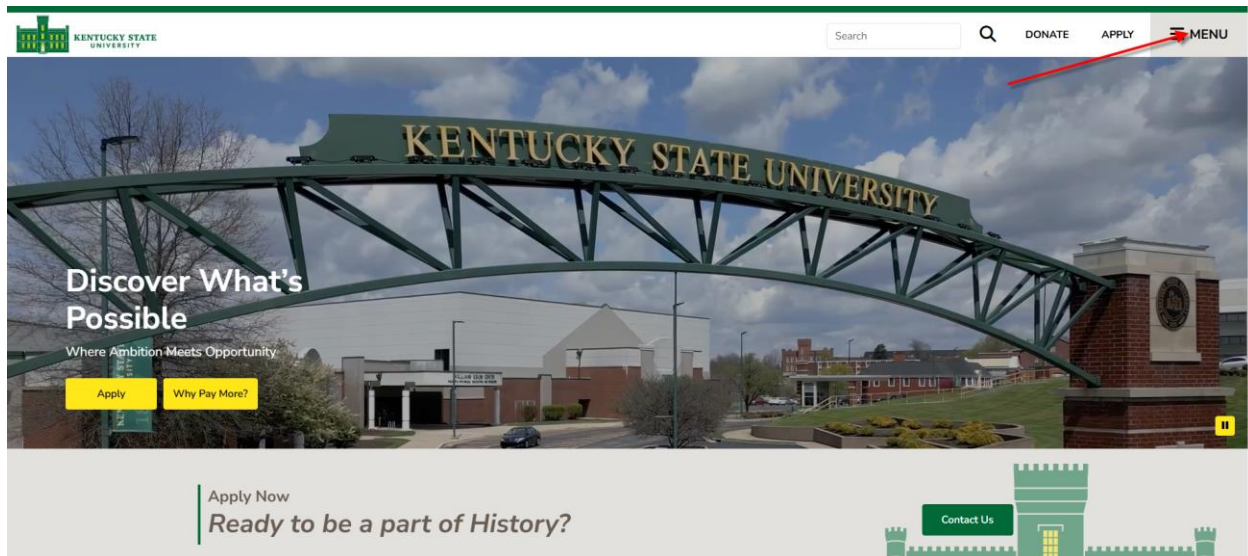


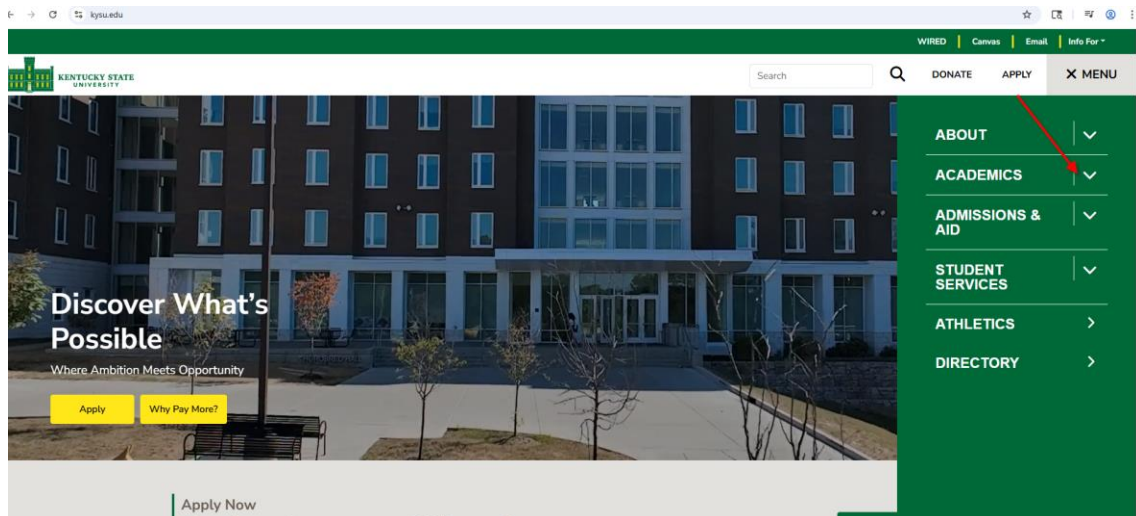
SEARCHING FOR ARTICLES IN WORLDCAT DISCOVERY

