



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Boosting Student Engagement Using Active Learning Strategies (PreK-5)**

**PDI Course Number: 150T02**

**UCSD Course Number: EDUC42506**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

Do you struggle to get, and then maintain, your students' attention? Do you find it difficult to engage students in their learning? It's not surprising that many teachers find themselves wondering how to "capture" their students' attention, particularly in the digital world we live in. This online course is designed to prepare PreK-5 teachers to boost student engagement and community within their classroom walls using a variety of active learning strategies. The course begins by introducing teachers to the different types of engagement. Teachers will learn specific strategies to capture their students' attention. From there, the course explores several teacher-driven, as well as, student-driven engagement techniques, all of which are designed to improve student engagement and boost classroom community. From establishing a positive classroom culture to exploring specific scaffolding techniques, teachers will learn how to transform their lessons so that students stay active and engaged. Strategies for making classroom experiences more relatable and fun through such things as classroom transformations, virtual field trips, expert talks, and project-based learning are explored. Additionally, teachers will examine a variety of interactive edtech tools to assist them in their efforts to build intrinsic motivation, capitalizing on their students' love for technology. By the end of this course, teachers will feel

more confident and successful in their quest to boost student engagement and community within their classroom.

## **Educational Outcomes**

1. Teachers will learn about the different types of engagement, and they will understand how to instantly capture the brain's attention.
2. Teachers will learn how to further empower their students by engaging them using their own personal learning preferences.
3. Teachers will understand the positive impact that student engagement has on academic growth, and they will be introduced to several teacher-driven and student-driven engagement techniques, all of which are designed to improve student engagement and boost classroom community.
4. Teachers will understand what rigorous classrooms look like (as well as what they don't look like), and they will explore specific scaffolding techniques that can be used to help students, all of which lead to higher expectations.
5. Teachers will learn how to transform lessons with rigor, all while keeping them in alignment with the standards.
6. Teachers will learn about the importance of developing classroom routines and procedures so that students are more engaged in learning.
7. Teachers will learn strategies for establishing seven common classroom routines, including entrance procedures, supply retrieval, participating in classroom discussions, asking for help, turning in assignments, working independently, and transitions.
8. Teachers will learn strategies for creating a positive classroom culture, including how to set positive expectations and clear behavior management plans while providing opportunities for success as students work cooperatively.
9. Teachers will learn strategies for keeping student engagement at the forefront while planning their lessons.
10. Teachers will understand what teacher-led engagement entails, and they will learn a variety of strategies to implement the same in the PreK-5 classroom.
11. Teachers will understand what student-led engagement entails, and they will learn a variety of strategies to implement the same in the PreK-5 classroom.
12. Teachers will learn how to adjust their existing practices to promote greater engagement and community in the classroom.
13. Teachers will learn how to employ the principles of project-based learning into their practice so that students are engaged and motivated.
14. Teachers will explore several hands-on strategies for making the learning experience more relatable and fun for students, including such things as classroom transformations, virtual field trips, and expert talks.
15. Teachers will understand the importance of community involvement as it relates to student engagement and community, and they will learn where to look for these community resources.
16. Teachers will explore a variety of interactive tools to help build community, including such edtech tools as Edpuzzle, ClassDojo, Class Tag, Seesaw, Canva, and Smore.

17. Teachers will explore a variety of tech tools for lesson delivery and gamification, including such edtech tools as Google Forms, Microsoft Forms, Flip, Edpuzzle, Pear Deck, Nearpod, Quizziz, and Kahoot.
18. Teachers will learn a variety of strategies to engage diverse students in the classroom, including such things as identifying goals and needs, providing choice and accommodations to all students, and teaching content in varying ways.
19. Teachers will learn about the three guiding principles of Universal Design for Learning, and how they can be harnessed to spur engagement in students.
20. Teachers will understand the importance of relationships (teachers and students, students and their families, and students and their peers) to building student engagement.
21. Teachers will learn how to provide specific constructive feedback so that students are more engaged in the classroom.
22. Teachers will learn strategies to pique students' interests and curiosity so that they are better positioned to become lifelong learners.
23. Teachers will learn how to build intrinsic motivation in their students so that they are better positioned to become lifelong learners.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design an Engaging Activity (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Understanding Student Engagement
- The Data Behind Keeping Students Engaged
- Rigor and Alignment
- **Assignment #1**

