**Unit 3 WIKI ASSIGNMENT - all info from Student Engagement Techniques**

Assignment description and marking rubric Page 1

**ATTITUDE**

**The following are listed under the category of ATTITUDE:**  
relevance, differentiated instruction, scaffolded assignments, modeling, setting learning goals, providing choice, providing clear evaluative criteria

**Relevance:** "Something (A) is relevant to a task (T) if it increases the likelihood of accomplishing the goal (G), which is implied by T." (Hjørland & Sejer Christensen,2002).[[1]](http://en.wikipedia.org/wiki/Relevance#cite_note-0)

A thing might be relevant, a document or a piece of information may be relevant. The basic understanding of relevance does not depend on whether we speak of "things" or "information".

**Differentiated Instruction:**, page 132

**Differentiated instruction and assessment** (also known as **differentiated learning** or, in [education](http://en.wikipedia.org/wiki/Education), simply, **differentiation**) is a framework or philosophy for effective teaching that involves providing [students](http://en.wikipedia.org/wiki/Student) with different avenues to acquiring content; to processing, constructing, or making sense of [ideas](http://en.wikipedia.org/wiki/Idea); and to developing [teaching](http://en.wikipedia.org/wiki/Teaching) [materials](http://en.wikipedia.org/wiki/Textbook) and assessment measures so that all students within a [classroom](http://en.wikipedia.org/wiki/Classroom) can [learn](http://en.wikipedia.org/wiki/Learn) effectively, regardless of differences in ability.[[1]](http://en.wikipedia.org/wiki/Differentiated_instruction#cite_note-Tomlinson-0)

**Scaffolded Assignments:** page 133

Scaffolding is a term used to describe the general strategy of breaking down multipart processes into smaller steps or providing students with examples, clues, prompts, reminders, and so forth to help them succeed at complex learning tasks

- a scaffold for learning provides students with support until they can solve the problem, perform, perform a skill, or complete a task on their own

**Setting learning goals, page 10**

To apply goals theory to the college classroom, teachers try to (a) esatblish supportive realtionships and cooperative/collaborative learning arrangements that encourage students to adopt learning foals instead of performance foals and (b) minimize the sorts of pressures that dispose students toward performance goals or work-avoidant goals. According to Brophy (2004), when these conditions are created ina classroom, “students are able to focus their energies on learning without becoming distracted by fear of embarrassment or failure, or by resentment of tasks that they view as pointless o inappropriate.

**Modelling:**, setting learning goals,

carry out a skill while students observe, or provide examples that students can imitate, such as completed projects or solved problems

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**Providing Choice:**

**Following are some general strategies for promoting autonomy(Wlodkowski,2008;Raffini,1996;Brophy,2004): pg 85**

Providing students with rationales that are meaningful, so they can understand the purpose and personal importance of course activities.

Acknowledge students’ feelings when it is necessary to require them to do something they don’t want to do.

Give the students choices among several learning activities that meet the same objectives.

Allow students options in deciding how to implement classroom procedures.

Allow students to decide when, where, and in what order to complete assignments.

Encourage students to define, monitor, achieve self-determined goals individually

Help students to use self-assessment procedures that monitor progress as well as identify personal strengths and potential barriers.

Provide opportunities for students to assist in determining evaluation activities.

Avoid making students right, wrong, good, or bad based on their choices but instead emphasize accountability.

**providing clear evaluative criteria:**

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requiring students to assess and make judgement eg. Which of these are better? Why does it matter? And So what?