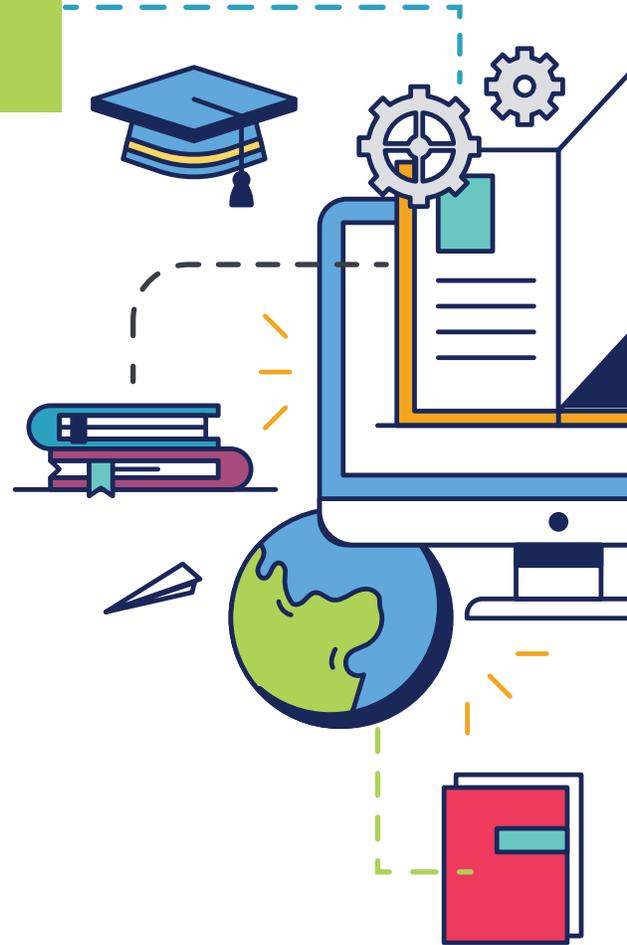


Provide student voice and choice

Student voice and choice is about creating and managing a more student-centered classroom. Allowing students to have choices in how they work (choosing activities to complete, choosing topics to research, etc.) can encourage student ownership in their learning, resulting in more engagement in classroom discussion and activities. While allowing student choice may not work in every topic of every subject, every teacher should be intentional in identifying opportunities to allow student choice in how they access the material, process the learning, and demonstrate their understanding of the content. Providing collaborative tasks can also allow a chance to encourage student voice in the classroom. It is important to encourage students to make intentional decisions in the partners they choose with guiding questions such as, “Who do you need to help? What are my strengths? What are my areas of growth?”. Lastly, student voice can be encouraged by guiding students into understanding why material is important with discussion and reflection prompts such as “I will learn this in order to...”



SUMMARY

Students should select technology tools to assist them in collecting information, analyzing and synthesizing the material, and delivering it professionally.

- Allow students to choose how they will demonstrate their learning
- Use multimodality learning through technology integration
- Encourage student creativity using technology



Why it matters

- Increases level of interest and relevancy for understanding and problem solving
- Encourages a higher level of engagement, especially in virtual settings
- Helps students gain a personal investment in their own learning that builds perseverance and intentionality for generating ideas and testing theories
- Taps into the strengths and passions of students
- Allows students to demonstrate learning in a way that makes sense to them
- Shifts to engagement and student-centered learning with the teacher as the facilitator
- Easily accommodates diverse learners by allowing creation of original works, visualizations, and models
- Builds communication and critical thinking skills for lifelong use of digital tools as they explore real world issues
- Offers real-world learning experiences through collaboration



What it looks like in practice

PRINCIPALS SEE

Students using technology to collaborate with peers while the teacher facilitates

Students are challenged to use a design process or computational thinking to solve problems

Students are given opportunities for creative expression using technology

TEACHERS SEE

Students feel free to share their ideas or understandings

Students choose the format they will use to demonstrate their own learning

Students work with the teacher to achieve goals and monitor their own learning

FAMILIES SEE

Student motivated to share about his/her time at school and able to provide good details other than, "school was good"

Student engaged in learning that is centered around his/her interests

Student working on meaningful projects for school



What you can try

- >> Use collaboration tools such as interactive white boards such as Jamboard to have students respond to discussion questions or work in collaborative groups for brainstorming. Students will be able to respond with their own ideas as well as elaborate on another students' response.
- >> Create a **choice board** using Google Slides or PowerPoint to provide a variety of activities centered around a specific standard, allowing students the opportunity to engage in activities that best fit their learning style.
- >> Allow students to engage and respond to a variety of prompts, including social/emotional learning through a video on Flipgrid, a Padlet, Nearpod, or Peardeck. Each of these tools can provide a space for students to talk about their learning. Teachers can use this as an opportunity to provide authentic feedback and build relationships with each student in a digital setting. The library for each program has a variety of ideas and templates for discussion prompts.

REFERENCES

ISTE. (2016). *Redefining learning in a technology-driven world: A report to support adoption of the ISTE Standards for Students*. <https://cdn.iste.org/www-root/PDF/advocacy-pages/Making%20the%20Case%20for%20the%20ISTE%20Standards.pdf>

Jostens. (2016, October 28). *Giving Students a Voice in the Classroom*. <https://www.jostensrenaissance.com/wp-content/uploads/2016/10/November%20ADSearchInstitute-Voice.pdf>

Toshalis, E., & Nakkula, M. (2012). *Motivation, Engagement, and Student Voice* (pp. 23–32). https://www.howyouthlearn.org/pdf/Motivation%20Engagement%20Student%20Voice_0.pdf

ADDITIONAL RESOURCES

Continuum of Voice Infographic and Continuum of Choice Infographic

Explores the continuum of teacher-centered learning to student-centered learning when utilizing student voice and choice.

<https://i0.wp.com/kathleenmcclaskey.com/wp-content/uploads/2017/10/continuum-voice.png?resize=1024%2C778> and <https://i0.wp.com/kathleenmcclaskey.com/wp-content/uploads/2017/10/Choice-Poster-e1508767642993.png?resize=1024%2C768>

Core Four Elements of Personalized Learning Learn how student voice and choice fit into the four core elements of effective personalized learning.

https://www.edelements.com/hubfs/Core_Four/Education_Elements_Core_Four_White_Paper.pdf

How Implementing Voice & Choice Can Improve Student Engagement

Implementing student voice and choice improves student engagement and shifts to student-centered learning environments.

<https://michiganvirtual.org/blog/how-implementing-voice-choice-can-improve-student-engagement/>

ISTE Standards The ISTE Standards provide competencies for learning, teaching and leading in the digital age, providing a comprehensive roadmap for the effective use of technology in schools worldwide.

<https://www.iste.org/iste-standards>

Student Voice and Choice Suggested Implementation Implementation strategies for student voice and choice in the classroom.

http://digitalpromise.org/wp-content/uploads/2016/02/mc_sharefair_studentvoicechoice.pdf

