AFFECTIVE ENGAGEMENT SCENARIOS

# Scenario #1

Jane Smith High School has recently deployed a student engagement survey to begin an intervention to increase student engagement. When you visit the school, you notice:

* Students regularly arrive to school late, and the majority of students leave school and the campus immediately after the final bell rings.
* Students seem reluctant to share their thoughts and work with their peers.
* Extracurricular activities and school service organizations have low participation rates.
* Students are not given many opportunities to work in groups or demonstrate mastery through independent projects.

**The results of the survey were eye-opening. Some of the stand-out results include:**

* I like my school. (33%)
* When learning new information, I try to put the ideas in my own words. (20%)
* I am happy to be at this school. (31%)
* I make up my own examples. (37%)

# Scenario #2

During an observation of Mr. Oberlin’s history class at Jane Smith High School, you notice:

* Students rarely raise their hands or ask questions.
* Many students call the class boring and do things besides the coursework during class time.
* Students are seldom asked to synthesize information or put their learning in their own words.
* Students regularly report that they are not learning things that they think will benefit them in the real world.

**Responses of note from the student engagement survey for Mr. Oberlin’s students include:**

* I enjoy learning new things in class. (24%)
* When studying, I try to combine different pieces of information from course material in new ways. (34%)
* When I study, I figure out how the information might be useful in the real world. (27%)
* I’m happy to be at this school. (40%)

# Scenario #3

Hui Chen, a student in Mr. Oberlin’s history class at Jane Smith High School, was willing to sit down for a short interview with you. During this interview, he revealed:

* “Mr. Oberlin’s class is so boring. Couldn’t he make it more exciting?”
* “We will never use what Mr. Oberlin teaches us.”
* “I don’t like the assignments Mr. Oberlin gives us and often I don’t do them.”
* “I don’t see how this class matters for anything else I am learning.”

**A small sample of Hui’s responses on the student engagement survey reveal his perceptions:**

* I think what we are learning in school is interesting. (22%)
* I try to think through topics and decide what I’m supposed to learn from them. (30%)
* Most mornings I look forward to going to school. (21%)
* I try to see the similarities and differences between things I am learning for school. (38%)