

# ENGAGEMENT

[Establishing a good rapport with students](#)

[Frequent use of questions](#)

[When to reveal the information](#)

[Change frequently activities](#)

[Make good use of grouping](#)

[Managing group work](#)

[Extrinsic versus intrinsic motivation](#)

[A new strategy Flip learning](#)

[Make them count, the first and the final minutes of the lesson](#)

[Creativity](#)



## **Establishing a good rapport with students**

Both Francisco and Kathy started the course with activities related personally to them and their families, using images and games sort of warm up activities, but with a clear goal: creating positive personal connections with us. Making it personal is always engaging and it is a way of making learning easier and more human. If we connect new knowledge, vocabulary or any other stuff to something related to our students it will probably stick easier. And at the same this means taking care of the beginning and “*make it count*”.

Another manner in which they promote good rapport is by starting the classes asking us about the weekend or about the previous day and if they talk directly to any of us, they never forget to ask how we feel in general here, if everything is going alright. If a student is having a bad time he/she won't be able to focus in the classes. This makes me think about how the brain shapes reality and that it performs significantly better at positive, when creativity and energy levels rise.

The first week many of them made an effort to spent time with us, even in their free time, not only the teachers, Charlie Cook and Stephen Corcoran as well. We all really appreciate that. That's another way of promoting rapport and is how they get to know us better.

## **Frequent use of questions**

Eliciting the content makes the learning meaningful and makes the students part of the process as well. It is an effective way of boosting intrinsic motivation as well as a powerful way of boosting thinking skills. Ask them WHY and HOW and you will make raise their interest and curiosity.

The teacher should be a conductor rather than an instructor. If the student finds his/her answers, that will be the product of his/her own effort, it will be something easier to remember, more meaningful than what the teacher can teach them.

### **When to reveal the information**

At the beginning of a lesson or a presentation, it may be more catching and effective not to reveal the topic from the very beginning, better wait and push students to listen. Keep their attention and try to make your activities challenging and engaging!

### **Change frequently activities**

Students react positively to learning by doing. They need variety of tasks and changes of pace during the lesson.

### **Make good use of grouping**

Working individually is necessary; however, it is highly recommendable to get students to help each other by working together.

**TPS (Think-Pair-Share).** This learning strategy is designed to differentiate instruction by providing time and structure for students to think on a given topic. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, brainstorming, quiz reviews... It helps students develop conceptual understanding of a topic and the ability to draw conclusions and to consider other points of view and promotes classroom participation because all students will be involved; after working individually on the posed problem, for which they will have time, all students will share their thinking in pairs with at least a peer and finally they share their ideas with the class. As students discuss their ideas, the teacher can go around to listen and to support them.

The teacher should describe the strategy and its purpose with the students and provide guidelines for discussions that will take place. Make sure that the students understood the instructions and set time for each step (1-3 minutes for *think*, 2-5 minutes for *pair* and 2-5 minutes for *share*). The teacher can begin by asking a specific higher-level question about the text or topic and may also ask students to write or diagram their responses. While making pairs it may be sensitive to take learners' needs into account (reading skills, attention skills and language skills). Finally, the teacher expands the "share" into a whole-class discussion. Each group chooses a spokesperson to present their ideas and questions they had to the rest of the class. From: [Cathy Allen Simon](#).

**Mushrooming group technique**, very useful to help students less confident, to order idea and get new ones, to reflect and to foster communication. Students will start with talking in pairs and then in groups of four, then talking to 8, and so on. Sharing ideas in small groups with stronger and weaker students together, make the last ones feel more confident, help them to rely on their own position and getting ready for the following debate between "As" and "Bs". It is a great opportunity to use polite ways to express disagreement.

## Managing group work

If you want your students to save time, tell them beforehand that they are going to do teamwork and have to hurry up arranging things to it –moving chairs, swapping places...- and that if they waste time, they won't work in groups –next day they'll do it better!

Every group must distribute roles and appoint a **leader** that helps sticking to the topic, summarize ideas and makes sure everybody takes part; a **timekeeper**, who will make sure that they make the most of their time; a **scribe**, the one in charge of taking notes or an **observer**, the one that checks that everyone sticks to the role, he/she is taken the role of the teacher in some way. These roles are shifted from time to time, so all students have the opportunity to be in charge of all roles.

**How to form groups.** You can have colour cards in a box –same number as students- then ask them to pick one up; students with the same colour will work together. You can give letters or number to students or just use your thumb and your index finger, open and closing them, to point students working together.

