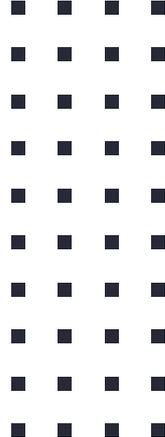




How do you define “student engagement”?

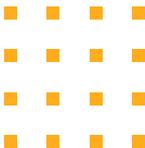
Welcome to: *Discovering the Student
Engagement Journey: Implications for
Teaching & Learning*

As you take your seat, consider the
question above.



Discovering the Student Engagement Journey: Implications for Teaching & Learning

*Hailley Fargo, Student Engagement Coordinator
Penn State University Libraries, University Park campus
February 29, 2020*





Hello!

I am Hailley Fargo (she/her)

Liaison | Coordinator | Advocate

Librarian | Teacher | Researcher

*You can find me at @hailthefargoats or
hmf14@psu.edu*

Research project updates:

<https://sites.psu.edu/mappingstudentengagement/>

Undergraduate research collaborator



Meet Ally

- Fall 2020 graduate, psychology and labor & employment relations majors
- Co-collaborator on this project
- Provides student perspective and is gaining qualitative research experience

Acknowledgements

- Conceptual support from: ***Institute for Research Design in Librarianship*** (IRDLD)
- Financial support from: ***Penn State Student Engagement Network Faculty Academy***
- Continued support from: ***Penn State University Libraries***

Session outcomes

1. **Articulate** our institutions (or our own) definition of student engagement in order to define some boundaries on what student engagement means to us.
2. **Understand** how students at one university navigate the student engagement landscape in order to draw parallels to the students you work with
3. **Explain** major themes coming from this research in order to see how student engagement enhances the undergraduate student experience.

Outline for this morning

- Defining student engagement
- Motivation for this research
- Research project itself
 - Results so far
 - Implications & next steps
- How does this apply for you?



Think. Pair. Share.

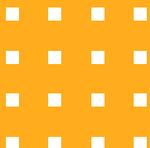
- What brought you to this session?
- What are you hoping to learn?

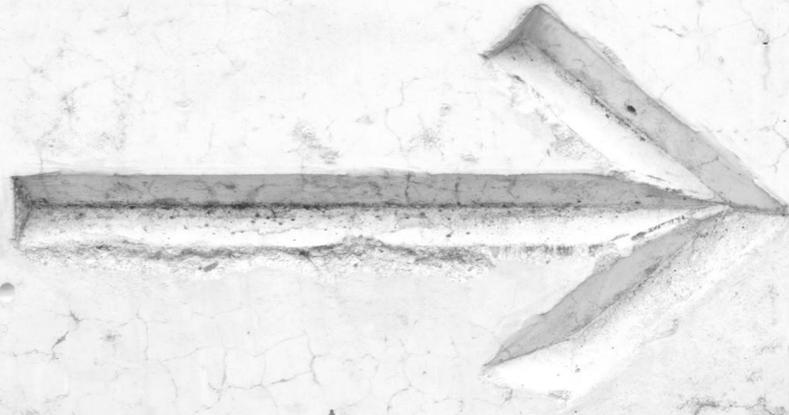




**How do you define
“student engagement”?**

**What factors influence
or inform this definition?**





**There are many
ways to define
“student
engagement”**

Student engagement construct, ~80 years

- Ralph Tyler, 1930s, time devoted to task
- C. Robert Pace, 1970s, investment of time and energy
- Alexander Astin, 1980s, involvement theory
- Vincent Tinto, 1990s, impact of these activities on college outcomes
- George Kuh, 2000s, behavior-based and the National Survey of Student Engagement (NSSE)

Perspectives on “student engagement”

Behavioral perspective

Emphasis on student behavior and teaching practice. Also a commitment for the institution to provide proper support for these experiences.

- George Kuh
- National Survey of Student Engagement (NSSE)
- Commonly accepted perspective

Psychological perspective

“...engagement as an internal psycho-social process that evolves over time and varies in intensity” (Kahu 2013, pg. 761)

- Fredericks, Blumenfeld, and Paris (2004)
- More commonly viewed in school literature

Socio-cultural perspective

How does the broader social context, and the context of the institution, inform and influence the student experience of engagement?

- Offers a “why” on students decide to engage at an institution

Holistic perspective

Understanding that engagement includes perceptions, expectations, and experience of being a student and how that experience is constructed

- Because engagement in a “dynamic continuum” (Kahu 2013, pg. 764), best understood by in-depth qualitative work

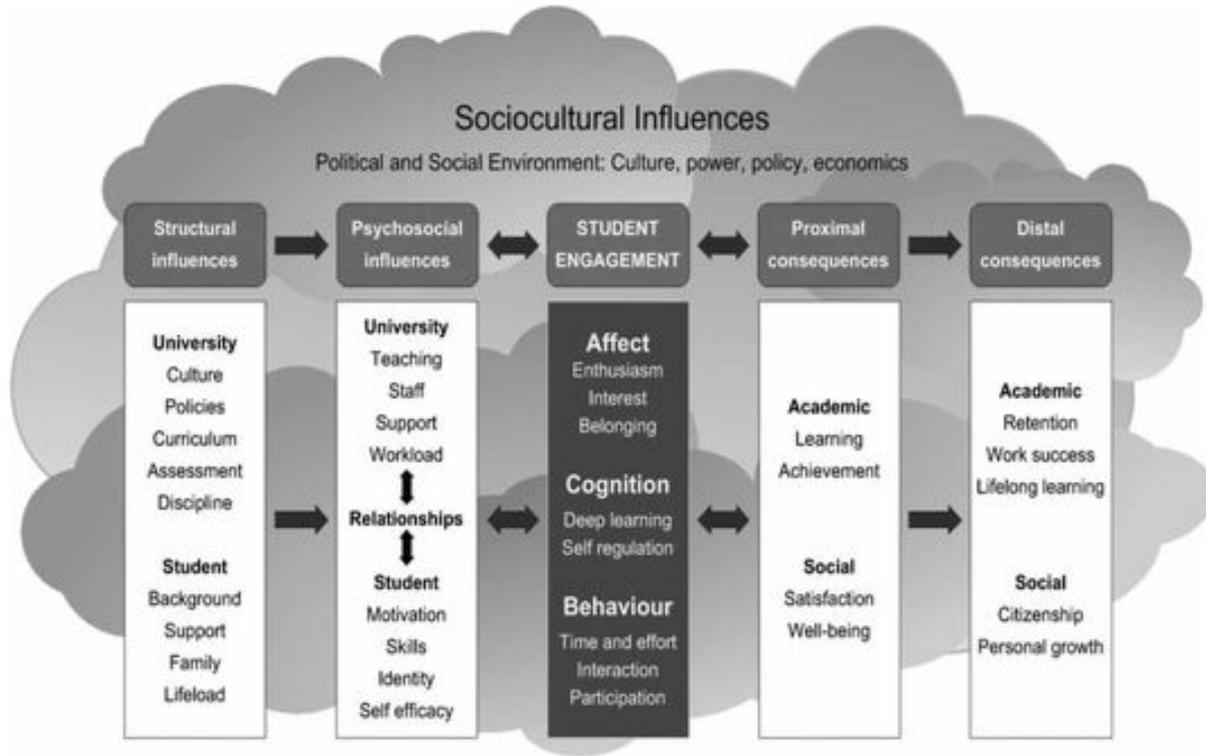


Figure 1. Conceptual framework of engagement, antecedents and consequences.

