

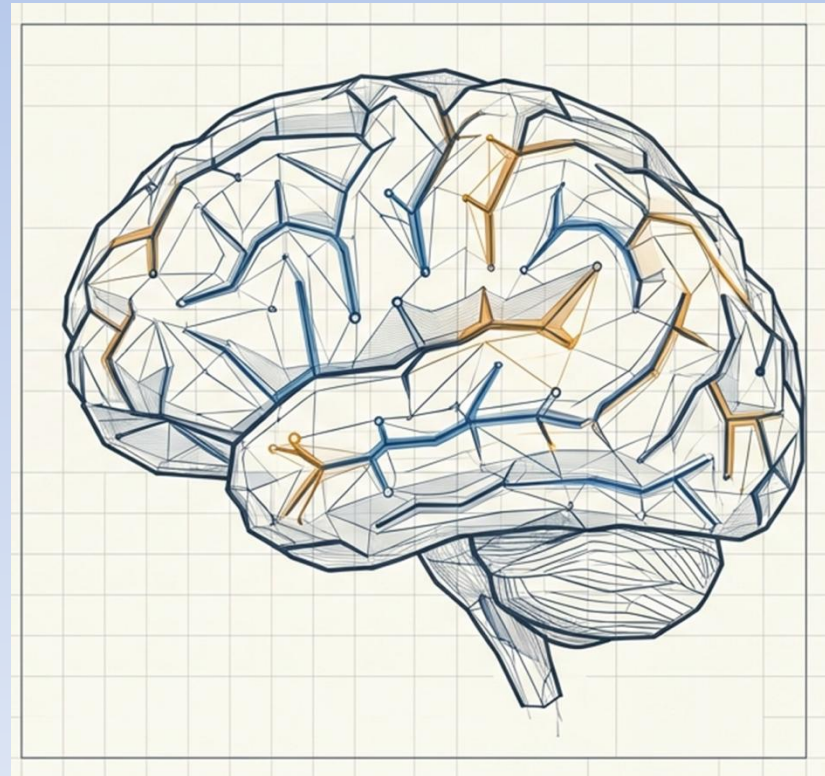
Active Minds, Better Learning:

Strategies To Enhance Student Engagement

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Learning Objectives

By the end of this session, you will be equipped to

- ✓ Explain student engagement
- ✓ Describe strategies that increase engagement
- ✓ Apply Gagné's 9 Events of Instruction
- ✓ Use simple interactive teaching methods
- ✓ Develop an engaging lesson plan

Why Student Engagement Matters?