## Extrinsic versus intrinsic motivation

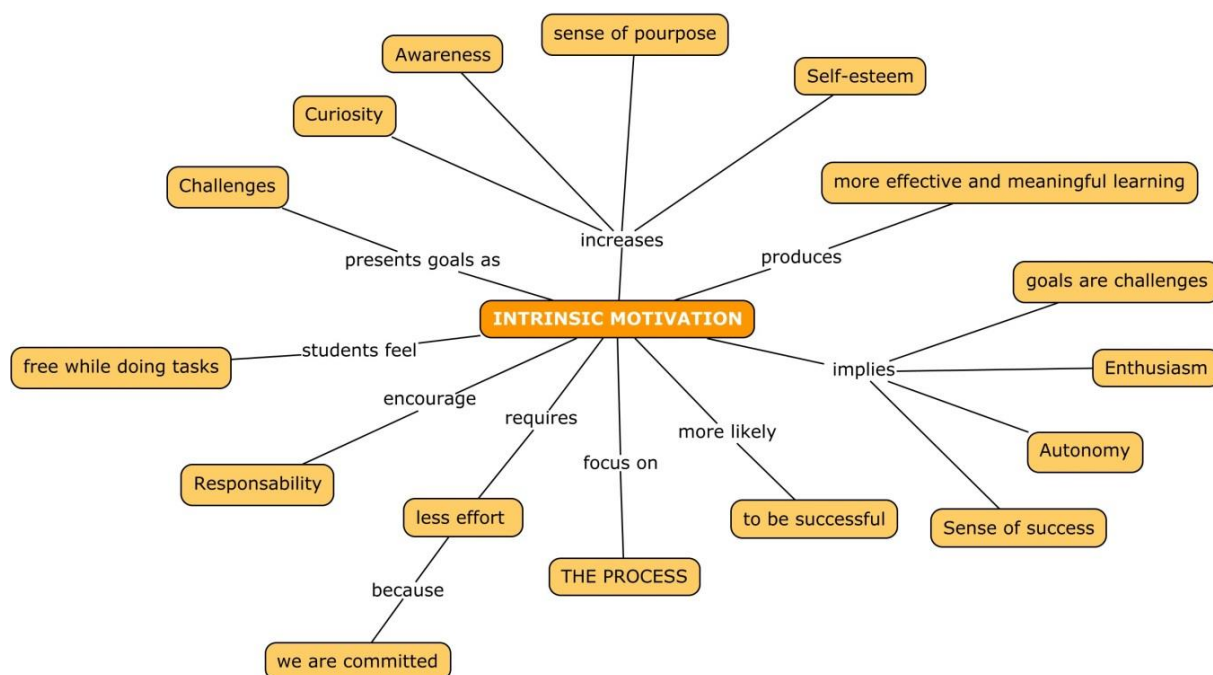
When we do the right thing or we do our best, to earn a reward or avoid negative consequences we are driven through **extrinsic motivation**.

When we do something because we enjoy it or because we find it interesting, we are moved by **intrinsic motivation**. If it is so, it is more likely that we stick to the task.

Giving rewards decrease the intrinsic motivation, anyway, rewards for performance are not as dangerous as rewards for doing a task. Here are some ideas to **boost intrinsic motivation** in your students, but you will find more in [Open Colleges](#) and in [Teach Thought](#).

- Share learning objectives.
  - Reward cooperation, not outcomes.
  - Make connections between learning and real life.
  - Challenge your students and make them feel capable.
  - Invite them to be remarkable and compete against themselves.
  - Give accurate and meaningful feedback.
- Emphasize fun.  
Stimulate cognitive curiosity.





### A new strategy to take part of the work home

**Flip learning** is a new methodology, a pedagogical approach in which the students work the content individually at home so the time in class is used to work in groups. "The classroom is transformed into a dynamic, interactive learning environment where the teacher guides the students as they apply concepts and engage creatively in the subject matter". But the teacher has to make sure they know how to organize themselves.

The four pillars of FLIP: Flexible environment, Learning culture, Intentional content and Professional educator. To learn more about it you can search on [FLIP Learning network](#).

### Make them count, the first and the final minutes of the lesson

It is important to take good care of the beginning and the end of the class, as they have **maximal effect**, *make them count*, as Kathy said. It is called **the primary and the regency effect**. Actually she always begins with a warm-up activity and finishes with a wrap-up activity. At the beginning, you set the tone of the lesson, the class already starts at the door when you welcome your students, and it is the moment to engage them with a warm up activity to introduce a new topic or review content. At the end you can make a fast review with a wrap up activity, because that's what probably students will remember the most. The teachers never forget to say a nice word at the end of the class, which I think is grate, like: *Have fun over the weekend! Feel proud of yourselves, you really improved!*

### Creativity

*"Play is the highest way of research"* Einstein.

If there's **no fun** in the class, there's **no progress**. Creativity is as important as literacy. In British schools students have Drama, Arts, Music and even Cooking until Year 9 while in Spanish schools, students are often educated out of creativity. Related to this topic, it is highly recommended the famous TED talk by Ken Robinson about creativity and passion [Do Schools kill creativity?](#)

Creativity implies freedom. Sometimes I have noticed that some of my students feel uncomfortable when facing activities that require taking decisions. I believe this happens because they are now used to being completely guided along the process. When the teacher guides all the time and uses external motivation, the students lose their ability to create their own way and the problem usually gets worse as they grow up. Creativity is incompatible with just following instructions, **students and teachers need thinking time.**

It is possible to bring small changes to class by **inviting students to take an active part in the learning.** Ask students, for instance, to create a *gap filling activity* with certain conditions; they can

prepare the activity and change it with other groups. They could even produce the text, or make a resume from a specific text for the activity. Make them work personally on the content and take a second place.

If the teacher is not creative or doesn't develop creative lessons, it will be difficult for students to develop creativity. Sometimes excessive **resources** can provoke a lack of creativity, like those children with bedroom full of toys. They lose enthusiasm and they don't develop their natural ability to daydreaming. On the other hand, in places like Cuba, where teachers and artists have really reduced resources, though more time available, they are pushed to be creative.

