



INSTRUCTOR'S GUIDE



Teaching Technique 17

Lecture Engagement Log

ACTIVITY TYPE

- Reflecting
- Learning Assessment
- Engaged/Active Learning

TEACHING PROBLEM ADDRESSED

- Poor Attention/Listening
- Surface Learning

LEARNING TAXONOMIC LEVEL

- Caring
- Learning How to Learn

Lecture Engagement Log

Lecture Engagement Logs (LEL) are records that students keep that document the various academic activities they engage in for a particular class.



1

Clarify your teaching purpose and learning goals for the *LEL*

2

Decide what students should observe about their engagement

3

Set assignment parameters (type and frequency of entries, etc.)

4

Develop a plan for learning assessment or grading

5

Communicate assignment instructions to students

6

Students complete the logs and submit at the due date

7

Reflect upon the activity and evaluate its effectiveness

Step-By-Step Instructions

In this section we provide you with guidance on each of the seven steps involved as you consider this technique.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

One challenge of lecture classes is that students do not often know what they need to do in order to be good participants. They don't always fully understand that they need to read ahead and think of questions about the content. They don't know that they need to actively listen and ask themselves questions during a lecture. Additionally, they don't always know that they need to spend time thinking and reflecting on the lecture content after the session is over.

Lecture Engagement Logs help students become more aware of the various activities that go into being an active participant in a lecture course. Students gain valuable information about their own study habits so that they have a better chance of making changes to improve them. Better study habits can also help students move from surface to deeper learning.

Lecture Engagement Logs provide a task that requires students to focus their attention on the time and effort they are investing in the course in general, and in preparing to learn from lectures in particular. This, in turn, can increase student engagement and caring about what they are supposed to be learning.

Lecture Engagement Logs are also a useful way for faculty to gauge student participation. This technique provides information about the quality of the activities students use to prepare, attend, and follow up on lecture content. Professors can determine whether students' activities are in line with their expectations and can make suggestions accordingly.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

Students record the various academic activities they engage in for a particular class, especially the lecture portion.

Step-By-Step Instructions (CON'T)

STEP 3: SET ASSIGNMENT PARAMETERS

- In preparation for this technique, decide what students should do and notice about their engagement in the lectures. For example:
 - › Do you want to know what they do to prepare or know how many hours they study before class overall?
 - › Should they think about what they do for each class or activities over the course of the semester in general?
 - › What about when and where they study?
 - › Should they log what else they do while studying or sit in class (do they check phones, laptops, Facebook, Twitter, etc).
- Create a *Lecture Engagement Log* with the activities you hope students will carry out before, during, and after a lecture along with the details you are most interested in learning about and having them consider. Samples of logs that can be adapted are included in the Support Materials section of this document.

STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

Choose how you wish to assess or grade the completed *Lecture Engagement Logs*. For example, a plus, check, or minus may be sufficient, or you may want to create a rubric to assess different elements.

STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

Create and distribute a handout that contains a sample sheet from a log to show students what their completed log entries should look like. Include information such as assessment criteria and how often you will check the logs. In terms of checking, you should do so often enough to ensure that students are completing the logs, but not so frequently as to be overwhelming. For example, once a month can be sufficient.

STEP 6: IMPLEMENT THE TECHNIQUE

- Explain the process, distribute the handout, and show students the sample.
- Ask students to complete the logs and let them know the due dates.
- At the due date, review their submitted logs.

Step-By-Step Instructions (CON'T)



STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

When reflecting on the activity and how effective it was, consider the following questions:

- Did the technique match the course learning goals and objectives?
- Did it meet my goals for this learning module?
- Was it appropriate for the students?
- Did the technique keep the students engaged?
- Did it promote student learning?
- Did it provide me with information about student understanding?

If you answer yes to all or most of these questions, next consider how you might improve the activity for the next use.

Support Materials



The materials in this section are intended to help you with the process of implementing this technique. For *Lecture Engagement Logs*, we provide sample log templates.

SAMPLE LECTURE ENGAGEMENT LOGS

Consider the following sample logs on pages 7–10 to help you implement, review, and assess student responses to *Lecture Engagement Logs* in your classroom.

LECTURE ENGAGEMENT LOG 1: FULL COURSE TERM

Adapted from Docan-Morgan, 2015.

Name _____

1. LECTURE PREPARATION:

Log approximately 10 specific examples describing how you prepared for that date's lecture.

Ensure that your log entries are spread out over the course of the semester.

DATE

Report what you read, whether and how you developed questions ahead of the lecture, etc.

2. PARTICIPATION DURING LECTURE:

Your entries in this log should be referring to comments you made that were heard by the entire class.

Please log approximately 10 specific examples and ensure that they are spread out over the course of the semester.

DATE

Describe how you contributed to the lecture. Report what you shared specifically and your perception of how, if at all, your contribution aided the flow of the lecture or discussion, as well as your contribution's relevance to the lecture or large class discussion

3. PARTICIPATION IN SMALL GROUP ACTIVITIES:

Log at least 10 specific examples and ensure that they are spread out over the course of the semester.

DATE	Describe your contribution to the small group activities, including participating in pairs and in small group projects. Summarize how you participated, and your perception of how, if at all, your participation aided the interaction.

4. SELF-ASSESSMENT, REFLECTION, & IMPROVEMENT:

Log two self-assessments of your performance as a participant in this class, focusing on your strengths and how you can improve. Reflect on the participation expectations outlined in the syllabus, as well as the quality and quantity of your participation in class. The first self-assessment should be completed between weeks 3 and 7, and the second should be completed between weeks 8 and 12. Each self-assessment should be at least five sentences in length.

