



# Innovative Teaching Strategies for Student Engagement

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# Learning Objectives

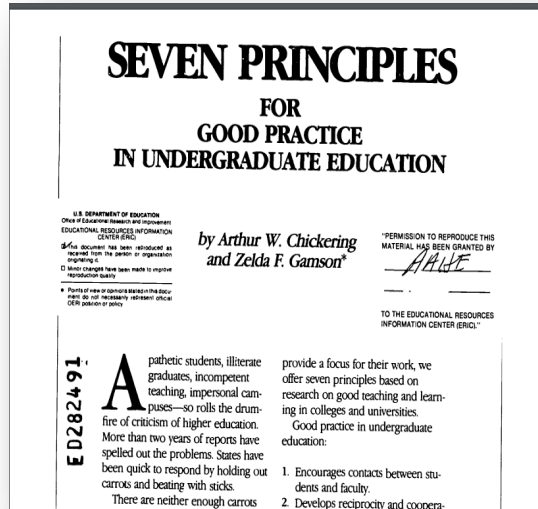


At the end of this presentation, participants will be able to:

- Identify the seven principles for good practice in undergraduate education
- Examine student engagement and its relevance in academic education at CU
- Identify innovative teaching strategies which promote student engagement

# Lewis & Gamson's Seven Good Principles for Good Practice in Undergraduate Education

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- Encourages contacts between students and faculty
- Develops reciprocity and cooperation among students
- Uses active learning techniques
- Gives prompt feedback

**STRATEGIC PRIORITY #2 / Engagement:** Clemson will continue to be recognized as a leader in engagement, encompassing student engagement, community outreach and public-private partnerships.

Student engagement was a cornerstone of Clemson's previous strategic plan, and as a result, students now have a wide variety of opportunities that provide real-world, hands-on, problem-solving experiences, such as Creative Inquiry, ClemsonThinks2, service learning, cooperative education, the University Professional Internship Program and programs of the highly ranked Center for Career and Professional Development. Today, Clemson is recognized as a national leader in undergraduate student engagement, demonstrated by high marks on student engagement and satisfaction surveys and a national ranking for the percent of students who hold internships. ClemsonForward aims to continue these efforts while also integrating student engagement more fully into the curriculum and instructional program.

Engagement is also at the heart of the land-grant mission. With Extension offices in every South Carolina county and a chain of six Public Service and Agriculture research and education centers from the main campus to the coast, Clemson's campus is truly the entire state. Innovation campuses in Greenville, Charleston, Anderson and Greenwood are hubs of public-private partnerships and provide specialized workforce development to key economic sectors.

ClemsonForward aims to capitalize on these strengths and opportunities with undergraduate programs that emphasize high-impact, evidence-based academic and global engagement, greater integration of innovation centers with the main campus and development of a 21st century economic development strategy.

“Foster evidence-based academic engagement: Undergraduate students’ academic engagement through programs such as Creative Inquiry and ClemsonThinks2 allows students to be active participants in their own education.”

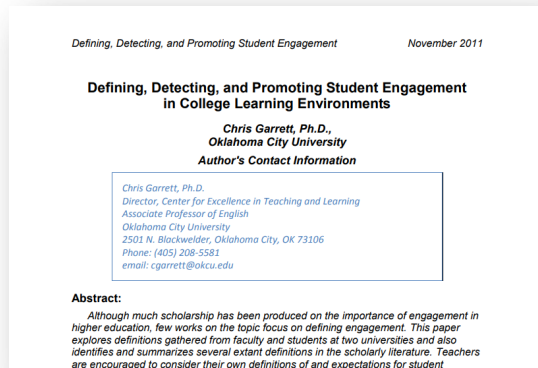
“Student engagement is also one of Clemson’s core strengths. ClemsonForward will expand the engagement mission by folding it more deeply into the undergraduate curriculum and exploring the impact of engagement on student learning, achievement and outcomes.”

