**

Summer Learning Exchange, June 19, 2021

Unpacking Boykin

**Chapter 3: Engagement**

Boykin, A. W. ,& Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap.* ASCD

Active engagement in academic tasks is the primary way that students learn. Thus, **access to equitable** **academic talk** – purposeful, intentional, thoughtful talk – is a cornerstone of classrooms that matter. The chapter presents findings of multiple studies that link the importance of key factors to student engagement. For example, in one study, for students of color who are often overlooked, learning math through dialogue is central to academic performance. Students are not engaged when they are overlooked or bored or learn better by talking and doing. The first tenet of student dialogue, however, requires that teachers set up the instructional practices to maximize accountable talk.

1. How are behavioral engagement, cognitive engagement, and affective engagement linked and interdependent? **Sketch the relationships on the triangle diagram below.**
2. What kind of link do teachers often make between individual student behavior and cognitive engagement?
3. How can a teacher’s assumptions about student “attitude” interrupt or interfere with student engagement?
4. How can a teacher’s actions negatively influence student engagement?

**In the triangle below, A= Affective B= Behavioral C= Cognitive**

Diagram the reciprocal relationships of the three factors that constitute engagement.

**What is the teacher’s responsibility to provide equitable access as a precursor to engagement?**

