

# Steps towards students as digital leaders:

From student voice to student agency and leadership

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# The changing teacher-student partnership

(summarised as prepositions)

at & to —> for —> with & by







# Quote from a recent email from a colleague conducting an action research with flipped learning

- » "My students are blowing me away with their work..."
- >> "...I feel so proud of the way the AS students have taken responsibility..."
- » "Both groups are unanimous in their endorsement and enjoyment..."
- "The work the kids are doing is empowering and meaningful."

7/03/2015



### Student voice as part of Quality Assurance

[E] Strongly Disaglee-1 [[D] Disaglee-2 [[C] Neuria-3 [[D] Aglee-4 [[A] Strongly Aglee-5														
		K E Questions	Statistics				Frequency				,	Response		
	E		Mean	Med.	Mode	S.D.	E	D	C	В	Α	Rec	. Exp.	
<b>&gt;&gt;</b>	Stι	The Annual Assessment is a useful tool for students to identify areas of strength and weakness.	3.9	4.0	4	.95	4	14	19	86	36	159	254	quality judgments:
		The Annual Assessment is a useful tool for the school to identify problems with the curriculum.	3.9	4.0	4	.95	2	16	25	75	41	159	254	journey jougineries.
		The results of this Spring 2008 assessment were available to faculty and students in a timely manner.	4.2	4.0	4	.81	-	7	18	68	66	159	254	
		I agree with the policy of distributing the results to students through their academic advisor.	4.1	4.0	5	.94	1	11	23	57	67	159	254	
<b>&gt;&gt;</b>	Usı	In the future, the results of the Annual Assessment Exam should be used for making a decision on academic progression to the next year.	2.4	2.0	1	1.25	51	41	33	24	10	159	254	ned standards
		Overall, this Spring 2008 assessment process was an improvement over previous years.	3.5	3.0	3	.89	5	3	90	36	25	159	254	
<b>&gt;&gt;</b>	Lin	I was well informed by the school about the process for obtaining my assessment results.	4.2	4.0	4	.91	3	7	16	70	63	159	254	VS
		My advisor (or another faculty member acting on his/her behalf) took the time to explain the results to me adequately.	4.2	4.0	5	.92	3	6	17	59	74	159	254	
<b>&gt;&gt;</b>	Ge	I understand the results of my annual assessment exam taken Spring 2008	4.4	5.0	5	.71		3	12	62	82	159	254	dents
		The student score report used in Spring 2008 was helpful in identify my areas of strength and weakness	3.9	4.0	4	.98	3	13	30	67	46	159	254	
		Before leaving campus for summer break in May 2008, I had enough information about my strengths and weaknesses to create an action plan for self improvement before begining the Fall 2008 semester.	3.6	4.0	4	.93	4	12	47	70	26	159	254	
		Based on the detailed information presented in the student score report I plan to make changes to improve in my areas of weakness.	3.6	4.0	4	.95	4	17	45	70	23	159	254	

[E] Strongly Disagree=1 | [D] Disagree=2 | [C] Neutral=3 | [B] Agree=4 | [A] Strongly Agree=5



### From student voice to student agency and leadership

# Student feedback to inform summative evaluation of piloted innovation

- » Introduced as requirement for funded action research projects
- » Helped inform judgments of the effectiveness of the innovation
- » But still treated students as passive recipients





### From student voice to student agency and leadership



27/03/2015



### From student voice to student agency and leadership

### Students as active participants in innovative practice

- » Proposed innovation discussed with students in advance
  - > Establish shared understanding of the goals
  - > Agree key principles
- >>> Students seen as partners in the process
  - Encouraged to provide feedback throughout via polls and focus groups
- >> In-depth focus groups and interviews
  - > actively inform adaptation and refinement of process





#### THIS SLIDE REPLACES 3 POLL EVERYWHERE SLIDES

# At this point three 'PollEverywhere' slides were included asking participants to respond to the following questions:

- » How much impact do you think a student's beliefs about TL&A have on their learning?
- What percentage of students agree with the following statement: "Peer assessment is a waste of time, only a teacher can assess your work"
- What are your views on the following statement: "I think flipped learning wouldn't work because too many of the students wouldn't do it"
  - > "Flipped learning" was defined as an approach which entails students learning key content (typically from a video 'screencast' or audio podcast) before they come to class

### Surveys with students have shown that

- >> Roughly 2/3<sup>rd</sup> of students polled, think peer assessment will be a waste of time
- »Over 2/3<sup>rd</sup> of students predict flipped learning wouldn't work
- »And yet...





