Engagement: définition

Raphael Costambeys-Kempczynski
Directeur de l'Éducation
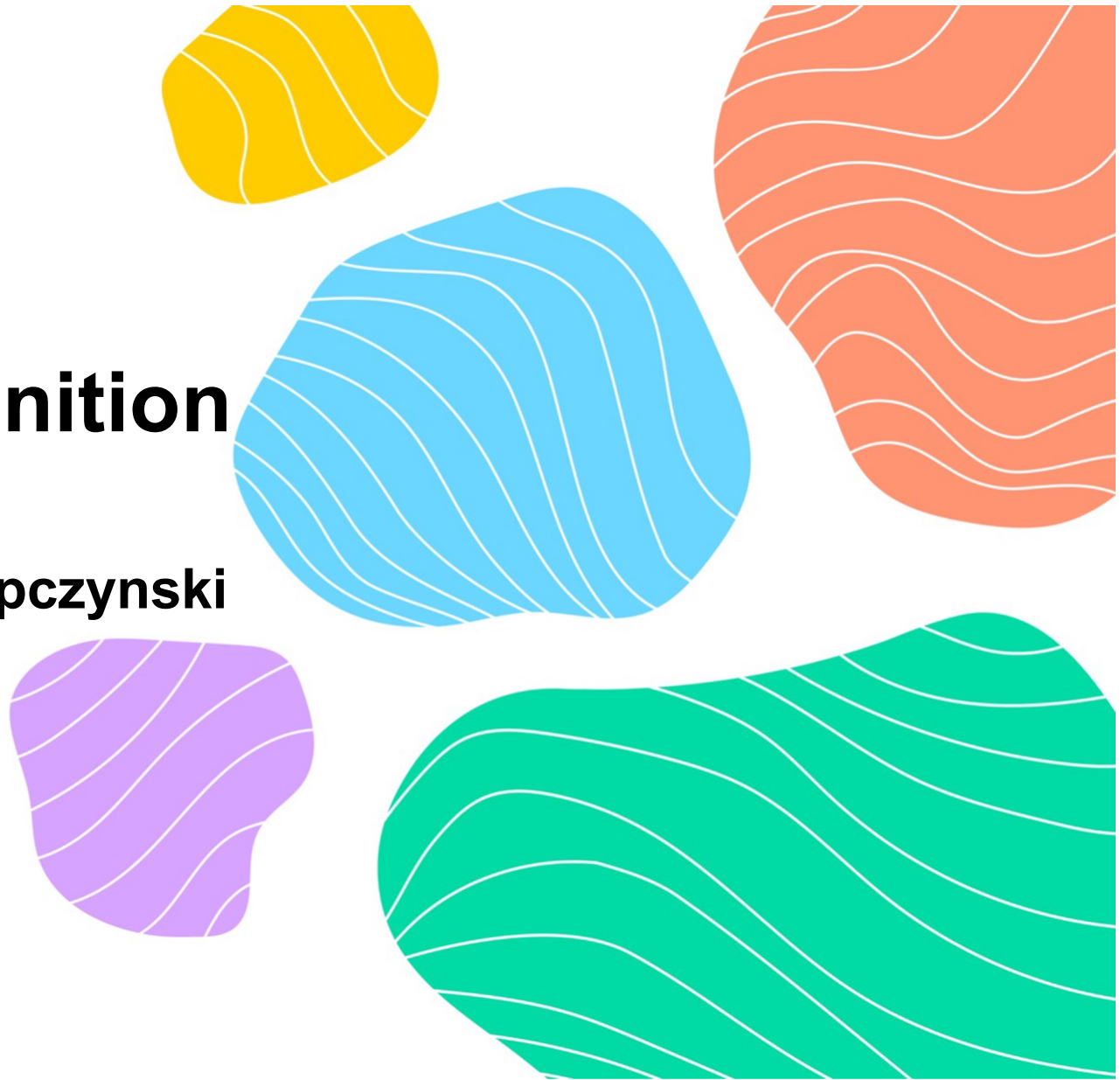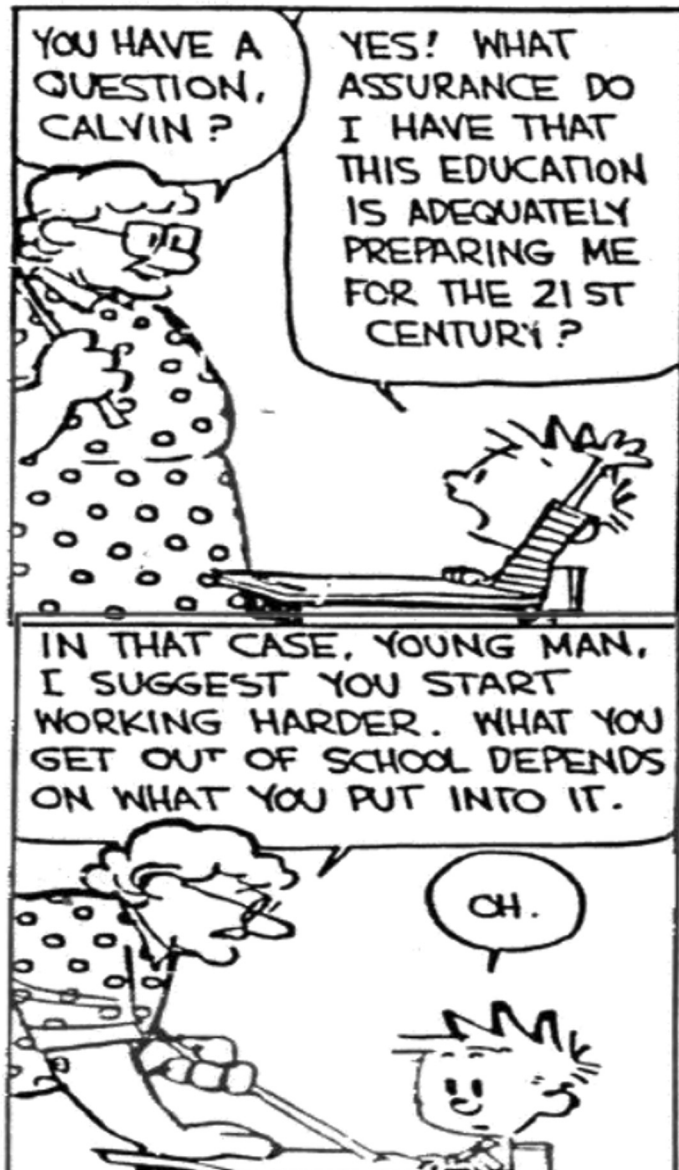
Borrowed from:
Kuh, George D., 2020. Student Engagement: Foundational to Student Learning Success. Indiana University Center for Postsecondary Research.