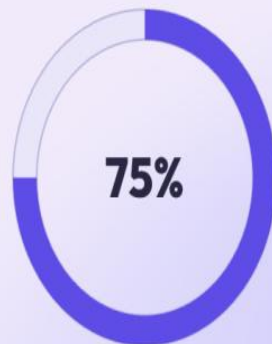
Reading



Hearing



Discussion



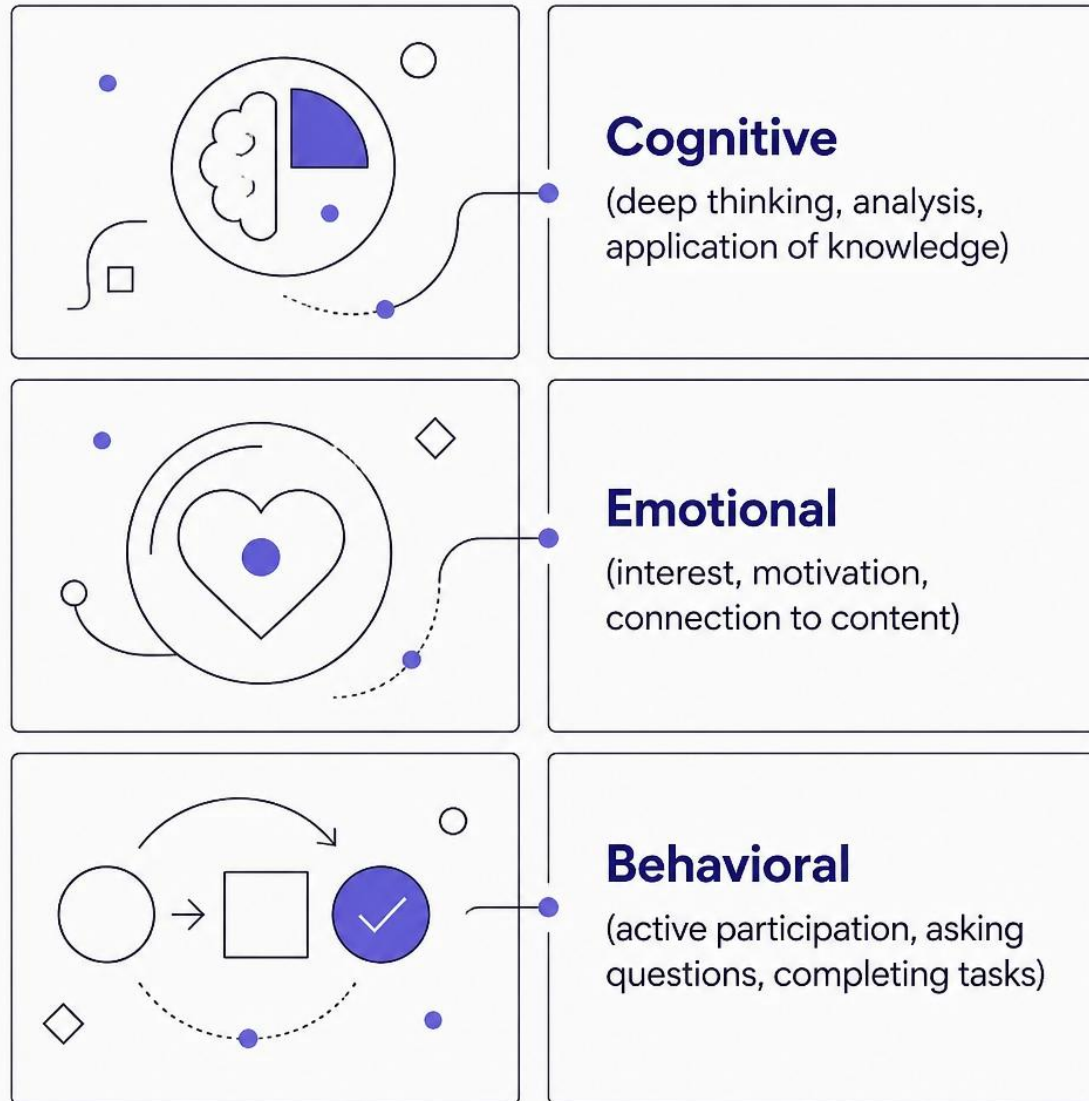
Practice



Teaching Others

Active learning drives better retention, sharper clinical reasoning, stronger teamwork, and deeper motivation.

What does student engagement mean?



Systemic friction often prevents the transition to active learning.

Forces at Play

Student Barriers

- Passive learning conditioning.
- Mobile phone distraction.
- Fluctuating motivation levels.

