



## Amplifying Student Voice

**Number of Credits:** 1\*

**Course Instructors:** Miriam Woods

**Course TA:** Dana Van Renterghem

**Course Description:** Over the past several years, the concept of student voice has been raised more and more in the field of education. Today more than ever, teachers and administrators are seeing an increase in student involvement, both in social change and the desire to have updated and relevant curricula in their school. Student voice is defined as “any expression of any student about anything related to education and learning” (Fletcher, *The Guide to Student Voice, 2<sup>nd</sup> Edition*, 2014).

This course will cover the subject of student voice, and why including it in the classroom is an important part of the educating process for today’s students. Participants will be guided through the process of amplifying student voice, and be given ideas on how to help students find a voice to express their needs and interests, no matter the subject.

**Learning Objectives:** Upon completion of this course, students will be able to:

- Identify the concept of student voice as it relates to education
- Demonstrate an awareness of the role student voice plays in the life of a student, and their learning process
- Create a plan to encourage more active involvement of student voice in the classroom
- Develop strategies to ensure students have the opportunity to voice needs and ideas related to their education

**Resources:** No texts are required to purchase in order to complete this course

- The mission of Iowa Safe Schools is to provide safe, supportive and nurturing learning environments for all students. Staff of the Iowa Safe Schools are experts in the fields of bullying prevention and intervention, developing positive school climate, and advocating for underrepresented and marginalized populations. GSAs are shown to be a best practice for increasing awareness of discriminatory school policies, reducing bullying, reducing deaths by suicide, and ensuring students feel safe and support in their schools and communities.
- Fletcher, Adam F.C. *Guide to Student Voice 2<sup>nd</sup> Edition*. Common Action Publishing. 2014.

The *Guide to Student Voice* is packed with the information students, educators, advocates, and others need to promote student engagement in schools. Featuring a professional, easy-to-read layout, this short book is packed with useful tips, powerful activities, and great guidance for anyone interested in student voice today!

- Quaglia, Russel J., and Michael J. Corso. *Student Voice: The Instrument of Change*. Corwin. 2014.

When you take time to listen, you’ll find that students’ aspirations can drive your school toward exciting new goals—and when students know they’re being heard, they engage meaningfully in their own academic success. Using examples drawn from student surveys, focus groups, observations, and interviews, this groundbreaking book presents a blueprint for a successful partnership between educators and students

**\*Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

## Other Course Information:

### Getting Started

- After registering for the course, you will be sent a confirmation email with your course dates. A few days before your course is scheduled to begin, you will receive an invitation from Canvas Instructure to join your course. Please follow the prompts in that email to log in and access your course.
- Access each assignment through the course home page or the “Modules” page in your course. All assignments will be submitted through the Canvas platform.
- Please save a backup copy of all course assignments and completed work.

### Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- For all discussions you will be asked to respond to your classmates’ posts. If you are the first poster for an assignment, or if there are not yet enough posts for you to respond to the minimum number of posts, you are responsible for returning to lessons you’ve already completed to ensure you are participating in class discussions. Not doing so may result in losing participation points. In the event that you are in a course with three or fewer students, your instructor will reach out with further instruction on meeting participation requirements.
- You may work collaboratively and submit *similar* responses on all assignments except for quizzes which must be done individually. **Under no circumstances may you copy/paste the same response as a classmate**, even if you collaborate on the assignment. Copying and pasting your classmates’ or colleagues’ responses will be treated as plagiarism and may be grounds for failing the course. Please contact your course instructor with any questions.

### INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement	X	5. Monitoring Student Learning
	2. Content Knowledge	X	6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies	X	8. Professional Responsibilities