Ella R. Kahu

Framing student engagement in higher education, 2013

- Framework proposed tries to cover more than just institutional influences that can shape these experiences
- Kahu really wants to separate the antecedents and consequences

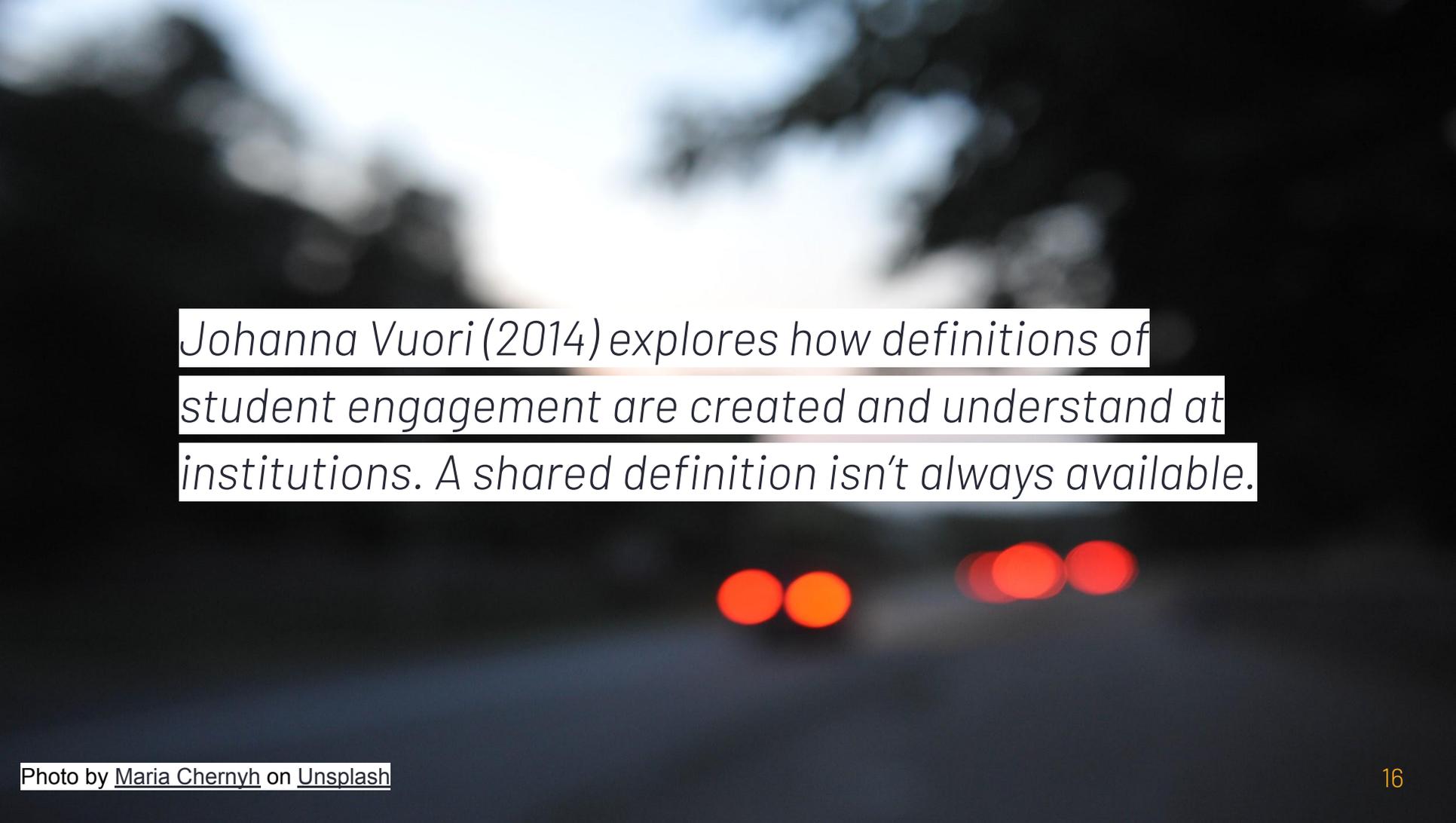
And what about...

- High-impact practices (HIPs)
- Experiential learning
- Engaged scholarship
- ...and many more!





Photo by [Maria Chernyh](#) on [Unsplash](#)



Johanna Vuori (2014) explores how definitions of student engagement are created and understood at institutions. A shared definition isn't always available.

Student engagement is...

- Focusing on an undergraduate student/individual;
- Who is required to put forth a level of effort, investment, & motivation to be “engaged;”
- This effort results in a project/activity/experience for a length of time that is often loosely tied to or connected with their academic pursuits; and
- We (as institutions) also are required to invest in these experiences because we believe these engagement opportunities are meaningful and provide long term impacts to our students.



