and the Three Fishes.
Sample Levels: The Bombing of Pearl Harbor

Remembering: What was the date of the bombing of Pearl Harbor?

Understanding: Why did the Japanese attack/bomb Pearl Harbor?

Applying: If you had been responsible for the defense of the Hawaiian Islands, what preparations would you have made against the attack?

Analyzing: What lessons did our country learn from Pearl Harbor?

Evaluating: Do you feel the bombing of Pearl Harbor has any effect on Japanese-American relations today? Why or why not?

Creating: Retell the story of Pearl Harbor assuming the US armed forces had been ready for the attack.
Stretch Break!

45 seconds!!!

Go!
3. Is this Important?

Students believe something is important if it relates to their self-system. This relates to their basic goals being met...those that meet their needs for safety, food, and shelter.

Maslow’s needs must be met before any real engagement takes place.
Dr. Marzano’s Four Questions

3. Is this Important?

Activities that can help students make real-world connections so they see class activities as important:

1. Connecting to students’ lives
2. Connecting to students’ lives ambitions
3. Encouraging application of knowledge
Dr. Marzano’s Four Questions

3. Is this Important?

Strategies to connect to students’ lives:

1. Comparison tasks
2. Analogies
3. Choice
4. Real-world applications
## Choice Board

<table>
<thead>
<tr>
<th>Differentiated Instruction is like ________ because __________.</th>
<th>Differentiated Instruction is to ______ as __________ is to __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Grouping is like ________ because ________</td>
<td>Flexible Grouping is to ________ as ________ is to __________.</td>
</tr>
<tr>
<td>Tiering is like _________ because ____________</td>
<td>Tiering is to _________ as ________ is to __________.</td>
</tr>
</tbody>
</table>

Choose any 3.
### Multiple Intelligences Tic-Tac-Toe Grid: Thunder Cake

**Can be used as a classroom activity or as an assessment**

<table>
<thead>
<tr>
<th>Verbal/Linguistic</th>
<th>Logical/Mathematical</th>
<th>Bodily/Kinesthetic</th>
<th>Logical/Mathematical</th>
<th>Student Choice</th>
<th>Intrapersonal</th>
<th>Naturalist</th>
<th>Logical/Mathematical</th>
<th>Visual/Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the book, Thunder Cake by Patricia Polacco, and make a list of all the onomatopoeias found in the story.</td>
<td>Create a timeline of the sequence of events in the story, Thunder Cake. Write these events on note cards, shuffle, and have your teammates or another team put them in the correct order.</td>
<td>Using the handout provided, learn how to do The Rain Game. The instructions are provided. Conduct this activity with your team and then your classmates with you as the leader. You may also include the alternate activities found on the handout.</td>
<td>Create your own recipe for a Thunder Cake. There’s a hitch! Your ingredients must be ingredients found in nature…not household ingredients like flour and sugar. Have fun!</td>
<td>Design your own Tic-Tac-Toe box. Must be approved by your teacher.</td>
<td>Describe a time when a weather experience of yours or your family was disrupted by a weather event. Describe how it made you feel. Write this as a journal entry. Must be at least ½ page. Share your journal entry with your teammates or class.</td>
<td>The Onomatopoeia (a literary term) is used widely in the story, The Thunder Cake. Create a list of as many sounds in nature that you can that can be described with an onomatopoeia. Be sure to write the nature object and the sound associated with it.</td>
<td>Thunder Cake has been made into a major motion picture!!! Create a poster advertising the premier of the movie! Who will be your actors and actresses? Where is the setting?</td>
<td></td>
</tr>
</tbody>
</table>
Reflection Questions

Ask Yourself: Are Students Engaged?

• **Question 1:** Do I provide a safe, caring and energetic environment?
• **Question 2:** Do I make things interesting?
• **Question 3:** Do I demonstrate why the content is important?
• **Question 4:** Do I help students realize that personal effort if the key to success?

Marzano, March 2013, ASCD Educational Leadership
EXIT CARD

What is one (1) “BIG” idea you can take away from this morning’s learning?
Strategies that Emphasize Active Engagement

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1. How long is the average length of a television drama, comedy, news, or documentary segment before a commercial break occurs?
   a. About 20 minutes
   b. About 13-17 minutes
   c. About 8-12 minutes
   d. Not long enough
Attention

1. How long are the commercial breaks between show segments?
   a. They feel like forever
   b. Probably 10 minutes
   c. Closer to 8 minutes
   d. About 4-6 minutes
1:00-1:05  Intro and Theme Song
1:05-1:08  Commercial
1:08-1:13  Show
1:13-1:15  Commercial
1:15-1:21  Show
1:21-1:23  Commercial
1:23-1:30  Show
1:30-1:34  Commercial
1:34-1:41  Show
1:41-1:44  Commercial
1:44-1:50  Show
1:50-1:52  Commercial
1:52-1:58  Show
1:58-2:00  Commercial
<table>
<thead>
<tr>
<th>Time</th>
<th>Segment</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:05</td>
<td>Intro and Theme Song</td>
<td>5</td>
</tr>
<tr>
<td>1:05-1:08</td>
<td>Commercial</td>
<td>3</td>
</tr>
<tr>
<td>1:08-1:13</td>
<td>Show</td>
<td>5</td>
</tr>
<tr>
<td>1:13-1:15</td>
<td>Commercial</td>
<td>2</td>
</tr>
<tr>
<td>1:15-1:21</td>
<td>Show</td>
<td>6</td>
</tr>
<tr>
<td>1:21-1:23</td>
<td>Commercial</td>
<td>2</td>
</tr>
<tr>
<td>1:23-1:30</td>
<td>Show</td>
<td>7</td>
</tr>
<tr>
<td>1:30-1:34</td>
<td>Commercial</td>
<td>4</td>
</tr>
<tr>
<td>1:34-1:41</td>
<td>Show</td>
<td>7</td>
</tr>
<tr>
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</tr>
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<td>1:58-2:00</td>
<td>Commercial</td>
<td>2</td>
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</table>

Show: 42 minutes (70%)
Commercials: 18 minutes (30%)
Attention

Television has:

• Conditioned us to expect fast-paced, attention-getting methods of information delivery.
• Reduced the length of time that we pay attention by delivering information and entertainment in shorter segments of time.
• Reawakened the power of the image to teach, entertain, convince, and make a message memorable.
If your students are paying attention to you and to the task, you can pour information into them.
If your students are engaged rather than attentive, they are draining that information from you.