Extracurricular Academic Engagement:
The Deliberate Creation of a Hawthorne Effect

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This paper was completed and submitted in partial fulfillment of the Master Teacher Program, a 2-year faculty professional development program conducted by the Center for Faculty Excellence, United States Military Academy, West Point, NY 2012. Only the abstract is published at the request of the author.

Abstract.

This research examines the concept of Extracurricular Academic Engagement, a practice in which an instructor identifies students who are struggling in their course and visits other classes the students are taking. The expressed purpose of such visits is to improve students’ engagement with the course material by improving their attitudes towards, and engagement with, the instructor in the classroom and by providing the instructor with a more holistic assessment of the students’ academic strengths and weaknesses. In essence, this practice seeks to create a Hawthorne Effect in the educational setting, wherein students’ educational efforts are more productive due to their awareness of increased observation and attention. This study includes empirical analysis of the efficacy of Extracurricular Academic Engagement for a selected number of observations ($n_1=7$), considering a subset of struggling students within a small student population ($n_2=23$), and identifies improvements in the procedure for broader testing and future implementation.