

Successful Student Engagement . . .

It's the Context!

The background of the slide features a close-up, slightly blurred image of an open book. The pages are a warm, yellowish-tan color, and a dark, possibly black or dark brown, pen is resting diagonally across the pages. The lighting is soft, creating a gentle glow across the scene.

Presented by San Jacinto College:

Eddie Weller
Mike Kent
Sandy McCurdy
Karen Hattaway
Peggy Oliver
Barbara Brown

Establishing a Context

- ❑ Focus on learning: engaging students with their course readings
- ❑ Room for inquiry: observation, reflection, action, assessment

Making Your Mark - Computer Info Tech

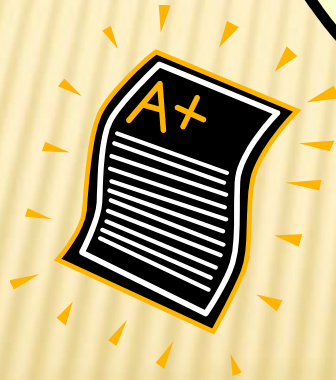
□ Highlighting Texts



□ Study Guides



□ Quizzes

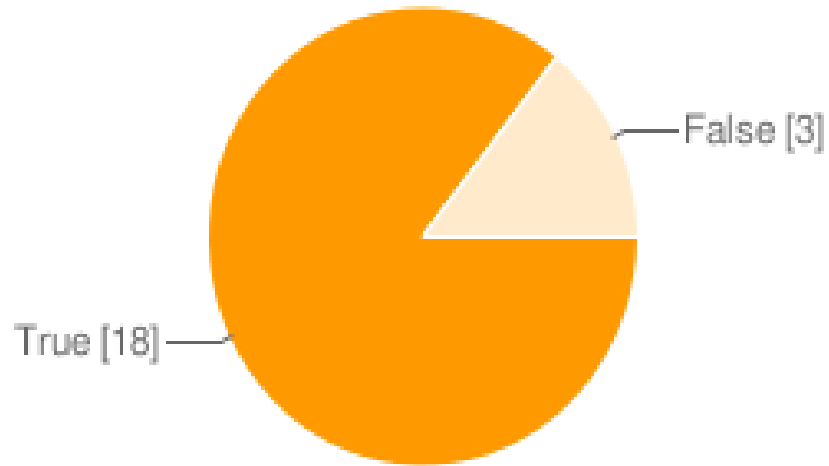


Mike Kent

Highlighting Texts

- ❑ 1st day – 1 hour exercise
- ❑ Summarize good highlighting techniques
- ❑ Students are given a photocopy of Chapter 1 and a highlighter
- ❑ Asked to highlight most important things on page 1
- ❑ Professor shows highlights for page 1 on the document camera
- ❑ Rinse and Repeat

