What is student voice?

In your table groups decide upon a definition of student voice. You have 1 minute.

Workshop outline

Define student voice → Student voice in research → Coding → What can be evaluated through student voice?

What can we evaluate through student voice?

- Our main focus is on how we can use student voice to evaluate impact.
- Throughout this session whenever you think of what can actually be evaluated through student voice please jot this down on your sticky notes and add to the flip chart at the front.
- Let’s have a go, using some real student responses.

What are the main forms of consultation where learners share their opinions, views and thoughts on their learning or their school? This information can be used to shape our thinking about how our students learn, and can also inform the school improvement process more broadly.

Getting Started With Evaluating Impact

What strategies do you use that help you learn?

I don’t know about [a specific learning] strategy, I just sort of ... I’m probably not the most interesting person to interview.
What do you mean by skills?

Erm... [long pause]. It’s I dunno, it’s not really, it’s just kind of over time I kind of work out what I struggle with...

How can you tell you are developing your skills?

What can we evaluate through student voice?

How do you know if you have learnt something?

Erm... [long pause]. It’s I dunno, it’s not really, it’s just kind of over time I kind of work out what I struggle with...

Our research

Research questions:

1. Does explicit teaching of cognitive strategies raise student awareness of, and ability to use these in a subject-specific context?
2. Does explicit teaching of cognitive strategies develop student ability to self-select appropriate learning techniques?

Our intervention

Techniques to listen to student voice

- There are lots of techniques you can use to talk to learners and gather data.
- We used interviews in our work as it is one of the richest source of data but all of the techniques have their pros and cons.
- The handout gives you a little bit of detail as to what these are. When we think about using student voice we need to bear these in mind.

Making sense of interview data
Coding

- Coding involves categorising the data you have collected from students to help you analyse it and establish patterns.
- Free coding allows you to approach student voice with no pre-conceptions – it gives prominence to their experiences.

The basics are:
- be clear about any pre-conceptions and assumptions you might hold and put these aside
- read the words with fresh eyes and pay close attention to the words the students use
- make notes on anything that surprise you or might have importance.

Pre-conceptions about how students self-regulate

- Students will not be able to talk about their learning
- Students will be unfamiliar with a range of cognitive strategies
- Students will be focused on exam performance
- Students might not have had time to develop a detailed understanding of the strategies
- Self-regulation hadn’t been fully explained and introduced to students in class.

Your turn

- You have an excerpt from one of the interviews we held with a student.
- We were talking about the intervention we had put into place where we had introduced students to some new learning techniques.
- Spend 10 minutes on your own reading the interview, use the space provided to start coding.

Sharing codes and developing themes

- Working with the people on your table, begin to identify any themes that have arisen from the interview extract.
- Discussing shared themes helps to develop and articulate your understanding of what students are saying.

Using interview data to evaluate impact
School and project context:
- Started the intervention in January and ended in May.
- The intervention focused on whether teaching cognitive strategies supported self-regulated learning (SRL).
- UK school, not a Cambridge International centre.
- Students were preparing for their GCSEs (aged 16).
- The intervention was run in a mixed ability, Geography class.

Unintended impact of student voice

You can like talk to them more as a, not as a friend, but more as a like associate more than a teacher.

You have a lot more contact with teachers … you feel more comfortable talking to teachers and asking for help. You have a closer relationship with them.

Moving forwards

- What are the benefits of student voice?
- How would you use it in your school?
- Not going to give you big data but will help you to understand and interrogate the big data in a nuanced way.

Particularity within generality and generality within particularity

(Bourdieu & Wacquant, 1989)

THANK YOU