



Out of the Schools: Cyberbullying Prevention

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*, 2nd 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.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 10

Learning Objectives:

- 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 and learning
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: 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!	0.2 Hours
2	What is Student Voice? – In this lesson, participants will explain what student voice is and why it is an important part of the educating process for today’s student.	0.85 Hours
3	The Value of the Student Perspective – In this lesson, participants will learn about the intersectional views that students have and the value of including those perspectives in the classroom. They will understand why the lived experiences of students can enrich the classroom. Additionally, participants will reflect on student views and perspectives and how they would integrate that in their classroom.	0.85 Hours

4	What Does Student Voice Look Like? - In this lesson, participants will learn how to recognize when a student is attempting to integrate their voice into the classroom. Participants will reflect on why it is important to hear students when they are speaking and not listen from only a surface level.	0.85 Hours
5	Transforming the Class – In this lesson, participants are given reading assignments on creating a classroom that adapts to different learning styles of students. Additionally, they will learn about the importance of flexibility in the classroom to accommodate students.	0.85 Hours
6	Safe Spaces to Express Student Voice – In this lesson, participants will read articles about the importance of creating safe spaces in the classroom so students feel heard. In addition, they will reflect on what steps they can take to ensure all students feel that they can express themselves.	0.85 Hours
7	Facilitate Student Voice Every Day – In this lesson, 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.	0.85 Hours
8	Getting Feedback – In this lesson, participants will read on the importance of consistent feedback from their students and how they can improve the classroom experience. They will also learn about the importance of receiving feedback from students and reflect on the feedback they receive in their our classrooms.	0.85 Hours
9	Teaching Social Justice – In this lesson, participant will review four different approaches to infusing student voice and social justice into their school curriculum. They will reflect on where their curriculum lands and how they can make improvements to their curriculum.	0.85 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	10 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

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 email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.