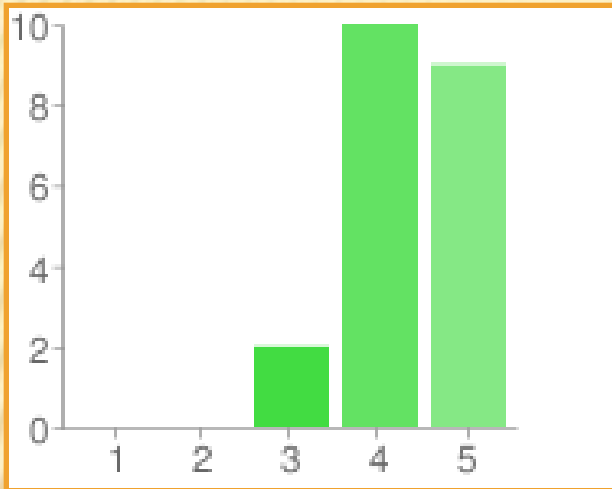
Highlighting Texts – Student Survey



When I was in High School I was not allowed to highlight my textbooks

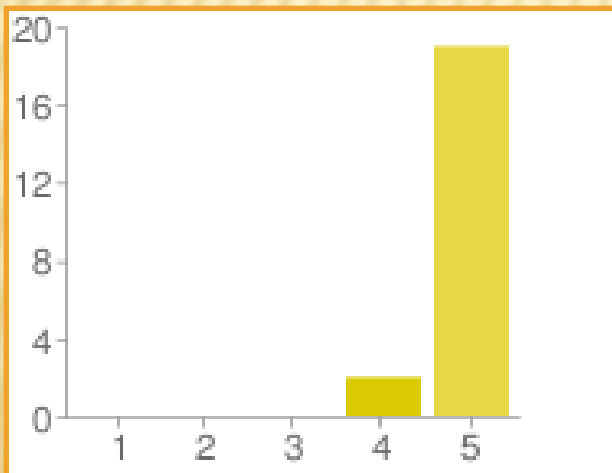
True	18	86%
False	3	14%

Highlighting Texts – Student Survey



On a scale of 1 to 5, I thought the highlighting exercise was useful

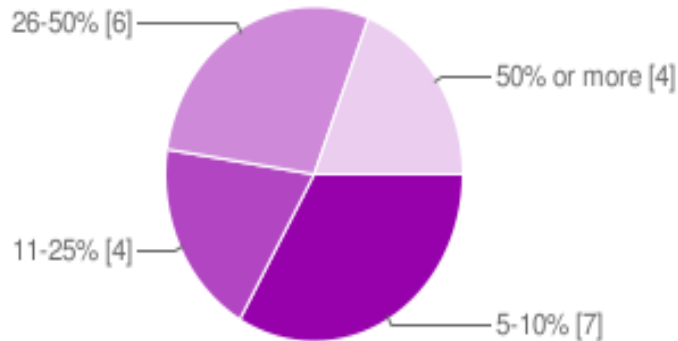
1 - Strongly Disagree	0	0%
2	0	0%
3	2	10%
4	10	48%
5 - Strongly Agree	9	43%



I believe my professor did this exercise to help me

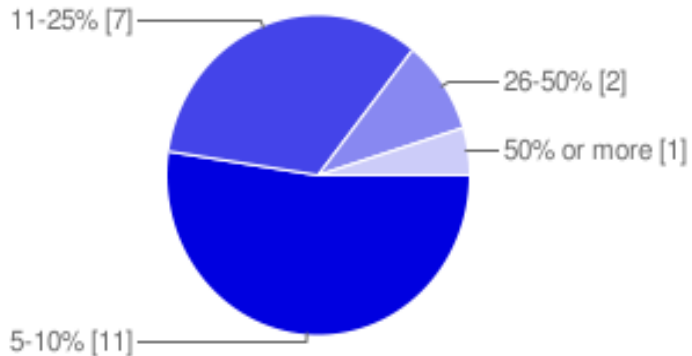
1 - Strongly Disagree	0	0%
2	0	0%
3	0	0%
4	2	10%
5 - Strongly Agree	19	90%

Highlighting Texts – Student Survey



Before this exercise I would typically highlight ___ percent of the page

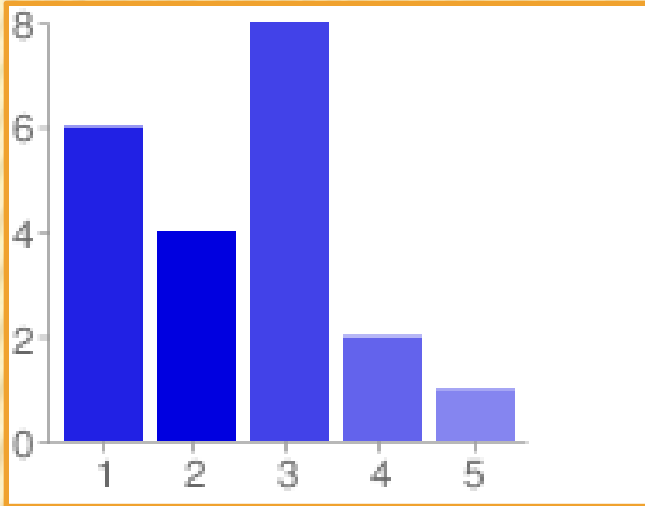
5-10%	7	33%
11-25%	4	19%
26-50%	6	29%
50% or more	4	19%