Basic

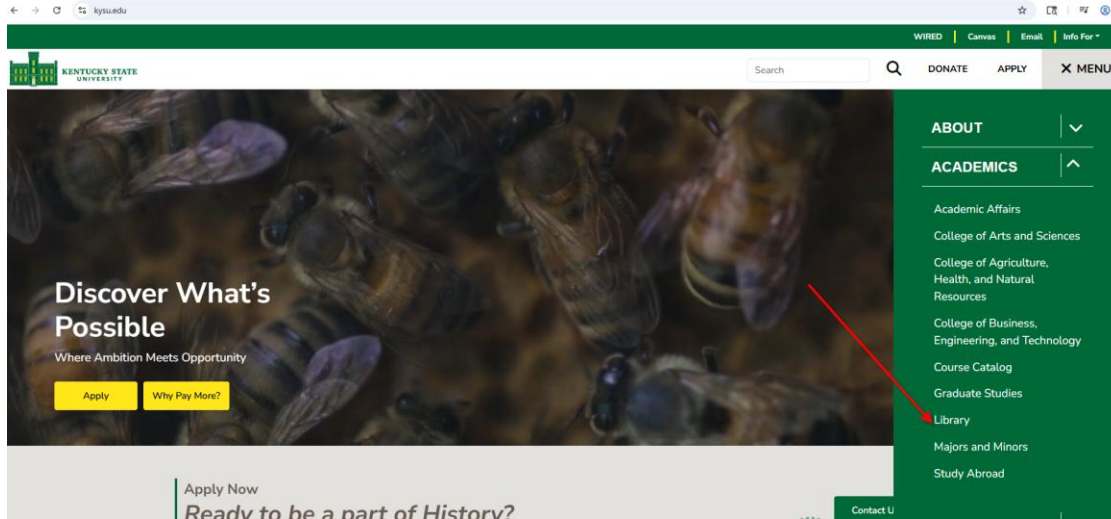
1) At Kentucky State University homepage (Kysu.edu), click on MENU as shown:



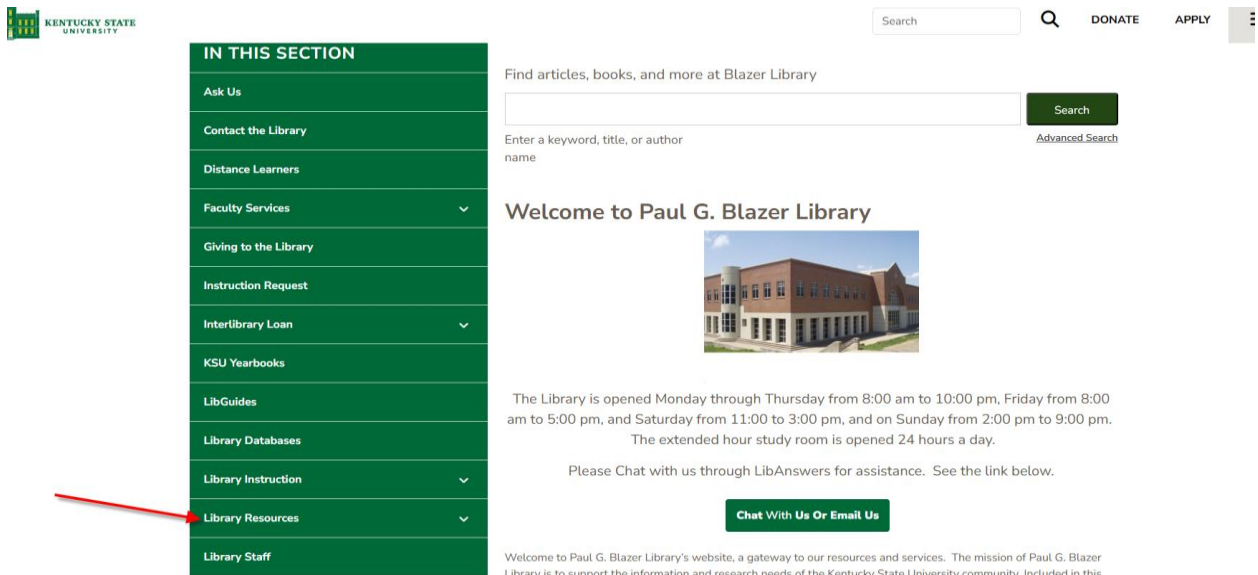
2) Click on Academics arrow:



