

Active Learning and Student Motivation	Learner-Centered – Partnership vs. Authority	Motivational Theories
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2. APA Citation:

- Barkley, E. F. and Major, Claire. (2020). *Student engagement techniques: A handbook for college faculty*. New Jersey, Jossey-Bass Publishers.

3. Goal of the chapter or book

- This book is about getting students to engage with learning. Besides giving a definition of “student engagement” the book talks about the importance of active learning, facilitation of motivation for students, tips and strategies for student engagement techniques that focus on problem solving, critical analysis, application and performance, and study skills

4. Main ideas

- Pascarella and Terenzini (1991) first pair “engagement” with “learning” leading Russ Edgerton to term the word “pedagogies of engagement” or instructional approaches designed to help students learn the knowledge and skills they need to be engaged citizens and workers (5)
- Lee Shulman, 2002, states “Learning begins with student engagement” (5)
- Student engagement focuses on both “thinking and feeling.”
- Student engagement is a mental state that is the product of motivation and active learning. (Synergy).
 - Engagement is a continuum;
 - Start at the intersection of motivation and active learning and build to intensity where authentic engagement occurs
 - Students must connect to the material being learned, thus blending motivational factors and active learning are necessary (10)
- 3 types of outcomes from engagement: cognitive, emotional and behavioral.
- Schlechty, (2011) suggests 5 levels of engagement: Engagement (high attention/high commitment), Strategic Compliance (High attentions/low commitment), Ritual Compliance (low attentions/no commitment), Retreatism/noncompliance (no attention/no commitment), Rebellion (diverted attention/no commitment).
- Motivational Theories suggest that student perceptions affect their willingness to learn. If they feel helpless, then motivation is decreased, whereas if they are confident, they are more likely to be willing to try. If they are controlled, motivation decreases, if they have autonomy, motivation increases. If students are bored, they are unmotivated to learn, if they are interested in content, they are more likely to be motivated for learning (26).
- Active learning: Anything that involves students in doing things and thinking about the things they are doing, a method of learning in which students are actively or experientially involved in the learning process, a process in which students engage in reading, writing, discussion, problem-solving which promote analysis, synthesis and evaluation of content (39).
- Building a “learning community” is important for students sense of belonging and engaging in the community (46).
- Empowering students as partners in the learning process is important to put the student in their optimal challenge zone. “Sharing power with students” is part of a 5-step process to shift to a learner-centered philosophy of educating (52).

5. Other sources I would like to look at:

Pascarella and Terenzini. (1991). How college affects students.

Fredericks, Blumenfeld and Paris. (2004). School engagement: potential of the concept, state of the evidence.

Edgerton, R. (2001). Higher Education White Paper.

Schlechty, P.C. (2011) . Engaging Students: The next level of working on the work.