Student engagement, library context



Gain information
literacy skills



Space and
resources



Library is seen as
experts in teaching
and learning



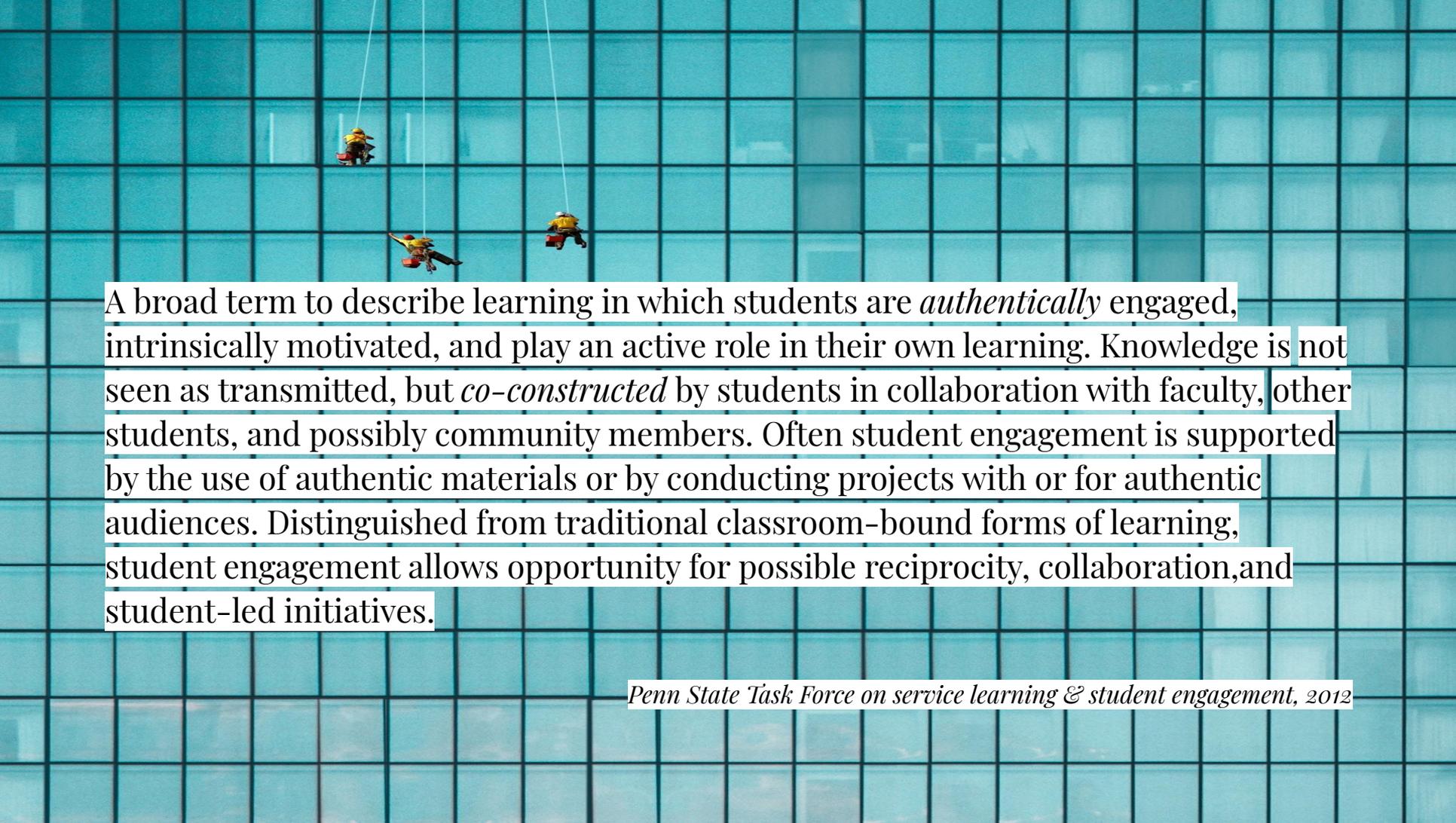
Library-centered
student engagement
experiences

From Tim Schlak. (2018). Academic libraries & engagement: A critical contextualization of the library discourse on engagement, The Journal of Academic Librarianship, pg. 137



“..engagement is
both dynamic and
situational”

Ella R. Kahu, pg. 760

A photograph of three people rappelling down a blue-tinted glass building facade. The people are wearing yellow and red gear and are suspended by ropes. The background is a grid of blue-tinted glass panes.

A broad term to describe learning in which students are *authentically* engaged, intrinsically motivated, and play an active role in their own learning. Knowledge is not seen as transmitted, but *co-constructed* by students in collaboration with faculty, other students, and possibly community members. Often student engagement is supported by the use of authentic materials or by conducting projects with or for authentic audiences. Distinguished from traditional classroom-bound forms of learning, student engagement allows opportunity for possible reciprocity, collaboration, and student-led initiatives.

Penn State Task Force on service learning & student engagement, 2012



PennState
Student Engagement
Network

find your *why.*

start **your journey.**

Student Engagement Network (SEN)

- Created from Faculty Senate work, started in 2008
- Sponsored by three units, starting in 2017
 - Undergraduate Education
 - Student Affairs
 - Outreach & Online Education
- *"...advances the power of participation by connecting students with experiences..."*

SEN Program Structures

01	Grant program	<ul style="list-style-type: none">• Provides three cycles of funding to support student engagement experiences, up to \$3,000
02	Internship program	<ul style="list-style-type: none">• Undergraduate students have the opportunity to work with the SEN to provide student insight and work with their peers
03	Faculty Academy	<ul style="list-style-type: none">• Advance student engagement scholarship and or enhance student engagement opportunity at Penn State through 1 or 2 year grants
04	Portal project	<ul style="list-style-type: none">• Forthcoming, way to connect students to opportunities across the entire Penn State system and connect to the “value add” of these experiences





