ISSN: 2321-7782 (Online)
e-ISJN: A4372-3114
Impact Factor: 7.327

Volume 5, Issue 12, December 2017

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

A Study on the current issues in Improving Student Engagement

S. Clemence Jenifer
Assistant Professor,
Department of Business Administration
St.Joseph's College (Autonomous)
Tiruchirappalli – 620 002 – India

Abstract: ***The paper that follows reviews research literature in the area of student engagement. Our goal in this work is practical: we hope to discover in this literature curricular and pedagogical ideas educators might successfully use to better engage students in learning. Prior to outlining the specifics of our research, we offer a general overview of what we have found as we have studied the literature to provide a context that might help readers better understand this area of study. Specifically, our reading suggests that work in the area of student engagement seems to have grown in a number of ways – the greatest of which is the change from focusing upon disengaged students (who are not learning) to engaged learners (who are learning). We theorize that older work about student engagement attempted to reshape 'renegade' students back into the fold of schooling, but current work is more willing to revision schools to fit the learning needs of students. This change seems crucial and promises to organize how the study of student engagement will be carried out in the future.***

Keywords: student engagement, student learning, pedagogy, assessment for learning.

I. INTRODUCTION

Clearly, educators hope students will become successful learners. Teachers' experiences also clearly tell them that students disengage and do so for a variety of reasons – perhaps each of which could be studied and mediated on its own. For very good reasons, a large number of researchers have studied student engagement. Several types of engagement were noted– academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological to name a few.

Common elements in the issue:

We have synthesized the following categories from our reading and will use these to elaborate further: (1) Interaction, (2) Exploration, (3) Relevancy, (4) Multimedia, (5) Instruction, and (6) Authentic assessment.

Interaction:

Respectful relationships and interaction – both virtual and personal – are shown to improve student engagement. Students today are intensely social and interactive learners

- Students want stronger relationships with teachers, with each other, and with their communities – locally, provincially, nationally and globally. They want their teachers to know them as people.
- Students want their teachers to know how they learn. They want their teachers to take into account what they understand and what they misunderstand, and to use this knowledge as a starting place to guide their continued learning.
- Students want their teachers to establish learning environments that build interdependent relationships and that promote and create a strong culture of learning.

Exploration:

Classroom practices reported to engage learners are predominantly inquiry-based, problem-based, and exploratory. Just as we want to learn about the Web by clicking our own path through cyberspace, we want to learn about our subjects through exploration. It's not enough to accept the professor's word. We want to be challenged to reach our own conclusions and find our own results. The need to explore is implicit in our desire to learn

Relevancy:

One common prerequisite for engaging learners is "relevancy." Today's learners ask that their learning apply to real-life scenarios whenever possible as opposed to being theoretical and text-based. Working with authentic problems or community issues engages students and builds a sense of purpose to the learning experience

Effective teaching is characterized by thoughtfully designing learning tasks with these features:

- The task requires and instills deep thinking.
- The task immerses students in disciplinary inquiry.
- The task is connected to the world outside the classroom.
- The task has intellectual rigor.
- The task involves substantive conversation

II. Multimedia and Technology

When it is simply not possible to move past the classroom to speak with and learn from experts in the field, technology helps students interact globally with people and events. Technology brings learners accessible and relevant subject matter and experts and is a tool for engaged learning. Both students and researchers issued a common call for new tools in the classroom toolbox, expanding beyond standard computer stations and overhead projectors to facilitate deeper research and learning and to build relationships among learners and experts

Multimedia and technology (cameras, video and video editing, projectors, SmartBoards, sound recording equipment, animation and gaming software, and the ubiquitous PowerPoint™) have proven helpful in engaging students in learning about subjects, in exploring ways to present their learning, and in helping students control their learning.

III. Engaging and Challenging Instruction

Two aspects seem to encourage engagement – engaging pedagogy and engaging curriculum. According to the research, we need to change how we teach as well as what we teach if we are to engage learners – moving from didactic to constructivist pedagogy. Constructivist instruction requires strong respectful relationships and safe learning environments, especially as teacher-student relationships shift from expert-disciple towards peer-based collaborative learning.

Several authors note that this shift might require an uncomfortable change in locus of control over process and, at times, content. Given the freedom and sense of safety to do so, "Students can find material that challenges the faculty member's worldview and expertise; they can uncover stories and research results that the faculty member has never heard about. It can be uncomfortable when the instructor no longer controls the subject matter the students will use".

IV. Assessment for Learning

The *five* effective teaching practices promise to increase engagement in learning – (1) creating thoughtful, intentional designs for learning; (2) making learning meaningful; (3) building relationships; (4) improving teaching practice in the presence of peer teachers; and (5) using assessment to improve learning and guide teaching

Assessment for learning (AFL) calls for teachers to use formative assessment practices to monitor student success and engage in regular sharing conversations with students about how they are learning. AFL is noted to increase student engagement and is more about "learning for further development" and less about "marking to standard expectations" or meeting externally dictated accountability measures. Standardized testing often leads teachers to teach to the test instead of to learner's needs, interests, and abilities.

V. CONCLUSION

Research suggests that successful, student-engaging classrooms combine these five aspects:

1. Learning that is relevant, real, and intentionally interdisciplinary – at times moving learning from the classroom into the community.
2. Technology-rich learning environments – not just computers, but all types of technology, including scientific equipment, multi-media resources, industrial technology, and diverse forms of portable communication technology (Project Tomorrow, 2010).
3. Positive, challenging, and open – sometimes called "transparent" learning climates – that encourage risk-taking and guide learners towards co-articulated high expectations. Students are involved in assessment for learning and of learning.
4. Collaboration among respectful "peer-to-peer" type relationships between students and teachers (horizontal organization model); Professional Learning Communities working together to plan, research, develop, share, and implement new research, strategies, and materials.
5. A culture of learning – teachers are learning *with* students. Language, activities and resources focus on learning and engagement first, and achievement second.

Under the UGC minor research project scheme - F.No. MRP-6941(UGC/SERO)

References

1. Armstrong, T. (2006). *The Best Schools: How human development research should inform educational practice.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
2. Barak, M. & Doppelt, Y. (2002). Pupils Identify Key Aspects and Outcomes of a Technological Learning Environment. *The Journal of Technology Studies. 28*(1/2), 22-28. Retrieved December 2010 from ProQuest Education Journals # EJ670883
3. Barak, M., Waks, S., & Doppelt, Y. (2000). Majoring in technology studies at high school and fostering learning. *Learning Environment Research,* 3**,** 135–158.
4. Barnes, K., Marateo, R. & Ferris, S. P. (2007a). Teaching and Learning with the Net Generation.
5. *Innovate Journal of Online Education, 3*(4). Reprinted in The Fischler School of Education and Human Services at Nova Southeastern University; Pennsylvania.
6. Barnes, K., Marateo, R. & Ferris, S. P. (2007b). Learning Independence: New Approaches for Educating the Net Generation. Retrieved September 2010 from http://www.masternewmedia.org/news/2007/05/04/learning_independence_new_approac hes_for.htm

