



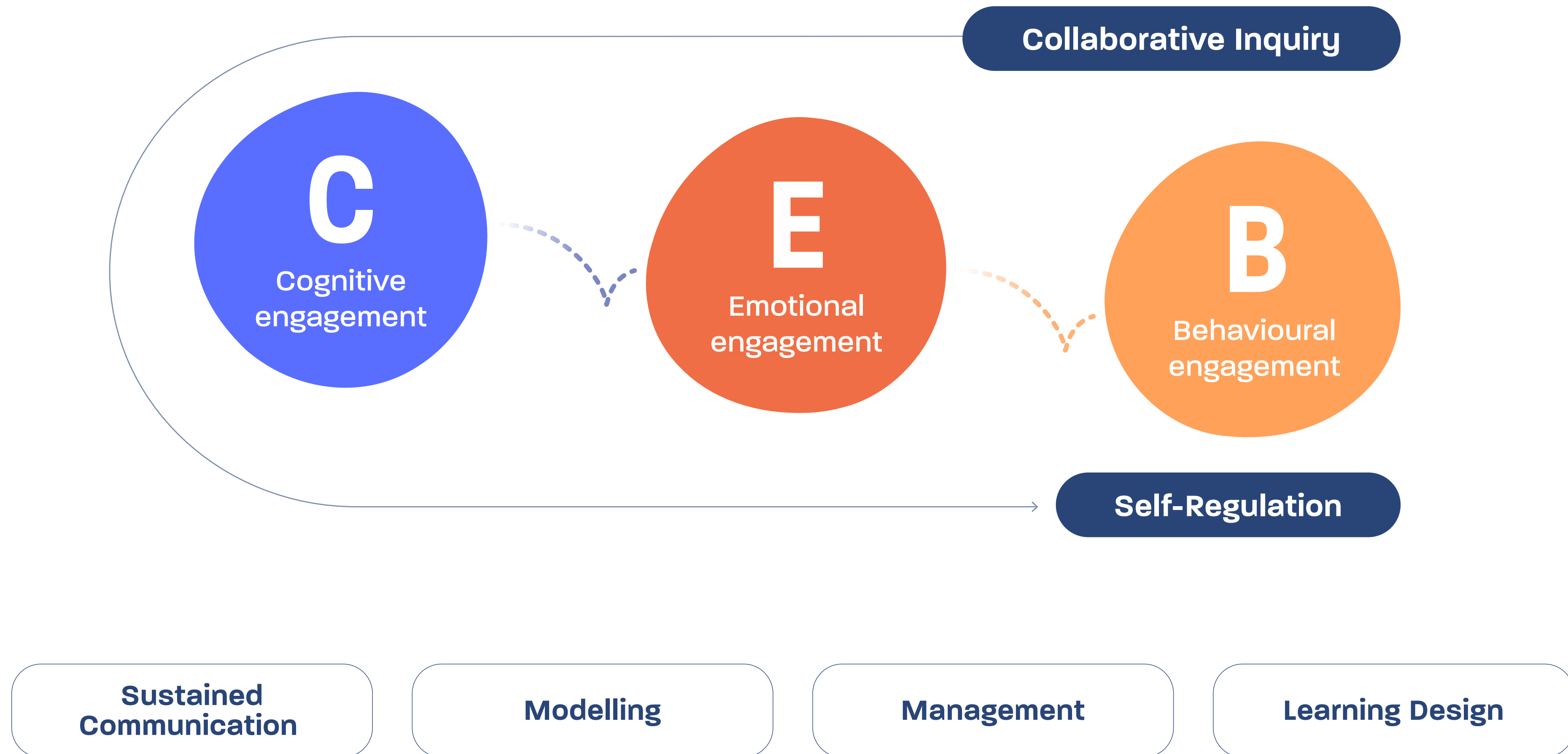
Teacher Professional Development Series

# **s2s Core Model**

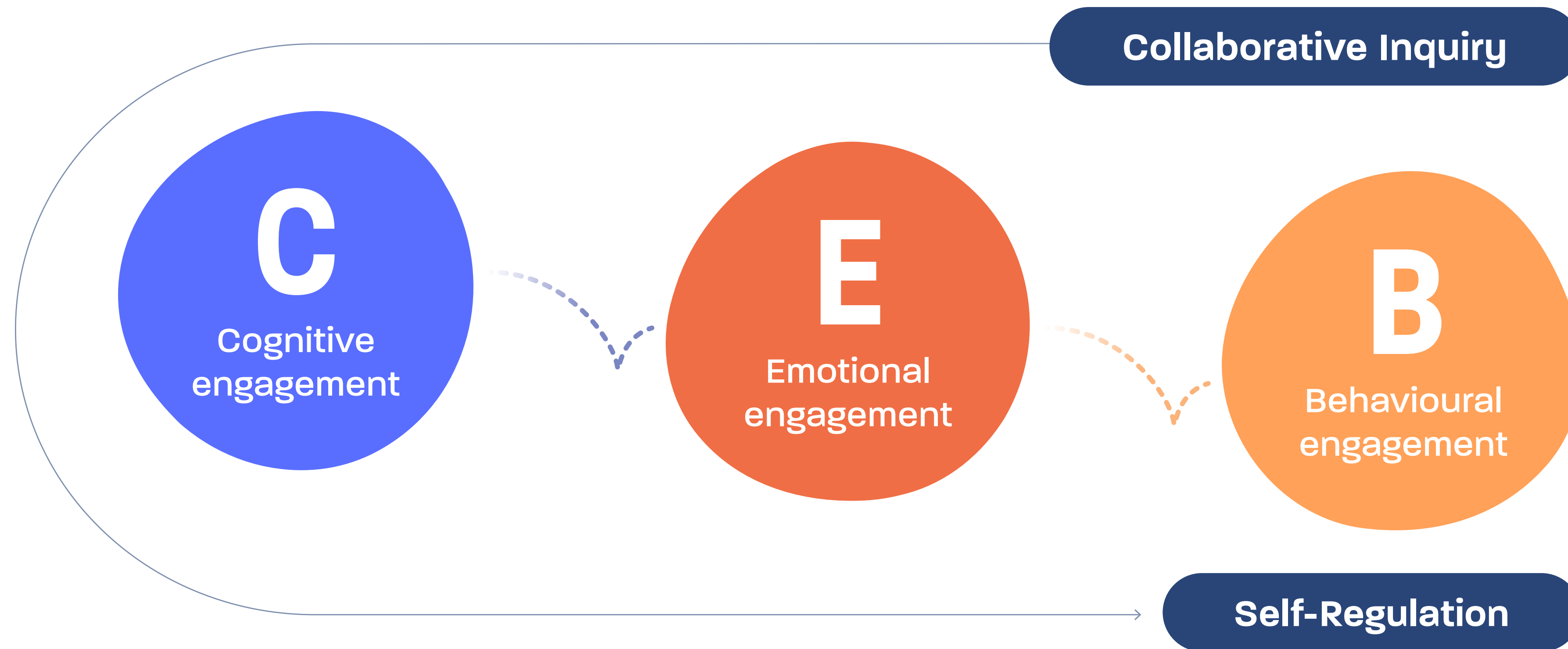


APro Sarah Prestridge

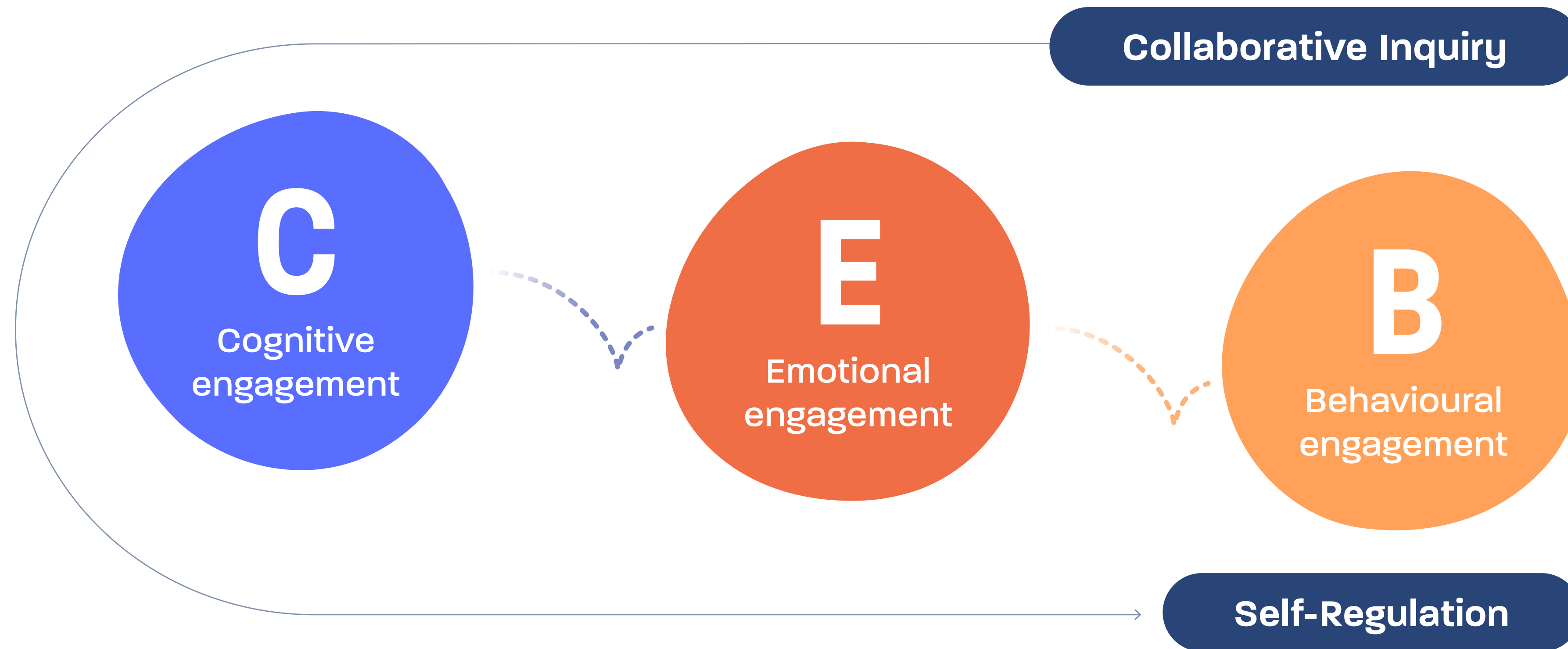
# Core Model and Principles for Student