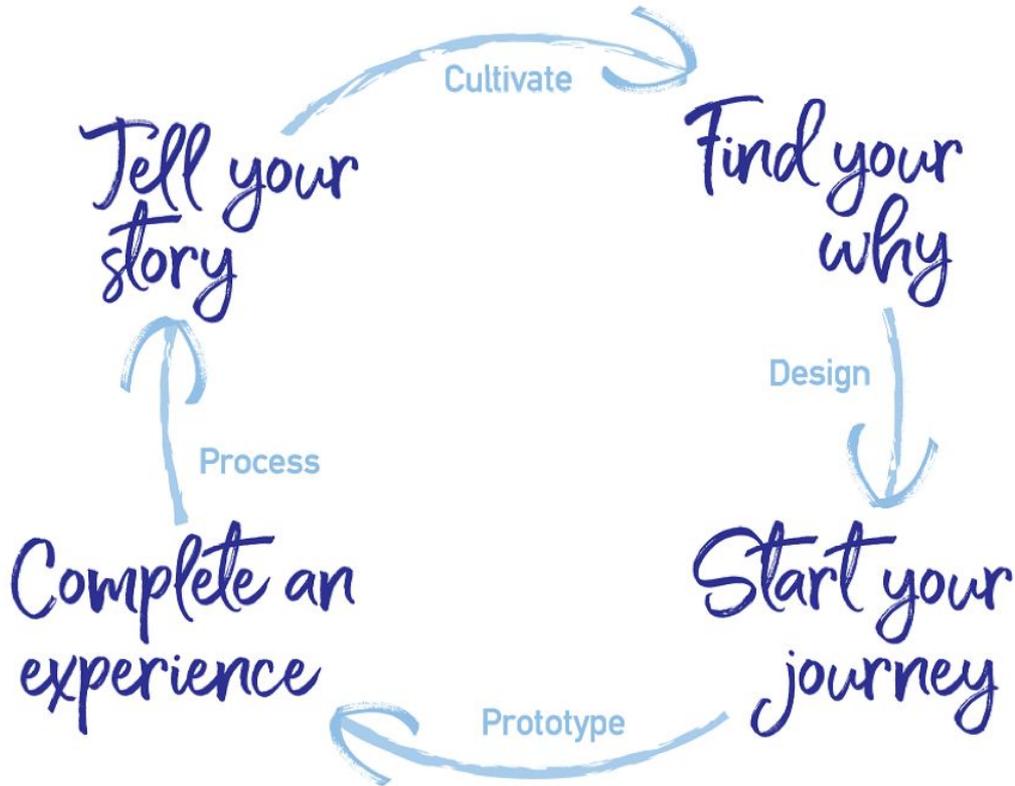
“Buckets” of engagement experiences

1. Undergraduate research
2. Internships/professional experiences
3. Study abroad/study away
4. Service & community based learning
5. Creative accomplishments
6. Organizational experiences
7. Peer mentoring
8. Volunteerism
9. Self-directed student engagement
10. Courses with out-of-class elements

Growth areas

- Multicultural awareness
- Civic responsibility
- Ethical reasoning
- Systems thinking
- Professional development





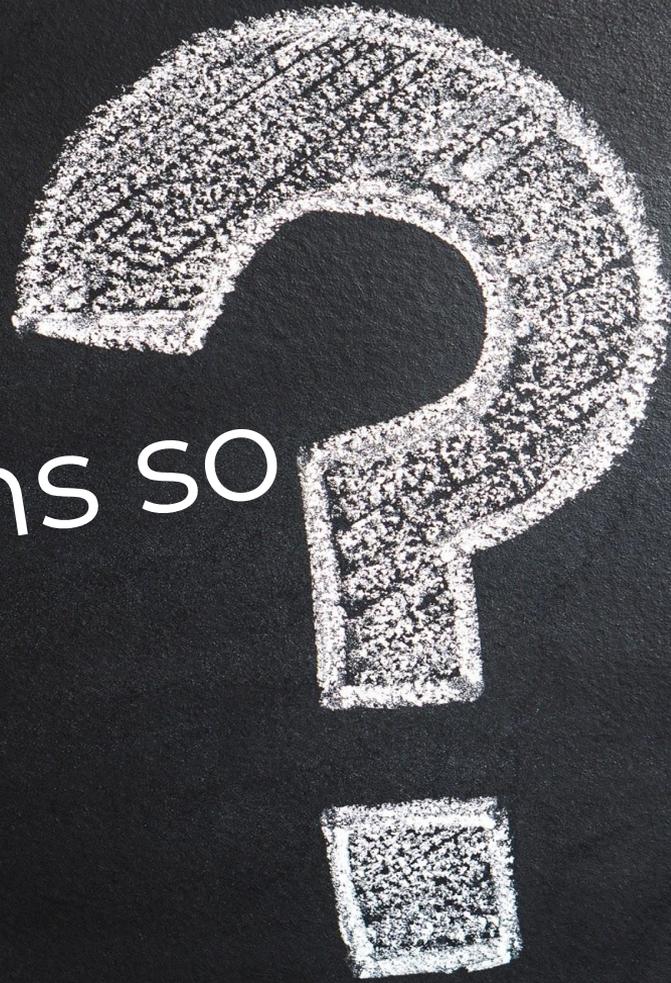


**How does your
institution define
“student engagement”?**

*Is there a unit that help
cultivate that definition?*



Questions so
far?





Research motivation

July 2017







Mapping the Student Engagement Journey

Exploratory, qualitative research project aimed at discovering how students at Penn State University navigate the student engagement landscape. In addition, the role of the library in the student engagement journey is not clearly understood.



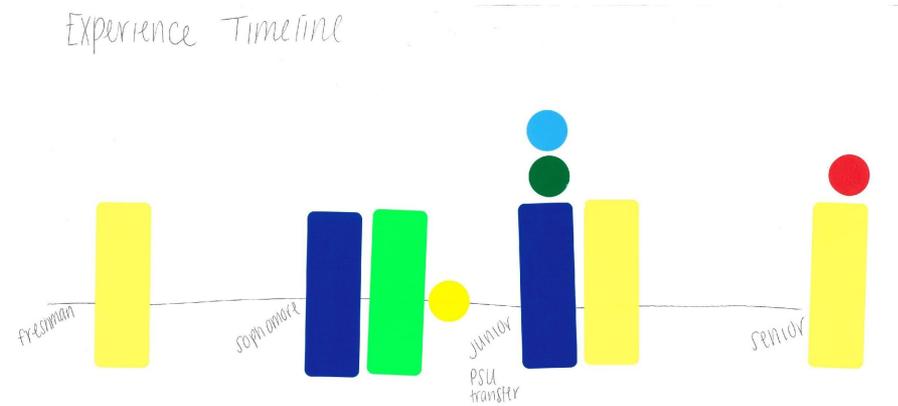
Research questions

- *How do undergraduate students discover student engagement opportunities at Penn State?*
- *Why do students choose particular student engagement experiences?*
- *Are student engagement opportunities linked? Do their experiences build off one another or are they treated as individual, non-linked experiences?*
- *How do library services and support enhance student engagement experiences?*



Project scope

- Conduct interviews with 24 students at University Park, divided across our 12 colleges
- Part of the interview involves creating an engagement journey map (right)



Olivia, senior, Health & Human Development

<http://bit.ly/howtoreadthemap>

Participant recruitment

Who we wanted to interview

- Sophomore, junior, or senior who has completed at least one experience
- Wanted to talk to a variety of students, across the colleges

Our concerns

- If we recruited within our networks, end up with an “uber involved” set of 24 students
- Wanted to move beyond the “face-of-the-college” student





What if we identified a stratified random sample of students to interview?