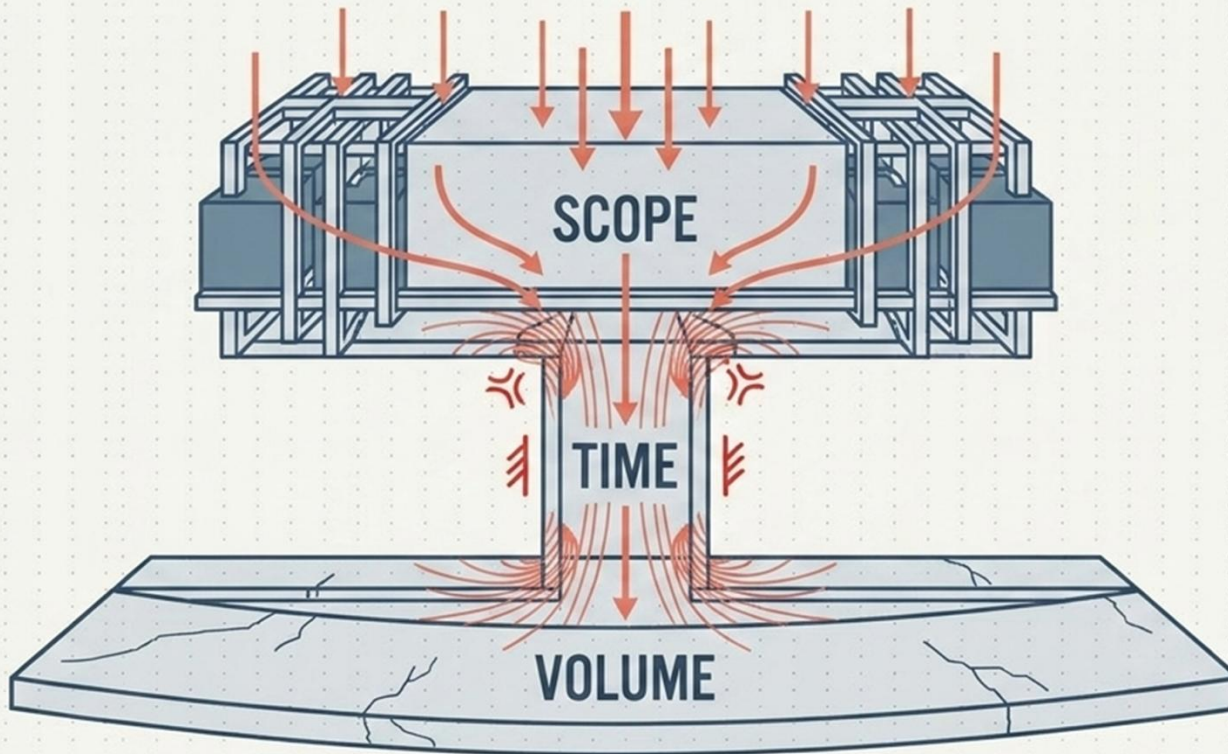
How can we
make students
think rather than
simply listen,
given these
realities?

Educator Constraints

- Massive class sizes.
- Severely limited instructional time.
- Heavy, inflexible syllabi.

TEACHERS FACE A STRUCTURAL BOTTLENECK WHERE OPERATIONAL CAPACITY IS MATHEMATICALLY EXCEEDED.

THE OVERLOAD FUNNEL



THE HEAVY SYLLABUS

An overwhelming volume of required content that must be delivered.

LIMITED TIME

The rigid, unforgiving constraint of the bell schedule forcing acceleration.

LARGE CLASSES

The foundational strain of managing too many individuals simultaneously, diluting individualized attention.

STUDENTS EXPERIENCE A BEHAVIORAL DEFICIT DRIVEN BY COGNITIVE HIJACKING AND SYSTEMIC PASSIVITY.

Mobile Phone Distraction

External, high-dopamine stimuli actively pulling attention away from the learning environment.

Lack of Motivation

The internal depletion of energy and interest, resulting from the combination of passive methods and external distraction.

