

# ACTIVE *versus* PASSIVE LEARNING

DISENGAGED

COMPLIANT

ENGAGED

Stage	What it Means	What it looks like & What to do	How to get to the Next Stage
<b>Rebellion</b>	Students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities	These students are rambunctious and often do not see the detriment they cause to the class as a whole. Stand firm on expectations, give students alternatives, and negotiate their contributions to the class. Contracts also work well for these students allowing them to self monitor.	<ul style="list-style-type: none"> <li>• Try an extrinsic reward</li> <li>• Design a student contract with the student</li> <li>• One-on-One conversation</li> <li>• Have the student develop ways to "give back"</li> </ul>
<b>Retreatism</b>	Students are disengaged from assigned work and make no attempt to comply, but are not disruptive to the learning of others	These students are kind and quiet and completely disengaged, often seen with the hoodie on, the earbuds in, and the head down. Since they are not disruptive, we tend to leave them be, but these students are screaming for your attention. Move these students up by having one-on-one conversations with them, find out what makes them happy and try to incorporate those things in class, move their seat closer. Enlist in their help in the classroom.	<ul style="list-style-type: none"> <li>• Give the student options</li> <li>• Negotiate "if ___ then ___" terms</li> <li>• One-on-One conversation</li> <li>• Survey student(s) for interests</li> <li>• Include participation points</li> </ul>
<b>Passive Compliance</b>	Students see little or no meaning in the assigned work but expend effort merely to avoid negative consequences (not having to come in to complete work)	Students are working in order to "not get in trouble" but may or may not feel like the grade matters. Pull these students in by giving them a sense of worth, either responsibilities in the class or assisting you in designing some of the assignments	<ul style="list-style-type: none"> <li>• Student Reflection</li> <li>• Solicit student input on topics/activities</li> <li>• Content-Specific student leadership roles</li> </ul>
<b>Ritual Compliance</b>	The work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged (completing for a grade)	Procedures and routines are well known by the students, and they know what they need to do for a grade. Try to add in relevancy, the more students find a personal connection to the work they are completing the more authentically engaged they will become.	<ul style="list-style-type: none"> <li>• Survey student(s) for interests</li> <li>• Have students assist in developing lesson</li> </ul>
<b>Authentic Engagement</b>	Students are immersed in work that has clear meaning and immediate value to them, they are actively involved and lose themselves in the work (intrinsic motivation)	Congratulations! Your students are authentically engaged in the work before them. They find immediate value in the experience and are excited to work; no prompting needed. Now it is time to push these students to the next level with inquiry, discovery, and project based approaches.	<ul style="list-style-type: none"> <li>• Let go</li> <li>• Introduce Inquiry based and project based approaches</li> </ul>

