



"Montgomery County High School students.", ca 1940, www.shorpy.com

STLI Teaching & Learning Talks

Engagement: The Student Perspective

Engagement: The Student Perspective

Adam Barger, STLI

Roxane Adler Hickey, Washington Center

Katie Kasperson, RJ Hewitt & Sophia Sabardine
(DC Peer Ambassadors)

Pablo Yañez, STLI



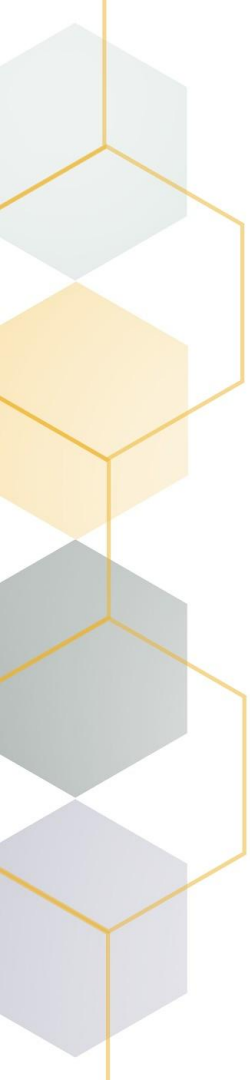


Teaching & Learning Talk Series: Engagement

The Instructor's Perspective - February 18

The Student Perspective - March 17

Engagement Beyond COVID - mid-April



If learning is the goal, student engagement may not be sufficient, but in most cases—whether they're in the classroom or studying on their own—it is necessary.

The Science of Learning, Bok Center Website, Harvard University



Dynamics of Learning

Adam Barger

What learners can do

Process

(encoding)

- Getting ideas to “stick”
- Tap prior knowledge
- Build within frameworks

Strategize

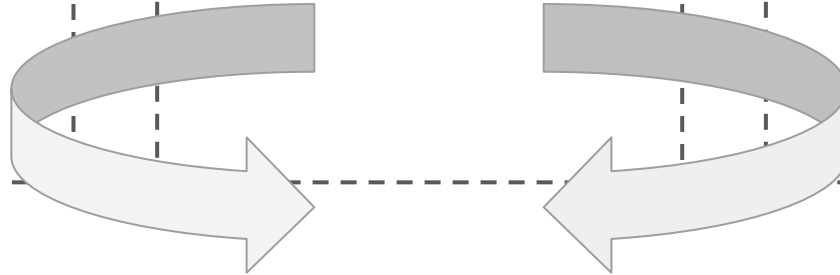
(self-regulation)

- Adapting actions to reach goals
- Organize & reflect

Reflect

(metacognition)

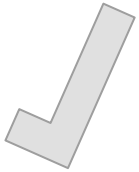
- Awareness of thinking & learning
- Debrief assignments



What teachers can do - ARCS -

Attention

- Recruiting interest



Relevance

- Why content is useful



Confidence

- Effort will lead to success



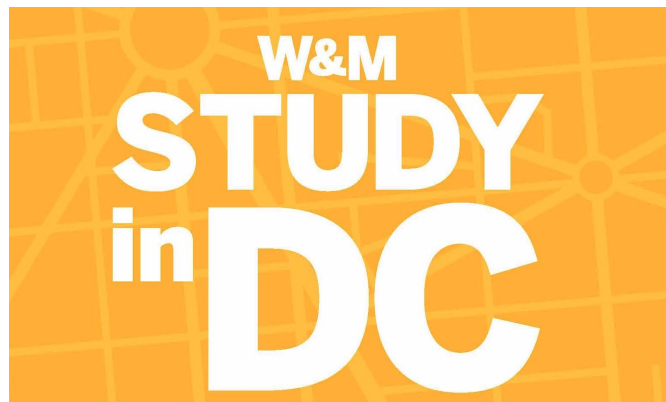
Satisfaction

- Reward or pride in work





WILLIAM & MARY
WASHINGTON CENTER



Roxane Adler Hickey

Opportunities

DC Semester Program

Studying in DC really helped me build my confidence in networking with alumni and other people outside of W&M, and that helped me secure my job after graduation.

Meagan Cantwell

DC Semester Program Spring 2018

12–14 credits each semester with internships.

Includes speakers, site visits, and a formal mentorship program.

DC Winter Seminars

3 credits over ten days in January. Includes speakers, site visits, and alumni engagement.