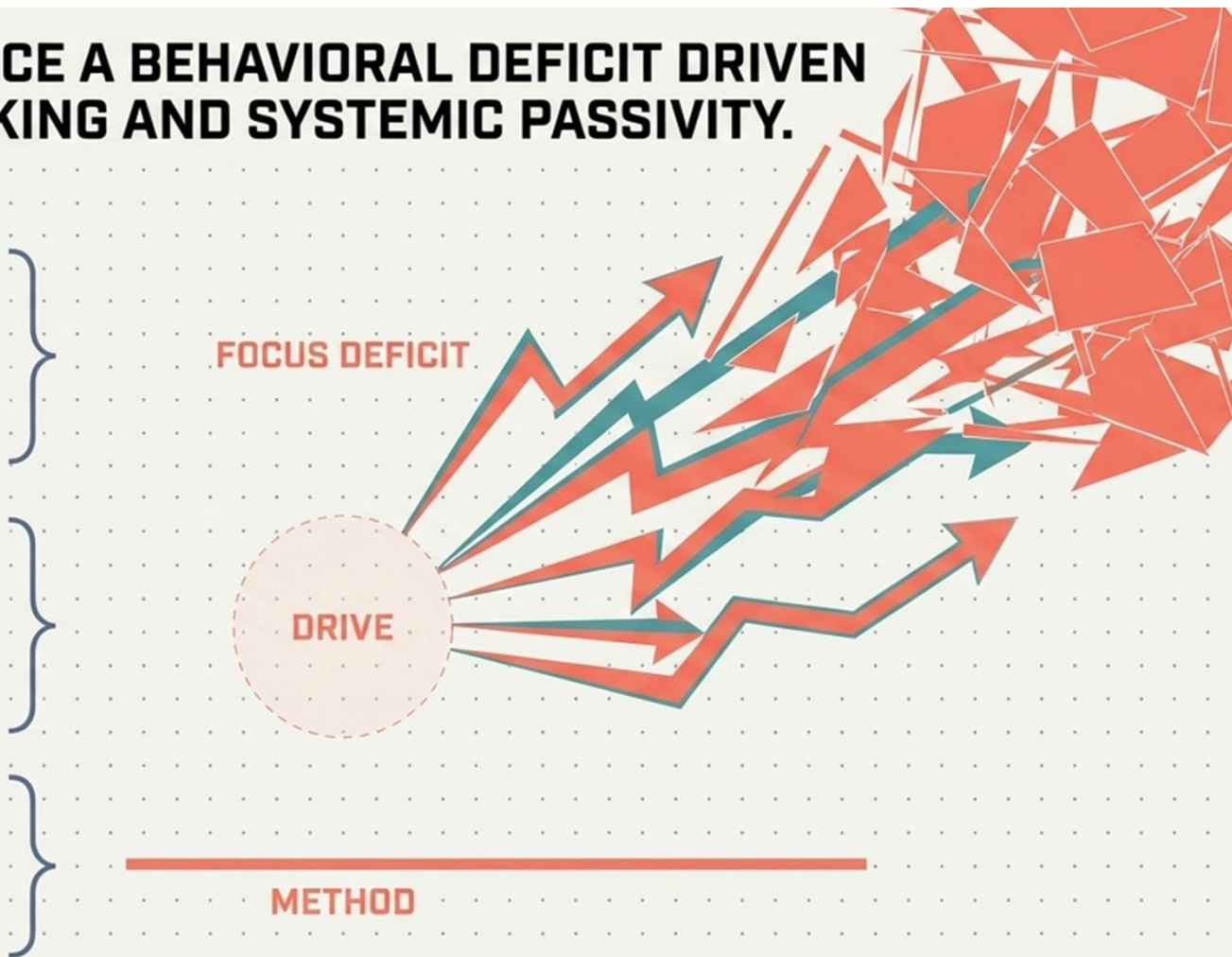
Passive Learning

An inert instructional posture that fails to demand active cognitive participation.

