

Levels of Student Engagement

A student might be present in a class, but their attention may be focused elsewhere. It is important to note that there are many factors that can impact on a **student's apparent level of engagement**. Some students may be highly engaged, but not show it visibly.

For example:

- Interpretation of engagement has cultural overtones. Different cultures will be more/less willing to ask for support/guidance and work with others.
- Pressures of avoiding accusations of plagiarism can cause students to be overly possessive of their work, and to avoid discussing it with others
- Students with lower confidence and/or introverted personalities are less likely to seek external support.
- Students with neuro-diversities (e.g. autism spectrum) will be less-able to ask for bespoke support or guidance.

Educators need to recalibrate their notions of engagement to include not only those who seek out support but also those who choose to go it alone; the latter is frequently the case with relatively disadvantaged learners to include first-generation students (Yee, 2016).

Reference

Yee, A., 2016. The unwritten rules of engagement: Social class differences in undergraduates' academic strategies. *The Journal of Higher Education*, 87(6), pp.831-858.