MT Engage Pedagogy

What the Research Tells Us

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Overview

• Engagement & High Impact Practices
• Reflection and Integrative Thinking
• ePortfolios
Our Process

1. Define terms
2. Read widely
3. Apply locally
academic engagement (def.)

A student’s active learning experiences as demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities.

- MT Engage Quality Enhancement Plan (2016, p. 29)
Research on academic engagement

• Kuh (2009) traces “engagement” back to the 1930s and details the major evolutions in this thinking over the decades.

• Astin (1984) described student involvement as “the quality and quantity of physical and psychological energy that students invest in the college experience” (p. 307).

• The National Survey on Student Engagement (2015) stressed institutional efforts to cultivate this type of learning through “High Impact Practices.”


• Miller & Butler (2011) provide a nice overview of studies that link academic engagement to student success and outcomes.
High Impact Practices
High-Impact Educational Practices

- capstone courses/projects
- internships
- first year seminars
- learning communities
- writing intensive courses
- collaborative assignments
- undergraduate research
- global learning
- service learning
- project based learning
- experiential learning (EXL)
- civic engagement
- flipped classrooms
- Reacting to the Past
- education abroad
- common intellectual experiences

Expanded from Kuh (2008) and NSSE (2015)
Read More about HIPs/HIEPs


Reflection and Integrative Thinking
reflection (def.)

The metacognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.

- MT Engage Quality Enhancement Plan (2016, p. 29)
integrative thinking (def.)

Integrative and applied learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

- AAC&U (2009); cited in MT Engage Quality Enhancement Plan (2016, p. 29)
Research on reflection and integrative thinking

• Evolving definitions from Dewey (1910) to Mezirow (1990) to Ash & Clayton (2009).

• Moon (2001) identified four ways that reflection contributes to student learning.

• AAC&U and The Carnegie Foundation for the Advancement of Teaching issued a joint “Statement on Integrative Learning” (2009).

• AAC&U released the Integrative and Applied Learning VALUE Rubric (2009) which articulated theory as learning outcomes with descriptive levels of attainment.
Read more about reflection and integrative thinking


ePortfolios
Research on ePortfolios

• Lorenzo and Ittleson (2005) found ePortfolios coming into prominence in the 1980s, with focus on reflection and assessment coming in the mid-1990s (p.3).

• Yancey (2001) said, “Reflection is the key portfolio piece” (p. 19).

• Eynon, Gambino, and Torok (2014) release multiple reports on ePortfolio use for reflection and integration.

• Eynon & Gambino (2017) and Kuh (2017) make the case for the ePortfolio as its own high impact practice.
Read more about ePortfolios


Questions?

All references are available in the printed bibliography.

Run across more interesting reads?

Send them to Jason.Vance@mtsu.edu.