After this exercise I would typically highlight ___ percent of the page

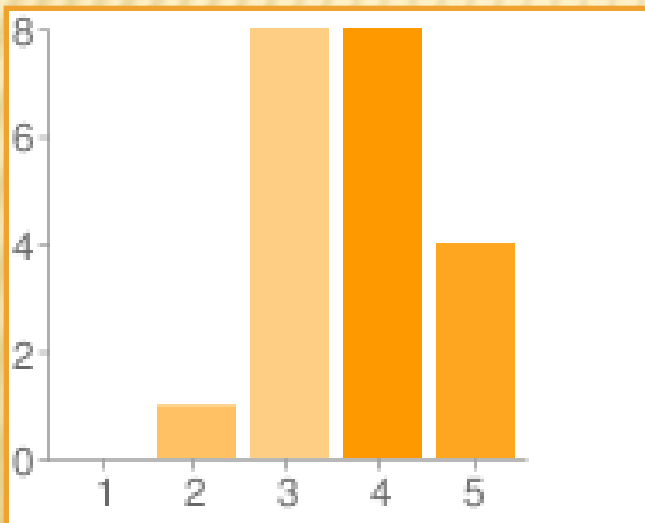
5-10%	11	52%
11-25%	7	33%
26-50%	2	10%
50% or more	1	5%

Highlighting Texts – Student Survey



Before starting this semester, my highlighting skills could be described as:

1 -	Poor	6	29%
2		4	19%
3		8	38%
4		2	10%
5 -	Strong	1	5%



After doing the highlighting exercise, my highlighting skills could be described as

1 -	Poor	0	0%
2		1	5%
3		8	38%
4		8	38%
5 -	Strong	4	19%

Reading Engagement – Study Guides

- ❑ Due the day the chapter is covered
- ❑ Questions on key concepts
- ❑ Required and graded
- ❑ Later Study Guides - students write the questions for a range of pages
- ❑ Last Study Guide – students work in groups and write all the study guide questions

Reading Engagement – Chapter Quizzes

- ❑ Quiz questions given out on Monday
- ❑ Quiz taken on Wednesday
- ❑ Quiz questions book oriented
- ❑ Forces the students to look up the answers
- ❑ Quizzes worth enough that students take them seriously

Reading Engagement – Study Guides

- ❑ Teaching Professor Activity – Study Guide
- ❑ Instructions:
 - ❑ Answer the study guide questions
 - ❑ Write your own study guide questions for page 273

Identify to Solidify – College Algebra

Collaborative Activity in Mathematics

Sandra McCurdy


College Algebra

Types of equations

- ❑ Linear
- ❑ Quadratic
- ❑ Rational
- ❑ Radical
- ❑ Higher degree polynomials
- ❑ Quadratic in form
- ❑ Absolute value
- ❑ Rational exponents

Types of equations for **this** activity

coefficient exponent



$5x^3$

□ Linear

$$6x + 2 = 20$$

□ Quadratic

$$x^2 + 5x = 6$$

□ Rational

$$\frac{2}{x} + 3 = \frac{5}{2x} + \frac{13}{4}$$

□ Radical

$$\sqrt{x + 10} = x - 2$$

A Wiki-World of Good Reading - Humanities

- ❑ Students engage texts using Reading Apprenticeship “Evidence and Interpretation”
- ❑ Students use evidence to create connections.
- ❑ The Wiki becomes the venue for the connections.

Karen Hattaway

Moving Forward – English Comp I

- ❑ Learning Activity for Paragraph and Essay Development and Organization Strategies
- ❑ Objective: Successfully apply previous instruction about paragraph and essay focus and structure
 - ❑ Identify topic sentences
 - ❑ Identify strategies for development

Peggy Oliver

Paragraph Game/Contest

- ❑ Review topic sentences and strategies for development
- ❑ Teams identify
 - ❑ topic sentence
 - ❑ main strategy
 - ❑ two secondary strategies