DC Winter Seminars provided me with an experience unlike any classroom. Rather than studying the material, this opportunity allowed us to experience the material first hand from several informed perspectives.

Heidi Crockett

DC Winter Seminars 2016

DC Summer Institutes

One of the greatest treasures of this program is a guaranteed internship. Unlike any other opportunity, from day one there is a staff member walking you through every step of the internship search, application, and acceptance process. There could not be a better way of jumping into the professional world.

7 credits each summer with internships. Includes speakers, site visits, and a formal mentorship program.

Mariana Eraña Salmerón

DC Summer Institutes 2019

DC Summer Session

3 credits through a 5-week hybrid course of mostly online classwork with four consecutive evenings sessions in DC.

Includes speakers and alumni engagement.

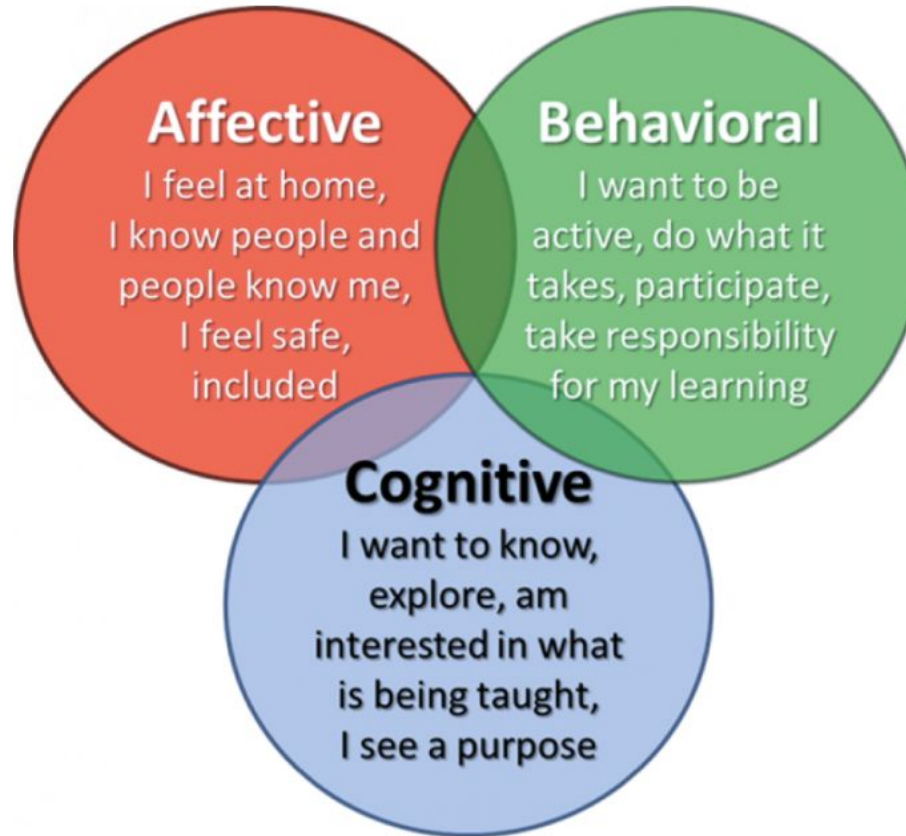
Connecting online with a W&M professor and students before meeting in DC allowed me to be prepared for an incredibly dynamic week, which opened my eyes to new perspectives and in-depth conversations I would never have had in a traditional classroom.

Heather Rodenberg

DC Summer Session 2019

The importance of student engagement

Successfully engaging your students depends largely on three aspects of your teaching.



Speakers and Site Visits



“ One Friday afternoon, my class had the opportunity to hear from former FBI Director James Comey for over an hour. As one of William & Mary's most distinguished and well-known alumni, hearing from him about his career path and experiences in the Department of Justice, private sector, and most recently the FBI was an unforgettable experience.”

Reed Timoner, DC Semester Program Spring 2017

Networking

Providing students with professional coaching...

“ The alumni mentor from Booz Allen that the Washington Center provided, facilitated and opened networking opportunities that are frankly not accessible to ANY students. He engaged my interests from the start (international and immigration law) and helped connect me with his colleagues, classmates, and friends that were experts in my future field. I can say that being the only undergrad at a W&M Law reception, meeting the dean and other senior staff, lasts well beyond the end of my semester in DC.”

