COGNITIVE INVESTMENT (Thoughtful)

SOCIO-EMOTIONAL ENGAGEMENT (Interactions/reactions)

BEHAVIORAL ENGAGEMENT (Participation)

Indicators of Engaged Learning Online

INSTRUCTIONAL APPROACH

Category	Icons	Indicator	Description
Vision of Learning	Socio-Emotional, Behavioral	Responsible for learning	Learner involved in setting goals, choosing tasks, developing assessments and standards for the tasks; has big picture of learning and next steps in mind
	Cognitive	Strategic	Learner actively develops repertoire of thinking/learning strategies for changeable and complex knowledge building
	Socio-Emotional, Behavioral	Energized by learning	Learning is intrinsic; has a passion for learning, solving problems
	Socio-Emotional	Collaborative	Learner develops new ideas and understanding in conversations and work with others
Technology	Socio-Emotional, Behavioral	Interconnectivity	Technology allows interaction by communicating and collaborating in diverse ways
	Cognitive	Access to challenging tasks	Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry
	Socio-Emotional	Enables learning by doing	Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools
	Cognitive, Socio-Emotional, Behavioral	Media Use	Technology provides opportunities to use and create digital media

TEACHING

Category	Icons	Indicator	Description
Instructor Role	Socio-Emotional, Behavioral	Facilitator	Engages in negotiation, stimulates and monitors discussion and project work but does not control
	Socio-Emotional, Behavioral	Guide	Helps students construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
	Cognitive, Socio-Emotional	Co-learner/co-investigator	Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals
Tasks	Socio-Emotional, Behavioral	Authentic	Pertains to real world, meaningful intellectual work; may be addressed to personal interest
	Cognitive	Challenging	Difficult enough to be interesting but not totally frustrating, usually sustained
	Cognitive	Multidisciplinary	Involves integrating disciplines to solve problems and address issues in context
Grouping	Socio-Emotional	Heterogeneous	Small groups with persons with different skill sets, backgrounds, interests
	Cognitive, Socio-Emotional	Equitable	Groups sized and organized so that over time all students have challenging learning tasks/experiences
	Socio-Emotional	Flexible/agile	Different groups organized for different instructional purposes; supports collaboration across multiple contributors
Instructional Model	Socio-Emotional	Interactive	Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc.
	Cognitive	Generative	Instruction oriented to constructing meaning; providing meaningful activities/experiences

Indicators of Engaged Learning Online

COGNITIVE INVESTMENT (Thoughtful)

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LEARNING

Assessment	Performance-based	Involving a performance or demonstration, usually for a 'real' audience and addressing a useful purpose	
	Generative	Assessments having meaning for learner; may produce information, product, service	
	Seamless and ongoing	Assessment is transparent and integral; students learn during/through challenging and meaningful activities	
	Equitable	Assessment is culturally fair	
Learning Context	Collaborative	Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks	
	Knowledge-building	Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming	
	Empathetic	Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths	
Student Role	Explorer	Students have opportunities to explore new ideas/tools; push the envelope in ideas and research	
	Cognitive Apprentice	Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) professionals	
	Teacher	Students encouraged to teach others in formal and informal contexts	
	Producer	Students develop products of real use to themselves and others; demonstrated learning	