learningplanetinstitute.org

Student engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution.

Trowler, Vicki & Trowler, Paul. (2011). Final Report - Leadership Practices for Student Engagement in Challenging Conditions. 10.13140/RG.2.2.26426.29122.

LEARNING PLANET INSTITUTE

learningplanetinstitute.org

Student engagement

Search Wikipedia   Search

Article   Talk

Read   Edit   View history   Tools ⌄

ᴬ Add languages ⌄

Contents   hide

From Wikipedia, the free encyclopedia

The examples and perspective in this article **deal primarily with the United States and do not represent a worldwide view** of the subject. You may improve this article, discuss the issue on the talk page, or create a new article, as appropriate. *(December 2020)* *(Learn how and when to remove this message)*

Student engagement occurs when "students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades and qualifications), but in understanding the material and incorporating or internalizing it in their lives."[1]

learningplanetinstitute.org

Definitions [edit]

Student engagement is frequently used to, "depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class."[9] However, the term is also increasingly used to describe meaningful student involvement throughout the learning environment, including students participating in curriculum design, classroom management and school building climate.[10] It is also often used to refer as much to student involvement in extra-curricular activities in the campus life of a school/college/university which are thought to have educational benefits as it is to student focus on their curricular studies.[11]

learningplanetinstitute.org

Table 1
Definitional Variations Across Conceptualizations of Engagement

Name	Research Citation[a]	Construct Definition
Engagement	A. Audas & Willms, 2001	A. Extent to which students *participate* in academic and nonacademic activities and *identify with* and *value* the goals of schooling.
	B. Connell & Wellborn, 1991	B. When *psychological needs* (i.e., autonomy, belonging, competence) *are met* within cultural enterprises such as family, school, and work, engagement occurs and is exhibited in *affect, behavior,* and *cognition* (if not, disaffection occurs).
	C. Russell, Ainley, & Frydenberg, 2005	C. *Energy in action*, the connection between person and activity; consisting of three forms: *behavioral, emotional,* and *cognitive*.
	D. Skinner & Belmont, 1993	D. Sustained *behavioral involvement* in learning activities accompanied by *positive emotional tone* (vs. disaffection).
	E. Skinner, Wellborn, & Connell, 1990	E. Initiation of *action, effort,* and *persistence with schoolwork* and ambient *emotional states* during learning activities.
Engagement in schoolwork	F. National Research Council/Institute of Medicine (2004)	F. Involves both *behaviors* and *emotions* and is mediated by perceptions of competence and control (*I can*), values and goals (*I want to*), and social connectedness (*I belong*).
Academic engagement	G. Libby, 2004	G. Extent to which students are *motivated to learn* and *do well* in school.
School engagement	H. Fredericks, Blumenfeld, & Paris, 2004	H. *Emotional* (positive and negative reactions to teachers, classmates, academics, and school), *Behavioral* (participation in school), and *Cognitive* (investment) *Engagement* subtypes.
	I. Furlong et al., 2003	I. *Affective, Behavioral,* and *Cognitive Engagement* subtypes (same as Jimerson et al., 2003) within *student, peer group, classroom,* and *schoolwide contexts*.
	J. Jimerson, Campos, & Greif, 2003	J. *Affective* (feelings about school, teachers, and peers), *Behavioral* (observable actions), and *Cognitive* (perceptions and beliefs) *Engagement* subtypes.
Student engagement	K. Chapman, 2003	K. *Willingness to participate* in routine school activities with subtle *cognitive, behavioral,* and *affective indicators* of student engagement in specific learning tasks.
	L. Natriello, 1984	L. *Student participation* in the activities offered as part of the school program.
	M. Yazzie-Mintz, 2007	M. *Cognitive/Intellectual/Academic* (students' effort, investment, and strategies for learning), *Social/Behavioral/Participatory* (social, extracurricular, and nonacademic school activities; interactions with peers), and *Emotional* (feelings of connection to school, including their performance, school climate, and relationships with others).
Student engagement in academic work	N. Marks, 2000	N. *Psychological process* involving the *attention, interest, investment,* and *effort* students expend in the work of learning.
	O. Newmann, Wehlage, & Lamborn, 1992	O. The student's *psychological investment* in and *effort* directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote.

(Continued)

Table 1
Continued

Name	Research Citation[a]	Construct Definition
Student engagement in/with school	P. Mosher & MacGowan, 1985	P. *Attitude* leading toward and *participatory behavior* in secondary school's programs (state of mind and way of behaving).
	Q. Klem & Connell, 2004	Q. *Ongoing engagement* (behavioral, emotional, and cognitive components); *reaction to challenge* (ideally engage optimistically).
	R. Christenson & Anderson, 2002	R. *Psychological* (e.g., belonging), *Behavioral* (e.g., participation), *Cognitive* (e.g., self-regulated learning), and *Academic* (e.g., time on task) *Engagement*.
Participation identification[b]	S. Finn, 1989, 1993; Finn & Rock, 1997	S. *Participation* in (at four increasing levels) and *identification* with school (belonging in school and valuing school-related outcomes).