DATE	Reflection

LECTURE ENGAGEMENT LOG 2: WEEKLY LOG

Name _____

Week _____

Please use the following scale to rate your engagement:

- 4 Fully Engaged
- 3 Fairly Engaged
- 2 Minimally Engaged
- 1 Not Engaged

DATE	START/STOP TIME	TYPE OF ENGAGEMENT	SELF-RATING ON ENGAGEMENT
MONDAY			
WEDNESDAY			
FRIDAY			

Online Adaptation

This section is intended to help you with the process of implementing and assessing *Lecture Engagement Log* in your online class.

HOW TO GET STARTED

- Create a worksheet for students to complete before, during, and after a session.
- For example, ask students to describe how they prepared for the lecture, what they did during it, and how they can improve their engagement for future lectures.
- Alternatively, instead of a worksheet, create short quizzes that students take and submit through your Learning Management System.
- Set parameters for how often you want students to write entries into their log and how frequently they will submit logs for evaluation.

Technique Template

Following are two templates to assist you as you think through how you might implement this technique in your own class. The first is a completed template, providing an example of how Elizabeth Barkley adapted *Lecture Engagement Logs* in her course, *Music of Multicultural America*. The second is a blank template for you to fill out to tailor this technique for your course.

Technique Template

Sample *Lecture Engagement Logs* Completed Technique Template:

Content from Elizabeth Barkley

Music of Multicultural America

Course Name

COURSE CHARACTERISTICS

What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

My course is an on-campus section of a lower division General Education course. The course meets my institution's United States Cultures & Communities requirement and also the Humanities requirement. It enrolls about 60 students, and these students come from a wide range of academic backgrounds. Many of them do not have good academic skills.

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

I am looking for an activity that will help me (and students) gauge student effort in the course. Some students seem to think that they should be able to succeed with minimal investment on their part, and I would like to make them more aware of what my expectations are in terms of the hours spent outside of on-campus class sessions. I am also hoping that by foregrounding this information, students may get a more realistic understanding of what is required to succeed at the college level.

STEP 2: IDENTIFY THE LEARNING TASK'S UNDERLYING PROBLEM AND PROMPT

What is the question you want learners to address, or problem you want them to solve?

Students will keep a log of their participation before and during each on-campus lecture.

STEP 3: SET ASSIGNMENT PARAMETERS

What are the assignment logistics? For example, will this be assigned individually or is it group work? How long will the assignment take? Will students be submitting a product? What materials, resources, or additional information do you anticipate needing?

This assignment will be done individually. I will include the log as part of their portfolio project, which is their collection of lecture notes that they submit at the end of the term.

STEP 4: DEVELOP A PLAN FOR LEARNING ASSESSMENT OR GRADING

If you decide to assess learning, how will you determine that learning has occurred? For example, will you use a simple +/check/- grading system? If you use a rubric, will you use an existing one or create one? What will be your criteria and standards?

I will create a simple rubric that is based on four levels of quality, and will include criteria such as legibility, organization, thoroughness, and thoughtfulness of entries.

STEP 5: COMMUNICATE ASSIGNMENT PARAMETERS TO STUDENTS

How will you communicate assignment parameters to students? For example, through a handout? A prompt on a presentation slide? Assignment instructions in your online course?

I will create a handout that I will distribute in class and also post in the course's Learning Management System. I will also set aside some time in class to discuss the project with students and answer questions.

STEP 6: IMPLEMENT THE TECHNIQUE

How will you adapt steps/procedures for your students? Are there any additional logistical aspects to consider?

Students will work on the portfolio/log throughout the term and submit it at the end of the term. I will check periodically with the class throughout the term to remind students of their responsibilities and to answer any questions they may have about the assignment.

STEP 7: REFLECT UPON THE ACTIVITY AND EVALUATE ITS EFFECTIVENESS

Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?

This has turned out to be a very effective assignment. It is also time consuming to grade, so next term I am going to experiment with implementing a peer review process to help make the technique more efficient.

Technique Template



This template is intended for use when planning to implement **Lecture Engagement Log** in your class. Fill in the blanks below, and use the information provided elsewhere in the Instructor's Guide to assist you in your thinking.

Course Name

COURSE CHARACTERISTICS

What are the situational factors that impact this course? For example, is it on campus or online? How many students? Is it lower division or graduate? Are there student attributes such as attitudes, prior knowledge, reasons for enrolling, and so forth that should be taken into account as you consider this technique?

STEP 1: CLARIFY YOUR TEACHING PURPOSE AND LEARNING GOALS

Why are you choosing this technique? What do you hope to accomplish?

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Note: This step will be completed after you have implemented the technique.

Did this technique help you accomplish your goals? What worked well? What could have been improved? What might you change if you decide to implement the activity again?

References and Resources

PRIMARY SOURCE

Content for this download was drawn primarily from “Interactive Lecture Technique 32: Lecture Engagement Logs.” Barkley, E. F. and Major, C. H. (2018). *Interactive Lecturing: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass, pp. 356–362. It includes material that was adapted or reproduced with permission. For further information about this technique, including examples in online and on campus courses, see the primary source:

Barkley, E. F. and Major, C. H. (2018). *Interactive Lecturing: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass.

CITATIONS AND ADDITIONAL SUGGESTIONS FOR FURTHER READING

- Docan-Morgan, T. (2015). The participation log: Assessing students’ classroom participation. *Assessment Update*, 27(2). Retrieved from <http://catl.typepad.com/files/tdm-f15-cotl.pdf>

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