The Process:

NEED: Improve "time on task" in large lectures.

OBSERVE: How "engaged" are students?

REQUIRES: Observation protocol.

YIELDS DATA: When and what "engages" students.

RESULTS IN: Improvable methodology.

FINALLY: Strategies to improve "time on task".

What gets student attention?
- Clicker questions
- In-class discussion
- Instructor walking around
- Student question repeated by instructor
- Real world examples

What didn’t get student attention?
- Summary slide
- Goals at the beginning of lecture
- Long period of instructor lecturing
- Student question that was not repeated by instructor

Two different instructors showed the same trends!

Student engagement following a clicker based on if the instructor provided an explanation, a student provided an explanation or in-class discussion was generated.

Can student engagement be related to how students perform in the course?

Are you worried about losing classroom engagement after a clicker question? Well if you write clicker questions that stimulate in-class discussion this should not be a problem.