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Student Engagement

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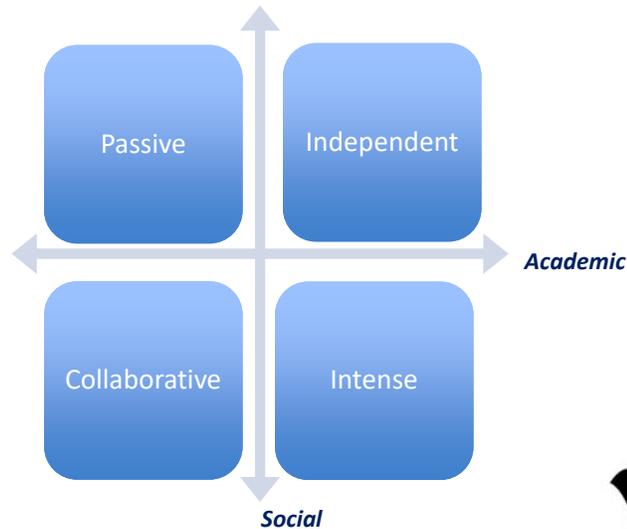
WORKSHOP OBJECTIVES

- The importance of Student Engagement to the success of you centre or programme
- Topics for discussion:
 - Your challenges around student engagement
 - The Student Lifecycle
 - Engaging students at different stages in their lifecycle
 - Strategies for all-centre engagement



DO ALL STUDENTS WANT TO ENGAGE?

Student engagement styles (Coates, 2007)



Notes

Intense

"Students reporting an intense form of engagement are highly involved with their university study ... They tend to see teaching staff as approachable, and to see their learning environment as responsive, supportive and challenging."

—Coates, 2007, 132-133

Independent

"An independent style of engagement is characterised by a more academically and less socially orientated approach to study ... Students reporting an independent style of study see themselves as participants in a supportive learning community. They see staff as being approachable, as responsive to student needs, and as encouraging and legitimating student reaction, and feedback. These students tend to be less likely, however, to work collaboratively with other students within or beyond class, or to be involved in enriching events and activities around campus."

—Coates, 2007, 133-134

Collaborative

"Students reporting a collaborative style of engagement tend to favour the social aspects of university life and work, as opposed to the more purely cognitive or individualistic forms of interaction ... High levels of general collaborative engagement reflect students feeling validated within their university communities, particularly by participating in broad beyond-class talent development activities and interacting with staff and other students."

—Coates, 2007, 134

Passive

"It is likely that students whose response styles indicate passive styles of engagement rarely participate in the only or general activities and conditions linked to productive learning."

—Coates, 2007, 134

Coates cautions that these "styles of engagement refer to *transient states* rather than student traits or types. It is not supposed, for instance, that these are enduring qualities that are sustained within individuals over time or across contexts" (Coates, 2007, 132)

STUDENT ENGAGEMENT MYTHS

- Student engagement is the responsibility of teachers and Student Services
- Students who don't attend social activities are likely to be less successful
- Most students are too busy to engage outside of class
- Student engagement = social activities
- Good teaching is enough

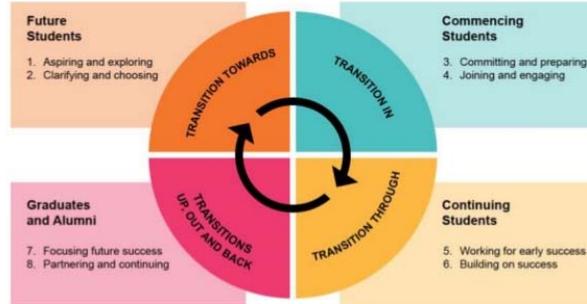


Notes

Why are these myths? How can you dispel them or prove that they're not accurate?

THE STUDENT LIFECYCLE

The Student Life Cycle



EAIR 2015 9

<https://www.qilt.edu.au>



Notes

Where do you think are the most critical areas for students to be engaged in? Why?
Do you think your Centre intentionally focuses on all of these?