*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about best practices for boosting student engagement using active learning strategies in the PreK-5 classroom. Your autobiography should be a minimum of three paragraphs.*

- **Test #1**

### Unit Two

- Developing Routines and Procedures to Build Community and Set Expectations
- Creating a Positive Classroom Culture
- Planning with Engagement in Mind
- **Assignment #2**

*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*

- **Test #2**

### Unit Three

- Teacher-Led Engagement
- Student-Led Engagement
- Adjusting Existing Practices to Promote Engagement
- **Assignment #3**

*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to best practices for boosting student engagement using active learning strategies in the PreK-5 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*

- **Test #3**

## Unit Four

- Project-Based Learning
- This is Work? Making the Learning Experience Relatable and Fun
- Community Involvement and Finding Resources
- **Test #4**

## Unit Five

- Tech Tools for Engagement: Assessing the Quality of Technology in the Classroom
- Interactive Tech Tools to Help Build Community
- Tech Tools for Lesson Delivery and Gamification
- **Test #5**

## Unit Six

- Engaging Students in a Diverse Classroom
- Building Relationships
- Creating Lifelong Learners
- **Assignment #4**  
*Design an activity to fully engage PreK-5 students in the learning process. The activity should be student-led and should be tied to at least one specific learning standard (state or otherwise). The activity should also stimulate at least one of the memory pathways discussed in this course. Before listing the procedural steps, be sure to introduce the activity in at least five detailed sentences, so that teachers can better ascertain its purpose. Afterward, discuss the engaging activity in depth, by breaking the procedural steps into an intriguing introduction (opening), an active or hands-on task (body), and reflection (closing). Follow the example included in Assignment 4. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.*
- **Assignment #5**  
*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

## Bibliography

Aguilar, E. (2016). "Cultivating a Love of Learning." *Edutopia*. Retrieved 28 June 2023 from <https://www.edutopia.org/blog/cultivating-love-learning-elena-aguilar>

Armstrong, K. "Carol Dweck on How Growth Mindsets Can Bear Fruit in the Classroom." *Association for Psychological Science*. Retrieved 28 Dec. 2022 from <https://www.psychologicalscience.org/observer/dweck-growth-mindsets>

Barrett, P. S., Zhang, Y., Davies, F., & Barrett, L. C. (2015). "Clever classrooms: Summary report of the HEAD project." Project Report: University of Salford, Manchester, England.

Biller, L. W. (2003). *Creating Brain-Friendly Classrooms: Practical Instructional Strategies for Educators*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Blackburn, B. R. (2013). *Rigor is NOT a Four-Letter Word*, 2<sup>nd</sup> ed., New York, NY: Routledge.

Blackburn, B. R. (2017). *Rigor and Assessment in the Classroom*. New York, NY: Routledge.

Bloom, B. S. (1966). *Stability and Change in Human Characteristics*. New York, NY: John Wiley & Sons, Inc.

Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). "Mapping Research in Student Engagement and Educational Technology in Higher Education: A Systematic Evidence Map." *International Journal of Educational Technology in higher Education*, 17, (1), pp. 1-30.

