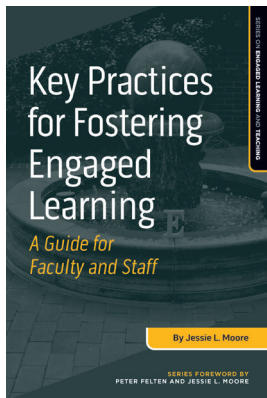


READING GROUP GUIDE

from the Center for Engaged Learning



KEY PRACTICES FOR FOSTERING ENGAGED LEARNING

A Guide for Faculty and Staff

Jessie L. Moore

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Supplemental resources (including additional discussion questions specific to each chapter) can be accessed at: www.CenterForEngagedLearning.org/books/key-practices

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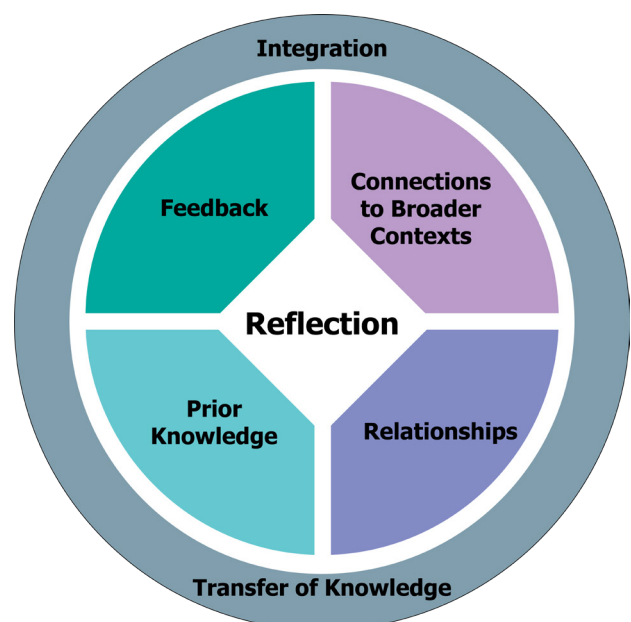
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DEFINING ENGAGED LEARNING

“Engaged learning entails students actively and intentionally participating in their own learning, not only at discrete moments but rather as an ongoing, lifelong activity.” (see p. 3)

SIX KEY PRACTICES



FOR DISCUSSION

- Which key practices already are routine activities for you in your interactions with students, and how do you enact them in your professional activity?
- Which key practices could you most easily add to your work with students? Which key practices do you need more support (e.g., professional development, buy-in from others) to enact?
- Moore argues that higher education curricula are built on the assumption that students will be boundary-crossers, transferring knowledge from course to course and integrating what they learn to adapt their accumulated knowledge and skills for new contexts. When—and how—do you invite students to explicitly make connections among their prior knowledge, their work with you, and their work in other contexts? How do you invite students to bridge forward to anticipate how what they're learning and practicing will apply to their anticipated work in future contexts?
- Moore frames the key practices as a strategy for fostering more equitable engaged learning. What equity gaps do you see in engaged learning practices at your institution, and how might the key practices help you and your colleagues attend to them?
- *Key Practices for Fostering Engaged Learning* offers strategies that staff and faculty—individually or collectively—can implement in and beyond the classroom. Which key practices is your department or unit well-equipped to foster, and how might your department or unit partner with other campus programs to extend students' experiences with those practices?
- Several of the key practices can be even more effective when they are embedded in college culture. How might your college or university, for example, develop or enhance a relationship-rich campus climate? How might your institution develop or enhance a feedback culture?

ABOUT THE STYLUS/CEL SERIES ON ENGAGED LEARNING AND TEACHING

The Stylus/Center for Engaged Learning Series on Engaged Learning and Teaching features concise books (both single author and edited collections) for a multi-disciplinary, higher education audience interested in research-informed engaged learning practices. Series books are published by Stylus Publishing and supplemented by open-access resources hosted on the Center for Engaged Learning's website.

Book authors/editors who publish in the series will join a community of scholars focused on engaged learning and teaching, with series books collectively marketed to faculty, staff, and administrators across higher education institution types.

www.CenterForEngagedLearning.org/publications/stylus-publishing-cel-series

ABOUT THE CENTER

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning. Jessie Moore and Peter Felten co-edit the Stylus/Center for Engaged Learning Series on Engaged Learning and Teaching. See our website for more information on our book series.

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