#### STRATEGIC PRIORITY 2 / CORE STRATEGIES FOR SUCCESS LEVEL 1

- 1 | Build a campuswide global engagement infrastructure. ClemsonForward aims to expand the University's study abroad infrastructure and increase opportunities for students to interact across cultures and national boundaries. But global engagement is more than study abroad. It is a systematic effort to integrate global learning into both general education and majors. Supporting this effort will be a new Global Learning Institute, a faculty-led process to review current curricula and define global learning outcomes. Faculty participating in the development of a global engagement initiative along with international education professionals will provide the infrastructure and coordination to ensure Clemson graduates are prepared to thrive in an interconnected, multicultural, global environment.
- 2 | Foster evidence-based academic engagement. Undergraduate students' academic engagement through programs such as Creative Inquiry and ClemsonThinks2 allows students to be active participants in their own education. Student engagement is also one of Clemson's core strengths. ClemsonForward will expand the engagement mission by folding it more deeply into the undergraduate curriculum and exploring the impact of engagement on student learning, achievement and outcomes. The Wall Family Innovation Center will be a centerpiece of this effort, providing a state-of-the-art facility in which students and faculty can develop cutting-edge techniques to promote academic engagement and understand how it contributes to student success. This knowledge will then allow more precise targeting of resources so that Clemson invests most heavily in programs that are the most effective at engaging students, sparking their curiosity and supporting their intellectual and professional development.
- 3 | Enhance engagement opportunities across academic affairs and student affairs. Some of the most profound learning happens outside the classroom as students work and socialize together. Clemson will continue to support its award-winning engagement programs such as the University Professional Internship and Co-Op Program along with robust residential, social and service programs that enhance the Clemson Experience. ClemsonForward will add strategies to evaluate and measure all engagement programs to understand the links between engagement experiences and student success in order to continually improve results.

# Student Engagement: Defined

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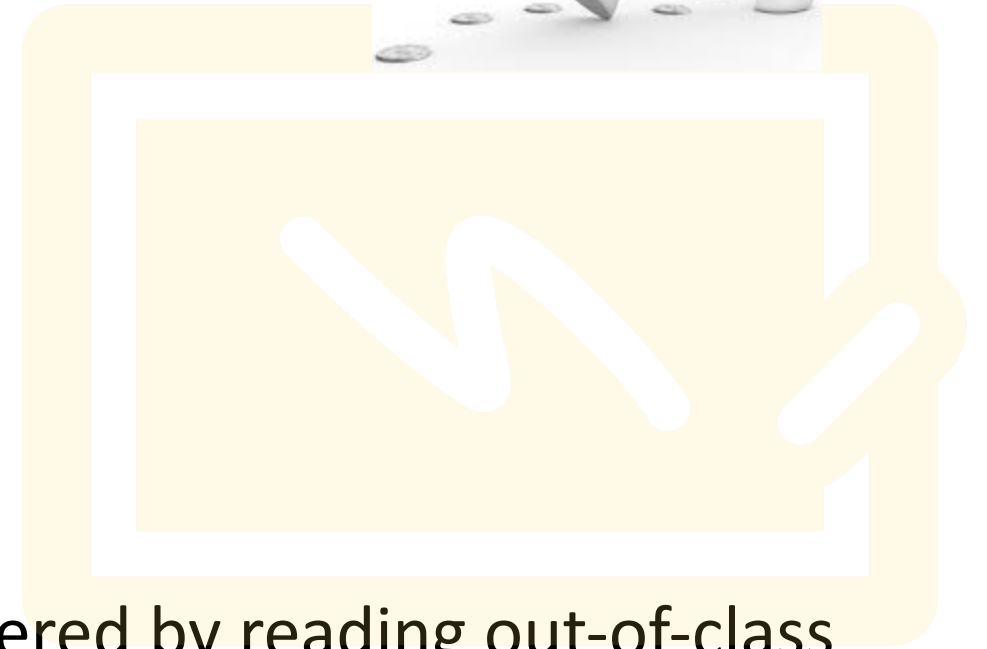
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- “Learning begins with student engagement”  
**(Shulman,2002)**
- Active learning; “requires student preparation before class, not just before exams”  
**(Watson, 1997)**
- “Student involvement.”  
**(Astin,1985)**
- “The greater the student’s involvement in the academic experience, the greater the level of knowledge acquisition and general cognitive development”  
**(Pascarella & Terenzini,1991)**

# Detecting Signs of Student Engagement



- Involvement in class discussions
- Participating in learning activities
- Asking questions
- Responding to others' comments in class
- Debating
- Bringing questions/problems to class discovered by reading out-of-class
- Writing response papers
- Emailing/posting discussion thread questions and comments to the instructor or others