3) Click on Library



4) Welcome to Blazer Library. Click on Library Resources as shown:



5) Click on KSU Library Catalog:



LibGuides

Library Databases

Library Instruction

Library Resources

Library Resources

E-Books

Journal Finder

KSU Library Catalog

KY HBCU Catalogs

KYVL Resources

Library Databases

Library Staff

Open Records Request

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6) Click on KSU WorldCat Discovery

Home / Academics / Library / Resources-And-More / KY & HBCU Catalogs

IN THIS SECTION

E-Books

Journal Finder

KSU Library Catalog

KY HBCU Catalogs

KYVL Resources

Library Databases

• KSU Library Catalog

Paul G. Blazer Library's online catalog is a searchable database of materials cataloged for the Library's collections, including books, kits, periodicals, government documents, electronic resources, DVD's, CD's, and various formats of other library materials.

To search the NEW Library Catalog for Kentucky State University, click: **KSU WorldCat Discovery**

• Other Kentucky Academic Library Catalogs

[Eastern Kentucky University](#)

[Kentucky Community and Technical College System](#)

[Morehead State University](#)

[Murray State University](#)

[Northern Kentucky University](#)

[University of Kentucky](#)

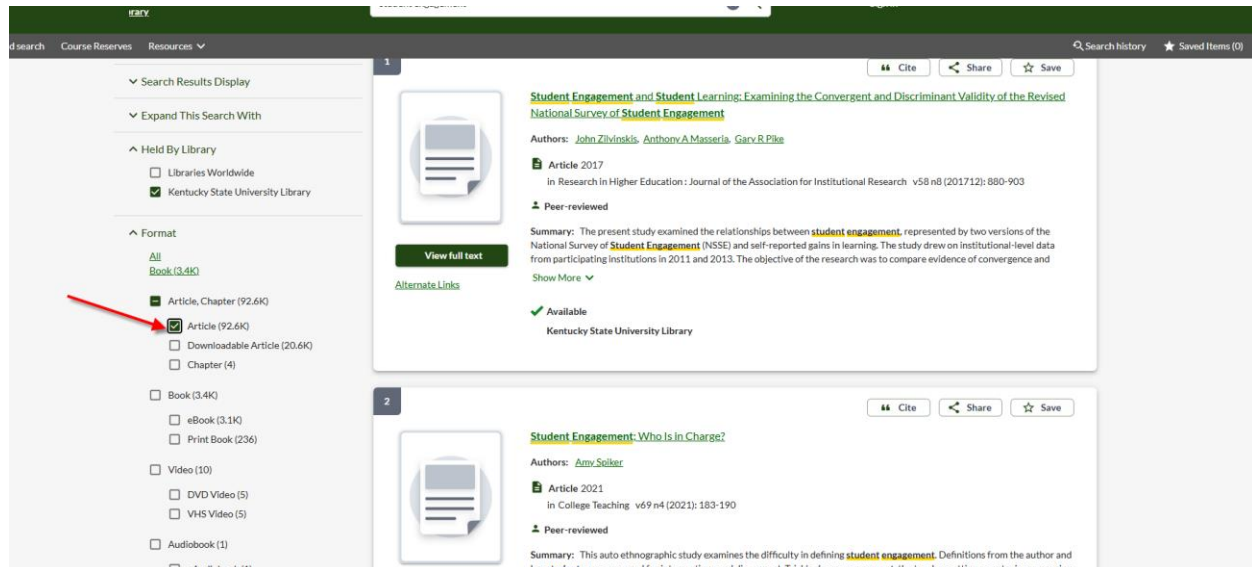
7) To perform Basic Search type your search term. Example: Student engagement. Press the search key:

Search

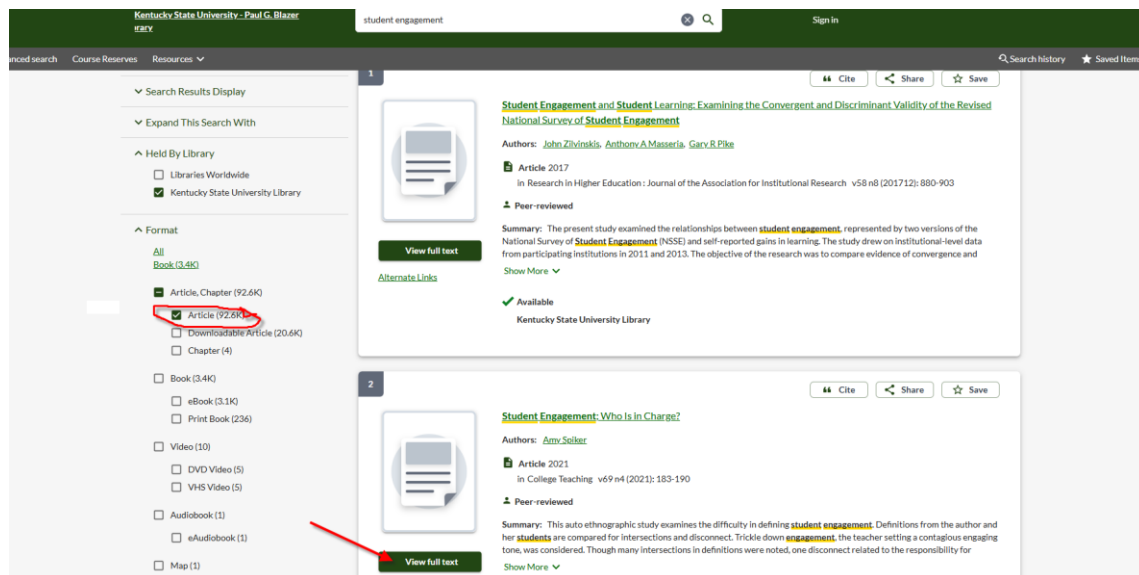
Search

Advanced search

8) At the left side of the Screen, click on Articles and the result list will furnish only articles as shown below:

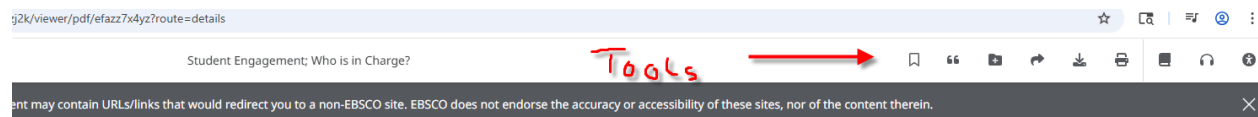


9) Click on View full text as shown in item 2 below:



Note: If prompted at any time to log in. Please do so in order to access the full text article.

10) Here is an excerpt of the full text article. Tools at the right top corner includes for citing, printing etc. The arrow at the bottom page is for navigating the pages of the article.



COLLEGE TEACHING
2021, VOL. 69, NO. 4, 183–190
<https://doi.org/10.1080/87567555.2020.1846486>

Routledge
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Student Engagement; Who is in Charge?

Amy Spiker 
University of Wyoming

ABSTRACT

This auto ethnographic study examines the difficulty in defining student engagement. Definitions from the author and her students are compared for intersections and disconnect. Trickle down engagement, the teacher setting a contagious engaging tone, was considered. Though many intersections in definitions were noted, one disconnect related to the responsibility for student engagement was identified. This led to the exploration of the role of teacher and student and who owns responsibility for creating an engaging college classroom. As a result of the developing narrative the author determines changes to her teaching practices that may be warranted to include setting an engaging tone, sharing responsibility for engagement with students, and extending grace to herself as teacher.

KEYWORDS

Engagement; Ethnography;
Teacher Education

Introduction

I am a teacher. That is my identity. I began my professional career as an elementary level teacher and then moved on to a local university setting to work with preservice teachers. Teacher has been my identity since childhood as I lined up my stuffed animals to present a lesson and carried on into my adulthood as I pursued a teaching degree and teaching jobs. Though moving into higher education, I have continued to maintain this identity. As a teacher I feel it is

not engaged it is likely my students will not be as well (Saucier 2019).

Listening to this podcast led me to a desire to analyze engagement in my classroom. Does my own definition of engagement reflect the idea of trickling down from me to my students? If I subscribe to the definition of engagement as a trickling down how might this impact my teaching? I sought to employ autoethnographic methods to explore these questions. I felt that seeking to understand my own definition of

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term “engaged” to define engagement. Krause and Coates (2008) define engagement as a combination of time on task and willingness to participate. This definition rests on the observer and requires the observer to further define what it means to be willing to participate. These are simply two examples of the many varied attempts at defining a challenging concept.

