Student Engagement

Student’s Name:

Institution Affiliation:

**Need analysis**

Student engagement deals with learners’ level of curiosity, passion, interest, and optimism. The importance of student engagement is that it allows students to interact among themselves and help teachers to gather relevant data that will enable them understand their students better. Student engagement is also crucial as it helps learners to establish better relationships with their peers, faculty, and teachers (Cuseo, 2018). Moreover, it enables students to develop leadership skills. According to Boonstra and colleagues, student engagement is a key component of optimal and deep learning. It motivates students to learn. However, it is imperative to note that students’ level of engagement differ considerably. Some tend to be very attentive and put a lot of efforts in their assignments, whereas others show little engagement in learning activities. Therefore, it is the responsibility of teachers to facilitate the level of engagement.

**Learner characteristics**

The first characteristic of learners for this need is that it will involve k-12 students. This means that the need will target students from kindergarten to twelfth grade. The second characteristic is that k-12 students are young learners, who rely on their peer for education, thus, student engagement will facilitate understanding of what they need to know and how to go through the learning process. Teachers need to allocate more time to interact with students and know their needs. They should also state the directions and expectations of learners directly. The third characteristic is that k-12 students may not be self-motivated, thus, they are less likely to engage in learning activities that are against their interests and desires. Student engagement will enable learners to interact with each other and make learning more interesting. Additionally, teachers can interact with them to get to know them better (O'Leary & Giove, 2013). This will help them understand the needs, interests, and desires of individual learners.

**Objectives**

**Cognitive**

The student engagement objective is to ensure fair treatment and inclusion of all students. Fairness and inclusion will promote a sense of trust and safeness as students interact with each other. Students will also respect their teachers when they treat them fairly. Fairness and inclusion are crucial since if the teacher favors specific people in class, others are likely to develop hatred and negative attitudes towards them and this will affect the level of student engagement.

**Behavioral**

The objective in this domain is to promote behaviors that will create a conducive environment for learning and for allowing students to engage well with one another. Behavioral strategies can include establishing classroom rules and routines, assigning roles to learners, and using cues consistently. Different behavioral strategies may work well for different levels of K-12 (O'Leary & Giove, 2013). For elementary learners, for instance, gestures and cues can help them focus on interacting with their peers and avoiding distractions. Gestures like raising a hand or clapping three times to signal learners that the interaction session is over and that they should go back to their seats to begin other activities are essential.

**Affective**

The goal in this domain is to identify emotional factors that are likely to affect students’ engagement. Emotions have significant influence on student engagement (O'Leary & Giove, 2013). Those with positive emotions have higher engagement than those experiencing negative emotions. This goal will also focus on the value that learners perceive in student engagement. Students are likely to interact with their peers if the engagement is enjoyable, useful, and significant to them.

References

Cuseo, J. (2018). Student-Faculty Engagement. *New Directions For Teaching And Learning*, *2018*(154), 87-97. <https://doi.org/10.1002/tl.20294>

O'Leary, C., & Giove, S. (2013). Fostering student engagement. *Student Engagement And Experience Journal*, *2*(2). <https://doi.org/10.7190/seej.v2i2.81>