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Student Engagement: A Multidimensional Perspective
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CONTENTS

Editors' Notes

James E. Groccia, William Buskist

1. What is Student Engagement?

James E. Groccia

This chapter reviews various definitions of student engagement and proposes a multidimensional model from which one can develop a variety of engagement opportunities that lead to a rich and challenging higher education experience.

2. The Need for Student Engagement

Andrew Hamilton

This chapter focuses on the question of what it takes to bring much needed improvement to higher education, and concludes that meaningful change will likely have to come from the inside. Reasons to restructure courses in ways consistent with how our students relate to their academic and intellectual lives are presented.

3. Student Engagement in Teaching

Channing Ford, Emily Wilkins, James E. Groccia

The role of peer teaching has long been established in academia as a means to foster student engagement in the classroom, increase student learning, and as a way to reduce faculty workload. This chapter highlights the direct and powerful positive impacts of engaging students as teachers upon the student providing the instruction, those receiving it, and the institution as well.

4. Student Engagement in Learning

Emad Ismail, James E. Groccia

Engaging students in learning is a basic principle of effective undergraduate education. Outcomes of engaging students include meaningful learning experiences and enhanced skills in all learning domains. This chapter reviews the influence of engaging students in different forms of active learning on cognitive, psychomotor, and affective skill development.

5. Rules of (Student) Engagement

William Buskist, Jessica N. Busler, Lauren A. J. Kirby

Teachers often think of student engagement in terms of hands-on activities that get students involved in their courses. They seldom consider the larger aspects of the teaching-learning environment that often influence the extent to which students are willing to become engaged in their coursework. In this chapter, we describe five "rules of engagement" that help promote safe and supportive classroom environments, which in turn increase the likelihood that students will feel comfortable—and indeed willing—to become engaged learners

6. Student Engagement with Community

Mary Knight-McKenna, Peter Felton, Alexa Darby

Student engagement in the local community comes with both risks and rewards. This chapter explains the cognitive, behavioral, and affective outcomes of student learning in the community, along with noting the importance of preparation and reflection.

7. Undergraduate Research as Engaged Student Learning

Lorraine W. Wolf

This chapter discusses the impact of undergraduate research as a form of engaged student learning. It summarizes the gains reported in post-fellowship assessment essays acquired from students participating in the Auburn University Undergraduate Research Fellowship Program. The chapter also discusses the program's efforts to increase opportunities for students to engage in undergraduate research in the context of challenges faced by public research universities.

8. Student-Faculty Engagement

Joe Cuseo

Thirty years ago, Chickering and Gamson (1987) authored a widely distributed and still influential manuscript in which they identified seven principles of effective undergraduate education. The first principle they cite is encouraging "contacts between students and faculty". This chapter examines the extensive research base supporting this principle and identifies specific practices for implementing it.

9. Student Engagement with Other Students

Bobby R. Woodard, Jim B. Fatzinger

The collegiate experience provides opportunities for learners to engage with others in an environment that prepares graduates for twenty-first century challenges. This chapter offers reasons why students should engage with other students by doing, feeling, and thinking, and posits that engagement on campus not only serves students individually and collectively, but also contributes to a vibrant campus-learning environment.

10. The Future of Student Engagement

William Buskist, James E. Groccia

This chapter underscores the importance of conceptualizing student engagement as a responsibility shared by all members of the academy and describes how Groccia's multidimensional model can serve as blueprint for future thinking and research on student engagement.

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