Technology-Enhanced Task Engagement

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A Question

How might instructors best use **technology** to help learners achieve?

An Answer

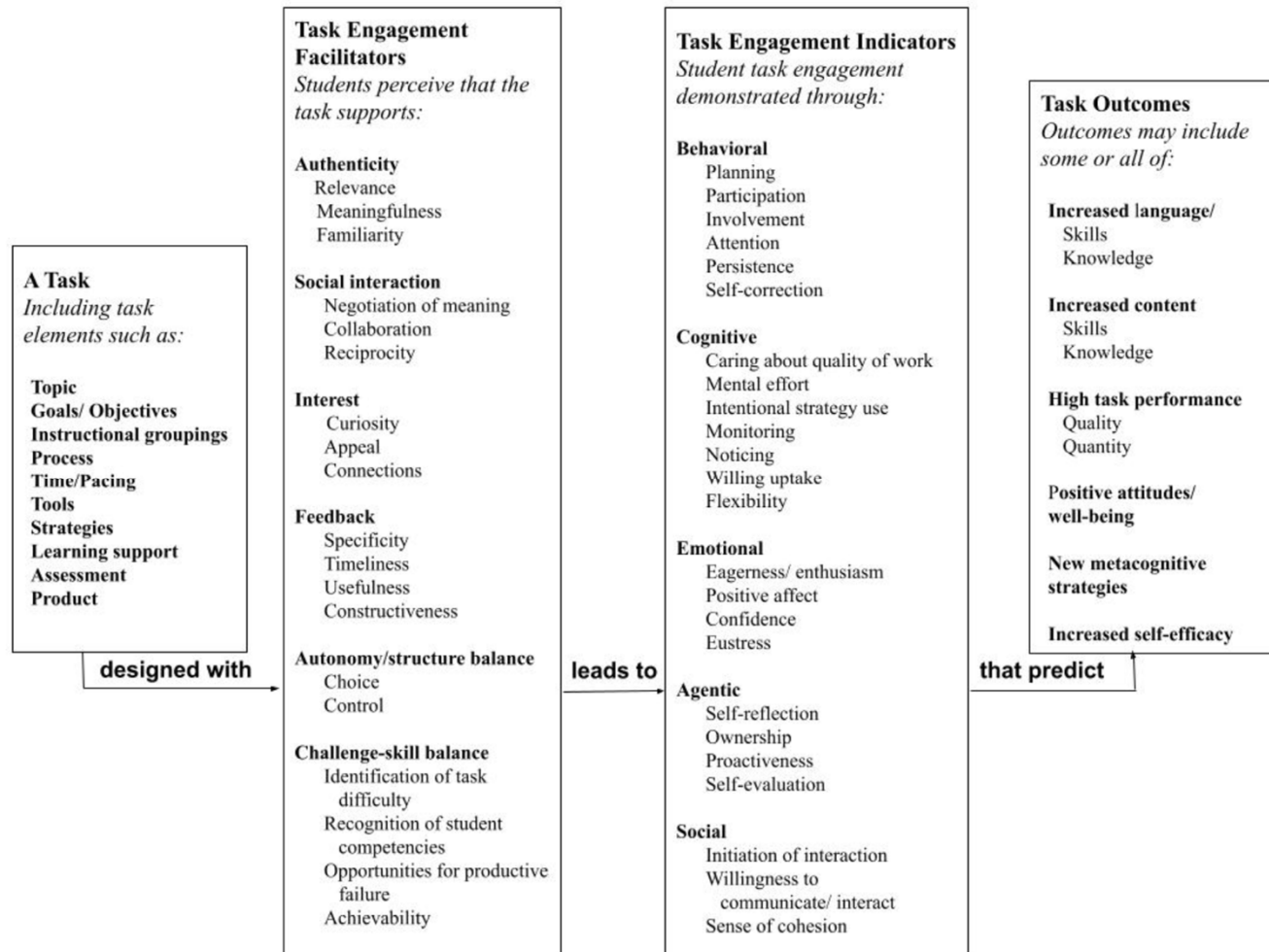Make sure that technology use supports **engaged learning**.

