










































Schools already incorporating Student Voices Across California



-  College of the Siskiyous
-  Napa Valley College
-  Los Medanos College
-  Diablo Valley College
-  Contra Costa College
-  Berkeley City College
-  Laney College
-  College of Alameda
-  City College of San Francisco
-  Skyline College
-  Chabot College
-  De Anza College
-  Sierra College
-  Cosumnes River College
-  Solano Community College
-  San Joaquin Delta College
-  Las Positas College
-  San Jose City College
-  Evergreen College
-  Fresno City College
-  Bakersfield College
-  Santa Barbara City College
-  Chaffey College
-  San Bernardino Valley College
-  Riverside Community College
-  Santa Monica College
-  West Los Angeles College
-  Los Angeles City College
-  El Camino College
-  Long Beach City College
-  Glendale Community College
-  Pasadena City College
-  Mt. San Antonio College
-  Citrus College
-  East Los Angeles College
-  Cerritos College
-  Fullerton College
-  Santa Ana College
-  San Diego Mesa College
-  San Diego City College
-  Southwestern College



FACULTY INQUIRY NETWORK + UMOJA COMMUNITY

Student Voices Across California




Chabot College Daraja Students



After all, if we want to know what our students are thinking about their education, it makes sense to ask them.


Coming Soon: Keep an eye out for news about the 1st annual Student Voices Across California Film Festival!

 At a recent conference an Umoja colleague shared this story: One day in class my students became engaged so fully and loudly in making meaning of the day's assignment, I could actually feel my voice being pushed aside into the corner. Listening to the room, I could *hear* that the students were learning, and since then Student Voices have served as a barometer for my class. Now when my colleagues say they aren't sure how a particular class is going, I think, "I am not sure how they're not sure."

One lesson of our colleague's story is that for faculty inquiring into how students learn, there is a great untapped resource hiding in plain sight on all community college campuses—the students' own voices.

Both the Faculty Inquiry Network (FIN) and the Umoja Community have made the uncovering of Student Voices a central part of professional development as well as program implementation. This focus was propelled by work begun at Chabot College under the Hewlett-Carnegie SPECC project. Chabot's approach was to "Make Visible" student perspectives on education by the use of video and multi-media. Building upon statewide momentum begun by this work, 18 FIN schools were equipped with video cameras, laptops, and video editing software. Now FIN

teams and Umoja programs across California are uncovering a rich vein of Student Voices. Adding to the richness of this work is the fact that at many schools, student co-inquirers—working with faculty—are taking control of this technology: conducting interviews, editing video, and creating products. These student co-inquirers also play a central role in shaping emerging work by contributing their expertise about their own education.

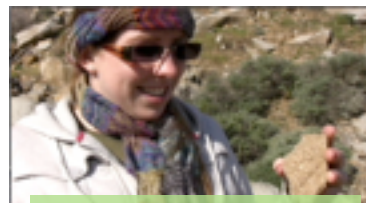
Student Voices are rarely merely anecdotes; in every student's ground level lived experience is the likelihood of embedded trends about student learning. Thus, uncovering and evaluating Student Voices—coupled with the effort to Make Visible this abundant data—promises to play a central role as community colleges across California work to meet the educational needs of Basic Skills students. 



Los Medanos Umoja Scholars



College of Alameda Auto Tech Students



Mt. SAC Geology Field Trip



Notes Towards Using Student Voices:



✚...A common—and powerful—way to capture Student Voices is of course to interview the student; but taking the “ask-10-canned-questions-with-no-follow-ups” approach preempts an important opportunity to get students engaged and talking. If we think of it not as an interview and more as a conversation, the student may well surprise us with her insights....

✚...One-on-one interviews aren’t the only way to capture Student Voices. We can film: work being done in the classroom or CTE setting; student think-alouds and collaborative problem solving exercises; roundtable discussions; focus groups....

✚...Give students the camera and watch: students create their own videos; students interview students; students interview themselves; students bring back footage from their lives outside college....

✚...And video isn’t the only way...any time students generate content that we can later analyze as part of our Inquiry—classroom work, assessments, self-reflections--we are uncovering Student Voices....

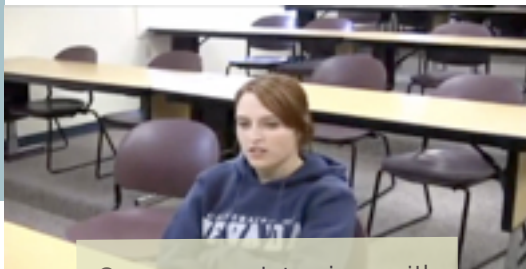
What Student Voices Do for Teachers:

✚ When we pay attention to Student Voices, we hone our “withitness.” Donald Schon writes that part of withitness is being able to reflect-in-action; listening to Student Voices allows us to gain distance from the headlong rush of classroom moments. In our reflection we can safely edge towards openness, and practice being vulnerable—the primary factor in doing effective Inquiry. We become more careful, gentle, and sensitized to the human condition of our students.

In engaging Student Voices we enter into dialogue with students—thus encouraging and helping them practice meta-cognition. Their insights and self-reflection shine a light on the real complexity found in any classroom. What we learn enlivens and enriches the work we do with our colleagues and gives a face to quantitative data. We begin to consider how our students’ perception of curriculum and pedagogy may influence the barriers we see in student learning. ✚



Student Co-Inquirers with their Las Positas College Instructors.



One-on-one interview with College of the Siskiyous Student



Laney College Carpinteria Fina Students at work.

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Use of Students as Co-Inquirers:

Engaging Student Voices as our focus of Inquiry may seem obvious. After all, if we want to know what our students are thinking about their education, it makes sense to ask them. What may seem less obvious, however, is the idea that students have a role to play as co-inquirers.

There are good reasons to invite student co-inquirers into our Inquiry work:

They know things we may not know—or not remember!—about being a student, about the complex worlds they navigate, about how education is perceived by their peers.

They offer a fresh perspective about age-old issues around education.

They are not afraid to employ the technology needed for doing Making Visible work—cameras, computers, editing software, multi-media platforms.

There are many ways to integrate students as co-inquirers in your team’s Inquiry. They can:

- ✚ Generate questions and theses in your area of Inquiry.
- ✚ Interview students, faculty, counselors, administrative personnel, etc.
- ✚ Administer assessments; collect data; conduct research; read relevant literature about your Inquiry.
- ✚ Take part in your team meetings, where their contributions to the evolving Inquiry can be made.
- ✚ Help you problem solve, for example, a data dilemma your Inquiry has uncovered.
- ✚ Help out—or take the lead—in all phases of Making Visible.

Don’t be afraid to turn them loose. Part of the real power of using student co-inquirers is that if you give them freedom, they will surprise you with their creativity and initiative.

To hear more about Student Voices and students as co-inquirers, visit:

<http://fincommons.net>