to Student Online Engagement



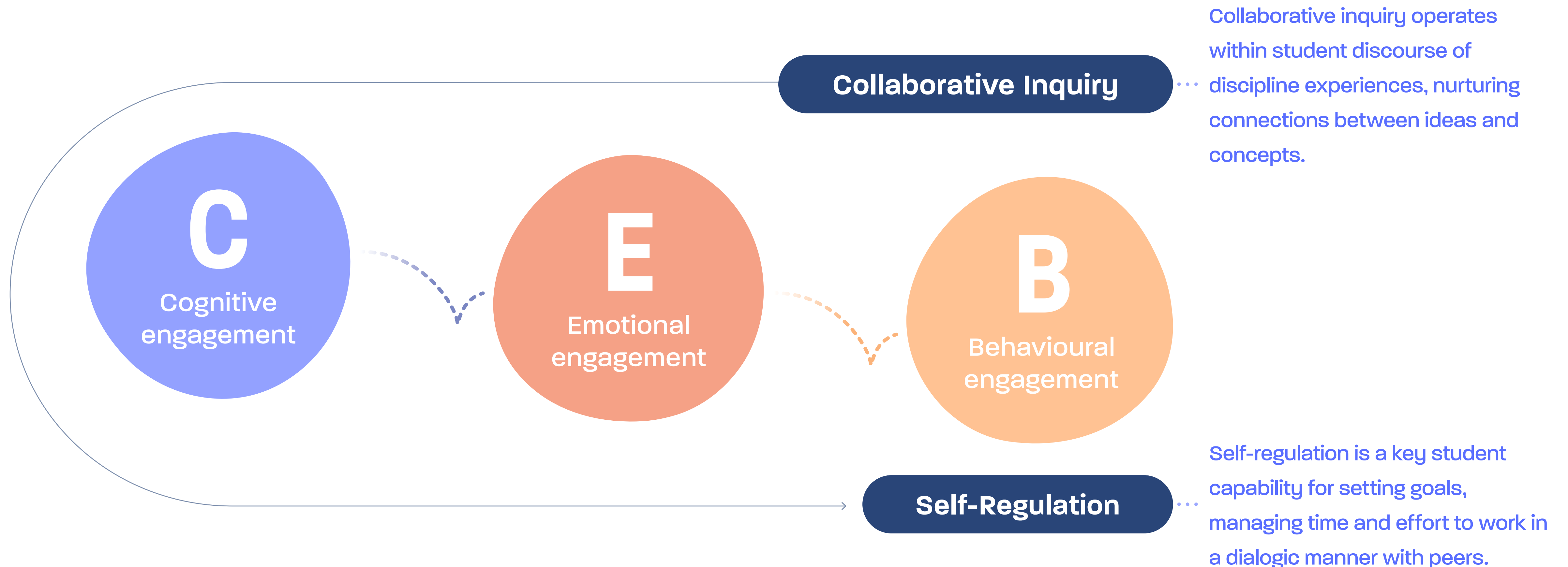
# Core Model of S2S Engagement



# Collaborative inquiry directs the development of student self-regulation through student's Cognitive; Emotional; and Behavioural engagement.



