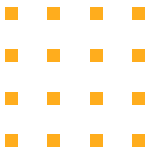
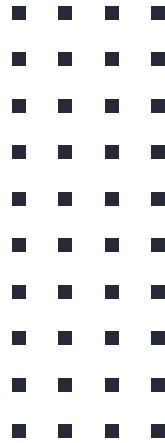

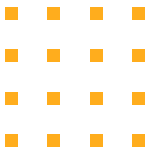
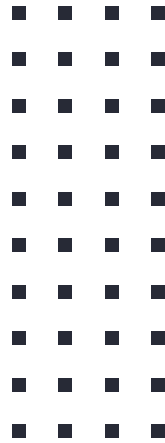





# How do you define “student engagement”?

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](mailto: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*** (IRDL)
- 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?



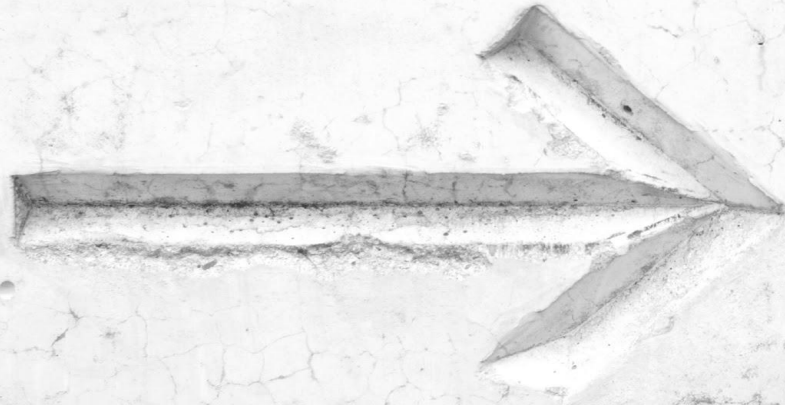


“

**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



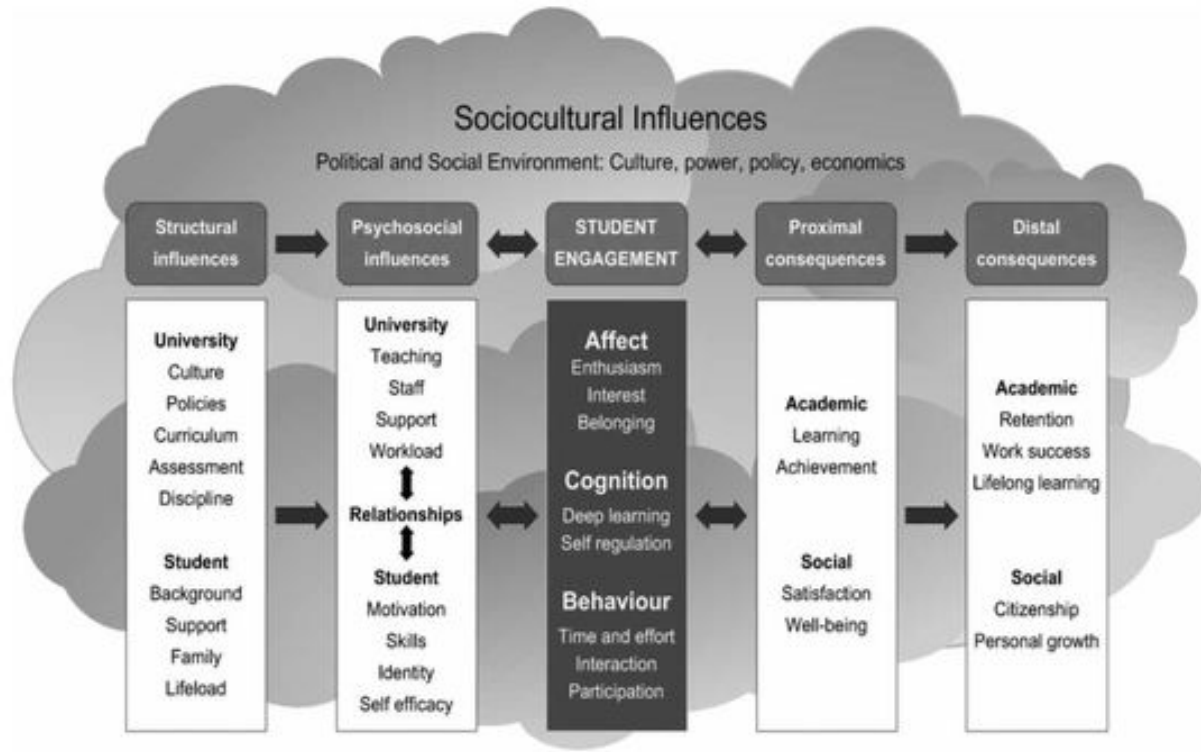


Figure 1. Conceptual framework of engagement, antecedents and consequences.

