**Introduction**

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| The purpose of this project is to research how to increase student engagement, through the use of technology, in my language arts classroom. This literature review will address the areas related to student engagement and motivation. The first section will address research related to how engagement is defined and its impact on student-success. The second section will focus on research about various web-related tools I could use within my classroom to elicit higher motivation. Finally, the third section will discuss specific tools that relate to my language arts unit. |

**Theme 1:** Implications of Engagement Strategies in the Classroom

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| Article 1: The Highly Engaged Classroom   * Robert J. , M., Pickering, D.J., & Heflebower, T. (2011). *The Highly Engaged Classroom*. Bloomington: Marzano Research Laboratory.   + Marzano, Pickering and Heflebower (2011), examine the research behind student engagement with an emphasis on both the students’ perception of activities or their perceived ability to complete the activities and the teachers’ presentation skills in the classroom. Next, the book delineates key strategies to implement that are focused around the research findings on engagement. This book devotes the first chapter to research and theory related to understanding engagements. The subsequent chapters focus on different aspects of engagement as it relates to emotions, interest, perceived importance and perceptions of efficacy. It culminates with a summary of the strategies and a set of planning questions for teachers to contemplate as they develop a plan for high engagement. The research relates high engagement in the classroom to understanding of the brain, memory, student-choice and motivation. When addressing engagement techniques, it’s important to keep student-perspective at the forefront.   Article 2 Achievement Goals in the Classroom: Students’ Learning Strategies and Motivation Processes   * Ames, C., & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. *Journal of Educational Psychology,* *80*(3), 260-267. Retrieved from http://200.17.213.49/lib/exe/fetch.php/projetos:educacao:ames\_c.\_1988.pdf * Ames and Archer (1988) conducted a study that focused on how student-motivation related to mastery and performance goals in middle and high school classrooms. One hundred seventy-six academically advanced students were randomly selected from one of their classes and presented with a questionnaire. This questionnaire focused on students’ personal perspectives on the mastery or performance goals of the classroom, learning strategies they employed, level of task challenge preference, attitudes toward the class, their attitude toward the class and their perceived ability in the subject matter. The results showed that when students perceived that their class was mastery-based, students were more heavily involved in the class, chose more challenging tasks, used more effective learning strategies, liked the class more, and that their effort would result in success. Further, it clarified that the perceived performance cues didn’t diminish achievement behavior if mastery cues were believed to take precedence in the classroom. Results show that moving from social comparison model in favor of a mastery-based model, can increase student-effort and efficacy within the classroom. This research included only high-achieving students. Perhaps the results may be different had a more heterogeneous group been selected.   Article 3 School Engagement: Potential of the Concept, State of the Evidence   * Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School Engagement: Potential of the Concept, State of the Evidence. Review of Educational Research, 74(1), 59-109. Retrieved , from http://www.jstor.org/stable/3516061 * Frederics, Blumenfeld and Paris (2004) reviewed multiple studies and research related to school engagement, its definition and reviewed the limitations of the research to date. They reviewed over forty different research studies and defined the measure, sample, method and the key findings of each. Next, they grouped and analyzed the similar studies based on the previous listed data in order to find similarities and discrepancies. The results showed that there is a need for clarity in both defining does and does not constitute engagement. Their results also showed an overlap in definitions and terminology related to different aspects of engagement. Finally, they present the point that the methods used to use the research are too narrowly focused. Given the variety of interpretations of what constitutes engagement, the natural blend of influences in engagement and the large observational data, it is clear that distinctions have yet to be made in regards to the definitions of and influences on engagement. |

**Theme 2: Effective Strategies Used in Language Arts**

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| Article 1: Why Use Technology in the Classroom?   * Michael L. , U. (2007, ). Community-Centered Education: the Art and Craft of Heritage Teaching. *The Good Place (Michael L. Umphrey on gardening, teaching, and writing).* Retrieved April 7, 2012, from http://www.montanaheritageproject.org/index.php/MichaelUmphrey/why\_use\_technology/ * This article, originally published in The Journal of the Montana Writing Project, provides an overview of the author’s reasons why technology should be utilized in the classroom. He reiterates that while it provides ample opportunity for students to increase their skills related to technology, it is also highly engaging for them. Further, he discusses that tools such as blogs, provide the knowledge language arts educators wish to impart to their students: words matter. In fact, students realize this in the technology-rich stories, music, movies, diaries they write online and social media they utilize to voice their thoughts. He reiterates that it is our obligation as educators to teach media literacy and ethics. Finally, he discusses his use of blogs and wikis in the classroom and explains their relevance to his teaching.   Article 2: Defining Tools for a New Learning Space: Writing and Reading Class Blogs  Hurlburt, S. (2008, ). Merlot Journal of Online Learning and Teaching . *Defining Tools for a New Learning Space: Writing and Reading Class Blogs.* Retrieved December 23, 2013, from http://jolt.merlot.org/vol4no2/hurlburt0608.htm  Hurlburt (2008) explores the various aspects and implications of using a class blog while exploring the efficacy of pedagogy and technology as learning tools. It discusses integral elements to a successful blog assignment, the reader and writer roles and the comfort level of a virtual environment on the student. The instructor used informal observation to determine the efficacy of blog use. Given a careful employment of effective strategies for blogging, the classroom will find success. Although the findings are observational in nature, the author presents a thorough, research-based analysis of utilizing this digital tool. |

**Theme 3: Technology and Language Arts**

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| Article1: How Blogs, Social Media, and Video Games Improve Education   * The Brookings Institution. (2012). *How Blogs, Social Media, and Video Games Improve Education* Washington, DC: Darrell M. West.   West (2012) reviews the use of digital tools, specifically blogs, social media and video games and addresses their efficacy when used within the classroom. West reviewed sixty-three articles and reports his findings in a review. Although he reports some drawbacks such as potential loss of privacy and the integrity of student postings, he reports the value of these tools in teaching. The findings present strong research-based reasons for utilizing these digital tools in the classroom.   * APA Citation * Review   + Purpose   + Procedures   + Results   + Analysis   Article 2 [replace with title]   * APA Citation * Review   + Purpose   + Procedures   + Results   + Analysis   Article 3 [replace with title]   * APA Citation * Review   + Purpose   + Procedures   + Results   + Analysis |

**Conclusion**

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| After exploring the effectiveness of integrating different technologies into the classroom, my goal is to see a strong increase in students’ active engagement, which will, in turn, yield more students reaching mastery of the standards. |