[a]Letters are intended for aligning citations with definitions and not meant to convey a hierarchy.
[b]Although not labeled "engagement," this theory is at the core of many conceptualizations of engagement.

Appleton, James & Christenson, Sandra & Furlong, Michael. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. Psychology in the Schools. 45. 369 - 386. 10.1002/pits.20303.

Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini, 2005. *How College Affects Students.* p. 602

The greatest impact appears to stem from students' total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing…

Pascarella & Terenzini, 2005. *How College Affects Students.* p. 647

Nessie ?

learningplanetinstitute.org

NSSE | FSSE | BCSSE | SUPPORT & RESOURCES | RESEARCH

About NSSE

Survey Instruments

Registration Details

Administering NSSE

Reports & Data

Working with NSSE Data

Psychometric Portfolio

Home
NSSE

What Does NSSE Do?

Through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

NSSE provides participating institutions a variety of reports that compare their students' responses with those of students at self-selected groups of comparison institutions. Comparisons are available for ten Engagement Indicators, six High-Impact Practices, and all individual survey questions. Each November, NSSE also publishes its *Annual Results*, which reports topical research and trends in student engagement results. NSSE researchers also present and publish research findings throughout the year.

NSSE national survey of student engagement

Student engagement represents two critical features of collegiate quality—the amount of time and effort students put into their studies and other educationally purposeful activities, and how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

NSSE Celebrates 20 Years and Looks Forward to the Next Decade!

Learn about our accomplishments and what's next for the project:

Learning Planet Institute

learningplanetinstitute.org

NSSE
national survey of
student engagement

Student engagement

represents two critical features
of collegiate quality—the
amount of time and effort
students put into their studies
and other educationally
purposeful activities, and how
the institution deploys its
resources and organizes the
curriculum and other learning
opportunities to get students to
participate in activities that
decades of research studies
show are linked to student
learning.

About NSSE

Survey Instruments

Topical Modules

Engagement Indicators

High-Impact Practices

Registration Details

Administering NSSE

Reports & Data

Working with NSSE Data

Psychometric Portfolio

Home / NSSE / Survey Instruments
ENGAGEMENT INDICATORS

Engagement Indicators

To represent the multi-dimensional nature of student engagement at national, sector, institutional, and intra-institutional levels, NSSE developed ten Engagement Indicators organized within four engagement themes as shown below.

Sample Engagement Indicators Report

NSSE Engagement Indicators by Theme

Theme	Engagement Indicators
Academic Challenge	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Learning with Peers	Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment

Descriptions and component items of all Engagement Indicators are below, or download this one page handout 📄 for easy reference.

Learning
Planet
Institute

learningplanetinstitute.org

Career & Workforce Preparation (New in 2021)

This module represents a collaboration between NSSE and Strada Education Network to assess how the college experience prepares students for their future. Questions address institutional contributions to students' career plans, influences on their goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services. A FSSE version is available.

Items | Survey

Civic Engagement

Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. A FSSE version is available.

Items | Survey

Development of Transferable Skills (Updated in 2021)

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace and beyond (such as verbal and written fluency, critical thinking, creative thinking, problem solving, project management, and time management). The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. A FSSE version is available.

Items | Survey

Experiences With Information Literacy

learningplanetinstitute.org

High-Impact Practice Questions on NSSE

NSSE asks about participation in six HIPs:

High-Impact Practice	Item Wording
Service-Learning	About how many of your courses at this institution have included a community-based project (service-learning)?
Learning Community	Participate in a learning community or some other formal program where groups of students take two or more classes together
Research with Faculty	Work with a faculty member on a research project
Internship or Field Experience	Participate in an internship, co-op, field experience, student teaching, or clinical placement
Study Abroad	Participate in a study abroad program
Culminating Senior Experience	Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

learningplanetinstitute.org

Engage!

Cleverly says national service plan would boost skills but Labour calls it a gimmick

25 May 2024 01:00

Cleverly: National service would 'address fragmented society'

Reeves: No return to austerity under Labour

Sunak sees Downing S

Labour could allow 16-year-olds to vote in first year of government
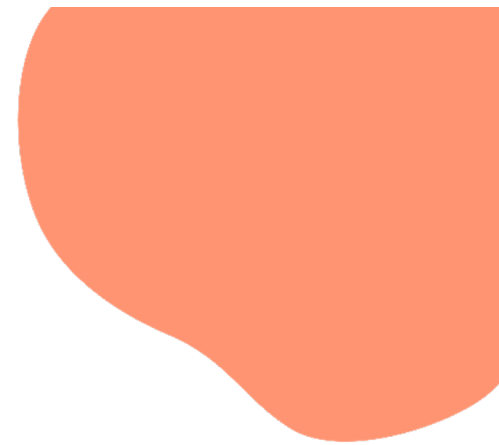
Move would see biggest change to electorate since 1969 and would extend chance to vote to about 1.5 million people

Will Hazell, POLITICAL CORRESPONDENT
25 May 2024 • 3:45pm

Related Topics
General Election 2024, Labour Party, Keir Starmer

1386

learningplanetinstitute.org

Town and Gown

A national network of universities committed to transforming lives and places

The Civic University Network and the National Civic Impact Accelerator (NCIA) are pioneering initiatives harnessing the collective power of the higher education sector to drive societal, economic, and environmental advancements in the places they call home.

Led by Sheffield Hallam University in partnership with a consortium of leading institutions and organisations, we help universities across the UK work for the good of their places, deepen their civic impact and amplify their contributions.

We also work with governments and strategic partners to ensure that a university's geographic role and responsibility is used more effectively as an agent to drive positive societal change.

LEARNING PLANET INSTITUTE

learningplanetinstitute.org

The incorporation of universities into national higher education systems and the related institutionalisation of academic disciplines contributed to a disconnection of universities from the places in which they were located.

Goddard, John & Vallance, Paul. (2012). The civic university and the leadership of place.

…we make the case for the civic university working with others in the leadership of the city in order to ensure that its universities are both globally competitive and locally engaged.

Goddard, John & Vallance, Paul. (2012). The civic university and the leadership of place.

How do universities need to change to be truly civic institutions?

- Adoption of a holistic Engagement AND Place Strategy co-created with partners from the public, private and voluntary sectors and other local post 18 educational providers, including procedures for public accountability
- Clear internal processes for connecting teaching, research, internationalisation and civic engagement at Executive Board Level.
- An institutional framework that supports, recognises and rewards bottom up civic engagement and recognises this as part of normal business including in the work of professional services
- Development of 'blended professionals' in finance, estates, communications etc. working with a research hub connected to the global discourse on universities and place and like minded institutions
- The locality as a site for co-creation of knowledge and a 'living laboratory'
- Establishment of place based university foundation to support local public good actions

Goddard J., 2019. *The Civic University and the City*.

learningplanetinstitute.org

civic universities should "use the 'local' as a crucible in which to forge a more open institution able to address multi-scalar challenges like sustainable development".

Goddard, John & Kempton, Louise & Vallance, Paul. (2013). The civic university: connecting the global and the local.

opportunities. The engaged institution must accomplish at least three things:

1. It must be organized to respond to the needs of today's students and tomorrow's, not yesterday's.

2. It must enrich students' experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter.

3. It must put its critical resources (knowledge and expertise) to work on the problems the communities it serves face.

learningplanetinstitute.org

The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.

Campbell, Donald T (1979). "Assessing the impact of planned social change". Evaluation and Program Planning. 2 (1): 67–90. doi:10.1016/0149-7189(79)90048-X

LEARNING PLANET INSTITUTE

learningplanetinstitute.org

LEARNING PLANET INSTITUTE

Merci.