Task Engagement

Task engagement is deep multidimensional involvement in an activity that has
- a clear beginning and end,
- specific goals, and
- a process for meeting those goals

that leads to increased achievement.

Comprehensive Model of Task Engagement

A Task
Including task elements such as:

Topic
Goals/ Objectives
Instructional groupings
Process
Time/Pacing
Tools
Strategies
Learning support
Assessment
Product

designed with →

Task Engagement Facilitators
Students perceive that the task supports:

Authenticity
 Relevance
 Meaningfulness
 Familiarity

Social interaction
 Negotiation of meaning
 Collaboration
 Reciprocity

Interest
 Curiosity
 Appeal
 Connections

Feedback
 Specificity
 Timeliness
 Usefulness
 Constructiveness

Autonomy/structure balance
 Choice
 Control

Challenge-skill balance
 Identification of task
  difficulty
 Recognition of student
  competencies
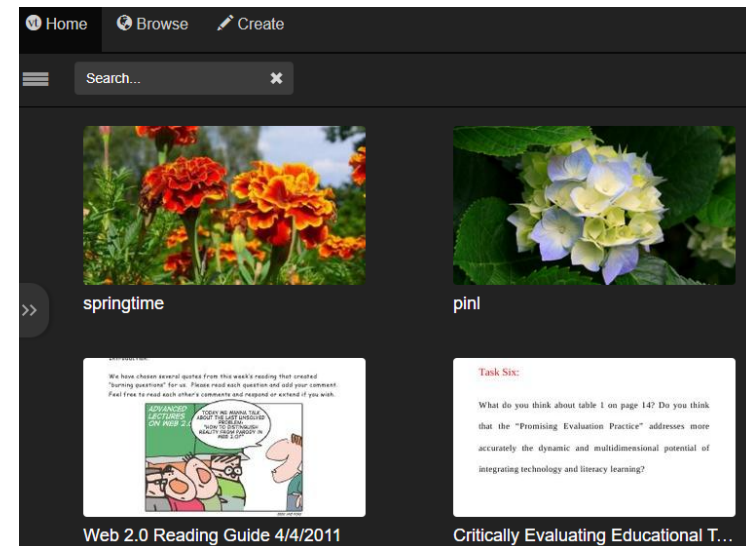 Opportunities for productive
  failure
 Achievability

leads to →

Task Engagement Indicators
Student task engagement demonstrated through:

Behavioral
 Planning
 Participation
 Involvement
 Attention
 Persistence
 Self-correction

Cognitive
 Caring about quality of work
 Mental effort
 Intentional strategy use
 Monitoring
 Noticing
 Willing uptake
 Flexibility

Emotional
 Eagerness/ enthusiasm
 Positive affect
 Confidence
 Eustress

Agentic
 Self-reflection
 Ownership
 Proactiveness
 Self-evaluation

Social
 Initiation of interaction
 Willingness to
  communicate/ interact
 Sense of cohesion

that predict →

Task Outcomes
Outcomes may include some or all of:

Increased language/
 Skills
 Knowledge

Increased content
 Skills
 Knowledge

High task performance
 Quality
 Quantity

Positive attitudes/ well-being

New metacognitive strategies

Increased self-efficacy

Egbert et al., 2022

Simplified Model

Simplified Model of Student Task Engagement

The design of a

integrated with

Task

Task Engagement Facilitators

1. Authenticity
2. Social interaction
3. Interest
4. Feedback
5. Autonomy/structure balance
6. Challenge-skill balance

leads to

Task Engagement Indicators

Behavioral
Cognitive
Emotional
Agentic
Social

that predict

Task Outcomes

J. Egbert, USA, jegbert@wsu.edu; S. A. Shahrokni, USA; X. Zhang, USA; H. He, China; P. Bantawtook, Thailand; R. Abobaker, USA; K. Huh, S. Korea; M. Bekar, North Macedonia; P. Panday-Shukla, Guyana; S. Movius, USA; S. Mina, Colombia; I. Yahia, Libya.

Task Engagement Facilitators

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3. Interest
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4. Feedback
Specificity
Timeliness
Usefulness
Constructiveness

5. Autonomy/structure balance
Choice
Control

6. Challenge-skill balance
Identification of task difficulty
Recognition of student competencies
Opportunities for productive failure
Achievability

Ask yourself...