Will Heikkinen, DC Semester Program Spring 2017

Internships

SOME PAST INTERN EMPLOYERS

ARTS

American Film Institutes
National Endowment
for the Arts
Phillips Collection
Smithsonian Institution

GOVERNMENT

Congressional and Senatorial
Committees
Democratic National
Committee
Department of Education
Department of Justice
Department of State
Environmental Protection
Agency
US International Trade
Commission
White House

MEDIA

C-SPAN
Discovery Communications
National Geographic
National Public Radio
The Atlantic
The Pulitzer Center for
Crisis Reporting

NON-PROFIT

Amnesty International
Civic Enterprises
DC Public Schools
Global Playground
The National LGBT
Task Force

PeaceCorps

Public International Law
& Policy Group
Refugees International
Service Year Alliance

THINK TANKS

American Enterprise Institute
Brookings Institute
Center for American
Progress
Public Religion
Research Institute



A portrait of Katie Kasperson, a young woman with long blonde hair, wearing large black headphones and smiling. She is in a room with a blue wall and a microphone stand visible in the background.

W&M WASHINGTON CENTER

Meet DC Peer Ambassador: Katie Kasperson

Year: Class of 2021
Major: Psychology
Minor: Marketing
DC Opportunity: Semester
Program (Spring 2019)

A portrait of RJ Hewitt, a young Black man with short dark hair, smiling. He is wearing a grey crewneck sweater and a blue name tag that says "HILLMAN-DEYOUNG". He is standing in front of a red brick wall.

W&M WASHINGTON CENTER

Meet DC Peer Ambassador: RJ Hewitt

Year: Class of 2021
Major: Government
Minor: Educational Studies
DC Opportunity: Semester
Program (Fall 2018) & Winter
Seminar (2019)

A portrait of Sophia Sabardine, a young woman with dark hair in a braid, wearing a pink sweater and a colorful patterned scarf. She is smiling and standing in front of the U.S. Capitol building.

W&M WASHINGTON CENTER

Meet DC Peer Ambassador: Sophia Sabardine

Year: Class of 2021
Major: Government
Minor: Marketing
DC Opportunity: Semester
Program (Fall 2019)

Katie Kasperson, Study in DC

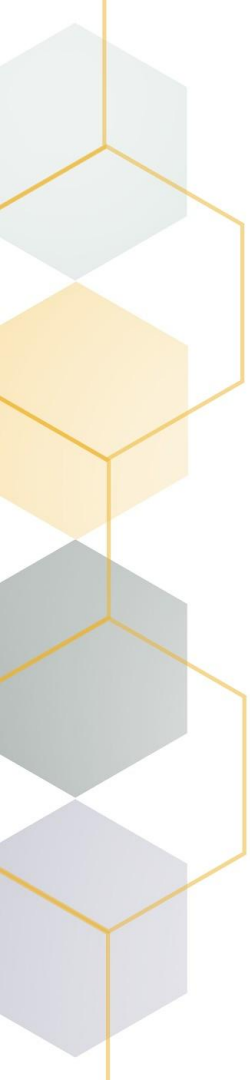


RJ Hewitt, Study in DC

Sophia Sabardine, Study in DC



Ask Away!





Wrapping up

- Want to continue the discussion?
 - We'll be here for the next ½ hour
 - Email us at stli@wm.edu

Ertmer, Peggy A., and Timothy J. Newby. "Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective." *Performance improvement quarterly* 6.4 (1993): 50-72.

Li, K., & Keller, J. M. (2018). Use of the ARCS model in education: A literature review. *Computers and Education*.
<https://doi.org/10.1016/j.compedu.2018.03.019>

Rowe, F. A., & Rafferty, J. A. (2013). Instructional design interventions for supporting self-regulated learning: enhancing academic outcomes in postsecondary e-learning environments. *Journal of Online Learning and Teaching*, 9(4), 590-601.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.