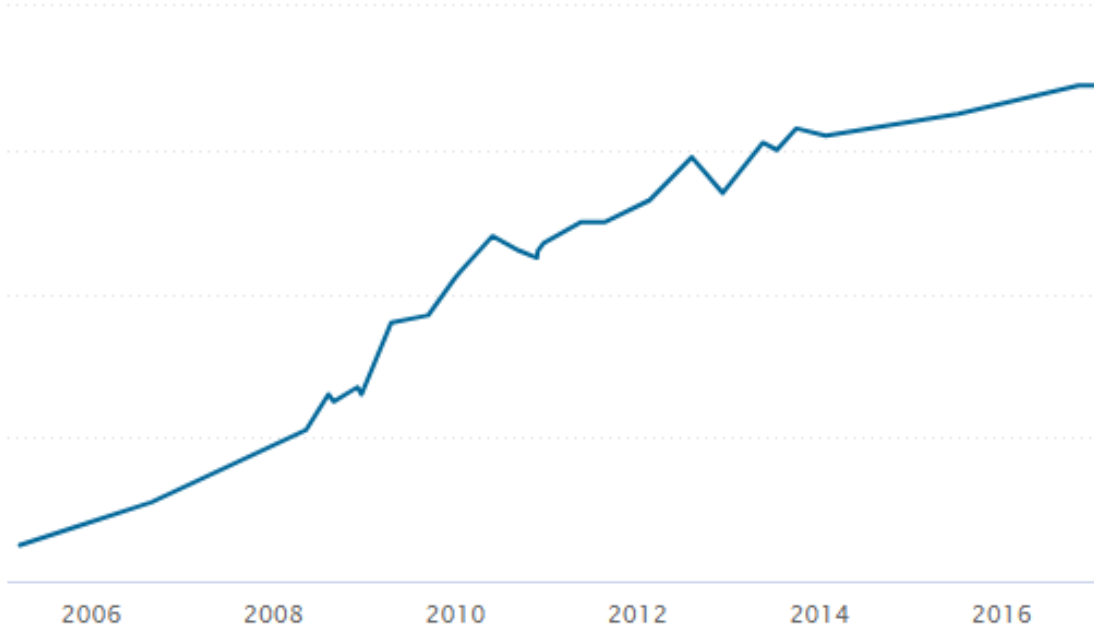




# Taking Social Media to the Classroom

- [Taking Social Media to the University Classroom](#)
- [Exploring the Potential Benefits of Using Social Media in Education](#)
- [Recommendations for Using Social Media in the Classroom](#)

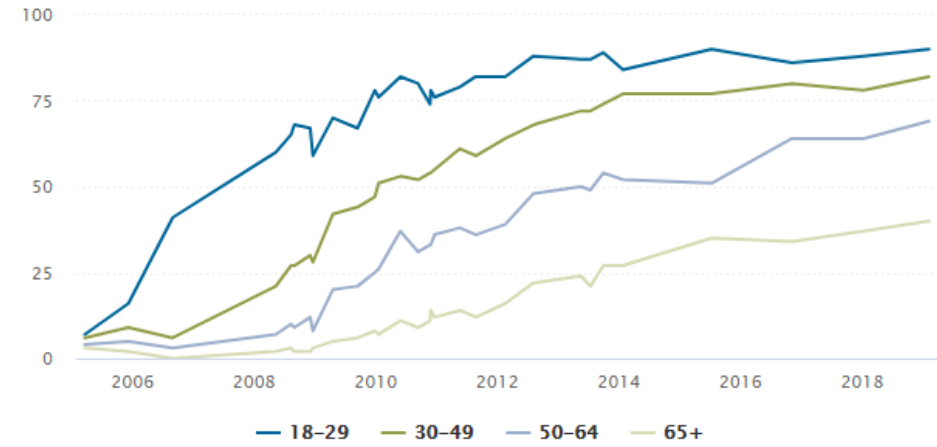
*U.S. adults who use at least one social media site*



e: Surveys conducted 2005-2019.