FOCUS DEFICIT

DRIVE

METHOD

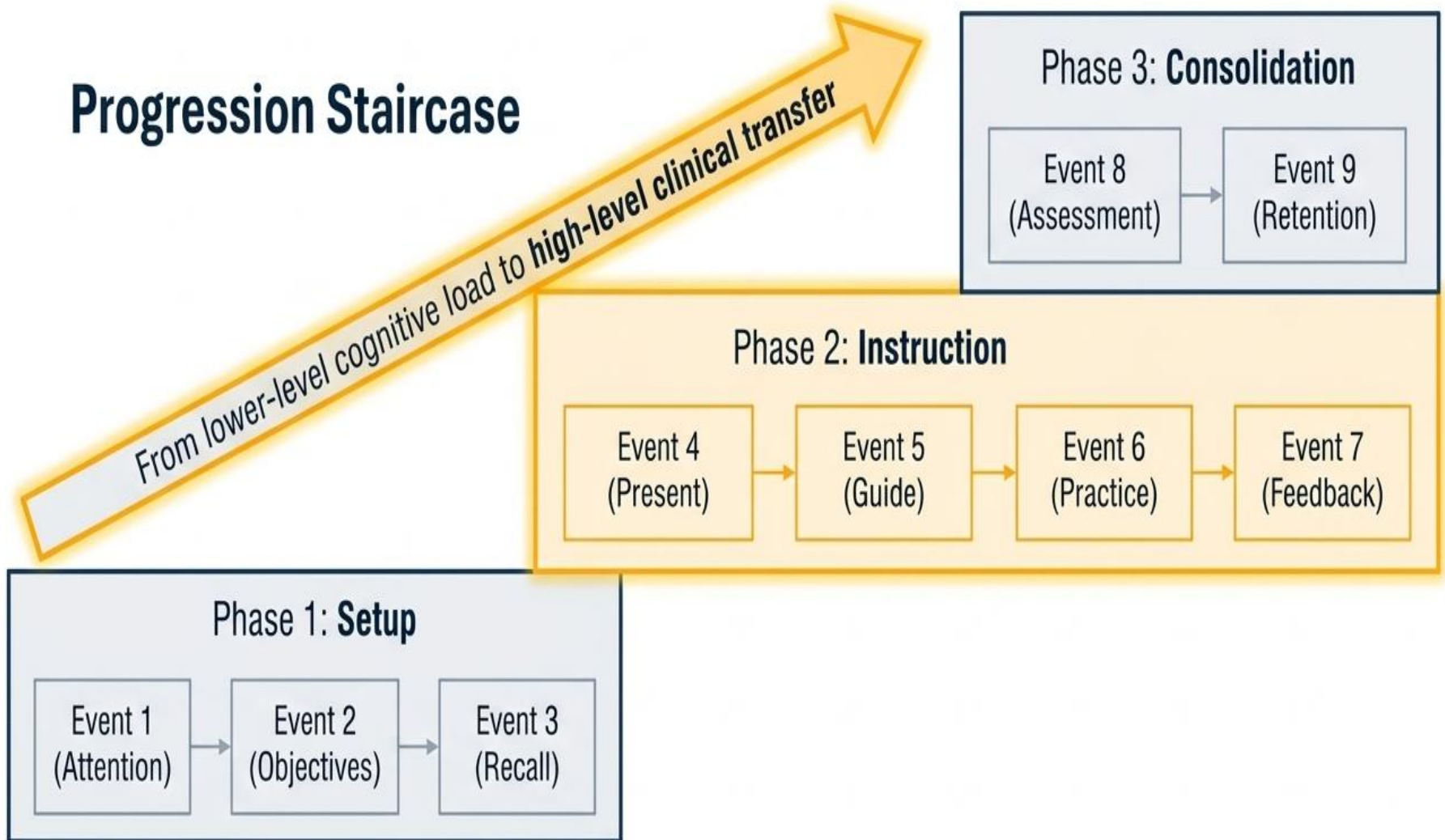


Shifting the paradigm from information delivery to cognitive guidance.

	Traditional Lecture	Active Clinical Classroom
Primary Goal	Rote Memorization	Clinical Reasoning
Teacher Role	Information Provider	Cognitive Guide
Student Action	Passive Listening	Applying & Analyzing
Interaction	One-way transmission	Multi-directional feedback

Gagné's 9 Events provide a systematic architecture for lesson planning.

Progression Staircase





EVENTS 1-3

Spark Curiosity Before You Teach

1

Gain Attention

Show a chest X-ray, clinical photo, or 20-second video. Ask: *"Why did this patient suddenly become breathless?"* Curiosity opens the door to learning.

2

State Objectives

Tell students exactly what they'll learn: diaphragm anatomy, nerve supply, and clinical importance. Clear goals focus attention.