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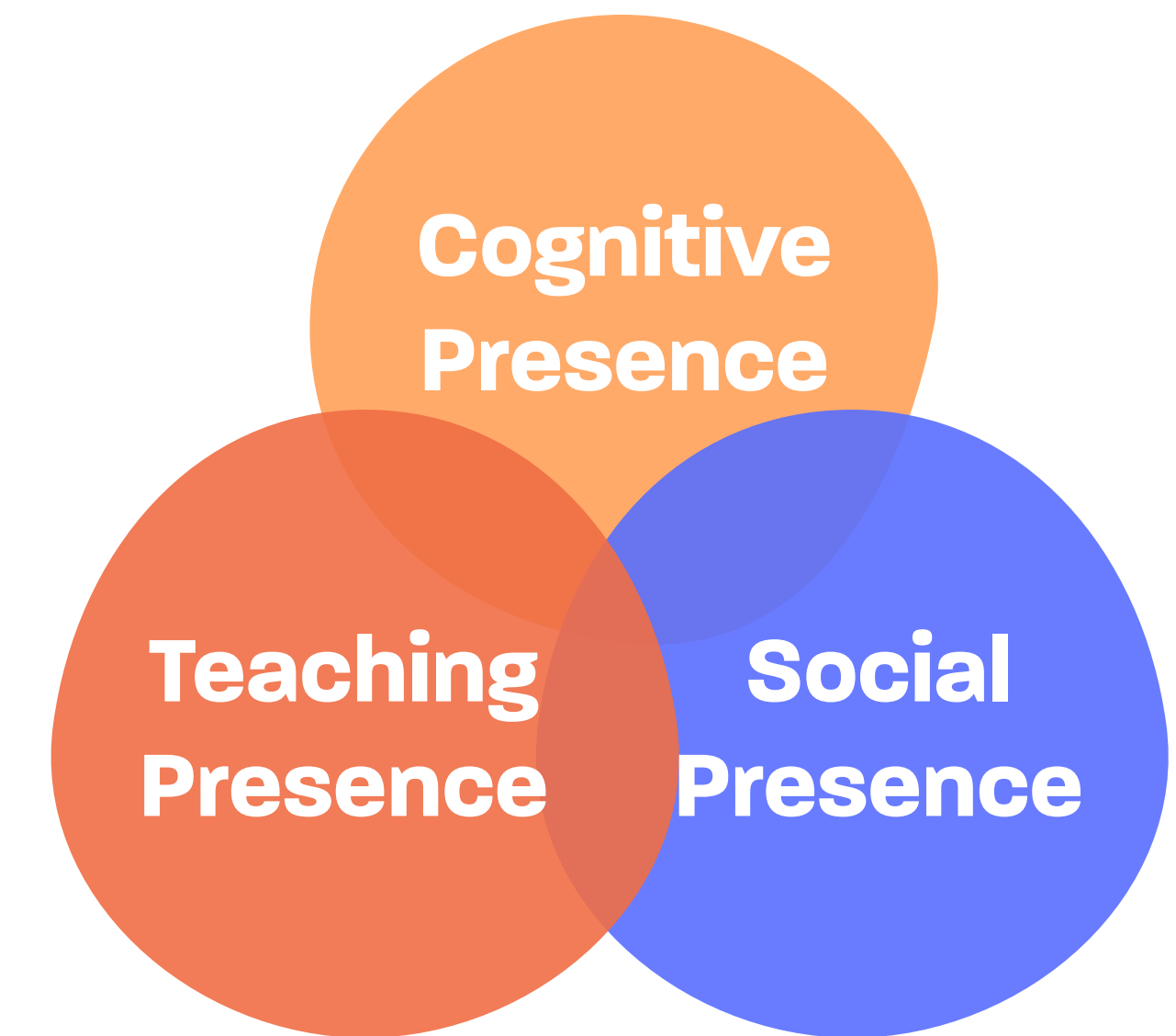
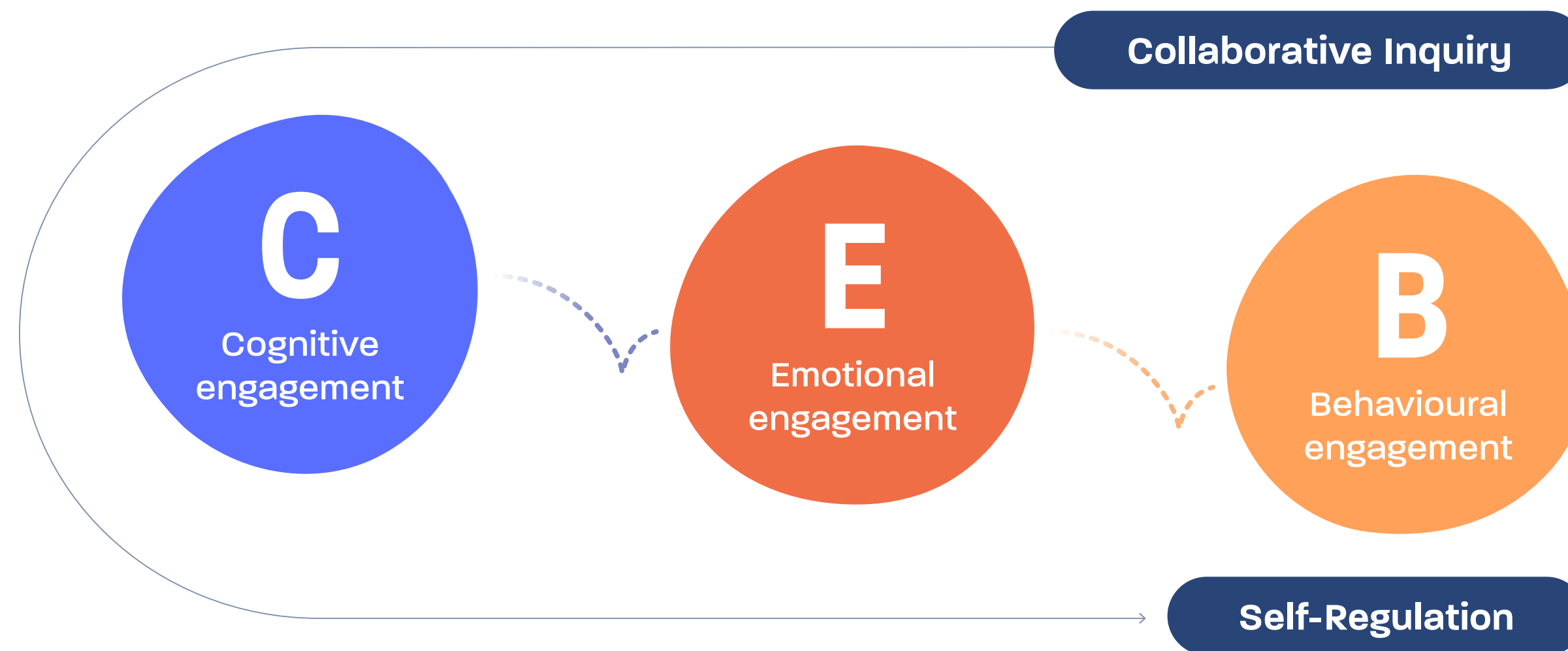