Another way to define engagement is using the concept of trickle down engagement, the idea that provided the impetus for this study. Trickle down engagement is related to the idea of emotional contagion (Hatfield, Cacioppo, and Rapson 1993). People tend to mimic and synchronize movements of others. If a person sees a smile, they are likely to return a smile. If they see a certain posture, they are likely to take the same posture. Though these are physical mimics, we tend to unconsciously also alter our emotions accordingly; a frown mimicked can make us feel sad, a smile mimicked can make us feel happy. In addition, individuals may employ empathy during this act of mimicry and may feel similar emotions (Anderson, Keltner, and John 2003). Being aware of emotional contagion is useful in understanding and perhaps advancing interpersonal communication much like the type that occurs between teachers and students (Kahu 2013). If the teacher in front of the classroom is excited about the topic students are likely to “catch” this excitement and mimic it in their work,

welcomed and is open to take risks within its safety. The socio cultural definition of engagement takes the psychological view one step further and considers the broader social context of learning and why students choose to engage or alienate (Kahu 2013). The psychological view would view an engaged student as one who feels the learning is purposeful and will result in a positive addition to the greater good.

These definitions and perspectives exhibit the difficulty in agreeing upon one clear definition of engagement. Most definitions rest on the visible and few attempts have been undertaken to define engagement other than through distinct observable behaviors, ignoring the internal student voice (Zyngier 2008). Most definitions of engagement treat something as simple as student interest in a subject or lesson as the very same as engagement. Newmann (1981) cautions that engagement is much more than students simply feeling good about instruction. It transcends beyond simple interest in a subject or enjoyment of an activity. It is not enough for students to connect to instruction, they must also be able to be critical (Zyngier 2008). Students must be able to filter through the learning, grabbing on to the items that connect to them and are purposeful and lead to personal growth toward personal goals. Measuring what we cannot see is difficult at best and relies on a student’s honest self-reflection and reporting.

Citing from Result List

Citing a single item from the *Result List*. Click on *Cite*

The screenshot shows a library catalog interface with two search results. The first result is titled "Student Engagement and Student Learning: Examining the Convergent and Discriminant Validity of the Revised National Survey of Student Engagement" by John Zilvinskis, Anthony A. Masseria, and Gary R. Pike. The second result is titled "Student Engagement: Who Is in Charge?" by Amy Spiker. A red arrow points to the "Cite" button for the second result.

1

Student Engagement and Student Learning: Examining the Convergent and Discriminant Validity of the Revised National Survey of Student Engagement
Authors: John Zilvinskis, Anthony A. Masseria, Gary R. Pike
Article 2017
In Research in Higher Education : Journal of the Association for Institutional Research v58 n8 (201712): 880-903
Peer-reviewed
Summary: The present study examined the relationships between student engagement, represented by two versions of the National Survey of Student Engagement (NSSE) and self-reported gains in learning. The study drew on institutional-level data from participating institutions in 2011 and 2013. The objective of the research was to compare evidence of convergence and
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2

Student Engagement: Who Is in Charge?
Authors: Amy Spiker
Article 2021
In College Teaching v69 n4 (2021): 183-190
Peer-reviewed
Summary: This auto ethnographic study examines the difficulty in defining student engagement. Definitions from the author and her students are compared for intersections and disconnect. Trickle down engagement, the teacher setting a contagious engaging tone, was considered. Though many intersections in definitions were noted, one disconnect related to the responsibility for
Show More

Select citation style-APA

The screenshot shows a dialog box titled "Cite Student Engagement: Who Is in Charge?". It contains information about the article "Student Engagement: Who Is in Charge?" by Amy Spiker. On the left, there are options to export the citation to EndNote, RefWorks, or RIS. On the right, there is a section for selecting a citation style, with a dropdown menu currently set to "Select a citation style". A red arrow points to this dropdown menu. Below the dropdown, there is a warning icon and text: "Inspect citation for missing data, indentation or formatting when copying and pasting." At the bottom right, there is a "Copy Citation" button and a "Close" button.