3

Stimulate Recall

Ask: *"What muscles help inspiration?"* New learning sticks when connected to prior knowledge.

Phase 2A: Instruction – Deliver content in short bursts and provide immediate cognitive scaffolding.

Event 4: Present Content

Avoid continuous speaking.
Break teaching into
digestible modules.

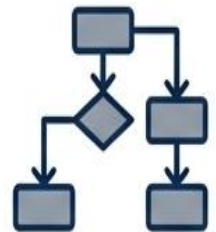


Leverage visual anchors:
Short explanations, pictures,
animations, and real-world
clinical cases.

Event 5: Provide Guidance

**Organize the knowledge
for the student.**

Utilize cognitive aids:
Mnemonics, structured
flowcharts, and clinical tips.



Rule of Thumb: Break didactic teaching every 10 minutes with an interaction.

Phase 2B: Practice & Feedback — Real-time correction rewires clinical reasoning.

Event 6 (Practice): Deploy low-prep active methods like Think-Pair-Share, Case discussions, Role plays, and Quizzes.

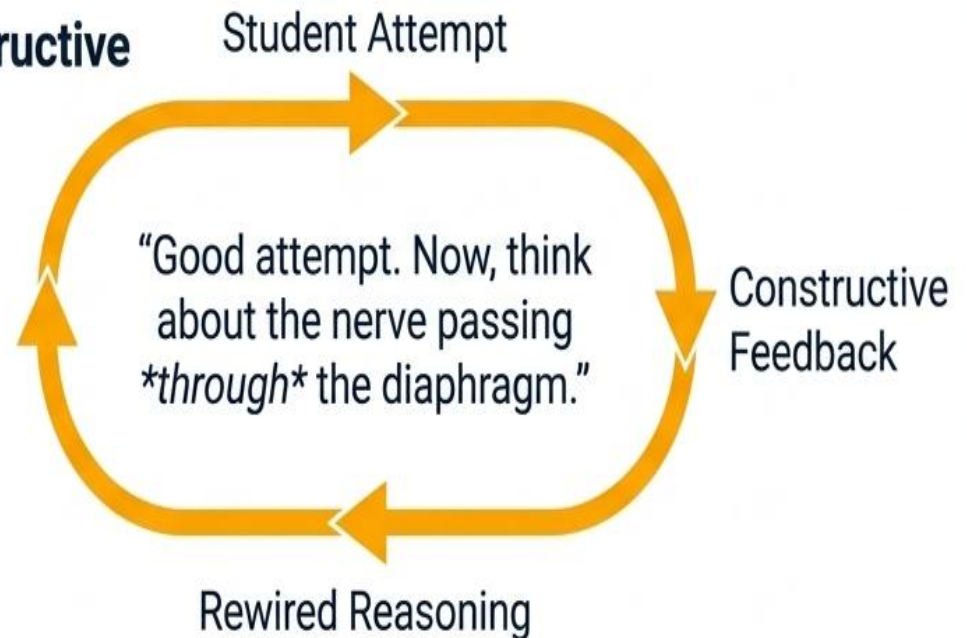
Event 7 (Feedback): Must be Immediate, Specific, and Constructive.

Clinical Example: A student identifies the wrong nerve.

Dead End



Constructive Loop



Phase 3: Consolidation – Verify understanding and transfer knowledge to clinical application.

Event 8 (Assess Performance)

- Evaluate without high stakes.
- **Methods:** MCQs, OSPE, Live Polls, or a 'One-minute paper' at the end of the module.



Event 9 (Retention & Transfer)

- Ensure learning continues post-class.
- **Methods:** Clinical application questions, Reflection summaries, Homework.

“

“How would this exact anatomical knowledge help you during surgery?”

”

Complete Example: Diaphragm (60-min class)

Attention	Chest X-ray
Objectives	Explain functions
Recall	Respiratory muscles
Present	Anatomy diagrams
Guidance	Mnemonics
Practice	Identify structures
Feedback	Immediate correction
Assessment	SBA quiz
Retention	Clinical case

The Tactical Toolkit: High-impact, low-prep interventions.