# Collaborative Inquiry

- Conversational
- Connected
- Contextualised

- Unpack
- Contribute
- Commit

- Crucial but time dependent



# Self-Regulation

1. Peer learning

Collaborating with others to learn

2. Time management

The ability to plan study time and tasks

3. Effort regulation

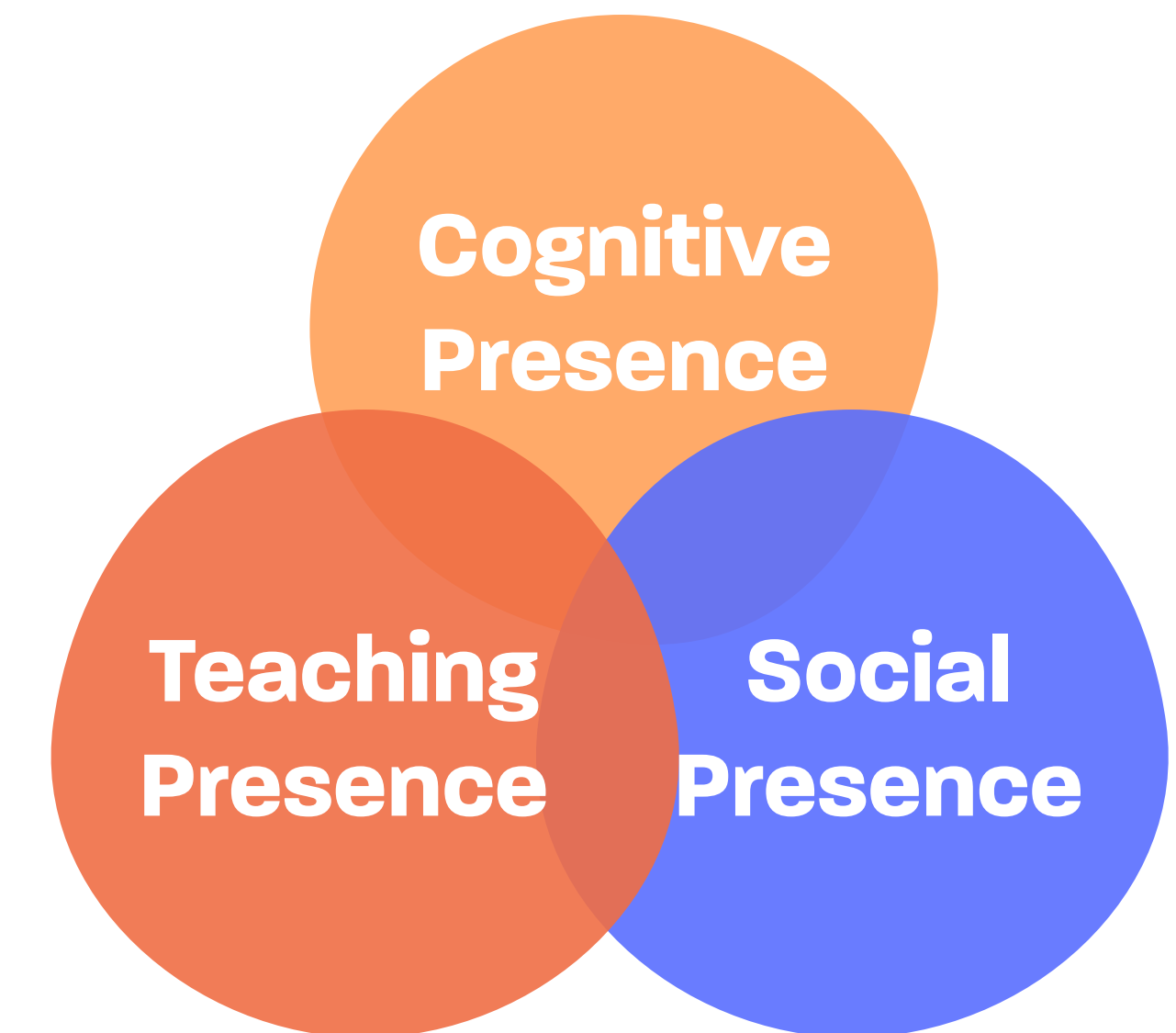
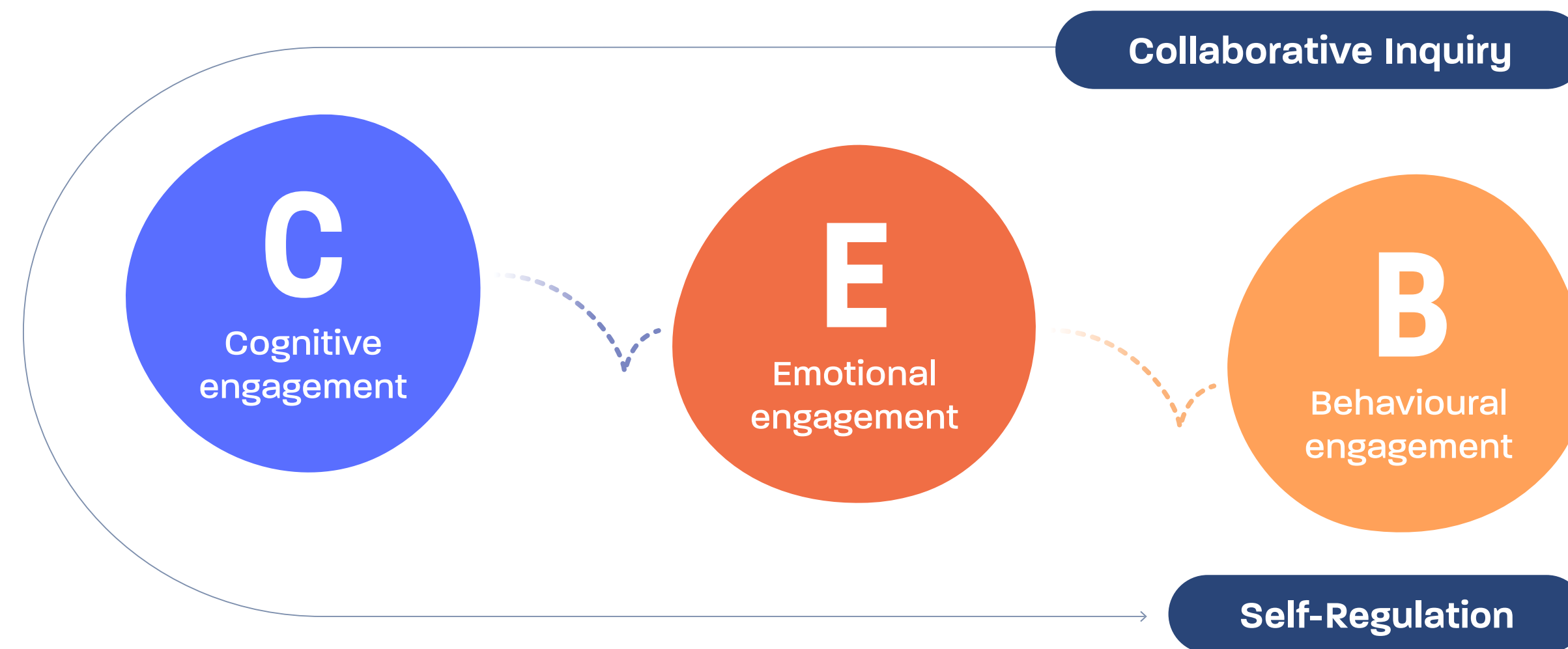
Grit, tenacity, persistence