Ella R. Kahu

*Framing student engagement in higher education, 2013*

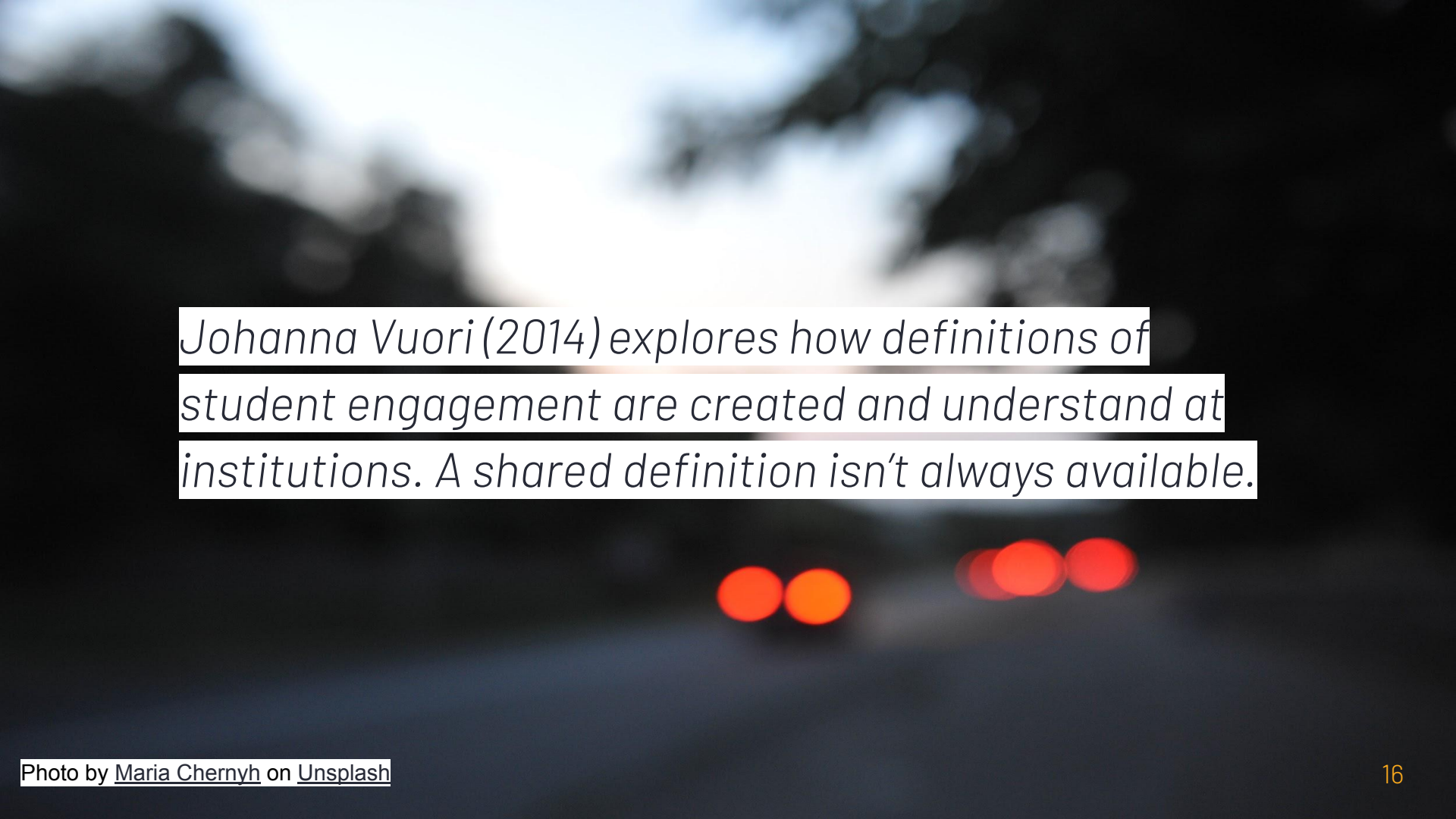
- Framework proposed tries to cover more than just institutional influences that can shape these experiences
- Kahu really wants to separate the antecedents and consequences