31,307

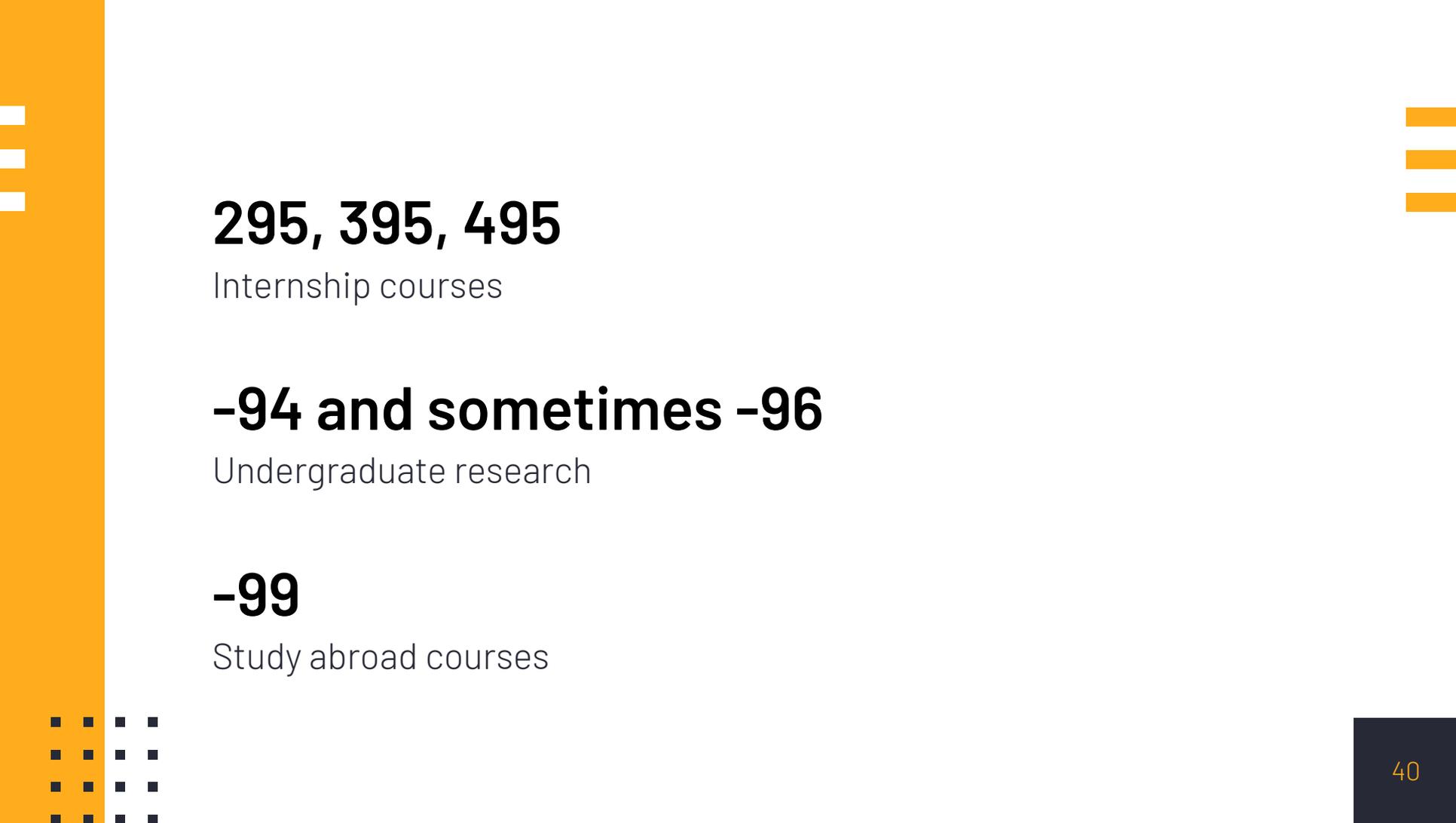
Potential number of student names we would have if we just pulled information from the 2018-19 year...





**What classes offered
at Penn State indicate
student engagement?**





295, 395, 495

Internship courses

-94 and sometimes -96

Undergraduate research

-99

Study abroad courses

So our sample...

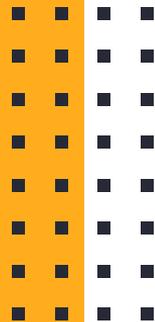
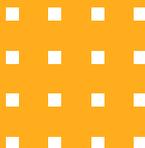
- Students who took any of our identified student engagement courses in the 2018-2019 year
- Still had to be “active” this year (haven’t graduated)
- With credits between 29.1 - 149.1+ credits**
- Sample divided into colleges and randomized
- 6,312 students in our sample

**Assuming those credits loosely line up to students who are sophomores-seniors



“

We know the sample isn't perfect, but it's a good start for exploration



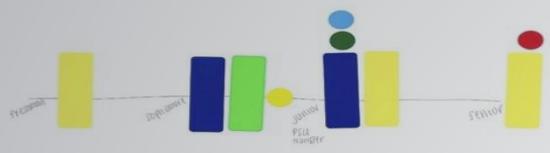
Putting the questions together

Matrix questions, to be asked for each experience, in any order. Mark questions as they have been asked. Questions in green indicate that it must be asked. Red is for most challenging.

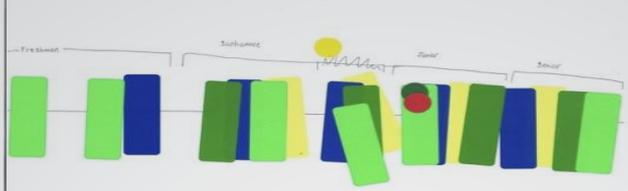
	Pre-experience	Example or potential Q	Post-experience
Discovery	How did you discover this opportunity?	Was there something special or important to know about the person who helped you find or showed you the opportunity?	Once the experience concluded, did you discover any related opportunities you wanted to pursue?
Motivation	What motivated you to seek out this opportunity?	For challenging: Can you tell me about a time during your experience where motivation helped you continue through?	What were you motivated to do after you completed this engagement experience?
Learning	What were you hoping to learn during the experience? Was there anything you expected to learn during [experience name]		What do you think are one or two lessons from this experience that have influenced you after you completed [experience name]?
Skills	What skills were you expecting to gain from this experience?	Can you tell us of a moment during your experience where you felt like you had mastered a skill or were using a new skill?	How have these skills allowed you to pursue or do other things?
Information literacy, research process, & finding information	How did you find information on either the experience or leading up to the experience to prepare you? How did that research process influence the experience?	Can you tell us of a moment during your experience where you had to do research to find information or to solve a problem? What did that process look	What did you do with the new information you learned during [experience name]? Did you share this experience with anyone?

