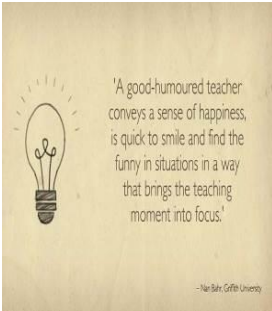


Fort Hayes Opus

Issue 8 April 2019

Engaged



“The curriculum tells you ‘what’, not ‘how’. The ‘how’ is the artistry in education.”

GEORGE COUROS

Be Excellent

The mission of Fort Hayes is to create expectations of excellence through challenging and collaborative learning by blending the arts, academic and career programs.



12 Myths about Student Engagement

by Sara Briggs

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1. Engagement in schooling is the same as engagement in learning. This is a misconception that many of us have without knowing it. Everyone is engaged in learning; it’s part of being human. But not everyone is engaged in schooling. And unfortunately, the latter can seriously detract from the former. Students who dislike their course work or institution will tend to dislike the learning they are being asked to do. If we keep in mind that environment and engagement are inextricably intertwined, we’ll start to see “student engagement” as a context-dependent quality rather than some ideal state of being that only we, as teachers, can magically and permanently affect with an exciting lesson plan.

2. Participation should be graded. Most teachers, especially at the tertiary level, assign about 10% of a student’s overall grade to participation. This does not bring shy students out of their shells; it makes them ask one question a week – to which they probably already know the answer – so that you know their name...

In Bldgs. 101 & CAATC/Health

continued on page 2



thoughts
on
being



Engaged

“Good, better, best. Never let it rest. ‘Til your good is better and your better is best.”
St. Jerome

“Happiness is not something ready-made. It comes from your own actions.”

‘12 Myths...’ continued

...The only way these students will open up is if you provide them with a learning environment that offers respect and eliminates judgment.

3. Personal relevance is just a cute theory. Personal relevance is one of the most powerful tools in the pedagogical toolbox. Provide culturally relevant texts to students of a particular background, and they’ll enjoy reading more.

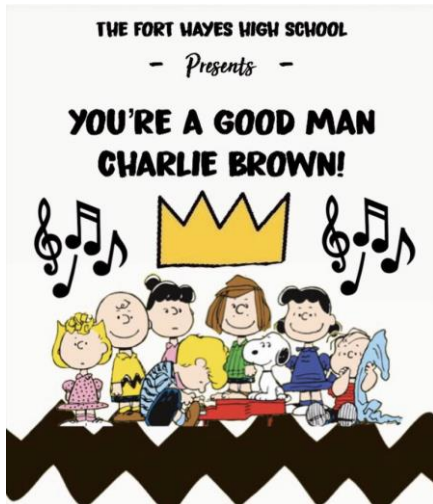
4. Pop quizzes motivate studying. Ditch the fear factor. Pop quizzes may temporarily make students more aware of what they’re learning – the names of characters in a book, the process of solving an equation – but they don’t motivate students to study harder or more frequently. There’s nothing wrong with telling students you are going to quiz them every Friday. If anything, planned, regular quizzing increases memory retention and makes students better test-takers.

5. Group projects enhance learning. Group projects are tricky: they enhance engagement, but they don’t necessarily enhance learning. In many cases students don’t actually learn more when they’re working with others, especially when given a specific role. It may be worth letting students choose whether to work with a group or work alone.

6. Group discussions increase participation. Sure, group discussions are more interactive than lectures, but they don’t excite students any more than lectures do. I’d argue that there’s a greater potential for engagement in a course of 100 than in a group of five that’s been shoved off to the side, expected to discuss a topic “amongst themselves.” In a small group, students are aware it’s just an exercise. In a large group, students respect each other for having the courage to pipe up. Every action seems more significant, and there’s a sense of being a part of the whole. If the sole voice that represents the whole settles on a weak point, others are more likely to pipe up and correct it.

7. If no one responds to your questions, no one is interested. It can be a real let down when the discussion you planned for lecture doesn’t go the way you hoped. Everyone seems asleep; no one’s volunteering their opinion. But don’t write your lecture off immediately. Try a warm-up exercise, crack a joke, and help students feel more comfortable. They may be interested but need a little prompting.

8. Course size has an inverse affect on student engagement. The latest research says students in small courses or at small institutions aren’t necessarily more engaged than students at large institutions. “Despite the many studies that show positive effects, research has yet to come up with a consistent, integrated explanation for the gains attributable to reduced [course] size,” says Jeremy Finn of the University at Buffalo, the statistician who advised a study published in the journal *Review of Educational Research*.