Cite Student Engagement: Who Is in Charge?

Student Engagement: Who Is in Charge?
Authors: Amy Spiker
Article 2021
in College Teaching v69 n4 (2021): 183-190

Export a citation:

Export to EndNote
Downloads a file for use in EndNote.

Export to RefWorks
Opens in a new window. Please disable your popup blocker.

Export to RIS
Downloads a file for use in EasyBib, Mendeley, Zotero, etc.

Select a citation style:

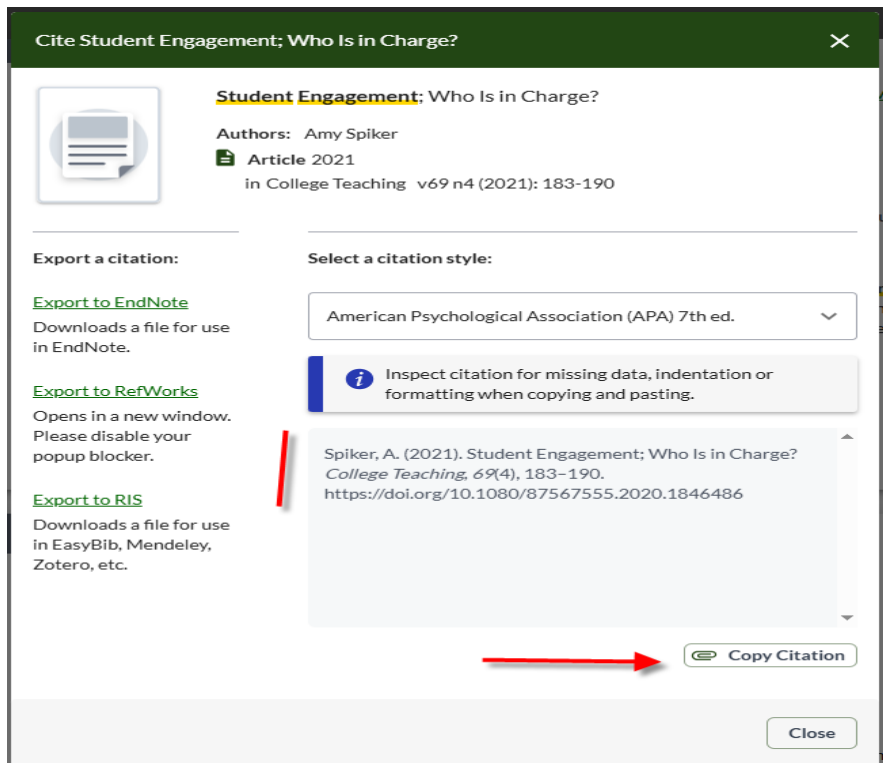
Select a citation style

Inspect citation for missing data, indentation or formatting when copying and pasting.