## And what about...

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







*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



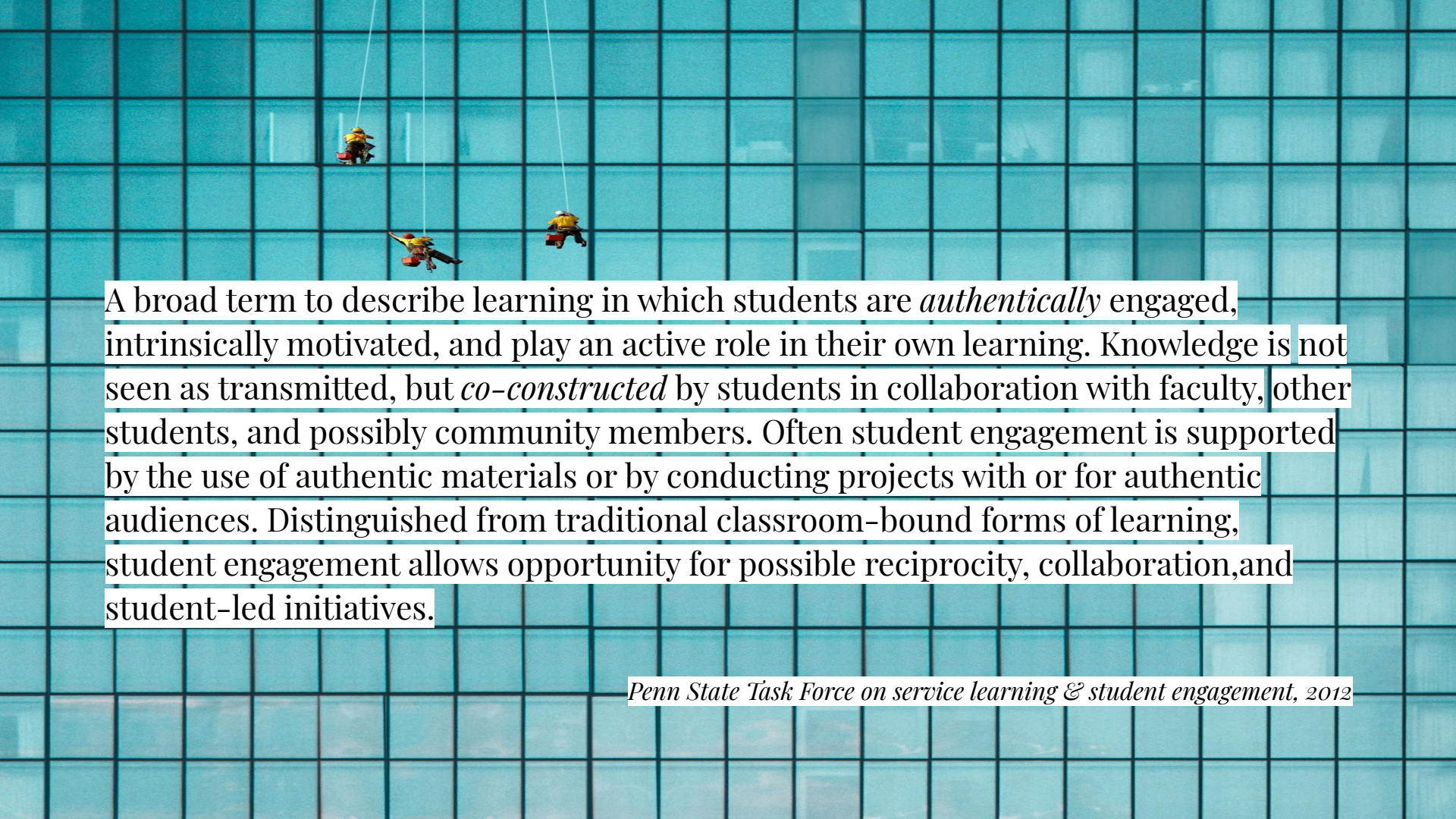
Library-centered  
student engagement  
experiences

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







The background of the slide is a blue wall with a white grid pattern, resembling a window or a modern architectural facade. Three people are rappelling down the wall, suspended by ropes. They are wearing yellow helmets and gear, and are positioned at different heights, with one person higher than the other two. The text is overlaid on the lower half of the image.

