

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%)