**Blood Drive
Fort Hayes MEC**

Room 118 - JRROTC
546 Jack Gibbs Blvd.
Columbus, OH 43215

**Friday, April 5, 2019
8:00 AM to 2:00 PM**

“14 Myths about Student Engagement” conclusion

9. If their performance suffers, they aren't interested. Surely, sometimes this is the case. But don't assume it's always the case. More often than you think, students want to do well but don't fully understand the expectations and standards you require when it comes to assignments.

10. Disengagement signifies disinterest. Okay, sometimes it does, but not always. Research on self-efficacy has shown us that a lack of belief in one's academic ability can be enough to disengage a student. The student may be interested in the subject, but without that basic level of academic self-confidence, she's going to check out pretty quickly.

11. Incorporating the interests of 30+ individuals into your course material is impossible. Pass out a survey at the beginning of the course and find out what your students want to get out of it. Change your lessons accordingly. Pass out another survey part-way through the course. Change your lessons again. The more flexible you can be, the better.

12. Learning necessitates engagement. The brain learns plenty when it isn't “engaged”. From body language and facial expressions to cultural cues and social etiquette, the majority of what we pick up on a daily basis is below the threshold of our consciousness. So why the obsession with capturing attention, piquing interest, assuming that students must love a subject to death in order to gain something from it? We need to take a step back and ask ourselves whether it really makes sense to be measuring engagement over learning.

Important Dates

April 1: Senior Picture Retakes
April 18: 30 minute early release
April 19-26: Spring break (no school)
April 19-23: All CCS offices closed
April 29: Classes resume



April Events

Women's Palette, Women with a History, 40 years of Fine Art (Shot Tower Gallery)

The group was conceived in 1978 for the recognition of professional women artists in Central Ohio who were producing quality work but did not have adequate exposure. Exhibits by S. Accetta, B. Alexander, D. Burns, C. Curry, V. Edwards, S. Ford-Lyles, J. Heller, K. LaValley, M. Norris, J. Platt, J. Reynolds, S. Schreiber and L. Suwalski through April 12

Construction Arts Trades Fair

(Construction Arts Building)
April 4, 3:00 – 7:00 pm

National Honor Society Dance-a-Thon

(Building 110)
April 5, 7:00 – 10:00 pm

AIR Bootcamp

(Science, Social Studies)
April 6, 9:00 am – 1:00 pm

“You're a Good Man, Charlie Brown!”

(Performing Arts Auditorium)
April 11, 12:00 pm
April 12 & 13, 7:00 pm

Dinner Theater

(Construction Arts Commons)
April 17, 6:30 – 9:30 pm

Senior Dinner

April 18, 6:30 – 9:00 pm

<https://www.ccssoh.us/FortHayesHS>

<https://www.ccssoh.us/FortHayesCC>



CCS is making students
READY FOR SUCCESS

Through:
Instructional Fidelity
Leadership Fidelity
Parent Engagement
Culture and Climate

Our goal is to
“Be Excellent” by being
FORT HAYES

Focused	Hardworking
Organized	Artistic
Resourceful	Yearlong
Teachable	Engaged
	Scholarly

Columbus City Schools School Calendar

Dates to Remember

Aug 20-22	- Professional Development Days
23-Aug-18	- First Day of School for Students
3-Sep-18	- Labor Day
12-Sep-18	- 90 Min Early Release (Staff PD)
10-Oct-18	- 90 Min Early Release (Staff PD)
19-Oct-18	- Professional Development Day
23-Oct-18	- End of Q1 (42)
24-Oct-18	- Records Day
6-Nov-18	- Professional Development Day
14-Nov-18	- 90 Min Early Release (Staff PD)
21-Nov-18	- Parent-Teacher Conf. Comp Day
Nov 22 and 23	- Thanksgiving Vacation
12-Dec-18	- 90 Min Early Release (Staff PD)
21-Dec-18	- 30 Min Early Release (Holiday)
Dec 24 thru Jan 4	Winter Break
9-Jan-19	- 90 Min Early Release (Staff PD)
15-Jan-19	- End of Q2 (45)
16-Jan-19	- Records Day
21-Jan-19	- Martin Luther King, Jr. Day
13-Feb-19	- 90 Min Early Release (Staff PD)
18-Feb-19	- Parent Teacher Conf. Comp Day
13-Mar-19	- 90 Min Early Release (Staff PD)
22-Mar-19	- End of Q3 (45)
25-Mar-19	- Records Day
18-Apr-19 Apr 19 thru 26	30 Min Early Release (Holiday) Spring Break
27-May-19	Memorial Day
30-May-19	Last Day of School for Students
31-May-19	Records Day (41)

Photos

Page 1: Student walk-out for Violence footage submitted by student Jaden Taylor

Page 2: Shot Tower Sky submitted by student Claudia Blankenship

Page 4: Gothic submitted by student Larken Janson-Tidd