Bray, B. (2012). "10 Steps to Encourage Student Voice and Choice." *Rethinking Learning by Barbara Bray*. [Blog post]. Retrieved 19 Jan. 2023 from <http://barbarabray.net/2012/02/03/10-steps-to-encourage-student-voice-and-choice/>

Brereton, E. (2022). "How to Introduce New Tech in Districts, Without Tech Burnout." *EdTech Magazine*. Retrieved 27 April 2023 from <https://edtechmagazine.com/k12/article/2022/02/how-introduce-new-tech-districts-without-tech-burnout>

Briggs, S. (2013). "Customized Instruction: Four Characteristics of Effective Instructional Explanations." *informED*. Retrieved 18 Jan. 2023 from <https://www.opencolleges.edu.au/informed/features/customized-instruction-four-characteristics-of-effective-instructional-explanations/#ixzz2LxvRogbU>.

Bryant, J., Child, F., Dorn, E., & Hall, S. (2020). "New global data reveal education technology's impact on learning." Retrieved 27 April 2023 from <https://www.mckinsey.com/industries/education/our-insights/new-global-data-reveal-education-technologys-impact-on-learning>

Buczyna, A. (2022). "Classroom Transformations Are a Fun Way to Boost Engagement." *Edutopia*, George Lucas Educational Foundation, Retrieved 27 March 2023 from <https://www.edutopia.org/article/classroom-transformations-are-fun-way-boost-engagement>

Cappella, E., Kim, H. Y., Neal, J. W., & Jackson, D. R. (2013). "Classroom Peer Relationships and Behavioral Engagement in Elementary School: The Role of Social Network Equity." In *American Journal of Community Psychology*, 52(3-4), pp. 367-379. doi: [10.1007/s10464-013-9603-5](https://doi.org/10.1007/s10464-013-9603-5)

Carmona, K. (2019). "The Differences Between Engagement and Compliance." *Ivy Learning Services*. [Blog post]. Retrieved 19 Jan. 2023 from <http://www.ivylearningservices.com/the-differences-between-engagement-and-compliance/>

CAST. (2018). "The UDL Guidelines." Available at: <https://udlguidelines.cast.org/>

Chang, B., Xu, R., & Watt, T. (2018). "The Impact of Colors on Learning." Kansas State University Libraries, New Prairie Press. Adult Education Research Conference. Victoria BC, Canada. Available at: <https://newprairiepress.org/cgi/viewcontent.cgi?article=4001&context=aerc>

Chen, G. (2022). "Parental Involvement is Key to Student Success." Retrieved 07 March 2023 from <https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success>

Cherry, K. (2022). "What is Memory?" Retrieved 05 Dec. 2022 from <https://www.verywellmind.com/what-is-memory-2795006>

Cotton, K. & Wikelund, K. R. (1989). "Parent Involvement in Education." *School Improvement Research Series: Close-Up #6*. Retrieved 07 March 2023 from <http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf>

Craig, H. (2019). "5 Positive Reinforcement Activities to Use in the Classroom." Retrieved 08 Nov. 2022 from <https://positivepsychology.com/positive-reinforcement-classroom/>

Dias, R. (n.d.). "Empowering Classrooms with Student-Led Learning." *GESS Education*. Retrieved 19 Jan. 2023 from <https://www.gesseducation.com/gess-talks/articles/empowering-classrooms-with-student-led-learning>

Didau, D. (2022). "Teacher-led vs student-led lesson activities." *The Learning Spy*. [Blog post]. Retrieved 18 Jan. 2023 from <https://learningspy.co.uk/featured/teacher-led-vs-student-led-lesson-activities/>

Dorsey, K. (2013). "Activity Speaks Louder than Words: Improving Student Engagement." *Edutopia*, George Lucas Educational Foundation. Retrieved 18 Jan. 2023 from <https://www.edutopia.org/blog/activity-speaks-improving-student-engagement-kendell-dorsey>



- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York, NY: Ballantine Books
- Dyer, K. (2015). “Research proof points: Better student engagement improves student learning.” *NWEA*. Retrieved 28 Nov.2022 from <https://www.nwea.org/blog/2015/research-proof-points-better-student-engagement-improves-student-learning/>
- Dzul kifli, M. A. & Mustafar, M. F. (2013). “The Influence of Colour on Memory Performance: A Review.” *Malaysian Journal of Medical Sciences*, 20(2), pp. 3-9.
- Early, D. M., Rogge, R. D., & Deci, E. L. (2014). “Engagement, Alignment, and Rigor as Vital Signs of High-Quality Instruction: A Classroom Visit Protocol for Instructional Improvement and Research.” *The High School Journal*, 97(4), pp. 219–239. doi: [10.1353/hsj.2014.0008](https://doi.org/10.1353/hsj.2014.0008)
- Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B.(2004). “Children’s Achievement in Early Elementary School: Longitudinal Effects of Parental Involvement, Expectations, and Quality of Assistance.” In *Journal of Educational Psychology*, 96(4), pp. 723-730.
- Ferlazzo, L. (2023). “How to Promote the Intrinsic Desire to Learn.” *Edutopia*. Retrieved 28 June 2023 from <https://www.edutopia.org/article/promote-intrinsic-desire-to-learn>
- Ferlazzo, L., & K. Hull-Sypnieski (2016). *Navigating the Common Core with English Language Learners: Practical Strategies to Develop Higher-Order Thinking Skills*. San Francisco, CA: Jossey-Bass.
- Fisher, D., & Frey, N. (2021). “New Thinking About Student Engagement.” *ASCD*. Retrieved 08 Dec. 2022 from <https://www.ascd.org/el/articles/show-and-tell-a-video-column-new-thinking-about-student-engagement>
- Gieras, J. (2022). “Using STEAM Activities Across the Curriculum to Boost Engagement.” *Edutopia*. Retrieved 02 March 2023 from <https://www.edutopia.org/article/using-steam-activities-across-curriculum-boost-engagement>
- Good, T.L. & J.E. Brophy (2003). *Looking in Classrooms*. New York, NY: Pearson.
- Guhlin, M. (2017). “Forms Smackdown: Google vs. Microsoft.” *Tcea.org* [Blog post]. Retrieved 27 April 2023 from <https://blog.tcea.org/forms-smackdown/>
- Henderson, A. T. & Mapp, K. L. (2002). “A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.” Available at: <https://sedl.org/connections/resources/evidence.pdf>
- Henshaw, F. (2022). “Simple Strategies to Avoid Tech Exhaustion.” *Edutopia*. Retrieved 27 April 2023 from <https://www.edutopia.org/article/simple-strategies-avoid-tech-exhaustion>



Hill, P. W., & Rowe, K. J. (1996). "Multilevel Modelling in School Effectiveness Research." *School Effectiveness and School Improvement*, 7(1), pp. 1-34.

Hill, N. E. & Taylor, L. C. (2004). "Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues." *Current Directions in Psychological Science*, 13(4), pp. 161-164.

Hockett, J. & Doubet, K. (2017). "6 Strategies for Promoting Student Autonomy." *Edutopia*. Retrieved 19 Jan. 2023 from <https://www.edutopia.org/article/6-strategies-promoting-student-autonomy/>

Hodges, T. (2018). "School Engagement is More Than Just Talk." Retrieved 05 Dec. 2022 from <https://www.gallup.com/education/244022/school-engagement-talk.aspx>

IXL Learning. (2023). "Virtual." *Vocabulary.com*. Retrieved 02 March 2023 from <https://www.vocabulary.com/dictionary/virtual>

Jackson, R. (2022). "Do high standards equal high expectations?" Retrieved 21 Dec. 2022 from <https://newsroom.unl.edu/announce/csmce/9393/54548>

Joseph, M. X. (2021). "Not Your Dad's Diorama: Using Tech Tools to Enhance a Traditional Assignment.: *Edutopia*. Retrieved 29 April 2023 from <https://www.edutopia.org/article/not-your-dads-diorama-using-tech-tools-enhance-traditional-assignment>