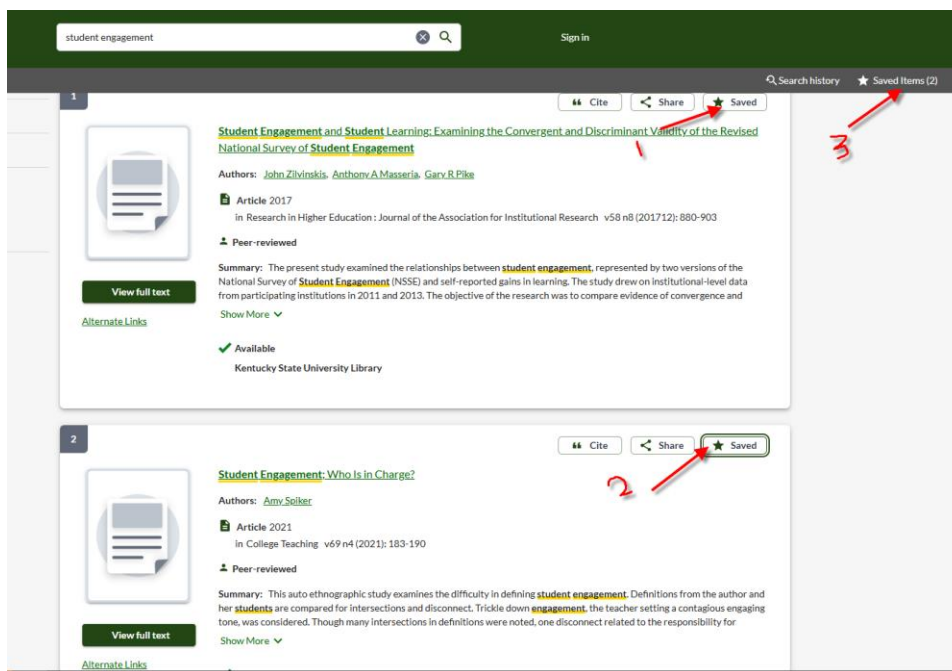
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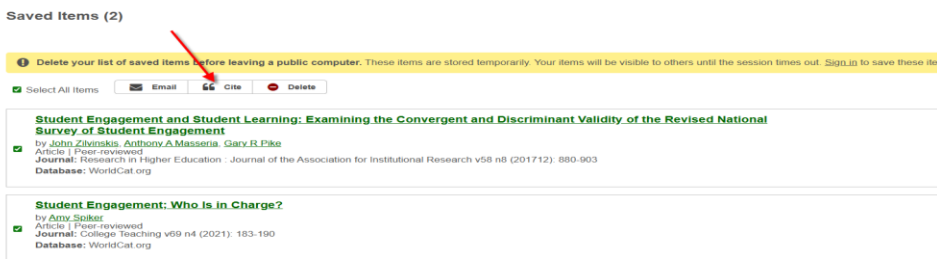
Citation cited. Copy and paste in your research paper. Close.



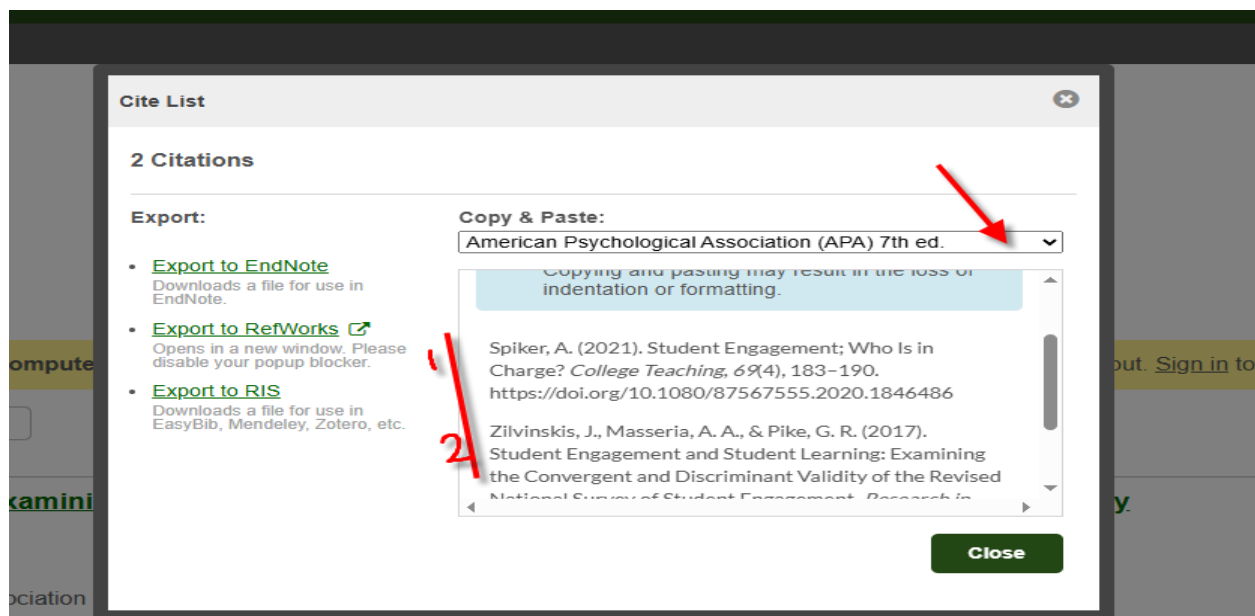
To cite more than one item: At the *Result List*, click the "save" buttons (arrows 1 and 2) on the multiple items you want to cite. Then at the top right corner click on Saved Items (x) (arrow 3).



Click on *cite* as shown:



Select citation style as shown. Copy and paste the citation in your research paper.



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