**Assignment Checklist**

Topic/Activity	In Class	Out of Class
<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hrs
<b><u>Week 1 – Student Voice and the Involved Student</u></b>		
<b>Introductions:</b> Take some time to introduce yourself and share what you hope to gain from the course.	.5 hrs	1 hr
<b>Discussion: What is Student Voice?</b> – In this activity, participants will read 2 articles explaining what student voice is, and why it is an important part of the educating process for today’s student. They will also watch a webinar by the instructor, that overviews the concept of student voice, and write responses to questions about the articles assigned.	1.5 hrs	3 hrs
<b>Discussion: The Value of the Student Perspective</b> – In this activity, participants will watch a webinar by the instructor on the intersectional views that students have, and the value of including those perspectives in the classroom. They will then read an article explaining why the lived experiences of students can enrich the classroom. Additionally, participants will be asked to respond to critical thinking questions on student views and perspectives, and how they would integrate that in their classroom.	1 hrs	1 hrs
<b>Discussion: What does Student Voice Look Like?</b> – In this activity, participants will watch a TedX Talk on student voice, and how to recognize when a student is attempting to integrate it into the classroom. They will also read about different ways to integrate student voice in their classroom. They are then assigned critical thinking questions on why it is important to truly hear students when they are speaking, and not listen from only a surface level.	1.5 hrs	3.5 hrs
<b><u>Week 2 – Integrating Student Voice</u></b>		
<b>Discussion: Encouraging Students to Contribute</b> – In this activity, participants will watch a TedX Talk titled “When Student Voice is Heard”. They will also read an article on different ways to encourage student voice in the classroom. After reviewing course materials, participants are asked to post discussions on ways they may encourage student voice.	1.5 hrs	3.5 hrs
<b>Discussion: Transforming the Class</b> – In this activity, participants are given reading and activity assignments on creating a classroom that adapts to different learning styles of students. In addition, they will watch a brief webinar by the instructor, outlining the importance of flexibility in the classroom to accommodate students. Participants are then assigned discussion questions that require critical thinking of concepts covered in readings and the video.	1.5 hrs	3.5 hrs
<b>Discussion: Safe Spaces to Express Student Voice</b> – In this activity, participants will read articles about the importance of creating safe spaces in the classroom, so students feel heard. In addition, they will watch a webinar by the instructor on basics that should be covered in classrooms so everyone feels safe and included.	1 hrs	2.5 hrs

After assigned materials are reviewed, participants will discuss why safe space is so important, and what steps they will take to ensure all students feel that they can express themselves.		
<b>Week 3 – Empowering Students</b>		
<b>Discussion: Facilitate Student Voice Every Day</b> – In this activity, participants will read about tips to “ <i>Pump Up Student Voice</i> ” in the classroom. They will also read on how to empower students to take responsibility for their own learning. After reviewing materials, participants are tasked with planning an activity that gets students thinking about how to use their voice to take charge of their education experience.	1.5 hrs	2.5 hrs
<b>Discussion: Getting Feedback</b> – In this activity, participants will read on the importance of consistent feedback from their students, and how they can improve the classroom experience. They will also watch a webinar by the instructor on why it is important for teachers to be open to receiving feedback from students. Participants are then assigned the task of discussing why they think feedback is important for their specific subject or area of expertise, and how they plan to adapt to ever-changing student needs.	1.5 hrs	3 hrs
<b>Final Assignment:</b> Participants will design a final project that demonstrates what they’ve learned throughout this course, and how they might implement these ideas into their current professional roles and spaces. Participants will have the freedom to choose the medium by which to submit this assignment.	2 hrs	3 hrs
Total Class Time	15 hours	30 hours

**Coursework:** Participants can earn up to 90 points total for the course. The following table depicts the breakdown of points possible for the required coursework.

Activity	Points
9 Discussion Posts (5 Points Each)	45
Final Implementation Plan/Paper	25
Participation	20
<b>Total</b>	<b>90</b>

#### Grading Scale – Graduate Credit

100-90% (90 – 81 points)	A
89-80% (80 – 72 points)	B
79-70% (71 – 63 points)	C
69-60% (62 - 54 points)	D
59%-Below (<54 points)	F

## Grading Scale - License Renewal Credit

100-80% (90 - 72 points)	P
79%-Below (<72 points)	NP

**Student Requirements** Students are required to:

- Participate in **ALL** discussion forums and quizzes
- Complete a final implementation plan

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the MLA or Chicago Publication Manuals found at Purdue OWL to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

## Grading Rubrics for Individual Activities

**9 Discussions (45 points possible)** Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Total Points Possible</b>		5

### Final Assignment (25 points possible)

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25