

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.**”



Student voice as part of Quality Assurance

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

KEY	Questions	Statistics				Frequency					Response	
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
» Stu	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
	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
» Usi	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
» Lin	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
	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
» Ge	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
	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
	I understand the results of my annual assessment exam taken Spring 2008	4.4	5.0	5	.71	-	3	12	62	82	159	254
	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 beginning 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

quality judgments:

ned standards

vs
dents



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



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



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 2/3rd of students polled, think peer assessment will be a waste of time
- » Over 2/3rd 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



Case study of students as partners in innovation:

Flipped Learning

» Initial response



actually useful



“The iPad of shame”

“Set and maintain clear expectations”



Flipped Learning – what the students told us

» "We like:"



» We like:



Case study of students leading 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





- » 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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