1. Does the way I currently use technology in my instruction support student engagement?

Examples:

Kahoot

Voicethread

Ask yourself...

2. What are some simple ways I can use technology to engage students?

Example:

Perusall

Assumptions

Techs are taught and modeled.
Reasons why are explained clearly.

Simple Examples

Building community/supporting authenticity with Pixton
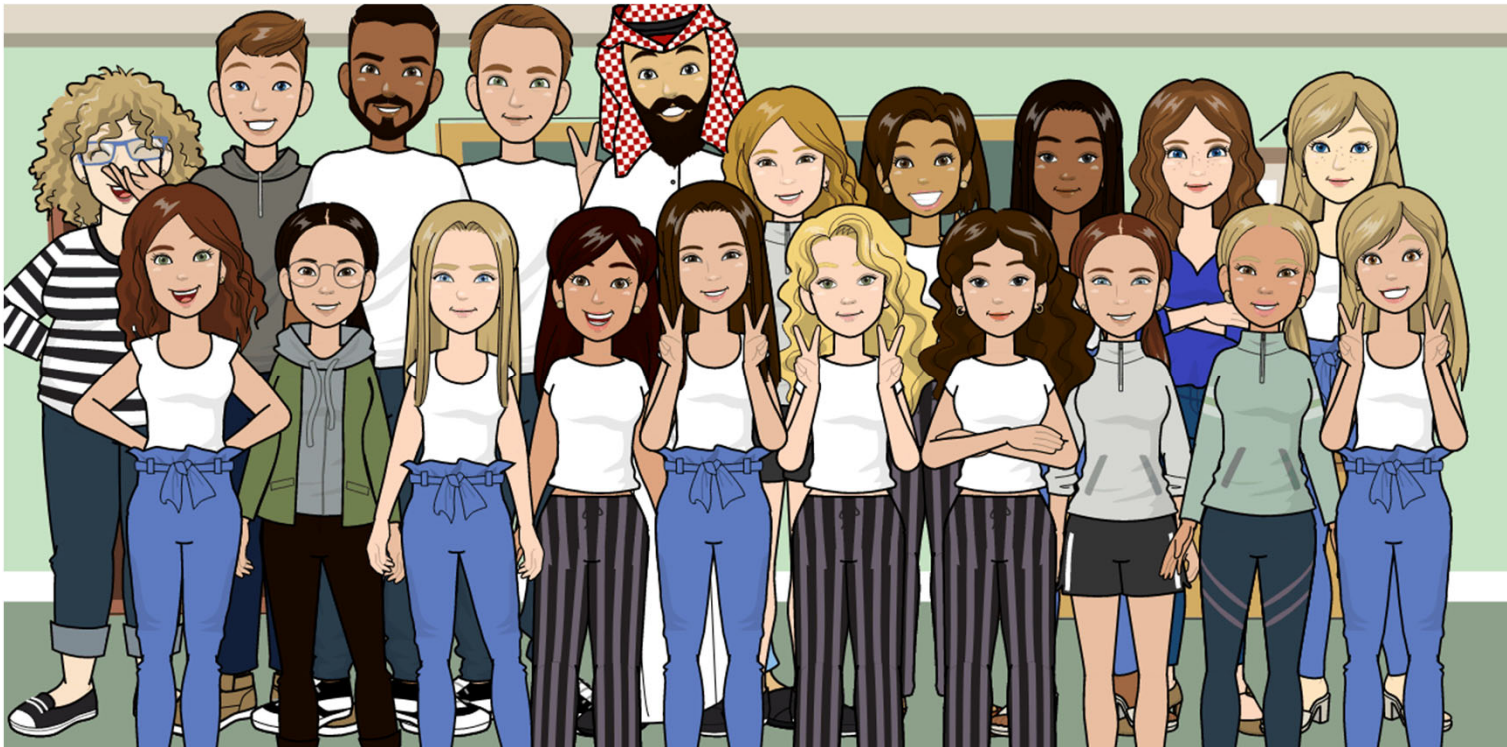
Introducing a topic with memesmonkey.com

