

Activating the Voice of the Student

Workshop Overview

In many classrooms you will see teachers asking questions, student hands going up, one or two students calling out the answer with one student called on to give the answer. However, in many classrooms, we'll also find teachers wondering about the students whose hands are not raised and investigating instructional strategies so that the voice of all students is heard in the classroom. Giving all students a voice in the classroom, a chance to speak out, an opportunity for formative assessment, for students to question, and to have their ideas valued have new possibilities thanks to the participatory nature of digital tools.

In this one credit self-paced course, K-12 teachers will learn how to use digital tools to make each student's voice visible and valued. After identifying the characteristics of digital tools and reviewing selection criteria for tools to use in your own classroom, you will then explore a range of digital tools, select digital tools to apply to teaching and learning, create an instructional product or sample student product using each tool, and provide an artifact and reflection of the use of one of the products in the classroom.

Outcomes

During this workshop, participants will learn skills and strategies to:

- Review resources to establish or extend an understanding of digital tools, their characteristics, as well as student voice (2 hours).
- Participants will explore a range of digital tools and choose those appropriate to providing student voice in a specific content/grade level (1 hour).
- Participants will integrate five digital tools to an instructional lesson plan by creating a digital artifact demonstrating use and application of the tool (10 hours)
- Participants will use a digital tool in the classroom and reflect on the implementation of that tool in regard to enhancing student voice (2 hours).

Alignment to Standards

This workshop meets the standards for Content, Instructional Design, and Technology as defined in the [National Standards of Quality for Online Courses](#), published by the [International Association for K-12 Online Learning](#) (iNACOL).

This workshop provides teachers with an opportunity to meet the Engage in Professional Growth and Leadership standard as defined in the [National Educational Technology Standards and Performance Indicators for Teachers](#), published by the [International Society for Technology in Education](#) (ISTE).

The Maryland Teacher Technology Standards (MTTS) provide the basis for the professional knowledge and skills teachers need to master to address the student learning needs. The course participants will develop skills and understandings for the following MTTS standards:

- Access, evaluate, process and apply information efficiently and effectively.
- Use technology effectively and appropriately to interact electronically.
- Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

- Design, implement, and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.
- Develop professional practices that support continual learning and professional growth in technology.

Course Outline

Session 1: Student Voice Through Digital Tools

Guiding Question:

What are digital tools and how do I select tools that will enhance student voice in my classroom?

Description:

There are several web applications that facilitate collaboration and information sharing on the Internet. In this introductory session, you will read articles to extend your understanding of digital tools as well as articles to understand the concept of student voice. You'll investigate classroom examples of digital tools being used in the classroom and make connections between digital tools and student voice.

Outcome:

Participants will review resources to establish or extend an understanding of digital tools, their characteristics, as well as the concept of student voice.

Indicators:

Participants will:

- Define digital tools and identify important characteristics to consider when selecting professional and instructional digital tools.
- Establish instructional goals connecting digital tools with instructional strategies that support student voice.

Session 2: A Multitude of Digital Tools

Guiding Question:

Which specific digital tools are best for facilitating student voice for the students in my classroom?

Description:

There are a multitude of digital tools that are available to use in the classroom, but teachers must evaluate each one from the perspective of their own classroom including the age of the student, the content being taught, and the instructional goal sought to accomplish. In this session, you'll explore a range of digital tools that have been used to facilitate student voice in the classroom and choose five tools that you will plan to apply to your own classroom and justify your choice.

Outcome:

Participants choose digital tools appropriate to providing student voice in a specific content/grade level.

Indicators:

Participants will:

- Reflect on their own instructional practice while reviewing digital tools, identifying those that will enhance student voice in their specific content/grade level.

Session 3: Integrating Digital Tools into Instructional Planning

Guiding Question: How can I integrate digital tools into my instructional planning to enhance the student voice within specific lessons?

Description:

Using the five digital tools that were identified in the previous session, this session will focus on the integration of these tools into specific lesson plans. In this session, you will focus on models and samples of digital tools being integrated into instruction to extend the voice that students have in the classroom. After reflecting on the tools, you'll reflect on your own instructional plans and enhance those instructional plans with digital tools.

Outcome: Participants will integrate five digital tools into five specific instructional lesson plans by creating a digital artifact demonstrating use and application of the tool.

Indicators:

Participants will:

- Identify five tools that will enhance a lesson or instructional activity.
- Use online resources to learn how to technically use digital tools.
- Apply digital tools to an instructional lesson plan by designing and reflecting on a digital artifact.

Session 4: Activate the Voice of the Student**Guiding Question:**

How did using digital tools enhance the voice of the students in my classroom?

Description:

You've explored five specific digital tools, learned how to use them technically, and have explored possible ways to use them in the classroom to extend the student voice in your classroom. In this final session you will fully develop an instructional lesson plan, applying at least one digital tool and specify how that tool will enhance student voice, and reflect on that tool's effectiveness in extending student voice.

Outcome:

Participants will use a digital tool in the classroom and reflect on the implementation of that tool regarding enhancing student voice (2 hours).

Indicators:

Participants will:

- Develop a lesson plan that integrates a digital tool to enhance student voice.
- Deliver a lesson that integrates a digital tool to enhance student voice.
- Reflect on a lesson that integrates a digital tool to enhance student voice.