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

# “Buckets” of engagement experiences

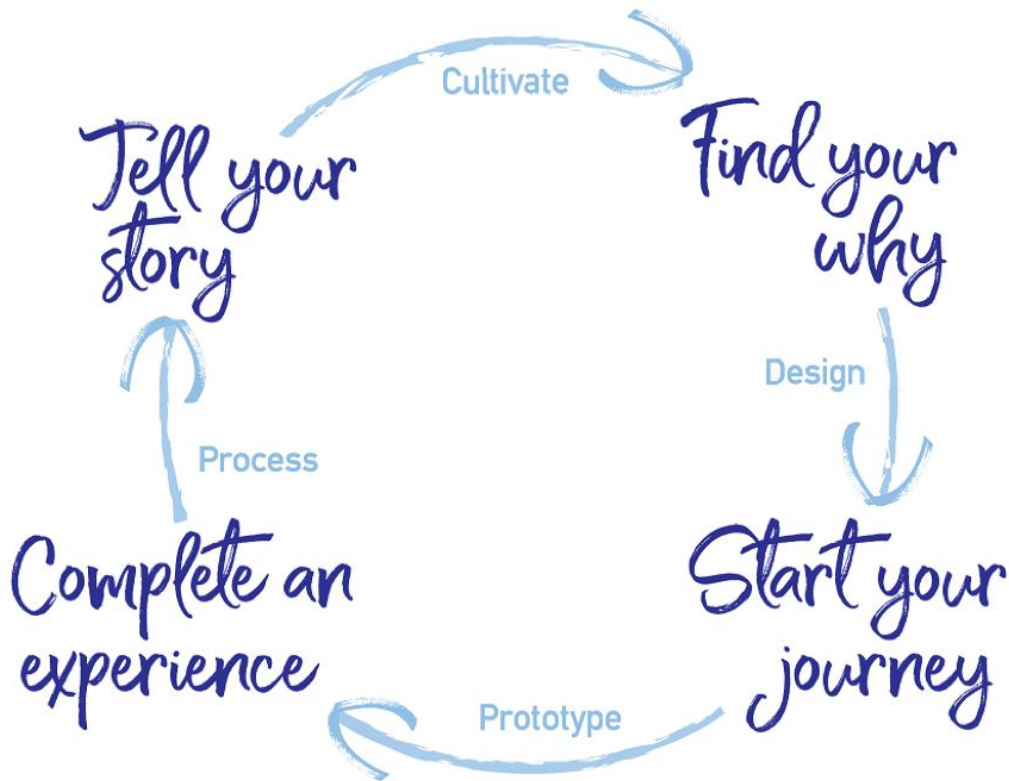
The background of the slide is a top-down photograph of various paint buckets and brushes. The buckets are filled with different colors of paint, including yellow, blue, red, orange, and purple. Some brushes are visible, with paint smeared on them. The scene is set on a light-colored, textured surface, possibly a table or floor.

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*













Photo by [Jeroen den Otter](#) on [Unsplash](#)

