

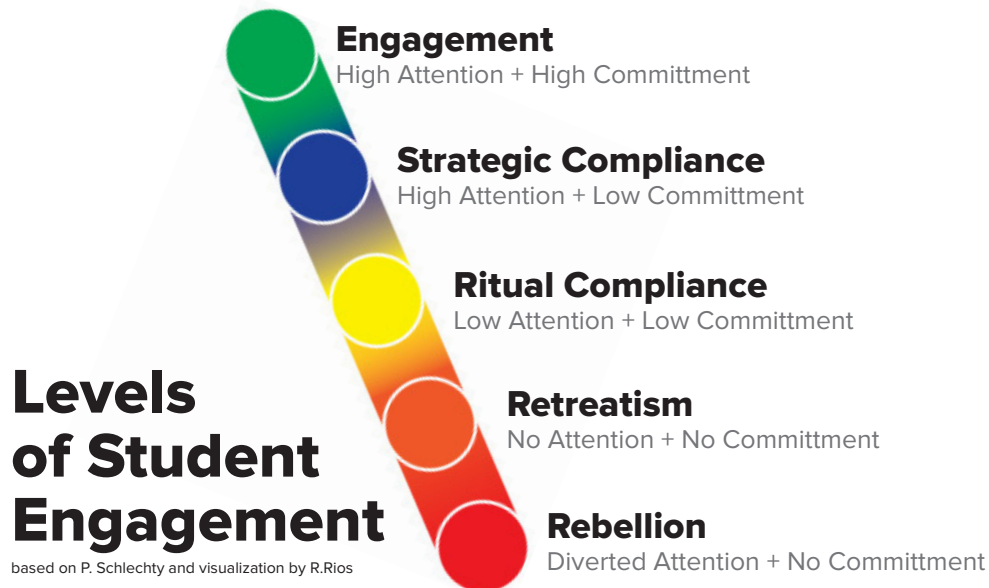
➤ CLASSROOM LEARNING CULTURES

CREATING LEARNING CULTURES FOR AUTHENTIC ENGAGEMENT

Developing a justice-orientation in students requires creating a classroom learning culture of authentic engagement. Without it, learning, even in a citizenship inquiry, can be reduced to an act of compliance.

While a student can develop academic proficiencies and earn high grades through compliance, they are unlikely to become committed to justice-oriented citizenship without authentic engagement.

It is not sufficient for some students and not others to experience authentic engagement – in a robust democracy, the equitable participation of all members of a community is the standard.



A student at each of the levels may be thinking . . .

Engagement	Strategic compliance	Ritual compliance	Retreatism	Rebellion
"I think this matters a lot and I'm going to give it my best."	"I don't think this matters much but I'm going to do it as well as I can anyway."	"I understand what I'm supposed to do. I'll do the minimum."	"I don't know what we're doing so I'm not doing anything."	"I don't care what we're doing and I'm disrupting others."

This video further clarifies Schlechty's model:
<https://www.youtube.com/watch?v=256hluHbp2o>

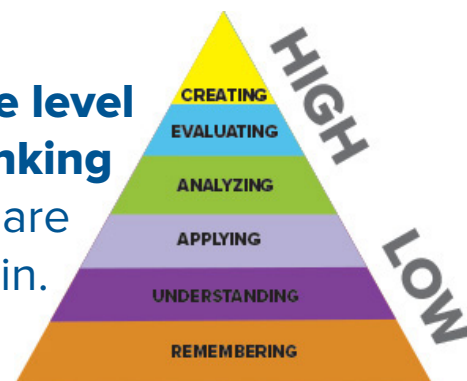
AUTHENTIC ENGAGEMENT AND HIGHER ORDER THINKING

Two of the key ingredients to engagement with new learning in a classroom setting are:

the number of people actively participating in the thinking.

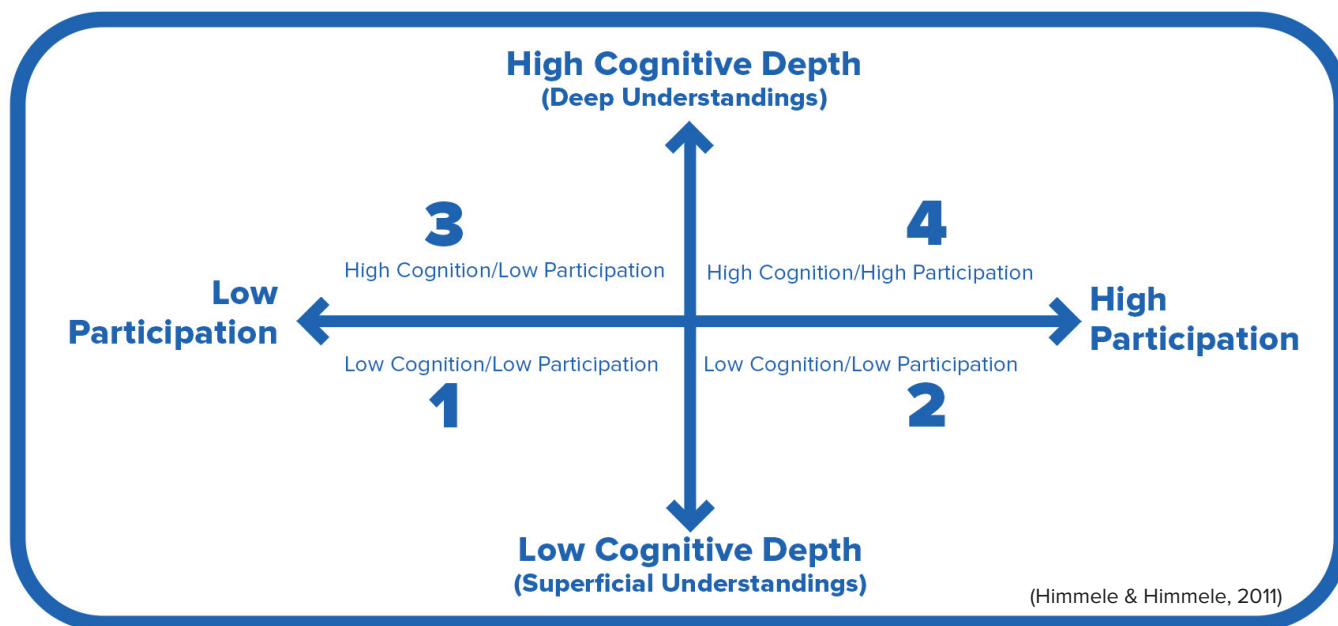


the level of thinking they are engaged in.



From Total Participation Techniques, Himmele & Himmele, 2011

In the representation below, each quadrant represents the impact of an instructional strategy on students' learning. Strategies which place students in Quadrants 1, 2, and 3 may yield anything from 'rebellion' to 'strategic compliance' (see Schlechty's model above). Quadrant 4, however, yields authentic engagement:



(Himmele & Himmele, 2011)

<p>QUADRANT 3 EXAMPLE</p> <p>The teacher poses critical thinking questions and calls upon students with their hands up to answer.</p>	<p>QUADRANT 4 EXAMPLE</p> <p>Students engage in an essential question using a thinking routine and discursive strategy as the teacher circulates, focused on formative assessment & responsive instruction.</p>
<p>QUADRANT 1 EXAMPLE</p> <p>The teacher gives instructions or reads notices or students are copying notes from the digital projector.</p>	<p>QUADRANT 2 EXAMPLE</p> <p>The teacher asks factual recall questions using Kahoot and all students have phones!</p>