Student voice through feedback and self-reflection

### Key question: How can our classrooms support students to actively participate and influence their own learning?

Actively participating in decision-making at school on things which shape their educational experiences supports students to be successful. Student voice involves valuing the perspectives and opinions of students and acting on them in a way that genuinely shapes learning and decision-making at the school.

Consistently creating opportunities for **feedback** and **reflection** develops **student voice** and responsibility for learning. This is supported by research - find out more [here.](https://www.aitsl.edu.au/teach/improve-practice/feedback)

Feedback and reflection gives students the opportunity to:

* communicate their needs and understandings
* practice self-reflection and better understand their learning needs
* have a more active role in their learning
* suggest modifications and enhancements to teaching and learning programs.

Feedback and reflection gives teachers the opportunity to:

* better understand their students’ needs and respond to them
* customise their teaching to meet the learning needs of students
* incorporate student suggestions to enhance teaching and learning programs
* include student opinions, experiences and interests in their teaching and learning programs
* create classroom environments that are more student centred. Find out more [here.](https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2462&context=ajte)

### Feedback and reflection through exit slips

Exit slips are a formative assessment strategy which inform both the teacher and the student about each student’s learning. The following are worked examples from an ‘Introduction to Business Studies unit’. The students are Stage 6 students studying in an intensive English setting. They were at ESL Scales 3, meaning that they would transition to a mainstream high school setting as an ‘Emerging’ EAL/D student the following term.

### Outcomes for ‘The language of Business Studies’

* Outcome 1: What is a business?
* Outcome 2: The difference between goods and services.
* Outcome 3: Adding value and turning inputs into outputs.
* Outcome 4: What and who are stakeholders?
* Outcome 5: The responsibilities of businesses to stakeholders.
* Outcome 6: The social and economic roles of businesses.
* Outcome 7: How do these roles help society and the economy?
* Outcome 8: Different goals of businesses; financial, social and personal.
* Outcome 9: Reading annual reports for meaning.
* Outcome 10: The business life cycle and its four phases.
* Outcome 11: Challenges and opportunities at different stages of the life cycle.
* Outcome 12: 4P’s of Marketing; Price, Place, Product and Promotion.

### Exit slip example 1: A single question

**Outcome 1 exit slip: What is a business?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Exit slip example 2: Applying knowledge

**Outcome 4 exit slip: Which stakeholders are these?**

Zhaozhuang works for the Botany cake shop. He is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Rozbeh brings eggs and milk to the cake shop. He is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Phonlawat owns 50% of the Botany cake shop. He is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Priyanka buys cakes every day from the cake shop. She is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The Commonwealth Bank has loaned the shop $200,000. The bank is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Botany high school gets free cakes for their cake sale. They are part of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

### Exit slip example 3: Traffic lights

**Outcome 5 exit slip: The responsibilities of businesses to stakeholders**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choose one of the below and give feedback for your teacher.

|  |
| --- |
| I don’t get it – I need some help understanding.You can help me by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I think I understand but I need a little support.You can help me by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I understand the concept.I can show my learning by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |



### Exit slip example 4: Reflecting on learning

**Outcome 9 exit slip: Reading annual reports**

|  |
| --- |
| From my learning today: |
| One thing that I became clear about:  |
| One thing that made me think: |
| One thing I’m still wondering about:  |
| Something I want the teacher to know is: |

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Student reflection slip example 1: Developing personal learning goals for the term

|  |
| --- |
| Instructions1. Complete the following questions. There are no wrong answers.
2. When you are finished, share your answers with your teacher.
3. Your teacher will work with you to develop your goals for the term based on your responses.
4. Your answers will also help the teacher know how you learn best.

What do you already know about Business Studies? Have you ever studied it before? Have you ever worked in a business? Why did you choose this Business Studies elective? Do you want to study it in high school?I learn best when…. (for example, in complete silence, in group work)I would like to be better at… (for example, organisation, writing reports, speaking up in class, working with others)Something I find really challenging is…What I think I could do to help me improve / extend my skills…What I think my teacher could do to help me improve / extend my skills… |

### Student reflection example 2: Student survey

The following is a list of outcomes from this term. How well do you feel you achieved these outcomes? (Tick the box that applies to you).

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes | Achieved | Partially achieved | NotAchieved |
| 1: What is a business? |  |  |  |
| 2: The difference between goods and services.  |  |  |  |
| 3: Adding value and turning inputs into outputs. |  |  |  |
| 4: What and who are stakeholders? |  |  |  |
| 5: The responsibilities of businesses to stakeholders. |  |  |  |
| 6: The social and economic roles of businesses. |  |  |  |
| 7: How do these roles help society and the economy? |  |  |  |
| 8: Different goals of businesses; financial, social and personal. |  |  |  |
| 9: Reading annual reports for meaning. |  |  |  |
| 10: The business life cycle and its four phases. |  |  |  |
| 11: Challenges and opportunities at different stages of the life cycle. |  |  |  |
| 12: 4P’s of Marketing; Price, Place, Product and Promotion. |  |  |  |

**Two stars and a wish for my teacher**

1. List 2 things the teacher does really well.

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1. List 1 thing the teacher could improve upon.

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1. Name / describe one activity you really enjoyed and give at least one reason why.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name / describe one activity you really did not enjoy and give at least one reason why.

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1. Share some ideas on how to make this course more engaging for students.

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1. How will I use what I’ve learned in the future? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Thank you for your feedback!