See the full interview protocol at:
<http://bit.ly/mappinginterview>

Experience Timeline



Pablo



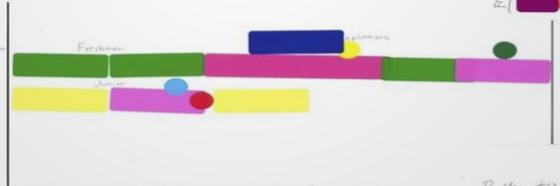
Running Into the Future



Fresh



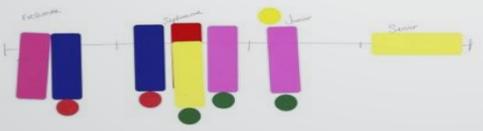
ADVENTURE



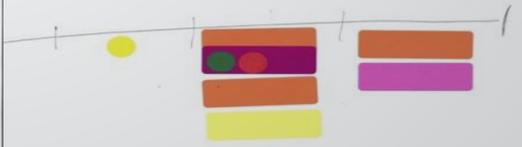
Engagement



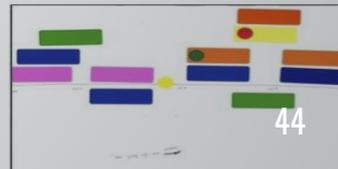
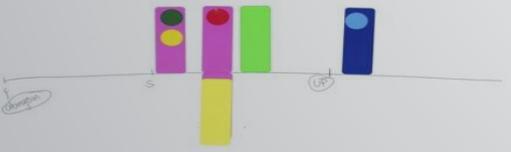
MV JOURNEY



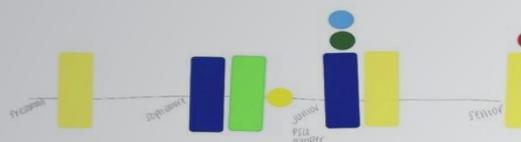
Process Path to Monaco



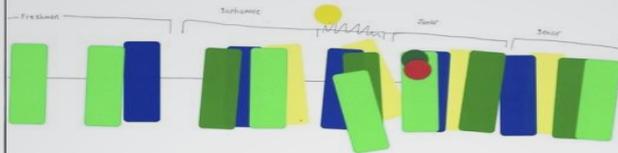
Rainbow



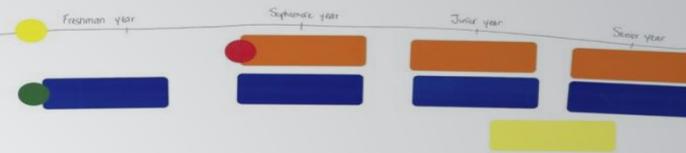
Experience Timeline



Pablo



Running Into the Future



Fresh Sophomore Junior Senior



ADVENTURE

Some preliminary results so far

APO

Agri Overseed

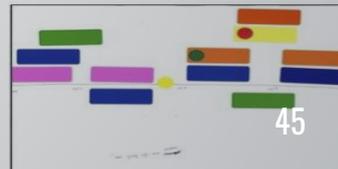
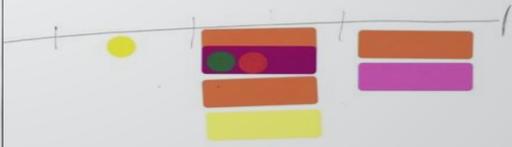
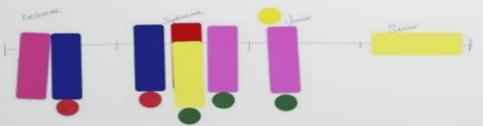
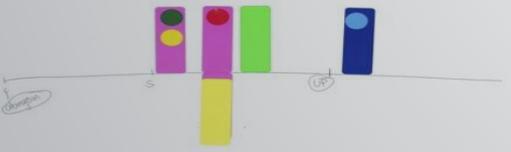
AGNL Overseed

AGNL Overseed



MV JOURNEY

Process Path to Monaco



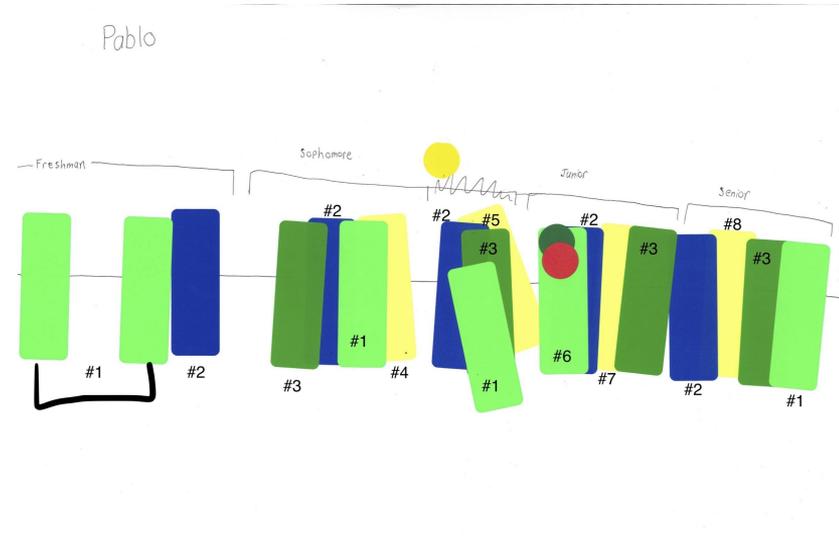
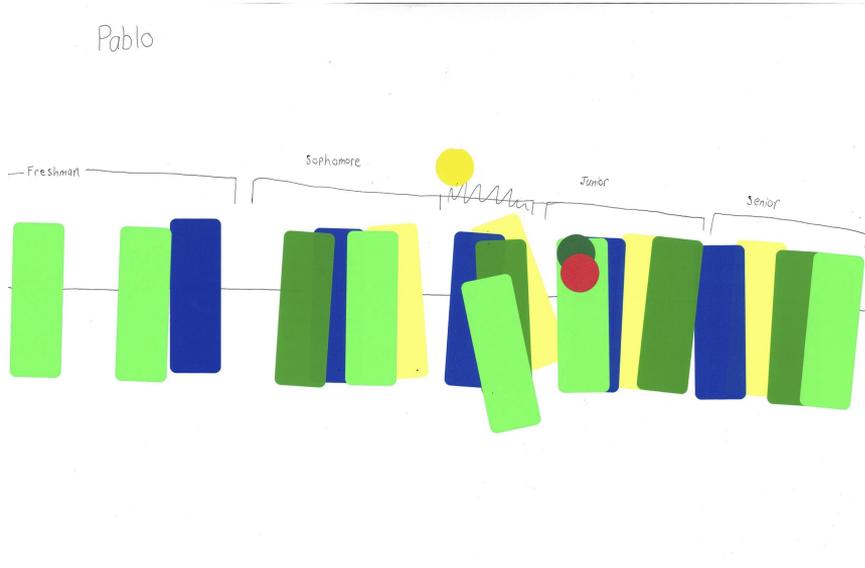
Rainbow

18 interviews conducted so far

- Begun interviewing in October 2019
- At least one student from each college, except the College of Nursing
 - 7/12 colleges completed
- Student receives \$20 for a 40-60 minute interview
- The stratified random sample has worked!