Kagan, S. (1999). "Cooperative Learning: Seventeen Pros and Seventeen Cons plus Ten Tips for Success." *Kagan Online Magazine*. Retrieved 20 Dec. 2022 from <https://docplayer.net/93551049-Cooperative-learning-seventeen-pros-and-seventeen-cons-plus-ten-tips-for-success.html>

Kaufman, T. (n.d.). "Building positive relationships with students: What brains science says." Retrieved 12 June 2023 from <https://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

Klein, J. D. (2022). "A Practical Guide to Interdisciplinary PBL Collaboration." *Edutopia*. Retrieved 01 March 2023 from <https://www.edutopia.org/article/practical-guide-interdisciplinary-pbl-collaboration>

Kumi, R., Conway, C., Limayem, M., & Goyal, S. (2013). "Learning in Color: How Color and Affect Influence Learning Outcomes." *IEEE Transactions on Professional Communication*, 56(1), pp. 2-15. doi: [10.1109/TPC.2012.2208390](https://doi.org/10.1109/TPC.2012.2208390)

Kurtz, H., Lloyd, S., Harwin, A., Chen, V., & Gubbay, N. (2021). "Student Engagement During the Pandemic: Results of a National Survey." *EdWeek Research Center*. Retrieved 07 Dec. 2022 from <https://www.edweek.org/research-center/research-center-reports/student-engagement-during-the-pandemic-results-of-a-national-survey>

Lalor, A. D. M. (2022). "Feedback That Empowers Students." *Edutopia*. Retrieved 12 June 2023 from <https://www.edutopia.org/article/feedback-empowers-students/>

Lam, K. (2017). "How to Engage the 7 Types of Learners in Your Classroom." *LiteracyPlanet*. Retrieved 19 Nov.2022 from <https://www.literacyplanet.com/blog/how-to-engage-the-7-types-of-learners-in-your-classroom/>

Lamon, M. (2023). "Learning Theory: Constructivist Approach." Retrieved 01 March 2023 from <https://education.stateuniversity.com/pages/2174/Learning-Theory-CONSTRUCTIVIST-APPROACH.html>

Larmer, J. (2012). "PBL: What Does It Take for a Project to be 'Authentic?'" *Edutopia*. Retrieved 01 March 2023 from <https://www.edutopia.org/blog/authentic-project-based-learning-john-larmer>

Larmer, J. (2015). "Project-Based Learning vs. Problem-Based Learning vs. X-BL." *Edutopia*. Retrieved 01 March 2023 from <https://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer>

Lee, J. S. (2012). "The Effects of the Teacher-Student Relationship and Academic Press on Student Engagement and Academic Performance." In *International Journal of Educational Research*, 53, pp. 330-340. Available for download at: [https://www.researchgate.net/publication/257265716\\_The\\_effects\\_of\\_the\\_teacher-student\\_relationship\\_and\\_academic\\_press\\_on\\_student\\_engagement\\_and\\_academic\\_performance](https://www.researchgate.net/publication/257265716_The_effects_of_the_teacher-student_relationship_and_academic_press_on_student_engagement_and_academic_performance)

Lee, J. S. (2014). "The Relationship Between Student Engagement and Academic Performance: Is It a Myth or Reality? In *The Journal of Educational Research*, 107(3), pp. 177–185. doi: [10.1080/00220671.2013.807491](https://doi.org/10.1080/00220671.2013.807491)

Lenz, B. (2014). "Revisiting if Educational Technology is Worth the Hype." *Edutopia*. Retrieved 27 April 2023 from <https://www.edutopia.org/blog/educational-tech-worth-hype-revisited-bob-lenz>

Lisciandrello, J. (2022). "Lesson Plans That Promote Student Engagement." *Room to Discover*. Retrieved 18 Dec. 2022 from <https://roomtodiscover.com/lesson-plans/>

