

Students as Researchers

Webinar 3 of 4 in VicSRC's Teach the Teacher series

Supported by the Victorian Department of
Education and Training

Data from VicSRC's Learning from Remote Learning report

Responses from students around how they felt about their learning during remote learning period:

- *The routine is not there, and it's hard to keep track of work when you're not at school*
- *It's hard to keep up with the expected work, when it keeps accumulating.*
- *I have less wasted time in class and am able to revise more at home*
- *i could spend more time on things that i needed to work on and less time on the stuff that i was really confident with. it allowed me to spread my time easier between studying for subjects*
- *Lack of motivation caused by isolated learning*
- *I have more flexibility in when I decide to do my work. For example, I know that I don't work well early in the morning, so I'll enjoy my breakfast and talk to my family before starting work for the day.*
- *General laziness and more lax punishment*
- *I love working from home and I believe that I work well at home than at school since there is no one to disturb me at home and nothing else to worry about*
- *I feel like remote learning has really set back my morale, motivation and mental health, and as such, although I am doing and understanding all the assigned work, I do not have the motivation or attention to do beyond the bare minimum of what is set.*

Themes identified in the data:

- *Lack of motivation*
- *Too much work*
- *Decrease in mental health*
- *More flexibility*
- *More agency over learning*
- *Harder to manage time effectively*

Questions to guide students through sorting and analysing data

Why is changing this important to us?

What other students would it be important to?

Who does it impact?

Why is this urgent?

What can be done about the problem?

Who makes the decisions that could lead to change?

Will change involve a lot of money or time?

How can students be influencers?

Who do we need to get on board?

Who cares about this?

Who should care about this?

How do we get people to care about this?

Make it professional and beautiful!

VicSRC CONGRESS 2020
GRAPHIC RECORDING by SARAH FIRTH @sarahthefirth sarahthefirth.com

ENGAGEMENT ENJOYMENT, ENDEAVOUR
DISENGAGED: I don't enjoy this!
WASTE OF POTENTIAL
ACTIONS: MORE OPTIONS, FINDING WHAT YOU LOVE
WORKING HARDER, STAY IN SCHOOL, MORE OPPORTUNITIES and DIVERSITY of SKILLS

STUDENTS WITH A VOICE
WE WANT STUDENT LED DECISIONS
INTERESTS and PREFERENCES TAKEN SERIOUSLY!
DIFFERENT LEARNING + TEACHING STYLES!
ACTIONS: PD for TEACHERS, ACTION GROUPS

THE SUSTAINABLES: SUSTAINABILITY in SCHOOLS
30 MILLION TONNES of WASTE in VIC EACH YEAR!
SERIOUS FUTURE HEALTH IMPACTS
WE NEED change in POLICIES
ACTIONS: UPskill WITH SUSTAINABILITY VICTORIA, COMPOST BINS, VEGGIE PATCHES, SUSTAINABILITY EDUCATION NEEDS TO BE CORE and COMPULSORY

MENTAL HEALTH EDUCATION
MORE RESILIENCE!
SHAME, STIGMA, FEAR
ACTIONS: MORE AWARENESS and PRACTICAL HELP, SAFER SCHOOLS
MORE CONSISTENT EDUCATION year 7-9, SHARE EXPERIENCES TO NORMALISE, ADVOCATE for EACH SCHOOL TO HAVE a MENTAL HEALTH PRACTITIONER

EDUCATE when EXPRESS: TRANS and NON BINARY INCLUSION
VALIDATED IDENTITY not JUST BINARY
SAFETY for STUDENTS
ACTIONS: WE NEED INCLUSIVE FACILITIES, PREFERRED PRONOUNS, TEACHER PD, UNIFORM OPTIONS, GENDER NEUTRAL BATHROOMS + CHANGE ROOMS

INADEQUATE SEX ED
DOESN'T INCLUDE RIGHTS and RESPONSIBILITIES
STIs, PREGNANCY, UNHEALTHY RELATIONSHIPS
ACTIONS: IDENTIFY GAPS, HOW STUDENTS REALLY FEEL, RELYING TOO MUCH ON ONLINE LEARNING, CONNECT with APPROPRIATE RE SOURCES, CULTURAL RELIGIOUS INCLUSION

IGNITING INDIGENOUS INCLUSION
TEACH WITH RESPECT
CONNECT with INITIATIVES
PART of CURRICULUM
AN INDIGENOUS TEACHER at ALL SCHOOLS
ACTIONS: CELEBRATE, RESPECT, ACKNOWLEDGE, WORKSHOPS, WOMEN into ALL SUBJECTS, PRIMARY and HIGH SCHOOL

CULTURE and HISTORY

ACA-MUCH (TOO MUCH FOCUS ON ACADEMICS)
STRESS
46% OF STUDENTS FEEL THEY ARE FALLING BEHIND.
ACTIONS: WE WANT PERSONALISED LEARNING!, MORE DIVERSE CLASSES and WAYS of LEARNING!, TEACH the TEACHER

REAL WORLD SKILLS
SOFT TECHNICAL
TAKES BILLS
WE ARE MEANT TO BE PREPARED
HOME ECONOMICS, ECONOMICS, COMMUNICATION
ACTIONS: MORE SUCCESSFUL and INDEPENDENT, SHARE CASE STUDIES, CONNECT with EXISTING SKILLS PROGRAMS

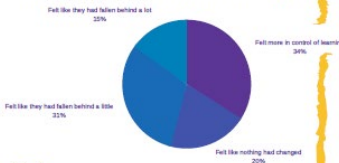
FAIR GO VCE
THE VCE ISN'T SET in STONE
WE AREN'T RECOGNISED as INDIVIDUALS
WE'RE FORCED to OVER LOOK OUR TALENTS + PASSIONS
CHANGE the SCALING SYSTEM
LESS WEIGHTING of EXAMS
WE CAN SHAPE it!
MAKE IT MORE WELLBEING FOCUSED

LEARNING FROM REMOTE LEARNING 2020

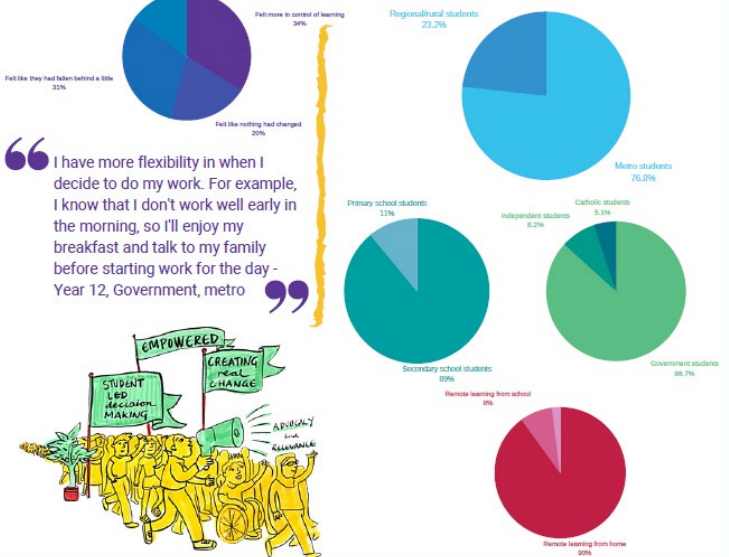
VicSRC



How did learning remotely from home impact students' learning?



Who were they?



“ I have more flexibility in when I decide to do my work. For example, I know that I don't work well early in the morning, so I'll enjoy my breakfast and talk to my family before starting work for the day - Year 12, Government, metro ”



www.vicsrc.org.au