# 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.*

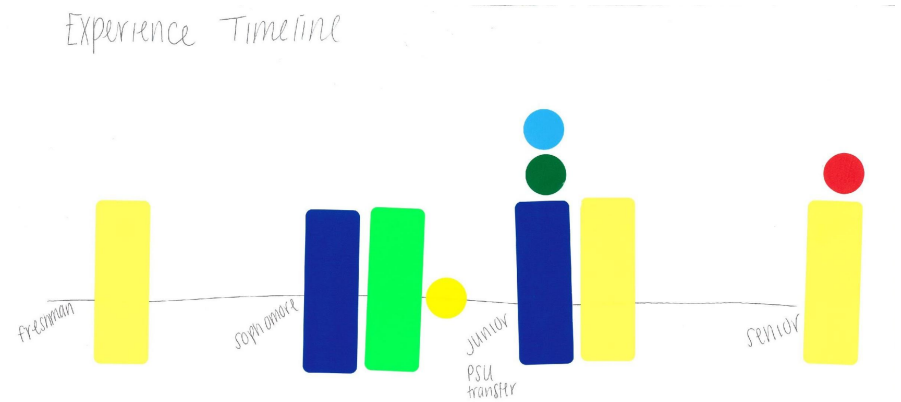


# Research questions

- *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?**



## Internship courses

## Undergraduate research

## 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.

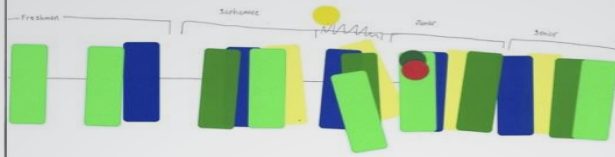
	Pre-experience	Example or potential Q	Post-experience
Discovery	How did you discover this opportunity?	Was there something special or important to know about the person who helped you find or showed you the opportunity?	Once the experience concluded, did you discover any related opportunities you wanted 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



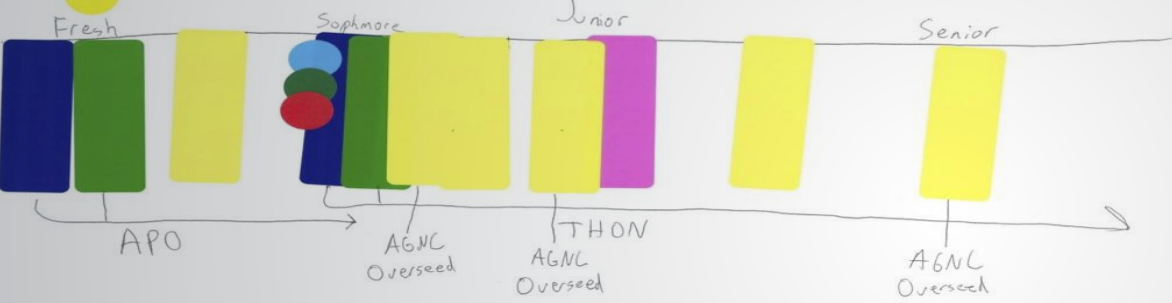
## Pablo



## Running Into the Future



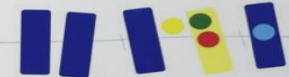
## Fresh



## ADVENTURE



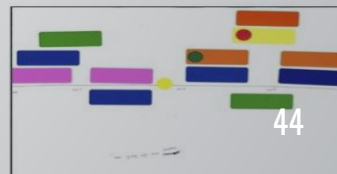
## Engagement



## MV JOURNEY

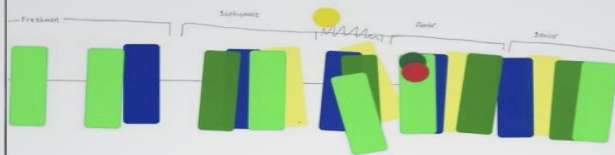


## Process Path to Monaco



## Rainbow



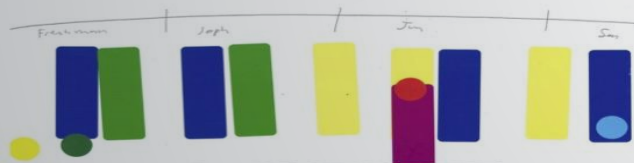


## Running Into the Future



# ADVENTURE

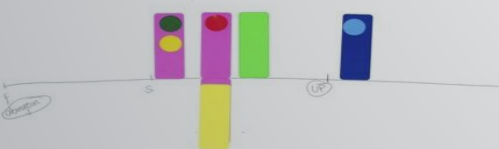
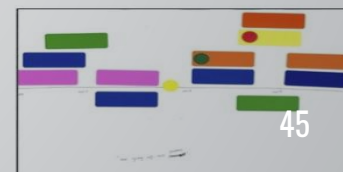
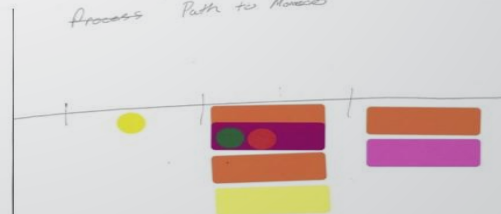
# Some preliminary results so far