FUTURE AND COMMENCING STUDENTS

- How do students engage with your Centre before they arrive?
- How well do you think your Centre introduces students to the Centre and life in Australia?
- What do you think student need and want to know before they start their studies?



NEAS OBSERVATIONS

- More pre-departure, pre-enrolment information
- Electronic access to documents
- What's on your website and how student-focused is it?
- Connection to the Centre, other students via social media



ACADEMIC ENGAGEMENT

- What strategies do teachers employ in the classroom or working with curriculum to keep students engaged?
- How much do you think student engagement affects teaching and learning and how much does teaching and learning affect a student's engagement with the Centre?



ACADEMIC ENGAGEMENT

- Things to consider:
 - Learner autonomy / self-study resources
 - Student support – academic & pastoral
 - Classroom dynamics
 - The journey or the destination?
 - T&L v Everything Else



Notes

Students will be more engaged when they feel they have some control over their own learning, so encouraging and developing learner autonomy is important
self-study resources will allow students to do this
feedback from students in NEAS focus groups is that students always want access to self-study resources – allows them to direct their own learning

Classroom dynamics – English-Only policies, expectations around timekeeping, preparedness, technology, mobile phones, dress codes and interactions

Are students focused on the ‘journey’ of their learning experience or the ‘destination’ of their degree programme, IELTS score, Cambridge certificate? Re-focusing students to understand why they have to do something (they may not like), how certain tasks will benefit them in the future or the links between their English studies and future plans can help them to be more engaged.

Teaching & Learning (T&L) doesn’t have to be detached from the rest of the Centre of extra-curricular activities. Find synergies, encourage teachers to be informed about Orientation, Student Services, to attend some outside activities and think about how different student lifecycle experiences can be reinforced in classes.

SOCIAL ENGAGEMENT

- Is social engagement always about trips, excursions and activities?
- What other ways could students be encouraged to engage with each other, the Centre and the wider community?
- Is it ok if students don't participate?



SOCIAL ENGAGEMENT

Food for thought...

- What role can students play in helping other students and your Centre?
 - Mentoring/buddying
 - Centre volunteers (orientation etc)
 - Student assistance – enrolments, log-in, tours
 - Student representative groups
 - Peer support, study groups, coffee clubs

- How could students be involved in the wider community?
 - CSR/charity opportunities
 - Local festivals, volunteer opportunities, community activities
 - Student/international student events



FEEDBACK

- What happens to all those surveys?



Notes

Begin with eliciting the kinds of feedback given and received at their Centres.

How does your Centre deal with all of the feedback or data collected? What happens to it?

Student-Teacher feedback

Closing the feedback loop

GRADUATION **AND BEYOND**

- Where do your students go?
- How could your past students be of benefit to your future and current students?



THE ROLE OF STAFF IN STUDENT ENGAGEMENT

- Marketing / Student Recruitment
- Student Administration
- Teachers
- Student Services
- Counsellors
- Management



Notes

How do these different groups of staff affect or influence student engagement?

What more could they do?

How important is it for them to work together?

Encourage PD sessions/meetings that allow different groups of staff to share experiences, talk about their roles in the Centre, discuss student issues

Run all-centre staff meetings throughout the year, or encourage representatives to sit in different staff meetings

ENGAGEMENT STRATEGIES

- Thinking about the student lifecycle, how do you think Centres could improve their student engagement at each stage?



REFERENCES & FURTHER READING

- ACER – Australian Council for Educational Research
<https://www.acer.org>
- The Higher Education Academy (UK)
<https://www.heacademy.ac.uk>
- QILT – Quality Indicators for Learning & Teaching
<https://www.qilt.edu.au/about-this-site/student-experience>
- Coates, H. (2007). Universities on the Catwalk: Models for performance ranking in Australia. *Higher Education Management and Policy*, 19(2), 1-17.



WORKSHOP **FEEDBACK**

We value your feedback. Please take a moment to fill out this short survey on this new workshop.

<https://www.research.net/r/X5BTTNL>

Many thanks!