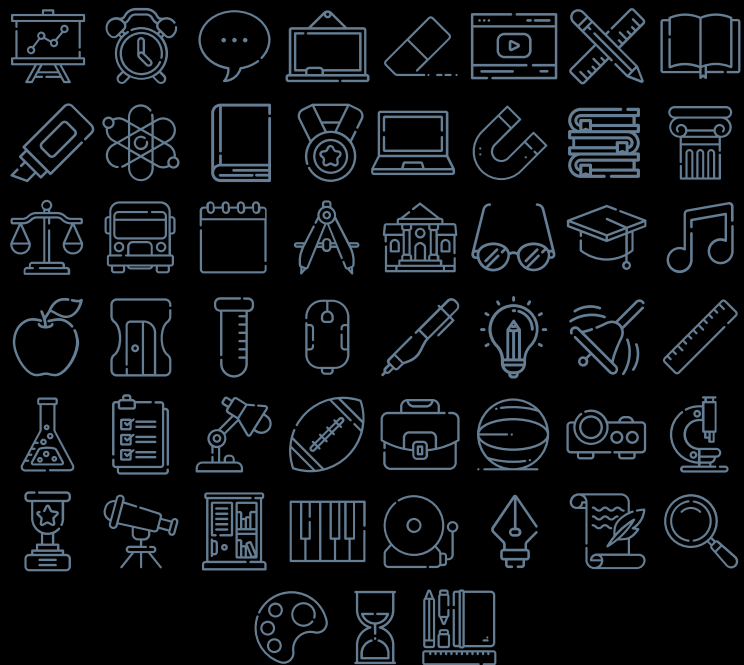
...and our sets of editable icons

You can resize these icons without losing quality.

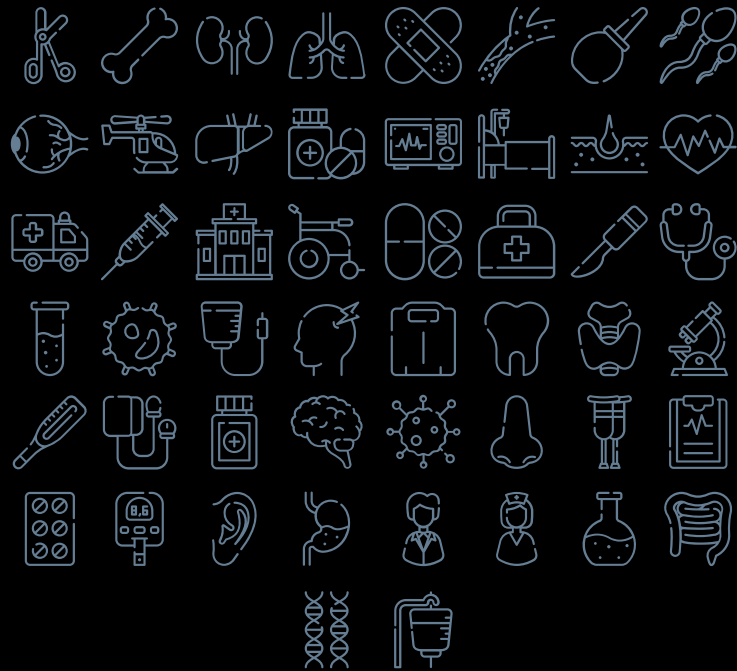
You can change the stroke and fill color; just select the icon and click on the paint bucket/pen. In Google Slides, you can also use Flaticon's extension, allowing you to customize and add even more icons.



Educational Icons



Medical Icons



Business cons



Teamwork Icons



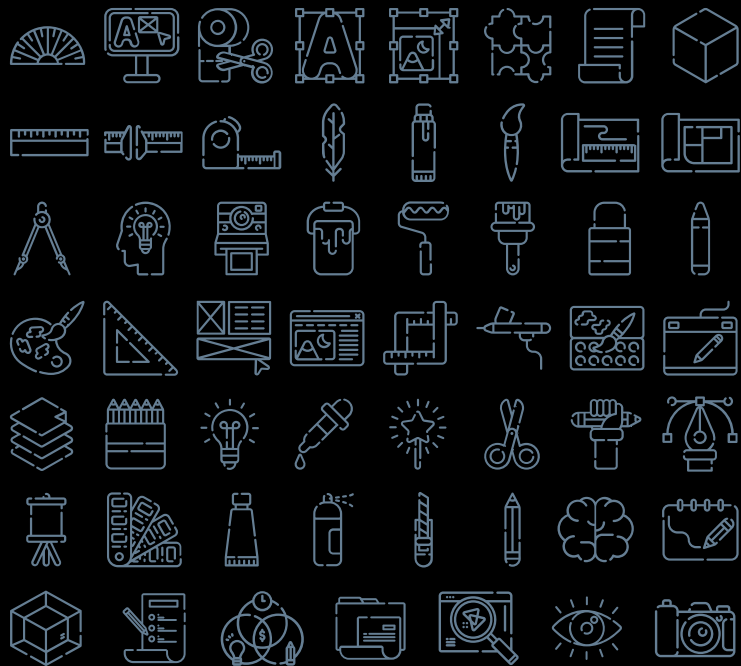
Help & Support cons



Avatar Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons

