DIVISION OF DIGITAL STRATEGY & INNOVATION
Center for Learning Experimentation, Application & Research (CLEAR)

CLAW 3 Instructional Guide: Engagement Types & Assignments

In CLAW 3 (Collaborative Learning and Active Workspaces) Active Learning Classrooms (ALCs) various engagement and assignment strategies can be utilized.

Examples of Engagement Types

Consider how you will engage your students through learning activities. Below is a table showcasing various types of engagement with examples of how they are used in activities.[i]

Engagement Type	Description	Examples of Activities
Creating/Constructing	Applying knowledge/skills to create a product	Making a model of a virus, sewing a garment
Designing/Planning	Planning a process	Designing an experiment, architectural structure
Discussing	Dialoguing with one or more people	Small group discussion, practice speaking in a language class
Problem solving	Using the process of inquiry to answer questions	Searching for information online, conducting qualitative interviews
Listening/Processing	Receiving auditory information	Listening to a lecture or discussing a topic
Observing	Receiving visual information	Watching an instructor solve a problem, observing a dance routine
Performing/Presenting	Applying knowledge and skills	Dance performance, class presentations
Reading/Studying	Receiving text-based information	Reading an article, peer writing
Reflecting	Intentional questioning of beliefs or assumptions	Consider factors that influence certain dynamics, consider ethics of a medical case
Writing	Analyzing, transcribing, or transforming information through writing	Writing out a math problem, writing an essay

Examples of Assignment Types

Below are a few examples of assignments you could adapt to your ALC:

- ❑ Group discussions on topic or reading that they then summarize for the rest of the class[ii]
- ❑ Assign drawing prompts, and then compare drawings with one another[iii]
- ❑ Have students research a topic, create videos about them, and share with the class[iv]
- ❑ Classes at the end of each module designated for reflection and summary of concepts[v]

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[i] Metzger, K.J., & Langley, D. (2020). The room itself is not enough: Student engagement in active learning classrooms. *College Teaching,* 68(3), 150-160.

[ii] Gibau, G.S, Kissel, F., & Labode, M. (2019). Starting with the space: Integrating learning spaces and technologies. Journal of Teaching and Learning with Technology, 8(1), 17-32.
Copridge, K. W., Uttamchandani, S., & Birdwell, T. (2021). Faculty reflections of pedagogical transformation in active learning classrooms. *Innovative Higher Education, 46*(2), 205-221.

[iii] Wu, S.P.W., Van Veen, B., & Rau, M.A. (2020). How drawing prompts can increase cognitive engagement in an active learning engineering course. *Journal of Engineering Education, 109*(4), 723-742.

[iv] Gibau, G.S, Kissel, F., & Labode, M. (2019). Starting with the space: Integrating learning spaces and technologies. Journal of Teaching and Learning with Technology, 8(1), 17-32.

[v] Flanagan, K.M., & Addy, H. (2019). Introverts are not disadvantaged in group-based active learning classrooms. *Journal of College Biology Teaching, 45*(1), 33-41.