4. Critical thinking

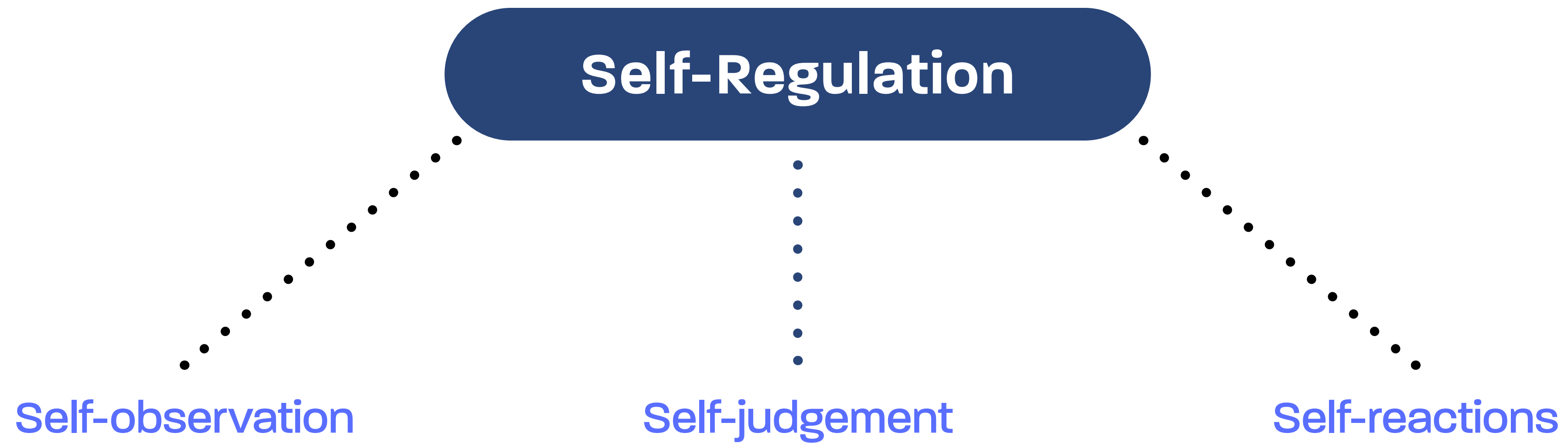
Analyse and evaluate to form a judgement