Maesano, C. & Annesi-Maesano, I. (2013). "Impact of Lighting on School Performance in European Classrooms." Sorbonne Universités, UPMC Univ Paris 06, INSERM, Pierre Louis Institute of Epidemiology and Public Health (IPLESP UMRS 1136), Epidemiology of Allergic and Respiratory Diseases Department (EPAR), Saint-Antoine Medical School, F75012 Paris, France. Available at: [https://velcdn.azureedge.net/~media/com/articles/pdf/light%20and%20performance\\_whitepaper\\_final%201.pdf](https://velcdn.azureedge.net/~media/com/articles/pdf/light%20and%20performance_whitepaper_final%201.pdf)

Marzano, R. J., Pickering, D. J., & Heflebower, T. (2011). *The Highly Engaged Classroom*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. (2022). “The Highly Engaged Classroom Reproducibles.” *Marzano Resources*. Retrieved 01 Dec. 2022 from [https://www.marzanoresources.com/reproducibles/highly\\_engaged](https://www.marzanoresources.com/reproducibles/highly_engaged)

McGraw Hill. (2022). “Peer Reviews in the Elementary Classroom: Fostering a Creative Community of Young Writers.” Retrieved 28 June 2023 from <https://medium.com/inspired-ideas-prek-12/peer-reviews-in-the-elementary-classroom-ba2831c0685a>

Meyer, D. (2010, March). *Math Needs a Makeover*. [Video]. TedxNYED. New York City. Available at: [https://www.ted.com/talks/dan\\_meyer\\_math\\_class\\_needs\\_a\\_makeover?language=en](https://www.ted.com/talks/dan_meyer_math_class_needs_a_makeover?language=en)

Miller, A. (2014). “Just Ask: Strategies for Building Community Partnerships.” *Edutopia*. Retrieved 31 Jan. 2023, from <https://www.edutopia.org/blog/just-ask-building-community-partnerships-andrew-miller>

Miller, A. (2016). “Voice and Choice: It’s More Than Just ‘What.’” *Edutopia*. Retrieved 19 Jan. 2023 from <https://www.edutopia.org/blog/voice-and-choice-more-than-what-andrew-miller>

Miller, S. (2020). “What Matters Most When You’re Evaluating Edtech Tools.” *Edutopia*. Retrieved 27 April 2023 from <https://www.edutopia.org/article/what-matters-most-when-youre-evaluating-edtech-tools>

Moulton, J. (2008). “Emotional Engagement in Education, Part Three: Take it to the Streets.” *Edutopia*. Retrieved 19 Nov. 2022 from <https://www.edutopia.org/emotional-engagement-education-part-three>

National Institute for Excellence in Teachers. (NIET, 2021). “2021 Learning Acceleration Resources.” Retrieved 08 Nov. 2022 from <https://www.niet.org/assets/Resources/fostering-student-ownership-academic-feedback-motivating-students.pdf>

Nieves, K. (2021). “How to Zero In on the Right Technology Tools.” *Edutopia*. Retrieved 27 April 2023 from <https://www.edutopia.org/article/how-zero-right-technology-tools>

Noah, T. (2022). “A Handy Framework for Choosing Edtech.” *Edutopia*. Retrieved 29 April 2023 from <https://www.edutopia.org/article/handy-framework-choosing-edtech/>

O’Malley, H. (2018). “Connecting Learners with Emotions.” *Edutopia*. Retrieved 28 June 2023 from <https://www.edutopia.org/article/connecting-learning-emotions>

Organisation for Economic Co-Operation and Development. (OECD, 2021). “21<sup>st</sup>-Century Readers: *Developing Literacy Skills in a Digital World*.” OECD Publishing, Paris. Available for download at: <https://www.oecd.org/pisa/publications/21st-century-readers-a83d84cb-en.htm>

Pantuosco-Hensch, L. (2019). “Making Movement a Part of Your Classroom Culture.” *National Education Association*. Retrieved 19 Jan. 2023 from <https://www.nea.org/advocating-for-change/new-from-nea/making-movement-part-your-classroom-culture>

Parrish, N. (2019). "Ensuring That Instruction Is Inclusive for Diverse Learners." *Edutopia*. Retrieved 02 April 2023 from <https://www.edutopia.org/article/ensuring-instruction-inclusive-diverse-learners>

Pink, D. H. (2011). *Drive: The Surprising Truth About What Motivates Us*. New York, NY: Riverhead Books.