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*% of U.S. adults who use at least one social media site, by age*

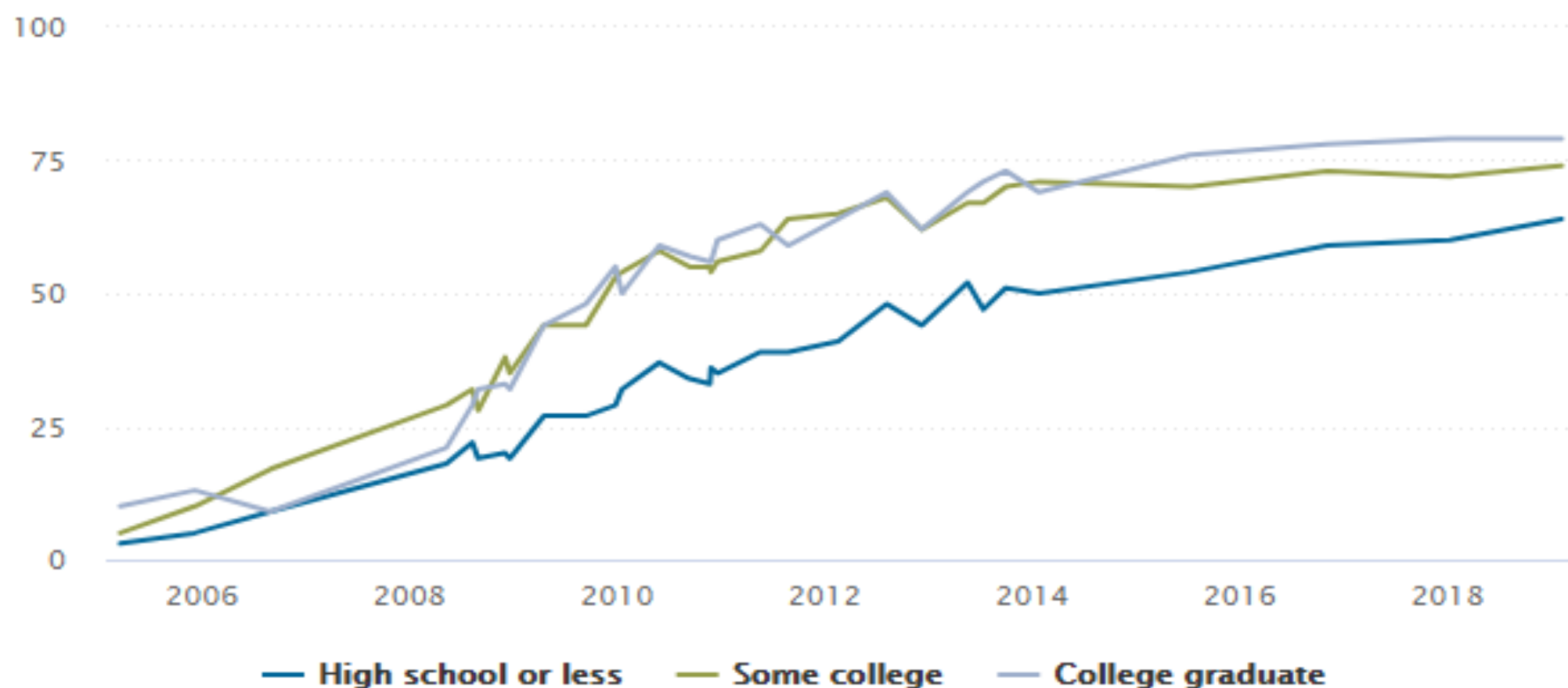


Source: Surveys conducted 2005-2019.