Facilitating social interaction with Padlet or Jamboard

Generating interest with
photo-editing apps

Providing challenge through augmented reality

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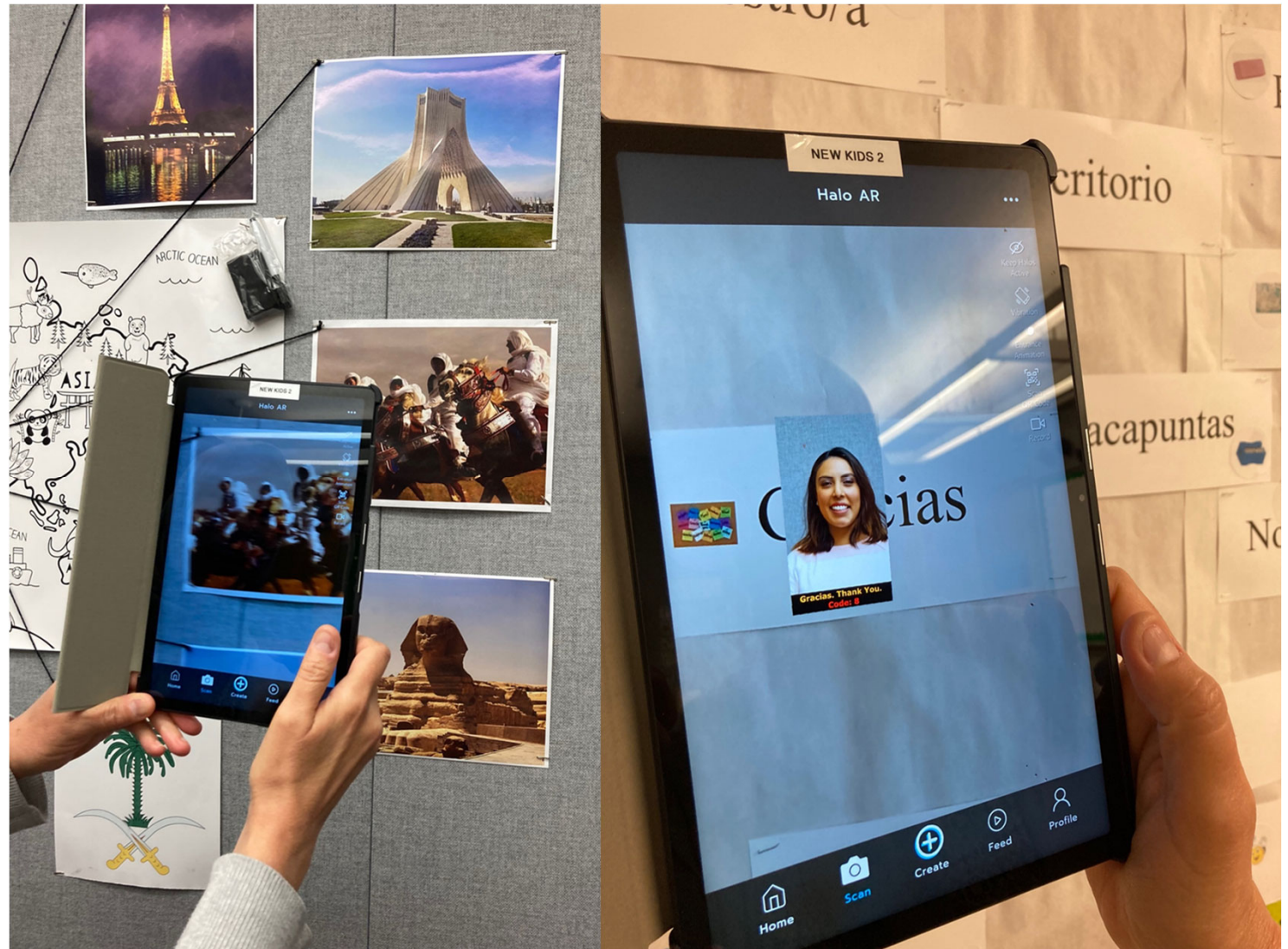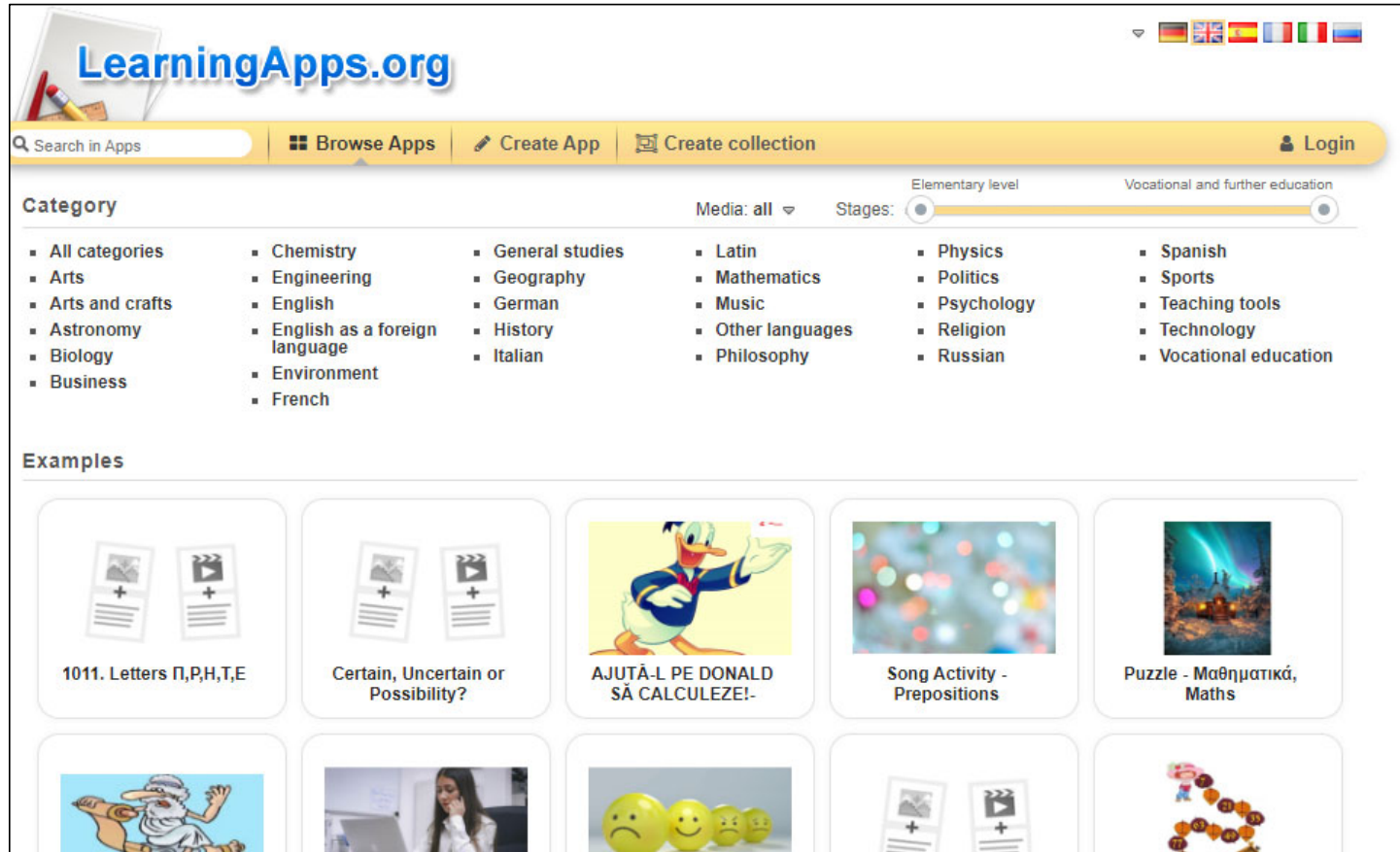
Creating challenge with black lights

Allowing for choice/autonomy with digital escape rooms/quizzes/ puzzles

Ideas for Discussion Session

- Stop motion/green screen/TikToks to deliver an idea
- TEDx transcripts as multimodal readings
- Action maze creation
- Random team generators
- Rubistar and other rubric makers

Thank you!