Platoni, K. (2008). "How to Make the Most of Virtual Field Trips." *Edutopia*. Retrieved 02 March 2023 from <https://www.edutopia.org/virtual-field-trips-tips>

Reckmeyer, M. (2019). "Focus on Student Engagement for Better Academic Outcomes." Retrieved 09 Dec. 2022 from <https://www.gallup.com/education/267521/focus-student-engagement-better-academic-outcomes.aspx>

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York, NY: Cambridge University Press.

Rosegard, E. & Wilson, J. (2013). Capturing students' attention: an empirical study. *Journal of the Scholarship of Teaching and Learning*, 13 (5), pp. 1-20. Available at: <https://files.eric.ed.gov/fulltext/EJ1017063.pdf>

Savery, J. R. (2006). "Overview of problem-based learning: Definitions and distinctions." In *Interdisciplinary Journal of Problem-based Learning*, 1(1), pp. 9-20. Available at: <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpbl>

Senn, D. (2021). "The Ultimate Guide to Academic Rigor." *Learning Sciences International*. Retrieved 30 Nov. 2022 from <https://www.learningsciences.com/blog/academic-rigor/>

Sheldon, S. B. & Jung, S. B. (2015). "Parent Involvement and Children's Academic and Social Development in Elementary School." Johns Hopkins University School of Education.

Sherrington, T. (2019). "Myth: Teacher-led instruction and student-centered learning are opposites." *Teacherhead*. Retrieved 18 Jan. 2023 from <https://teacherhead.com/2019/12/08/myth-teacher-led-instruction-and-student-centred-learning-are-opposites/>

Skilling, K., Bobis, J., Martin, A., Anderson, J., & Way, J. (April 2013). *Teachers' Perceptions of Student Engagement and Disengagement in Mathematics*. [Conference]. San Francisco, CA: American Educational Research Association. doi:10.13140/2.1.3095.6329

Smits, F. M., Schutter, D. J. L. G., van Honk, J., & Geuze, E. (2020). "Does non-invasive brain stimulation modulate emotional stress reactivity?" In *Social Cognitive and Affective Neuroscience*, 15(1), pp. 23-51. doi: [10.1093/scan/nsaa011](https://doi.org/10.1093/scan/nsaa011)

Spencer, J. (2019). “Spark Curiosity and Help Students Ask Better Questions.” Retrieved 28 June 2023 from <https://spencerauthor.com/ask-tons-of-questions/>

Sportsman, S. (2018). “Student Engagement and the Brain.” *Collaborative Momentum*. Retrieved 02 Dec. 2022 from <https://collaborativemomentum.com/2018/05/22/student-engagement-and-the-brain/>.

Stace, C. (2020). “How to turn your students into lifelong learners.” Retrieved 06 Dec. 2022 from <https://blog.pearsoninternationalschools.com/how-to-turn-your-students-into-lifelong-learners/>

Stilwell, S. (2021). “PBL in the Early Elementary Grades.” *Edutopia*. Retrieved 02 March 2023 from <https://www.edutopia.org/article/pbl-early-elementary-grades/>

Strong, R., Silver, H. F., & Robinson, A. (1995). “Strengthening Student Engagement: What Do Students Want.” *The Association for Supervision and Curriculum Development*. Available at: <https://www.ascd.org/el/articles/strengthening-student-engagement-what-do-students-want>