# MY JOURNEY



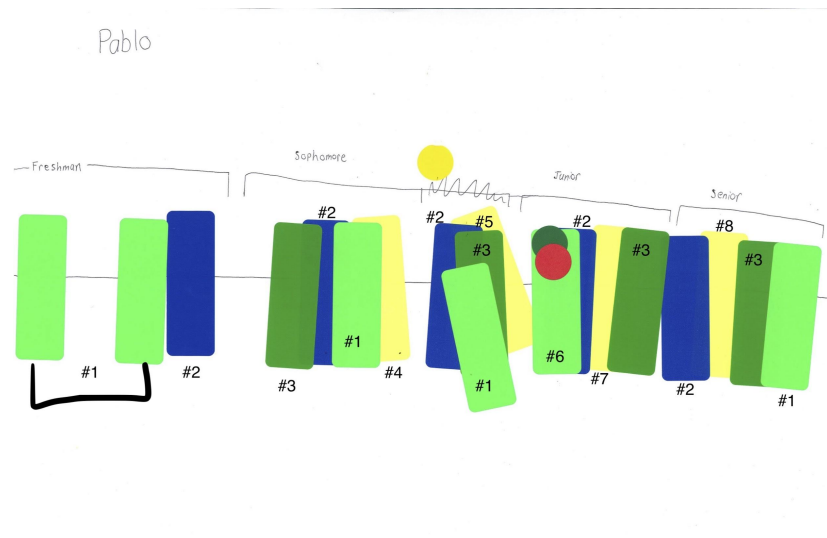
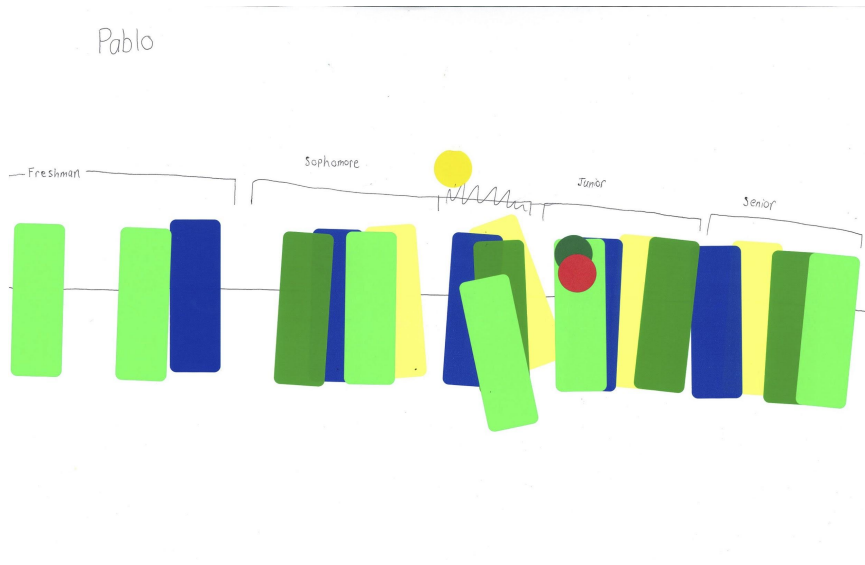
Process Path to Monero

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



“

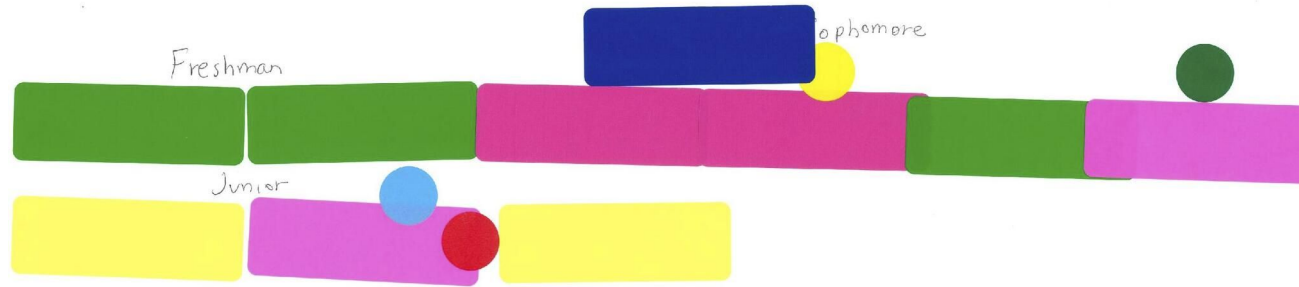
Before I came to college people definitely put it in my mind that I have to get involved because it's important for resume reasons.

