



STUDENTS' ENGAGEMENT: WAY FOR EFFECTIVE TEACHING AND LEARNING

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Abstract

This conceptual paper discusses the concept of Students' engagement in teaching learning process. It is the cognitive investment, active participation and emotional commitment to the learning of the students. It also focus on the students' engagement approach, its objectives, the process of Students' engagement, its importance and various ways to promote students' engagement in teaching and learning process which includes enhancement of students' self-belief, enable students to work autonomously, recognize that teaching and teachers are central to engagement, use of Active learning strategies, create challenging and enriching educational experiences, accept students from diverse backgrounds, invest in a variety of support services, adapt to changing student expectations, enable students to become active citizens and enable students to develop their social and cultural capital.

Key words: *Students' Engagement, Effective Teaching and Learning*

Introduction

When we observe the classrooms, we see that some students are not listening to the teacher, few students are bending down in their benches and several students are not participating in the discussion in such classrooms there is lack of students' engagement. Many teachers who constantly see disengaged students put the blame on the student and say that they could be better teachers and have better results if they had the opportunity to work with a better group of students. But classrooms with high levels of student engagement are not simply a result of student quality. There are various elements that contribute to high levels of student

engagement. These elements are a combination of the background of students, the influence and expectations of family and peers, schoolwide and classroom practices which will be helpful for effective teaching and learning.

Objectives:

1. To understand the concept of Students' engagement.
2. To be acquainted with the process of Students' Engagement.
3. To know the importance of Students' engagement.
4. To realize the ways to promote students' engagement in teaching and learning process

Concept of Students' engagement

Students' engagement in teaching learning process is a popular phrase in the field of education. It refers to students' active participation in the academic environment resulting in an enhanced learning experience. This may be through involvement with their individual studies, and the structures and processes that strengthen teaching and learning.

Student engagement can be defined as follows:

Students' engagement is simply encouraging the students to engage them in their class work.

Engagement is students' involvement with activities and conditions likely to generate high-quality learning.

The cognitive investment, active participation and emotional commitment to the learning of the students is known as Students' engagement.

The students' engagement approach provides the foundation for developing and strengthening student engagement and the overall learning process. This foundation is built through specific principles, habits, skills, and strategies. All members of the school community can join forces to develop schoolwide practices that cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the core of high levels of student engagement.

The three domains of student engagement approach are as follows:

1. Cognitive domain: It consists of beliefs and values.
2. Emotional domain: This includes motivation and feelings.
3. Behavioral domain: It consists of habits and skills.

In the students' engagement approach, teachers and parents work systematically across all three domains to ensure an integrated approach to cultivate and support student engagement at the highest level. The core habits of student achievement and other skill sets, such as organizational skills and self-discipline, also will be developed in the student through this approach.

The students' engagement approach includes the following six objectives.

1. **Cultivate one-on-one relationships:** The one-on-one relationship between student and teacher is the critical element that can lead to increased student motivation and higher levels of engagement in academics and school life.
2. **Learn new skills and habits:** Teachers can learn new skills and habits that help them to develop, polish, and enhance their already natural inclination to motivate and engage students.
3. **Incorporate systematic strategies:** Teachers can learn systematic strategies that facilitate student engagement. Students can develop behavioral skills and habits that lead to increased academic achievement and greater involvement with school life.
4. **Take responsibility for student engagement practices:** It is primarily the teacher's responsibility to engage the students, as opposed to the teacher expecting students to come to class naturally and automatically engaged.
5. **Promote a schoolwide culture of engagement:** The best way to promote high levels of student engagement is to develop and maintain a schoolwide initiative that is dedicated to creating a culture of student engagement, involving students in school activities, and providing a rigorous and relevant education program for all students.
6. **Professional development:** Professional development is an important part of increasing student engagement. Staff development, combined with staff ownership and recognition, is critical to developing and maintaining a culture of effective student engagement

1. The process of Students' Engagement

Student engagement is a broad concept, comprising a number of important features. These features demonstrate the practical ways in which student engagement in learning and teaching.

1. Initiation of Students' Engagement practices

Principal and teachers should decide the students' engagement policy in the school to initiate Students' engagement as school wide and classroom practice.

2. Orientation of Staff

Staff is well-informed about student engagement in learning and teaching and is appropriately trained in specific roles which support engagement activities.

3. Publicity of opportunities to engage

The opportunities to engage are widely publicised, accessible and flexible, to meet the needs of all students and staff. Expectations on students and staff are made clear.

4. Recognize and address barriers

There is a commitment to recognise and address barriers to engagement that exist, so that all students can have an equal voice and opportunity to contribute.