The maps are explained by the interviews



Overarching observations

- Professional development really drives engagement choices, across the colleges
 - Easy to talk about too
- Most advice given is centered around joining a club
- Students rely on family, friends, advisors, faculty/staff for recommendations
- Curriculum does influence engagement choices, some colleges more than others



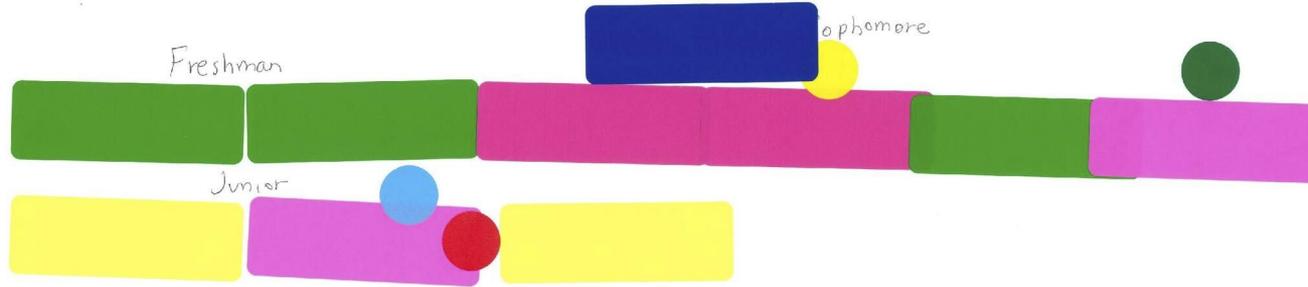
“

Before I came to college people definitely put it in my mind that I have to get involved because it's important for resume reasons.

– Daniela



My Growth Journey



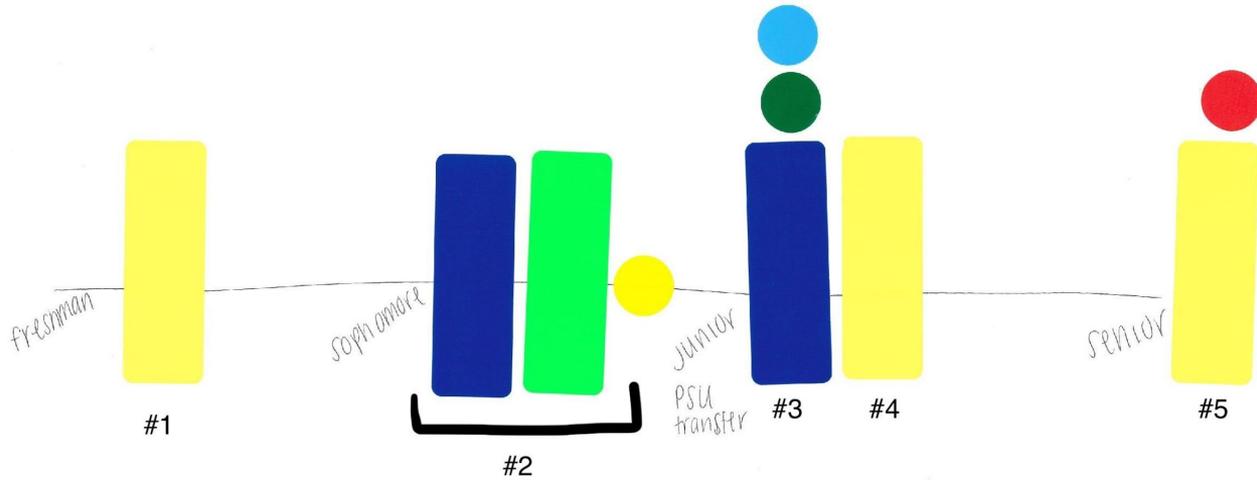


Oh, I heard about it at New Student Orientation, actually, the summer before I came to Penn State. So there was someone—one of the leaders, they were talking about it. And they were like, "If you love community service, and traveling, you should do this." And so I already knew coming in that this was something that I wanted to do, which I think a lot of people don't know about it, which is interesting.

- Daniela



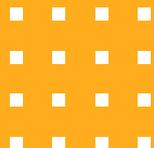
Experience Timeline



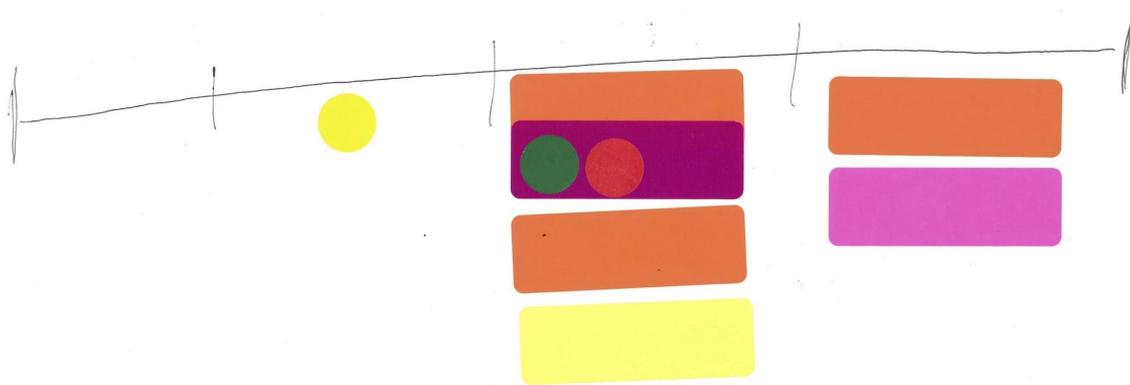


The most challenging experience on here would be having my internship for my class. That it's a lot of work and it's a lot of hours that I have to put in to fulfill like—it's a one-credit class and I have to do 45 hours of observation and for PT, that—it's a lot because you can't really do much, you kind of just sit there and watch and it's just challenging...Well, obviously I have to take the class...

- Olivia



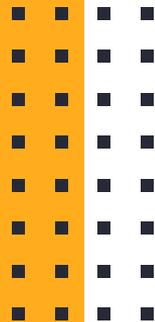
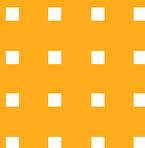
Process Path to Morocco





That was a big problem I had with Penn State...the way social life is structured here, it's like, "You have to join a club to have friends..."