– Daniela





# My Growth Journey

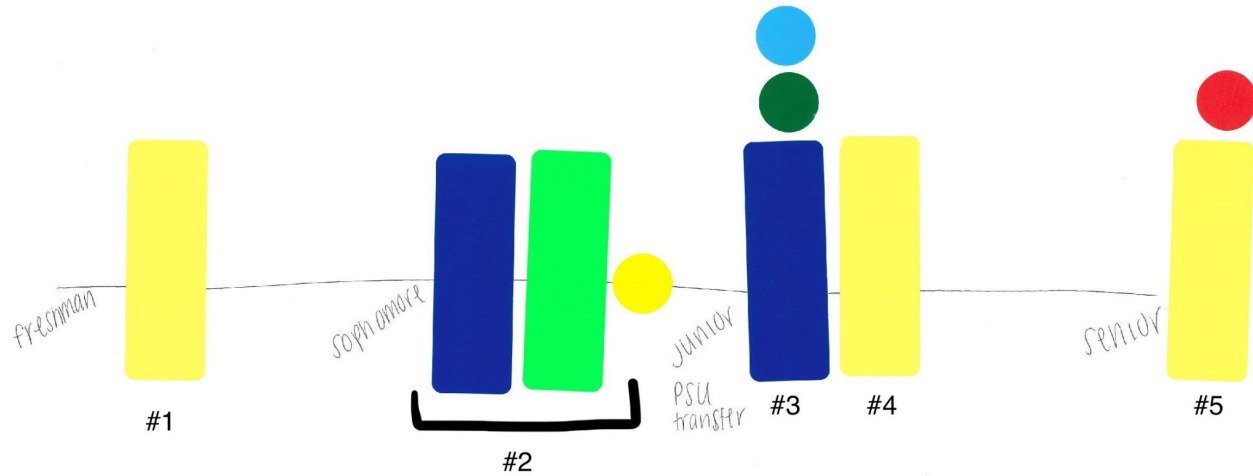




Oh, I heard about it at New Student Orientation, actually, the summer before I came to Penn State. So there was someone—one of the leaders, they were talking about it. And they were like, "If you love community service, and traveling, you should do this." And so I already knew coming in that this was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

– Daniela

# Experience Timeline

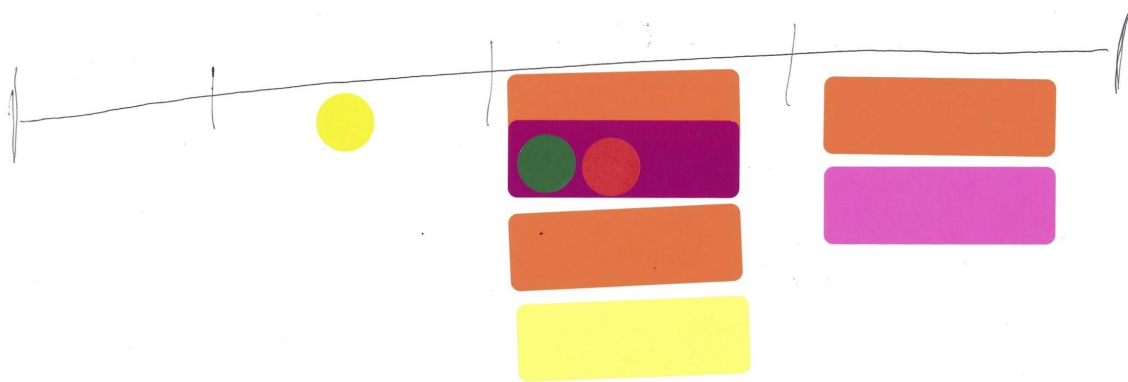




The most challenging experience on here would be having my internship for my class. That it's a lot of work and it's a lot of hours that I have to put in to fulfill like—it's a one-credit class and I have to do 45 hours of observation and for PT, that—it's a lot because you can't really do much, you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