# THIS SLIDE REPLACES A VIDEO OF TWO COHORTS OF STUDENTS SHOWN AT THE EVENT

# Two short excerpts were shown of students talking about peer assessment were played at this point

- >> In the first excerpt students say "I do think asking us to mark each others' work is one of the worst teaching methods. We all hate it"
- >> In the second excerpt students say "It's great." "We love it!" "I think everyone when it starts in AS is a bit apprehensive but.."
- » It was the second group that did outstandingly well in the end of year exams.
- The point being that students can have unhelpful preconceptions of learning based on prejudice or previous poor experiences that need to be challenged

### Whose preconceptions?

>> "I think the biggest factor that hinders peer assessment and flipped learning is the attitude that it is approached with. Teachers assume students take a begrudging approach to it which actually rubs off on them."

>A2 student



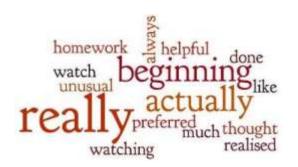
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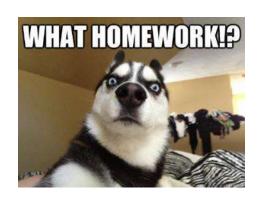
Case study of students as partners in innovation:

Flipped Learning



» Initial response















#### "The iPad of shame"

### "Set and maintain clear expectations"









### Flipped Learning – what the students told us

>> "We like:"





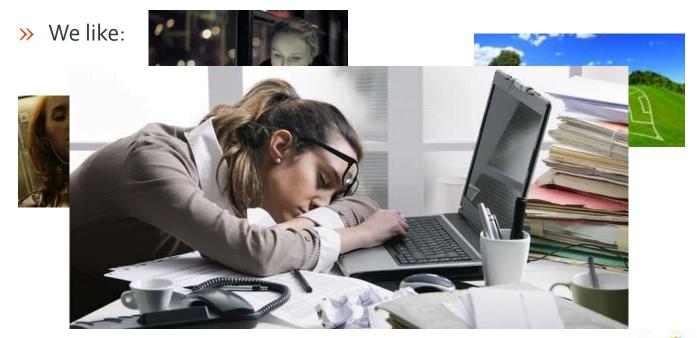














# Case study of students <u>leading</u> innovation



## Students leading digital innovation





- >>> Dropped out of previous College
- >> Now travel for over an hour
- >> When consulted 2 weeks into course:
  - > Proposed regular Skyped lessons
- >>> Teacher and College agreed to pilot

# Students leading digital innovation



- » Worked better than anyone expected
- Students progressing faster than ftf
- » Despite difficulties
- » Or because of them?
- » Have developed high order collaborative skills
  - > PISA

» Now keen to join Student Digital Leaders

**Student Digital Leaders** 

**Next steps** 

# **Currently recruiting Student Digital Leaders**

- » Students will be given access to research and debate
  - > About TL&A
  - > About Learning Technology
- » Participate in whole staff development days
- » Run student focus groups
- » Advise on Learning Technology strategy & implementation
- >> Contribute to induction of both new students and new staff
- » and more that they will tell us!



#### Invitation to share:

- >>> Discuss the concept of Student Digital Leaders or any variation on this with a neighbour
- >>> What are your thoughts on the initiative (or any other aspect of this presentation?
- » Are there similar initiatives in your institution?
- » Have you any questions...
- » ...or experiences you would like to share?







#### Contact...

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