Abstract

This qualitative teacher-action research study explored the experiences of students in a high school choral classroom when collaborative learner-centered activities were used to increase student engagement.

Findings from this study indicate a direct connection between the level of student engagement and the level of student participation. Students that participated more in classroom performance activities, progress monitoring, and collaborative group activities were more engaged and more successful.

This study also indicated that in order to increase student engagement, student ownership must also be increased. A culture of learning that encourages open and honest communication between teacher and student, as well as student participation in the planning and design of classroom structure and activities, is essential in order to engage students on an intrinsic level. Students that are actively engaged in their own learning process achieve at higher levels than students that require someone else to motivate them (Fredericks, Blumenfeld, & Paris, 2004). Findings from this study clearly indicated that building a culture of learning in the classroom must be addressed first in order to implement student engagement strategies that will develop student ownership of their learning.