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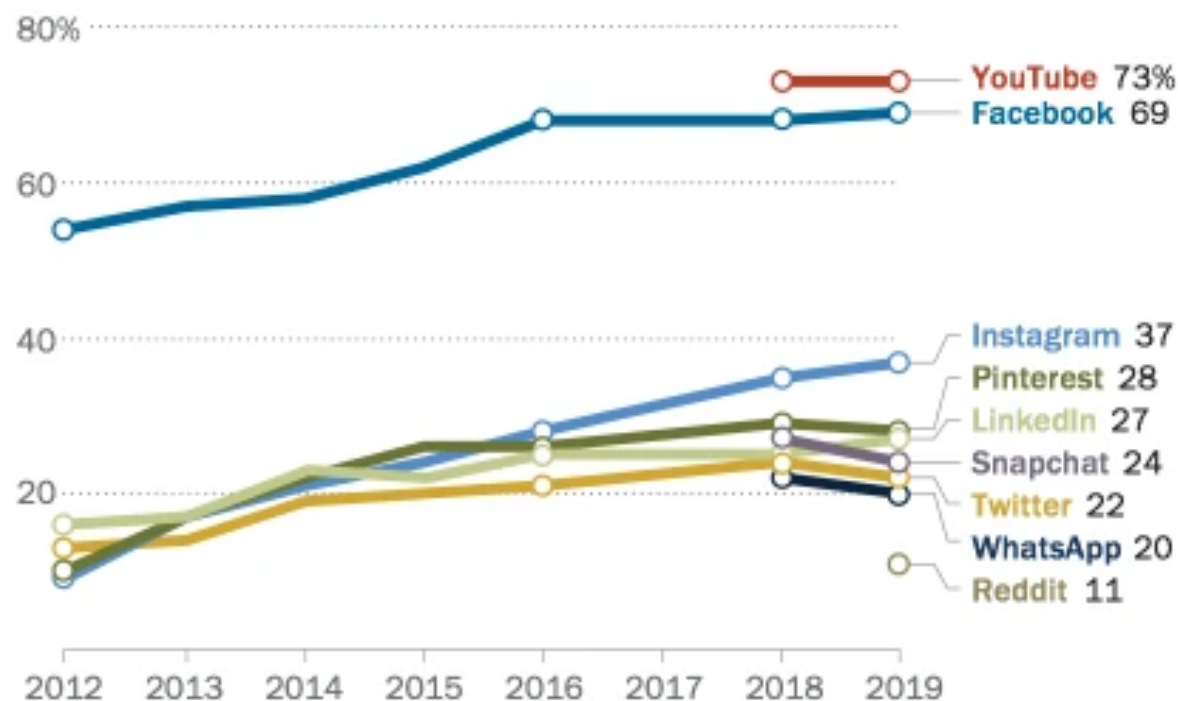
*% of U.S. adults who use at least one social media site, by education level*



Source: Surveys conducted 2005-2019.

## Facebook, YouTube continue to be the most widely used online platforms among U.S. adults

*% of U.S. adults who say they ever use the following online platforms or messaging apps online or on their cellphone*

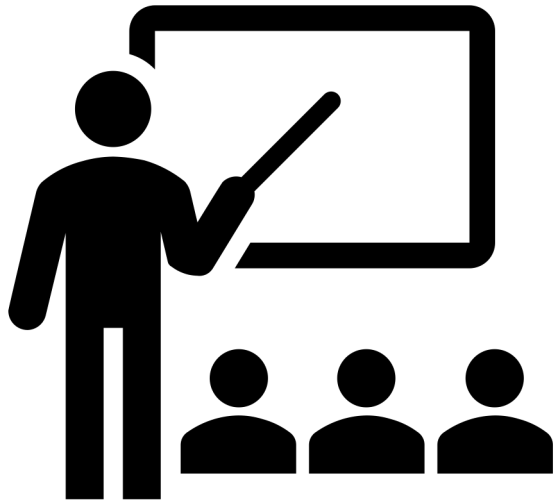


Note: Pre-2018 telephone poll data is not available for YouTube, Snapchat and WhatsApp. Comparable trend data is not available for Reddit.  
Source: Survey conducted Jan. 8-Feb. 7, 2019.

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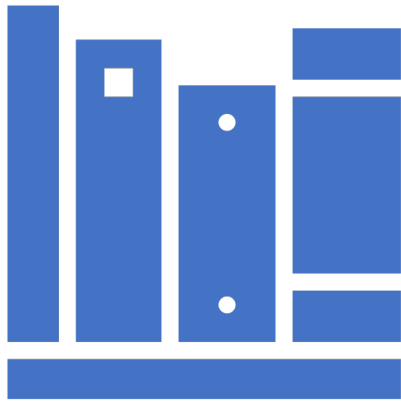
# Using FaceBook & Twitter in the Classroom

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- “Incorporating social media into curricula also allows students to gain critical media literacy skills that they need to evaluate the quality of information distributed through their networks.”

# Twitter Tools



- [Understanding Twitter Chats: A Beginner's Guide](#)
- [GroupTweet](#)
- [Evidence of Learning: Twitter Chat \(Grading Rubric\)](#)

# FaceBook Tools



- [10 Ways to Use Facebook in the Classroom](#)
- [Using Facebook as an Educational Resource in the Classroom](#)
- [Rubric for Facebook Page](#)



- Key Takeaway 1: Student engagement = Innovative pedagogy
- Key Takeaway 2: Innovative pedagogy requires courage
- Key Takeaway 3: Expect “Pioneer Punishment”



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