5. Metacognition

Awareness and control of mental thoughts

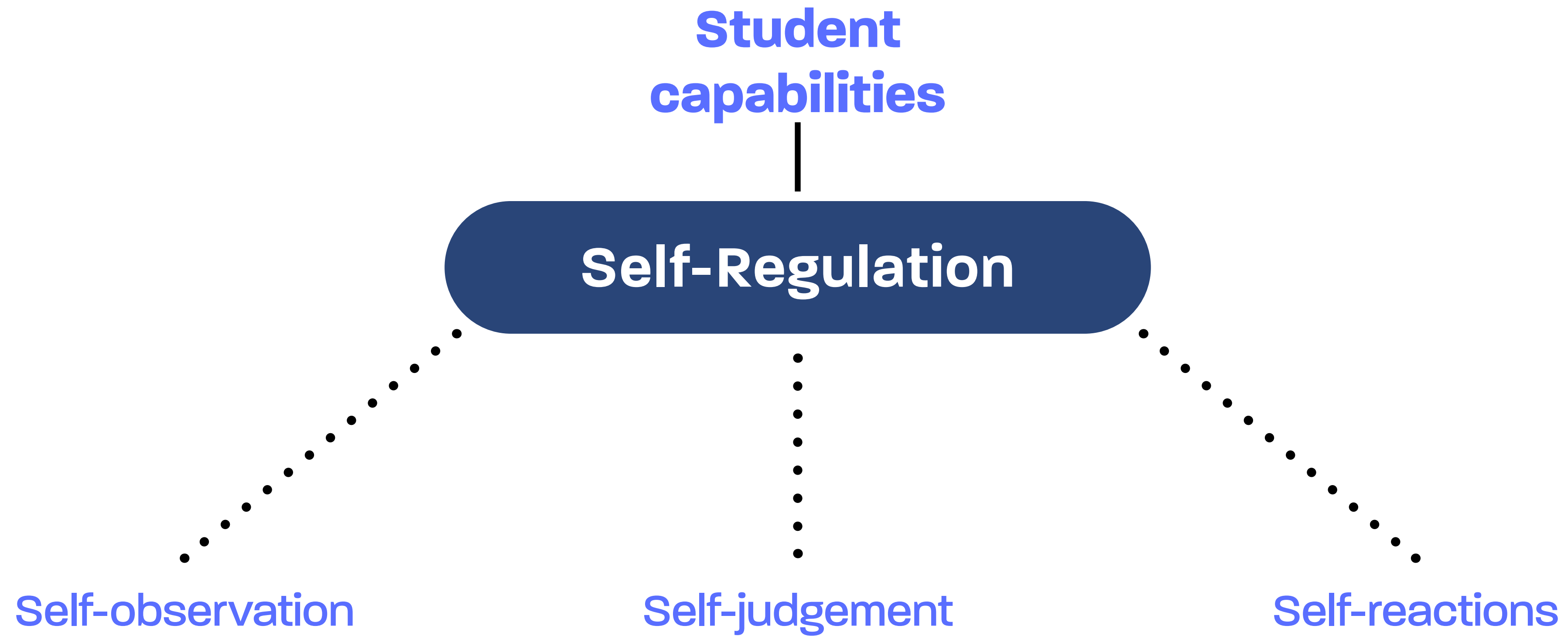


# Self-Regulation characteristics

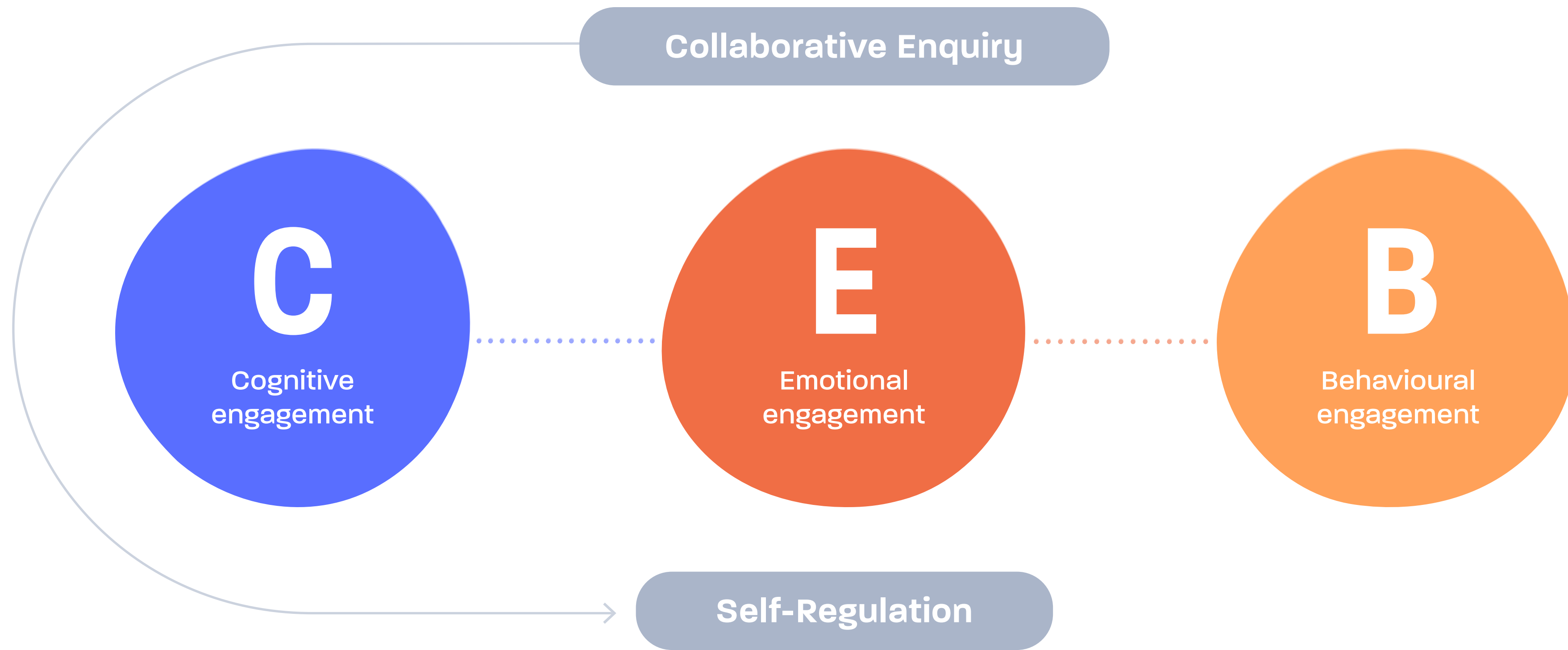




# Self-Regulation characteristics



# Building Student Capability and Engagement types



# Cognitive Engagement



Representing thinking  
through flexibility in **problem  
solving, application of  
ideas and exploration of  
possibilities.**

# Emotional Engagement

Representing affective reactions such as **temperament, mood, certainty, attitude.**