- Harris



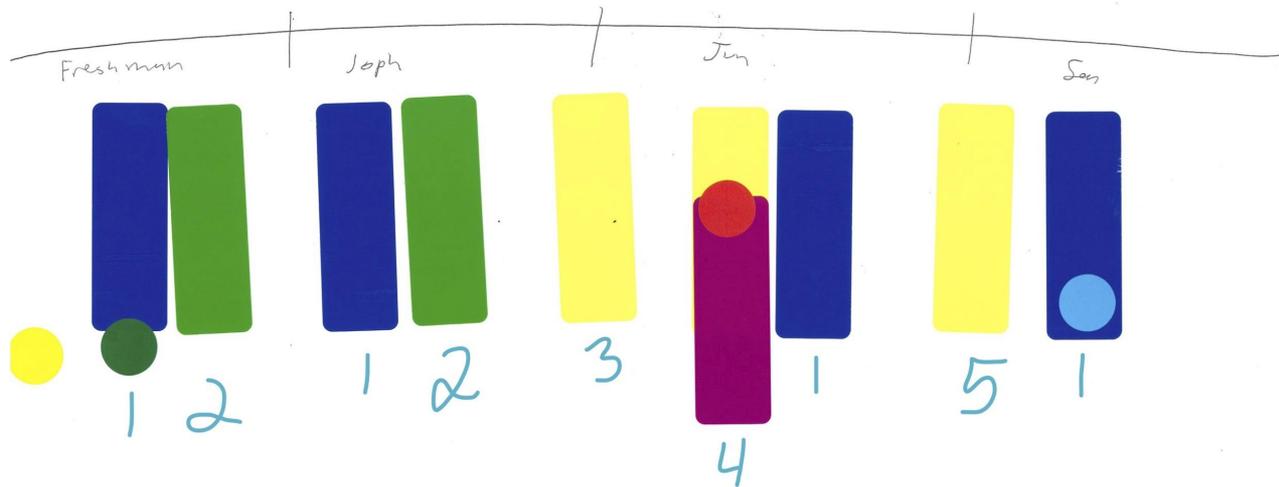


“

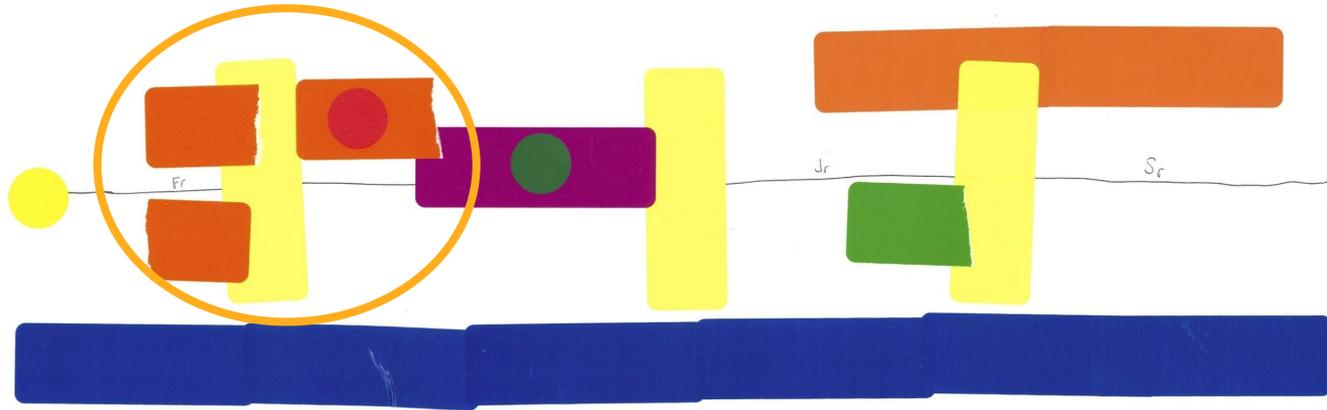
Experiences like these...it was incredibly vital and important to developing a better understanding of what I wanted to do.

- **Brendan**





The Two Spheres





“

As an intern...I know the advisor knows things, but you just need to ask them the correct questions.

- Nina



Library involvement

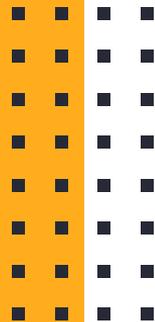
- Disconnect with how the library could support these experiences
- Researcher excitement about how the students are creating new information & knowledge
- Some moments of library joy





Ohh...I used Interlibrary
Loan to get a piece that we
played...it's so cool that
they do that.

- Ailene





“

Lots of students when they think about library, they think about this place as a study place, not as a resources they can talk to other people and get help...

- Nina



How this research is transforming my practice

- Understanding the landscape and how library opportunities could factor in, especially within the curriculum
- Informs the credit-bearing course I teach
- Encourages me to seek out new student engagement opportunities, the opportunities are VAST

What's next?

- Complete those final interviews
- Deep dive into coding and analysis
- Share out results as more patterns & trends emerge
- Start Phase 2 of this research project
 - Commonwealth campuses
 - Survey?

Questions to consider

- How do students at your institution navigate the student engagement landscape?
- How do you provide or support student engagement opportunities?
- What has this research got you thinking about?
- What questions do you still have?





Thanks!

Any questions?

- <https://sites.psu.edu/mappingstudentengagement/>
- *Or nab a business card!*

Don't forget our session evaluation!

References

- Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59-109. <https://doi.org/10.3102/00346543074001059>
- Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, 38(5), 758-773. <https://doi.org/10.1080/03075079.2011.598505>
- Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58-71. <https://doi.org/10.1080/07294360.2017.1344197>
- Kahu, E., Nelson, K., & Picton, C. (2017). Student interest as a key driver of engagement for first year students. *Student Success*, 8(2), 55. <https://doi.org/10.5204/ssi.v8i2.379>
- Kuh, G.D. (2009). "The National Survey of Student Engagement: Conceptual and Empirical Foundations." *New Directions for Institutional Research*, 141. Wiley Periodicals, <http://doi.org/10.1002/ir.283>
- Riehle, C. F., & Weiner, S. A. (2013). High-Impact Educational Practices: An Exploration of the Role of Information Literacy. *College & Undergraduate Libraries*, 20(2), 127-143. <https://doi.org/10.1080/10691316.2013.789658>
- Vuori, J. (2014). Student engagement: Buzzword of fuzzword? *Journal of Higher Education Policy & Management*, 36(5), 509-519. <https://doi.org/10.1080/1360080X.2014.936094>

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