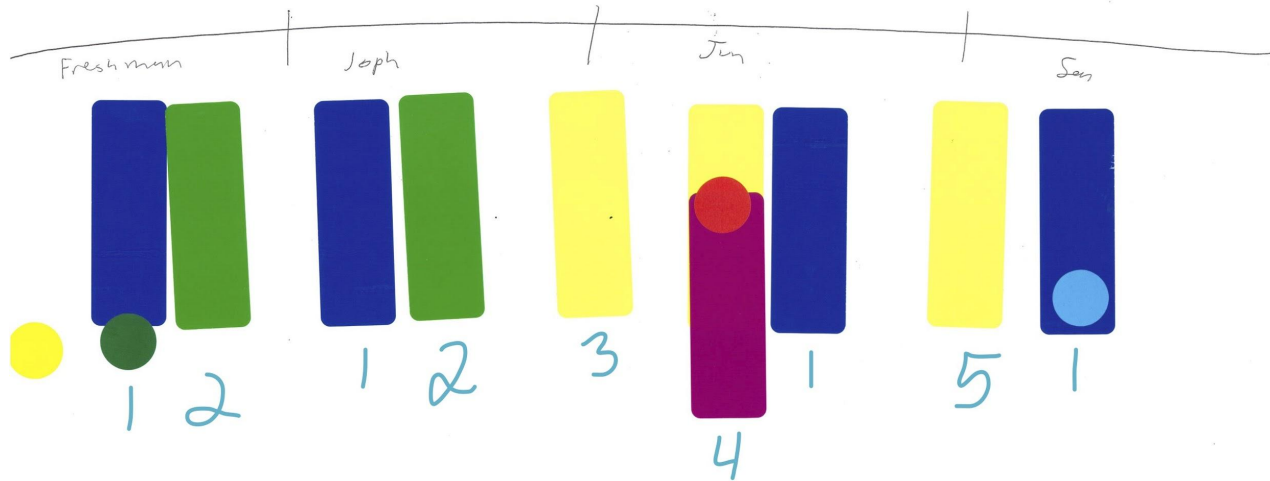
“

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

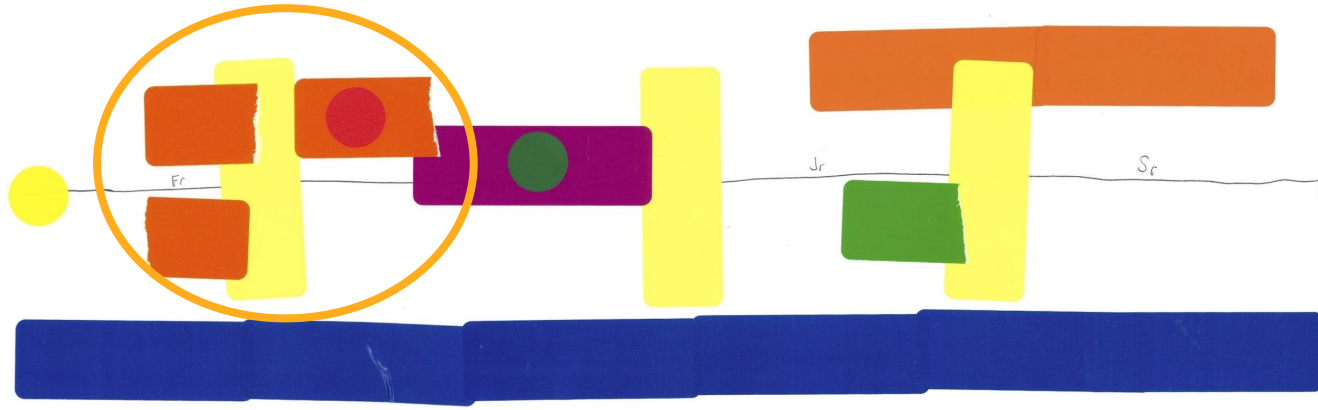
– **Brendan**



Justin Dec



# 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

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