5. Engage the students in decision-making

Students are engaged in decision-making processes and are equipped with sufficient background knowledge to make effective contributions. Students are encouraged to initiate conversations, make suggestions and ask “why?” The learning and teaching environment is receptive to contributions made by students.

6. Regular feedback

Regular feedback allows students to review their own academic performance and progress. Through dialogue with staff, students are enabled to set their own learning goals appropriate to their own learning and development needs.

7. Encourage the students to undertake formal roles

Students are encouraged to undertake formal roles and are inducted, trained and supported to fulfill these roles. Opportunities also exist for students to contribute more informally at a departmental, Faculty and institutional level, and through the Students’ Union.

8. Independent Learning

Students are encouraged and enabled to learn independently both within and outside their core programme of study.

9. Recognition of students

Student engagement in learning and teaching is recognised and rewarded appropriately.

10. Regular monitoring

The effectiveness and impact of student engagement in learning and teaching are regularly monitored, reviewed and disseminated.

11. Engagement opportunities

The engagement opportunities are recognised as a means to enhance the development of employability, professionalism and active citizenship in a global context. Students are able to identify and articulate the skills they gain from these opportunities.

2. Importance of Students' engagement:

Engagement of Students in teaching learning process is very important for effective teaching and learning. This engagement is useful as follows-

1. Student engagement in learning and teaching recognizes the different goals, approaches and motivations of each individual student as well as the collective student voice.
2. Active engagement of our students is the main channel through which we are able to get feedback from our students, helping us to develop and improve all aspects of learning.
3. Partnership and collaboration between our students and staff creates mutually beneficial learning communities.
4. Student engagement in learning and teaching strengthens deep, transformational learning.
5. Active participation encourages our students to take more responsibility for, and have ownership of, their learning, thus enhancing their academic experience.
6. Student engagement in learning and teaching enables the attainment of skills, thus enhancing the employability of the students.

3. Ways to promote students' engagement in teaching and learning process:

Student engagement for effective teaching and learning can be promoted in the following ways:

1. Enhance students' self-belief:

Students engage when they act as their own learning agents working to achieve goals meaningful to them. This means that what students believe about themselves as learners is very important. They must believe they can learn, including that they can overcome and learn from failure. Giving students some control over learning processes helps develop this confidence and commitment to learning.

2. Enable students to work autonomously:

When institutions provide opportunities for students to learn both autonomously and with others, and to develop their sense of competence, students are more likely to be motivated, to engage

and succeed. Not unrelated to the first recommendation, the focus here is on cultivating intrinsic motivation, which fosters the self-determination that leads to engagement.

3. Recognize that teaching and teachers are central to engagement:

Teaching and teachers are at the heart of engagement. If the teacher is perceived to be approachable, well prepared, and sensitive to student needs, students are committed to work harder, get more out of the session, and are more willing to express their opinion.

4. Use of Active learning strategies:

Create learning that is active, collaborative, and fosters learning relationships. Active learning in groups, peer relationships, and social skills are important in engaging learners.

4. Create challenging and enriching educational experiences:

Create educational experiences for students that are challenging and enriching and that extend their academic abilities. Easy learning activities and assignments are not as effective at engaging students as activities and assignments that challenge them. When students are reflecting, questioning, conjecturing, evaluating, and making connections between ideas, they are engaged. Teachers need to create rich educational experiences that challenge students' ideas and stretch them as far as they can go.

5. Accept students from diverse backgrounds:

Ensure that institutional cultures are welcoming to students from diverse backgrounds. To become engaged, students must feel they are accepted and affirmed. They must feel they belong at an institution.

6. Invest in a variety of support services:

Sometimes it seems as though students don't take advantage of support services like learning and advising centers, but a wide variety of research findings confirms the importance of these support services. They are perceived as part of the institutional culture, and students engage when that culture values and supports their efforts to learn.

7. Adapt to changing student expectations:

An institution should never be satisfied with how it is promoting student engagement. As students change and new research evidence emerges, institutional practices should be adjusted. Engagement cannot just be promoted, it must also be maintained.

8. Enable students to become active citizens:

What is needed is a democratic-critical conception of engagement that goes beyond strategies, techniques, behaviours, conception in which engagement is participatory, dialogic and leads not only to academic achievement but to success as an active citizen.

9. Enable students to develop their social and cultural capital:

This kind of capital derives from a sense of belonging, from active relationships with others, and from knowing how things work around the institution. It is especially essential for minority students who need to be successful not only in the classroom but beyond it as well.

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