Improving Student Engagement

Student Name:

Institution:

Lecturer:

The Learner-Related Sequencing Related to my Design Strategy

The learner-related sequencing for the student engagement design strategy concerns the arrangement of content in a manner that boost learners’ capacity to attain their objectives. It constitutes the procedures that demonstrate the purpose of learning, as opposed to the mandate and responsibilities of the educator (Chen et al., 2015). The adopted strategy focuses on learners’ interaction with their colleagues, faculty, and educators. As a result, the enhanced students’ relationship boosts the abilities of the teachers to understand them better. Besides, it strengthens the effectiveness of the educators in teaching and communicating with the parents. In this case, the sequence constitutes of various processes such as teaching the skills, growth of knowledge, and identification of evidences that establish goals. The preliminary stage concerns the teachers’ role in imparting skills and knowledge to the learners. They introduce them to new ideas, highlight objectives, and guide them on how the lessons will progress.

 The next aspect in the learner-related sequencing concerns the growth of knowledge. It is the primary goal for student to acquire desired skills and competency that determine their academic and professional qualifications (Chen et al., 2015). My design strategy indicates that optimal and deep learning is achieved through student engagement. As a result, the teachers facilitate different activities, where the learners realize the growth of knowledge through interaction. Besides, they establish compatible relationships that help them in problem-solving and decision making. The last component of the sequencing entails evidences that establish goals. In this case, the students are exposed to responsive learning environment that inspire them towards attaining specified objectives. The sequencing is integral as it influence how the learners acquire knowledge, and motivates positive feelings towards the education process. Besides, it impacts their information processing abilities and capacities to make decisions.

Three Instructional Learning Strategies

 The learning objectives and instructional content relate to different instructional learning strategies such as flipped classroom, manipulative, and role-playing. Such techniques facilitate successful student engagement in learning activities. For instance, the flipped classroom is a mode of active learning that allows students to access information, prior to class. They receive pre-recorder lectures, which they discuss in groups before engaging in an interactive learning activity in the classroom (McLean et al., 2016). The technique constitutes four vital aspects. First, it provides a flexible environment as students decide on the suitable location for learning and group discussions. Also, they freely choose on the most appropriate time for knowledge acquisition. Secondly, it has a unique learning culture that is student-centered, as learners are actively involved in the search for knowledge. Thirdly, it constitutes intentional content, where the class work activities involve the information which the learners have researched and discussed. Lastly, the professional educators are integral in giving instructions and guiding the learning the process.

 The second instructional learning strategy for this case concerns the manipulative learning. It is a technique that exposes students to active engagement with visual and physical objects, to enhance their mathematical skills. It constitutes the hands-on learning procedures where the learners explore materials and ask questions that help them to discover new ideas (Uribe-Flórez & Wilkins, 2016). The strategy is considered as multisensory as the teaching methods allow kids to interact with their learning environment through sight, touch, movements, and listening. Besides, it permits the young learners to present their ideas in multiple ways, depending on how they comprehend the attained information. The manipulative strategy is integral for student engagement as it encourage communication and collaboration among the learners, as they seek to boost their abilities. For these reasons, it inspires confidence, and deepens understanding of mathematical ideas that are vital in solving problems.

 The third instructional learning strategy for student engagement entails role-playing. It is an integral learning technique where students apply the acquired knowledge in realistic situations, by taking the responsibilities of decision making. It enhances learners’ interactions as they work to complete multiple tasks in their respective roles (Glover, 2014). The role-playing learning approach is effective when conducted within cooperative groups, as it allows students to respond to information from the perspectives of the characters. The educators assume the central role in this strategy as they provide relevant situations to the students. In this case, they assign the learners the roles they desire, and provide instructions on how to complete such tasks. The technique breaks the monotony of the class work experiences, as the learners can interact with real world situations. Besides, it permits the student to overcome their self-imposed limitations to make critical decisions.

Three Examples of Instructional Strategies

The information from the learner analysis reveals that the k-12 students demonstrate differing levels of engagement in learning activities. Some students were attentive, while others were reluctant to take part. Therefore, the implementation of the instructional strategies will vary in three different ways. First, the educators employ the acceleration teaching approach to provide assistance to students that academically fall behind their peers. It focuses on helping the learners catch up with their colleagues; hence, they execute various academic techniques within a short period. The supplementary programs are vital in enhancing knowledge acquisition, while academic support motivates the student to acquire more skills. Besides, the institution establishes an expanded learning time that allows the child to engage more in academic programs. Similarly, it constitute increased amount of instructions, continuous teaching of the same content, higher expectations, and execution of different instructions.

 Secondly, micro-learning has been a significant instructional strategy in handling the less complex issues. It concerns disintegrating the learning process into short-term units and activities that fully incorporate the students’ needs. The benefit of this technique is that it facilitates an enhanced engagement between the learners, as they interact to acquire knowledge within a short time. Besides, it motivates knowledge retentions, since it breaks down the complex learning process and contents. Also, micro-learning is skill-based; hence, boosting learners’ abilities to engage in different functions. Nevertheless, the instructional strategy should not be used when learning complex concepts. Thirdly, the educators employ space repetition as a vital technique for instructional teaching. In this case, the teachers introduce the students into short and recurring lessons that motivate them to recall information and knowledge. It is effective in maximizing the learning outcomes and the rate of skill acquisition.