Technique	Optimal Class Size	Prep Level	Gagné Event Satisfied
Think-Pair-Share	Large/Small classes	Low Prep	Event 6 (Practice)
Buzz Groups	Small/Medium classes	Low Prep	Event 6 (Practice)
Poll Everywhere / Mentimeter	Large classes	Med Prep	Event 8 (Assess)
Clinical Cases	All classes	Med Prep	Event 4/9 (Present/Transfer)
Flipped Classroom	Small/Medium classes	High Prep	Event 4 (Present)
Peer Teaching	All classes	Low Prep	Event 9 (Retention)

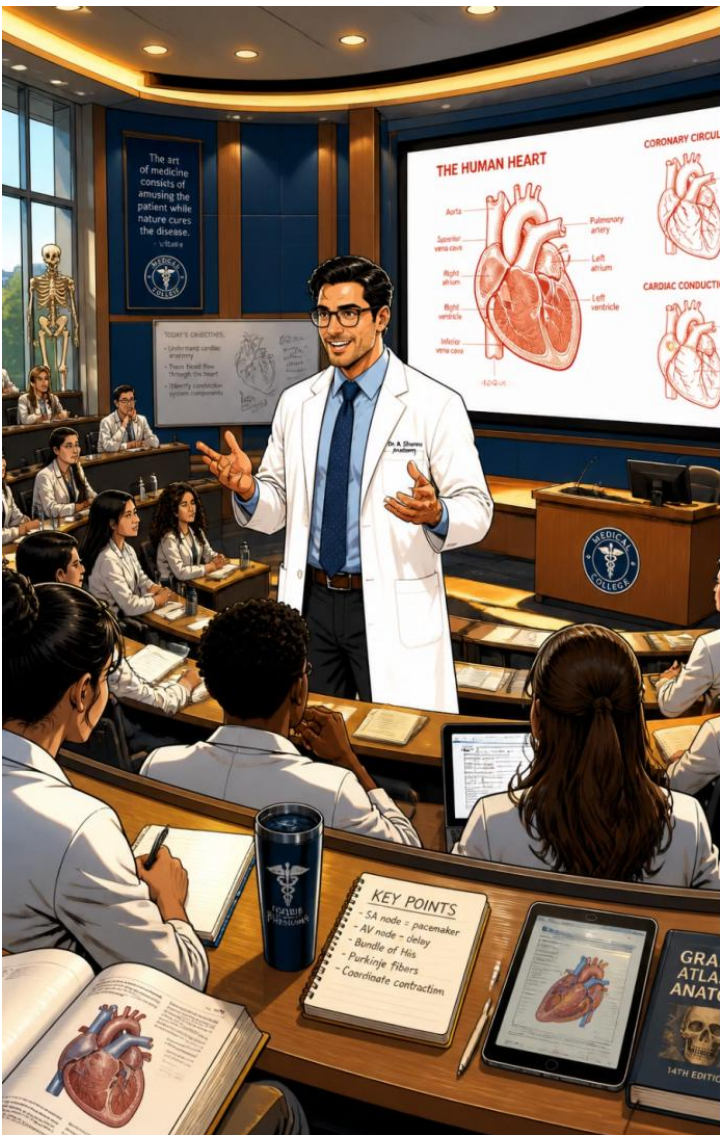
The 10-Minute Rhythm: Defibrillating cognitive decline

The Attention Rhythm Strip



Key Insight

Attention naturally degrades. Intervene every 8–10 minutes with a low-prep activity to maintain the cognitive pulse.



Key Takeaways

Active Students Learn Better

Engagement drives retention, reasoning, and motivation.

Use Gagné's Framework

Structure every lesson with all nine events for consistent impact.

Small Changes, Big Results

A poll, a clinical question, a 2-minute pair discussion — that's all it takes.

Encourage Thinking

Move students from memorization to analysis and clinical application.

Thank you! Questions and discussion welcome.

"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."

— Often attributed to Benjamin Franklin



Thank you

