

Table 1: Indicators of Engaged Learning

| Variable | Indicator of Engaged Learning | Indicator Definition |
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| Vision of Learning | Responsible for learning | Learner involved in setting goals, choosing tasks, developing assessments and standards for the tasks; has big picture of learning and next steps in mind |
| | Strategic | Learner actively develops repertoire of thinking/learning strategies |
| | Energized by learning | Learner is not dependent on rewards from others; has a passion for learning |
| | Collaborative | Learner develops new ideas and understanding in conversations and work with others |
| Tasks | Authentic | Pertains to real world, may be addressed to personal interest |
| | Challenging | Difficult enough to be interesting but not totally frustrating, usually sustained |
| | Multidisciplinary | Involves integrating disciplines to solve problems and address issues |
| Assessment | Performance-based | Involving a performance or demonstration, usually for a real audience and useful purpose |
| | Generative | Assessments having meaning for learner; maybe produce information, product, service |
| | Seamless and ongoing | Assessment is part of instruction and vice versa; students learn during assessment |
| | Equitable | Assessment is culture fair |
| Instructional Model | Interactive | Teacher or technology program responsive to student needs, requests (e.g., menu driven) |
| | Generative | Instruction oriented to constructing meaning; providing meaningful activities/experiences |
| Learning Context | Collaborative | Instruction conceptualizes students as part of learning community; activities are collaborative |
| | Knowledge-building | Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming |
| | Empathetic | Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths |
| Grouping | Heterogeneous | Small groups with persons from different ability levels and backgrounds |
| | Equitable | Small groups organized so that over time all students have challenging learning tasks/experiences |
| | Flexible | Different groups organized for different instructional purposes so each person is a member of different groups; works with different people |
| Teacher Roles | Facilitator | Engages in negotiation, stimulates and monitors discussion and project work but does not control |
| | Guide | Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options |
| | Co-learner/co-investigator | Teacher considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other teachers and practicing professionals |
| Student Roles | Explorer | Students have opportunities to explore new ideas/tools; push the envelope in ideas and research |
| | Cognitive Apprentice | Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) |
| | Teacher | Students encouraged to teach others in formal and informal contexts |
| | Producer | Students develop products of real use to themselves and others |