Sudderth, A. (2022). “The Relationship Between Parental and Family Involvement and Student Success.” Retrieved 07 March 2023 from <https://xqsuperschool.org/rethinktogether/relationship-between-parental-and-family-involvement-and-academic-achievement/>

Sutton, E. (2021). “Student Engagement: Why It’s Important and How To Promote It.” *Branching Minds, Inc.* Retrieved 18 Nov. 2022 from <https://www.branchingminds.com/blog/student-engagement-remote-in-person>

Sztabnik, B. (2015). “A New Definition of Rigor.” *Edutopia*. Retrieved 20 Nov. 2022 from <https://www.edutopia.org/blog/a-new-definition-of-rigor-brian-sztabnik>

Toth, M. D. (2021). “Why Student Engagement is Important in a Post-COVID World.” *Learning Sciences International*. Retrieved 19 Nov. 2022 from <https://www.learningsciences.com/blog/why-is-student-engagement-important/>

Vanderberg, C. (n.d.). “Executive Function and Universal Design for Learning.” Retrieved 28 June 2023 from <https://smarts-ef.org/blog/executive-function-and-universal-design-for-learning/>

Vincent, K. (2020). “Increase Student Engagement with Your Lesson Design.” *Responsive Classroom*. Retrieved 18 Dec. 2022 from <https://www.responsiveclassroom.org/increase-student-engagement-with-your-lesson-design/>

Wang, M. T. & Degol, J. (2014). “Staying Engaged: Knowledge and Research Needs in Student Engagement.” In *Child Development Perspectives*, 8(3), pp. 137-143.

Ward, R. (2016). “Bring Excitement Into Any Lesson.” *Edutopia*. Retrieved 18 Dec. 2022 from <https://www.edutopia.org/article/bring-excitement-into-any-lesson-robert-ward>

Watson, A. (2022). “Working Memory in Everyday Life.” *Learning & The Brain*. Retrieved 20 Jan. 2023, from <https://www.learningandthebrain.com/blog/working-memory-in-everyday-life/>

Wheeler, S. (2019). “Engaged learning: setting students up for success.” Retrieved 28 June 2023 from <https://due.iupui.edu/news/2019-11-13-series-engaged-learning-benefits.html>

White, B. (2020). “Three Ways to Incorporate More Rigor and Relevance in Your Program.” Retrieved 06 Dec. 2022 from <https://teachingstrategies.com/blog/rigor-relevance-early-childhood-education/>

Wolpert-Gawron, H. (2020). “Building Better Relationships With Parents at the Classroom, School, and District Level.” *Edutopia*. Retrieved 27 April 2023 from <https://www.edutopia.org/article/building-better-relationships-parents-classroom-school-and-district-level/>

Wong, H. K., & Wong, R. T. (2018). *The First Days of School: How to Be an Effective Teacher*. 5<sup>th</sup> ed. Mountain View, CA: Harry K. Wong Publications, Inc.

Wright, L. (n.d.). “Routines and Procedures – The Brick and Mortar of Effective Classroom Management.” *Pearson*. Retrieved 08 Nov. 2022 from [https://assets.pearsonschool.com/asset\\_mgr/current/201811/ReaPri581L647EffectiveClassRoomWP-LeeWright.pdf](https://assets.pearsonschool.com/asset_mgr/current/201811/ReaPri581L647EffectiveClassRoomWP-LeeWright.pdf)

Wylie, J. (2021). “Seven Ways to Increase Student Engagement in K-12 Classrooms.” Retrieved 29 April 2023 from <https://www.gwaea.org/2021/11/29/increase-student-engagement-k12-classrooms/>

Zook, C. (2018). “What Is Cooperative Learning and How Does It Work?” *Applied Educational Systems*. [Blog post]. Retrieved 19 Jan. 2023 from <https://www.aeseducation.com/blog/what-is-cooperative-learning-and-how-does-it-work>