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Engaging Voices of Disconnected Learners in Urban Environments

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Cognitive Science: How Deep Approaches To Learning Promote Metacognitive Strategies to Enhance Integrative Learning

Mildred Pearson – EC/ELE/MLE, Eastern Illinois University

Daniel Harvey – Letters and Sciences, University of Wisconsin-Milwaukee

This research examines how deep approaches to learning assist students in developing meta- cognitive strategies to enhance integrative learning. A triangulational study was conducted through the use of two surveys. Student data consist of a questionnaire with adaptations from the National Survey of Student Engagement (NSSE) 2008. Faculty data stems from the Faculty Survey of Student Engagement (FSSE) with permission from Dr. Laird, Project Manager. Deep approaches to learning promote strategic thinking, critical thinking, reasoning skills, connections to relevant learning, and creativity. Thus, students are able to integrate information learned and apply it beyond the four walls of a classroom.

Engaging Voices of Disconnected Learners in Urban Environments

Mildred Pearson – EC/ELE/MLE, Eastern Illinois University

Agnes Virginia Williams – Educational Policy, University of Wisconsin-Milwaukee

Success in school is critical for urban youth. This study reports on ten coaches effort to engage urban high school students in social action projects in a charter school that adopted the Public Achievement model of civic engagement. The coaches, who were graduate students, worked with ten groups of six to twelve students who were required to participate. This study draws from fieldnotes and interviews of each coach and examines their experiences of helping students think critically about community issues. This calls for families, communities, and schools to build social networks; providing children with social capital necessary to achieve.

iBooks for iPads for You?: Exploring iBook Author as a Collaborative Tool

Chris Penna – English, University of Delaware

Debra Jeffers – Information technology Client Support, University of Delaware

This presentation explores iBook Author for the iPad as a tool for student collaboration. It describes how students in a literature course collaborated on writing a handbook using iBook Author. At the same time, students also had the opportunity to create similar content for a class wiki. At the end of the course, students were surveyed about the two approaches in terms of generating engagement with the subject matter and enhancing their learning. Building on this example, participants will discuss whether this tool can be purposefully integrated into a variety of disciplines to generate greater student engagement and interactive learning.

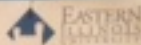
“Is anybody in there?” Promoting Intellectual Engagement in the Classroom

Lysandra Perez-Strumolo – Psychology, Ramapo College

Do you ever get the feeling that while your students are physically in your classroom they are really somewhere else? As part of a faculty development initiative, faculty members read Elizabeth Barkley’s (2010) Student Engagement Techniques and then went to work to engage the unengaged. Focused on the need to improve participation in class discussion, presenters designed and implemented activities to engage their students in critical thinking and to promote intellectual discussion in the classroom. In this session, we will discuss engagement techniques and our experiences in implementing them. Challenges, successes and student data will be discussed.



Engaging Voices of Disconnected Learners in Urban Environments



Drs. Agnes Williams, University of Wisconsin-Milwaukee and Midred M. Pearson, Eastern Illinois University

Abstract

Abstract text describing the research study, its purpose, and findings.

Research Problem

Text describing the research problem, including the context of the study and the specific issues being addressed.

Research Questions

- 1. Research question 1
- 2. Research question 2
- 3. Research question 3

Theoretical Framework

Text describing the theoretical framework of the study, including the concepts and theories that inform the research.

Results

Caption for the flowchart or diagram.

Table 1	Table 2	Table 3
Table 1 content	Table 2 content	Table 3 content
Table 1 content	Table 2 content	Table 3 content
Table 1 content	Table 2 content	Table 3 content
Table 1 content	Table 2 content	Table 3 content

Caption for the tables.

Research Methodology

Text describing the research methodology, including the design, data collection methods, and data analysis techniques.

Findings/Conclusions

Text summarizing the findings and conclusions of the study.

Policy Implications

Text discussing the policy implications of the research findings.

Implications for Future Research

Text suggesting directions for future research based on the current study.