Teaching Backwards – English I & II

- ❑ Context: Help students become independent learners.
- ❑ Preserve integrity of the course
- ❑ Teach less, but teach it better
- ❑ Offer more support
 - ❑ Research Paper Support Groups
 - ❑ Plagiarism Boot Camp
 - ❑ Embedded Librarian

Barbara Brown

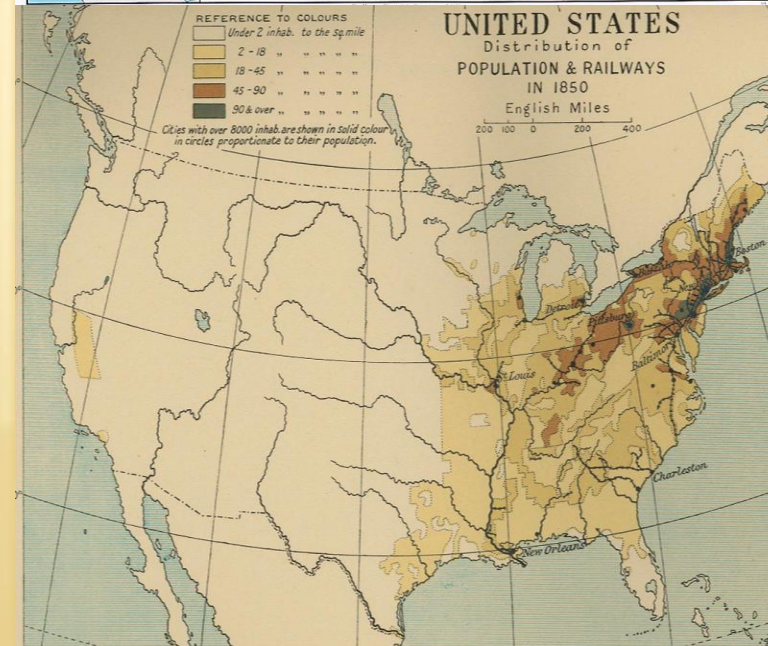
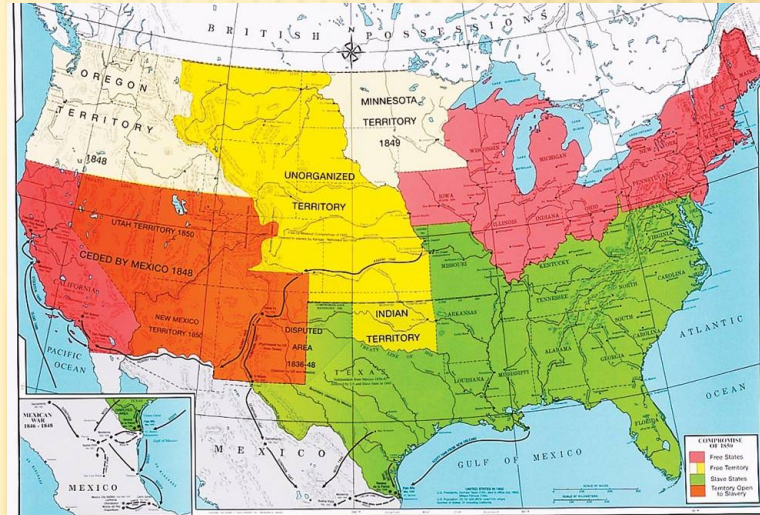
Teaching Backwards

- ❑ Engage students with creative, active-learning strategies
 - ❑ Textbook Treasure Hunt
 - ❑ **Teaching Backwards**
 - ❑ See It-Say It- Sing It-Create It
 - ❑ Definition Scramble
 - ❑ Talk-Back Grade Sheets

PBL and Sectionalism - History

- Defined
 - Collaborative
 - Problem solving
 - Analytical thinking
- Sectionalism: Where would you immigrate?

Eddie Weller



Closing Context

- ❑ Key to success: an attitude of contemplation and inquiry
 - ❑ Observation and reflection
 - ❑ Asking questions instead of rushing to solutions
- ❑ Pleasant Surprises:
 - ❑ Teaching of veteran faculty “reborn”
 - ❑ Changing culture of teaching and learning at San Jacinto College