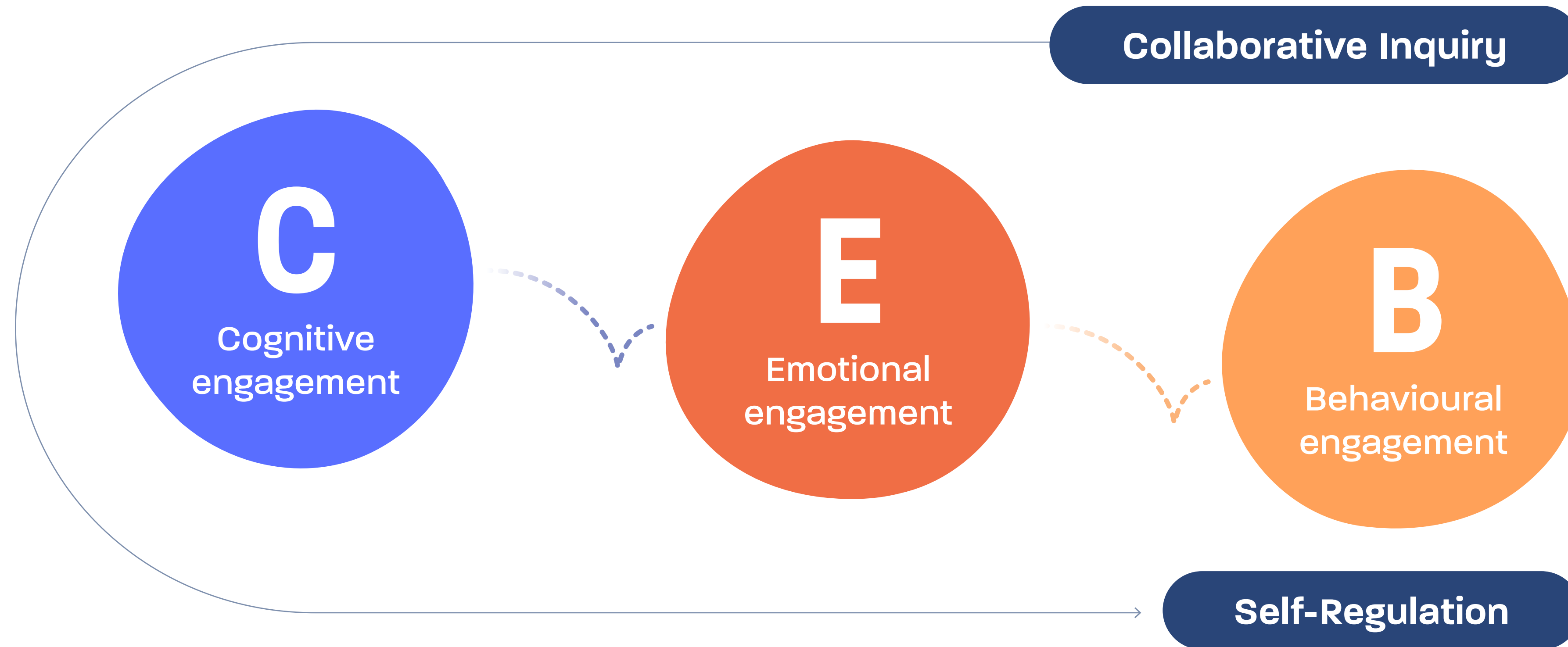


# Behavioural Engagement

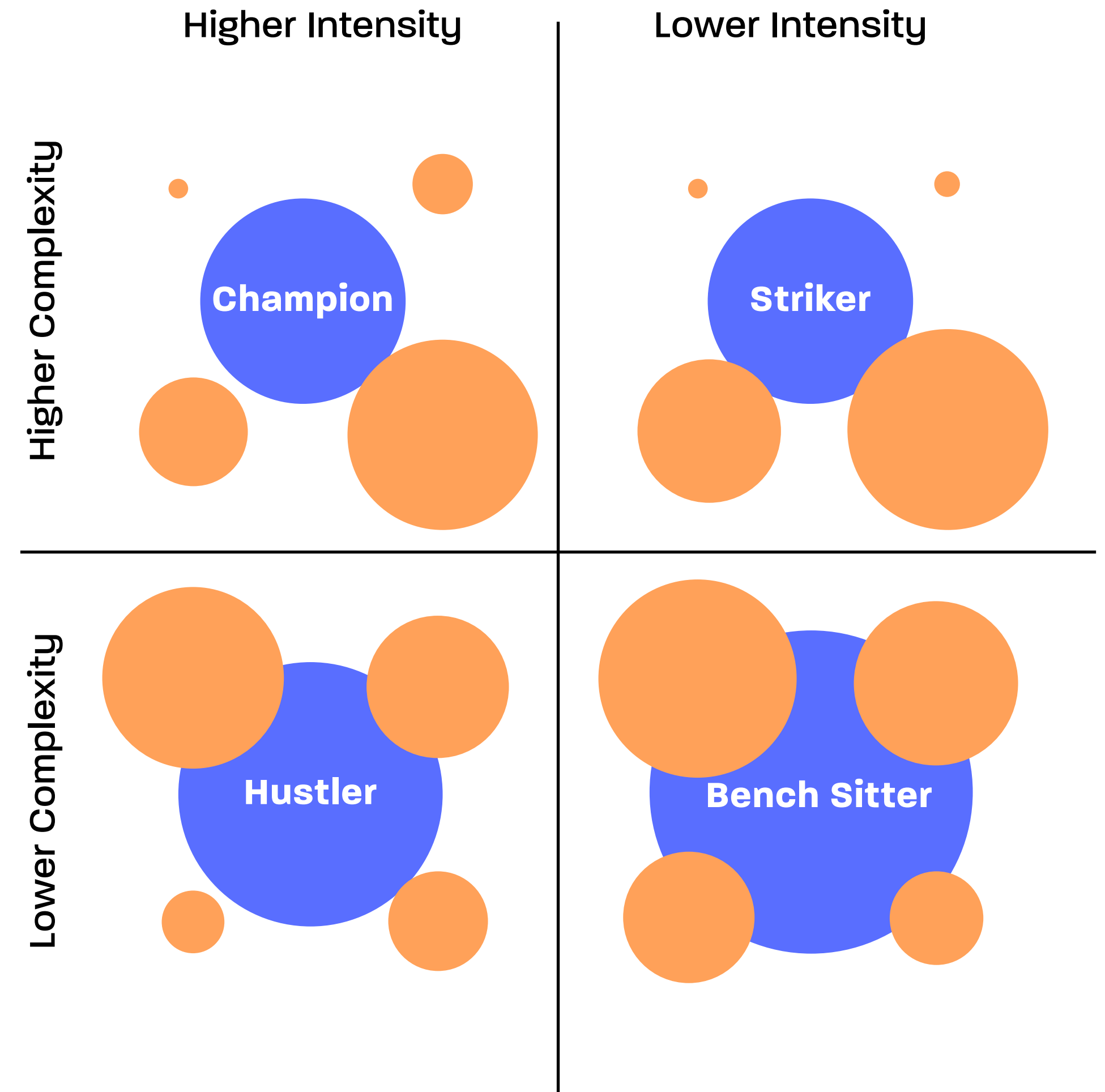
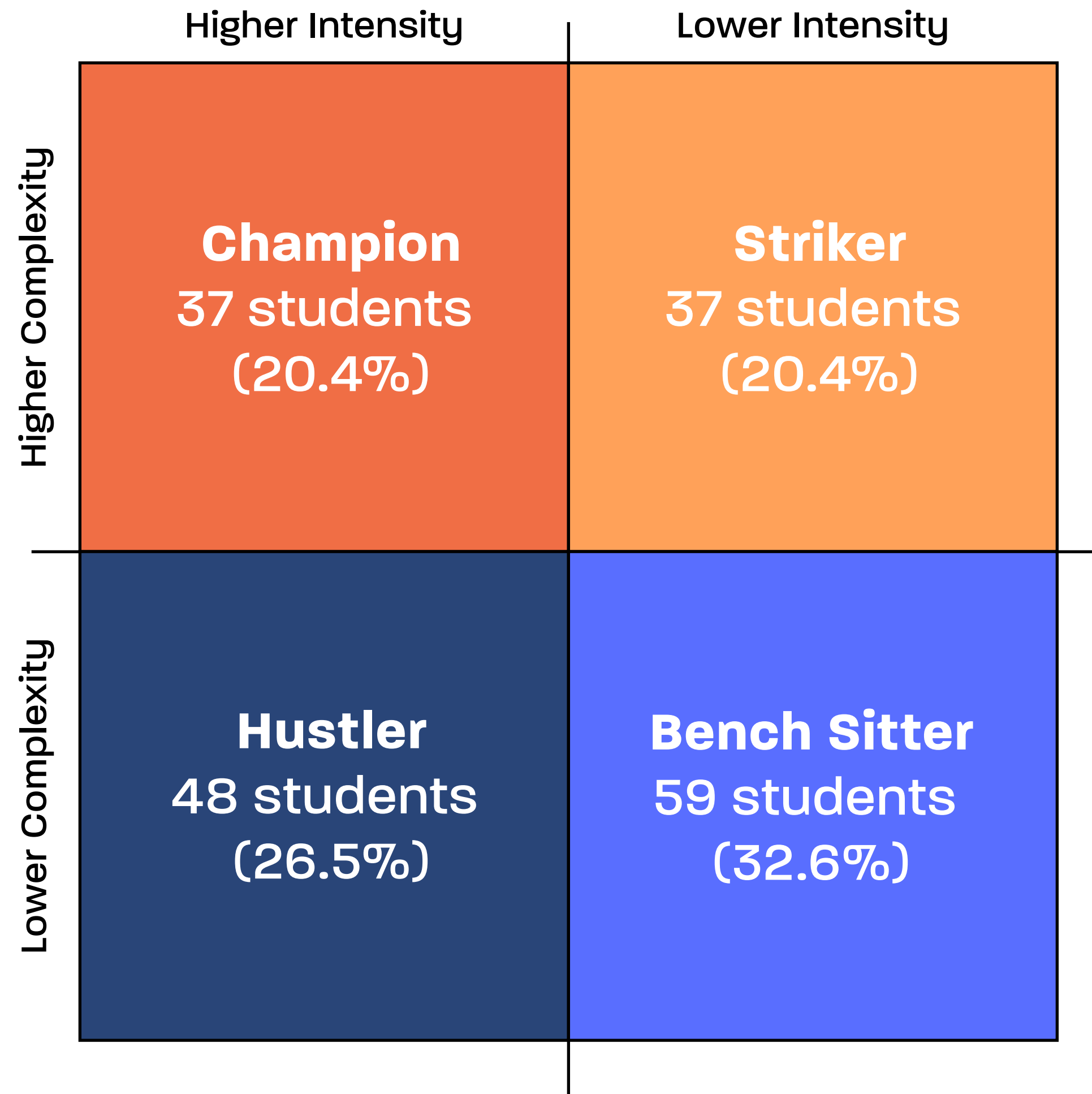
Representing contributions to learning tasks and behaviours such as **effort, persistence and attention.**