An Instructional Message for the Content

 The instructional message for the content is dependent on the students’ age, learning styles, and the relationship between the learners, instructors, and their environment. It function is to enhance the capacity of the learners to acquire, comprehend, and to utilize knowledge. In this case, the age attribute determine the type of learning strategy that would be suitable for the educators to adopt. The technique should maximize the outcomes to the selected group of students. Secondly, the instructional message will constitute specific learning styles that depend on the student’s choice. In such situation, some will prefer the visualized techniques, while other will demand the audio and group learning. Thirdly, the content structure should highlight the mode of interactions between the students, instructors, and their environment. The relationship determines the learners’ motivations towards knowledge acquisition.

Two Appropriate Delivery Strategies Based on the Instructional Objectives

 In this scenario, the direct instructions and the individualized learning are the most appropriate delivery strategies that relate to the identified instructional goals. The instructional objectives for the selected student engagement technique focused on enhancing the cognitive, behavioral, and affective attributes of the young learners. In a cognitive perspective, the educators were expected to promote fairness and an all-inclusive environment that mitigates the negative attitudes. The learning approaches should not segregate some students in favor of others. Besides, the behavioral strategy concerned the establishment of specific rules and routines that enhance healthy interactions between among the learners. For instance, the teacher might implement the culture of raising hands, and clapping in a specified manner. In contrast, the affective attributes entailed the emotional elements, where educators work to mitigate and to minimize negative emotions. The direct instructions and the individualized learning are integral in the success of these objectives.

 The delivery strategy on direct instructions concerns a teacher-oriented initiative where the educator acts as the formal authority, expert, and personal model. The teacher issues instructions and guidelines, which the learners follow, to attain successful learning outcomes. It is essential in attaining the cognitive and behavioral objectives that are only achievable under the intervention of an educator. The technique allows the teacher to implement and to enforce rules that promote fairness, and healthy interactions between the students. The second delivery strategy constitutes the individualized learning that focuses on specific needs of the learners. In this case, the educators prioritize addressing the child’s success in student engagement design strategy (Solberg et al., 2011). It is vital in achieving the affective objective, which aims at addressing the emotional issues of the learners. The strategy allows the educator to interact with each student to establish their desires and preferences that aid in attaining maximum learning outcomes.

Two Appropriate Delivery Strategies Based On the Instructional Context

 The instructional context for this learning objective significantly determines the appropriate delivery strategies. In this scenario, the educator focuses on the young learners from the kindergarten stage to the age of 12-years (k-12). Such group of learners is in a critical phase of their development where they acquire more knowledge and skills by interacting with their peers. For this reasons, the class-wide peer tutoring and the interactive instructions are the most appropriate delivery strategies. The educators will use the class-wide peer tutoring to promote a one-on-one engagement between the learners. It allows pairing and tutoring among the students, which promote special learning and attainment of behavioral needs. Similarly, the delivery strategy on interactive learning concerns groupings, where learners engage with their peers to acquire social and cognitive capabilities (Solberg et al., 2011). It is integral for this instructional context that constitute the K-12 students.

Two Appropriate Delivery Strategies Based On the Instructional Strategies

 The instructional strategies determine the most appropriate delivery approaches to employ for student engagement. In this case, the educators are required to allocate time for student interactions, which learners to understand them better. Besides, the teachers are expected to give directions and guidance to the learners, to make learning more interesting. For these reasons, the delivery strategy will constitute the small group discussions and the large group discussions. The educators will adopt the technique on small group discussion that allows them to engage with specified learners. The small groups constitute the students with similar issues; hence, making it easier to establish and to address their needs and desires. In contrast, the large group discussions entail the teacher-student interactions in a class perspective. The educator provides the instructions and guidelines to the learners, and engages with them in the classroom. Large group discussion is effective, regardless of its inability to meet the needs of every learner.

References

Chen, H., O’Sullivan, P., Teherani, A., Fogh, S., Kobashi, B., & ten Cate, O. (2015). Sequencing learning experiences to engage different level learners in the workplace: An interview study with excellent clinical teachers. *Medical Teacher*, *37*(12), 1090-1097. <https://doi.org/10.3109/0142159x.2015.1009431>

Glover, I. (2014). *Role-play: An Approach to Teaching and Learning*. Technology Enhanced

Learning at SHU. Retrieved 16 May 2021, from <https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/>.

McLean, S., Attardi, S., Faden, L., & Goldszmidt, M. (2016). Flipped classrooms and student learning: not just surface gains. *Advances In Physiology Education*, *40*(1), 47-55. <https://doi.org/10.1152/advan.00098.2015>

Solberg, V., Phelps, L., Haakenson, K., Durham, J., & Timmons, J. (2011). The Nature and Use

of Individualized Learning Plans as a Promising Career Intervention Strategy. *Journal Of Career Development*, *39*(6), 500-514. <https://doi.org/10.1177/0894845311414571>

Uribe-Flórez, L., & Wilkins, J. (2016). Manipulative Use and Elementary School Students’

Mathematics Learning. *International Journal Of Science And Mathematics Education*, *15*(8), 1541-1557. <https://doi.org/10.1007/s10763-016-9757-3>