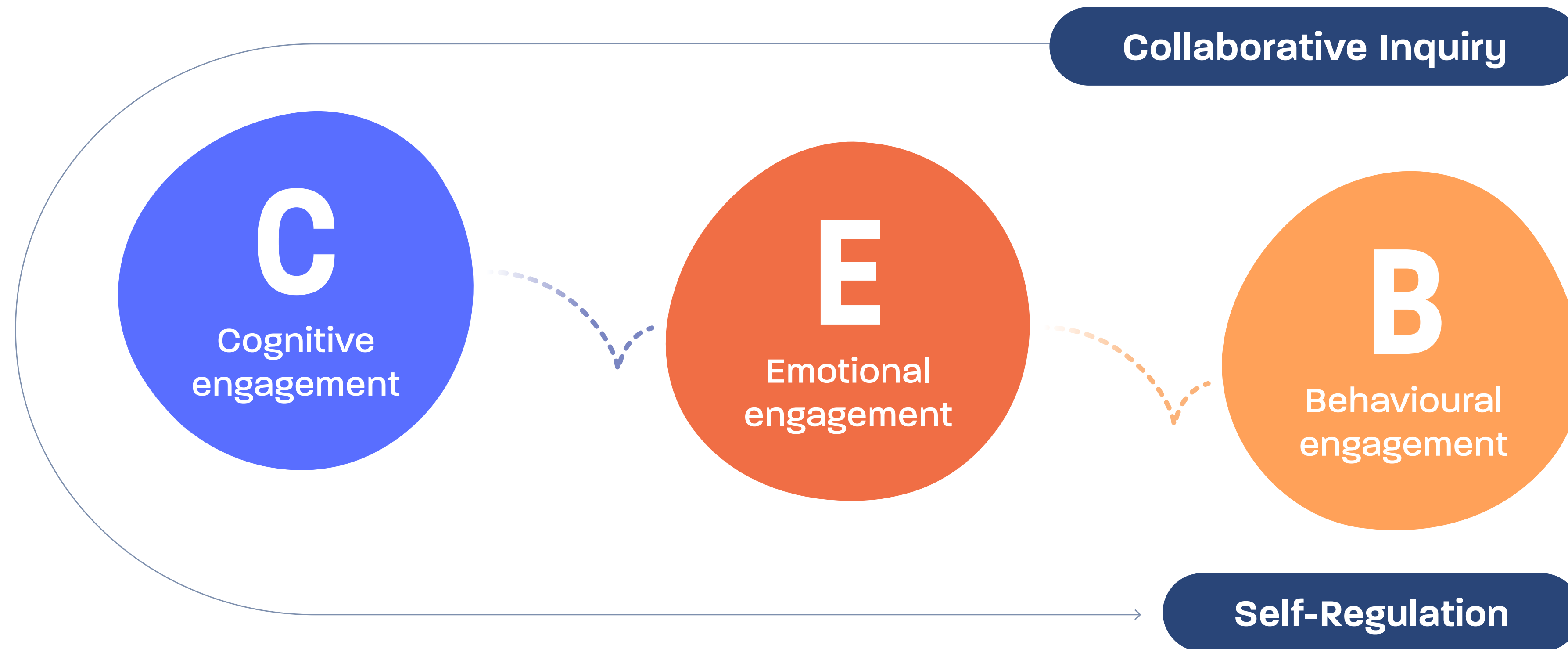
# Engage and disengage



# Play like a Team in Teams

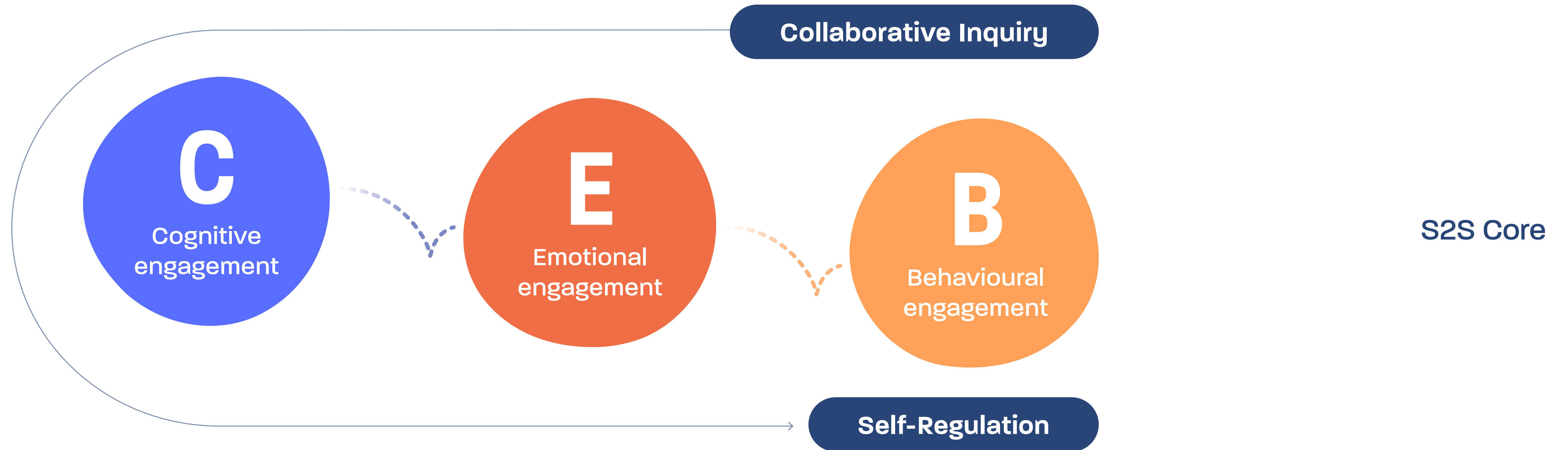


# Culture and Distance with Student Engagement





# S2S Core Model Summary



**Sustained  
Communication**

**Modelling**

**Management**

**Learning Design**

**Principles for  
practice**

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