

REAL WORLD LEARNING: CONNECTING THE CLASSROOM TO THE WORLD OUTSIDE

LIBERTY HIGH SCHOOL



REIMAGINE REDESIGN REBUILD REENGAGE



EWING MARION
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Project Brief

We believe advocacy for student voice is important. Hearing the voices of youth who live the day to day experiences of the learning system can help implement positive change within schools. Through student voice we see that it is important to consider the different types of learning styles there are. Bringing about confidence in the way students learn can make students more inclined to engage and participate in our school.

With Liberty High schools' unique ability to capture student voice and involvement, we hope to make an impression on other schools around the area. Through updated learning spaces, interactive programs for all fields of interest, and strong student-teacher relationships we know that we can bring new innovative ways for full engagement and confidence in a student.

Schools can begin to implement these changes by learning student styles, which can be administered through surveys and hearing personal experiences and stories. With the work and cooperation of teachers, administration, and students, all parts of a great school begin to work together. Fostering an engaging learning environment, with a wide array of programs and studies for students to choose from, creates a growth mindset.

Liberty offers distinctive programs, ranging from college course curriculum classes to internship opportunities to gain student experience. With options to leave campus or interact with adults in a professional environment a student's options are endless. North Kansas City schools also offer the same to their students, with a new and innovative program that teaches the skill of coding and virtual reality technology. All of this has a positive impact, and gets those out of a sometimes mundane everyday school schedule.

Teachers also play a large role in the creation of a safe and confident learning environment. We believe that the use of professional development days would help keep teachers up to date on the fast paced and ever changing climate of a classroom, helping to build empathy and create safe spaces across the schools, another important foundation to learning environments and styles. For instructors to take advantage of growth opportunities so that they could implement new ideas in the classroom would be a goal of ours.

All together, our goal from the presentation and student stories we shared is to give other schools the idea and resources to start working on and reviving their learning spaces, and to offer incentive options to their student body that

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involve connecting with the student personally and work on engaging the classroom in new ways.

Start to Finish

To start this process, our team decided that we wanted to start the research and give out the learning style survey at the end of 8th grade students' school year. That would give the students a feel for what kind of learning they can adapt to and would also help the teachers plan out their teaching ways.

When the school year is over, and the 8th graders are preparing for high school. They could be introduced to different types of classes that can help with their learning. Midway through the students 9th grade year, we wanted to give a check up and see how they are doing. If any of their learning styles might have changed. We feel it is important to understand their types of learning styles.

Example: At Liberty High School, we have a class for all grades called AVID (Advancement Via Individual Determination) and this class helps students help with all kinds of learning styles but helps prepare students for college.

How can we get students to participate in the research?

We want to try and get as many students participating in these surveys to help with the research. And by getting students involved, we would like staff and administration to encourage the students to fill out the surveys.

Ways to get the students notified about the survey

- Staff and Administration
- Over the intercom or the broadcast
- A newsletter sent out weekly
- During students free period/ advisory time

Our Plan

In order to effectively implement different learning styles in classrooms, we have created a plan to gather data that includes student and teacher perspective.

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- **VARK Testing - Creating a Profile**
 - VARK Testing for Students
 - VARK Testing for Teachers
- **Teacher Professional Development Days**
 - Teach empathy in the classroom
 - Teach different learning styles and how they work
- **Panorama Surveys - 3 Stages**
 - Stage 1: Complete a district wide VARK Test to all 8th grade students during their advisory class
 - Stage 2: Complete a student feedback survey regarding the learning strategies that were implemented in their classrooms
 - Stage 3: Complete a teacher feedback survey assessing student progress, classroom participation, and attendance

Timeline of Project

VARK Testing for students would be completed in May of their 8th Grade year, the results of their tests would then be implemented in the first quarter of their 9th Grade year. After the first quarter, Stage 2 would go into affect and students would be surveyed on their feelings towards the different learning strategies. During the third quarter of their year, students would work with their teachers to create a learning plan that works best for them.

VARK Testing for teachers would be completed throughout the district, the results would be gathered and analyzed so that Teacher Development Days could be planned. Based on the results of the testing, the teachers would learn specific details about learning styles that they are not familiar with. At the beginning of the first quarter, they would implement different teaching styles to their students on a weekly rotation so that the students could get the best feel for what that style is. After feedback is gathered and assessed from the student perspective, Stage 3 would go into effect and teachers would assess the overall progress that their students have made. This Stage will happen during the third and fourth quarter.

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Analyzing Information and Evaluating Results

- Analyzing Information (Similar to GPA score)
 - Have open-ended questions to evaluate student opinions
 - Assess GPA and Attendance of students to see if there was a change
- Have administrators review responses
 - Place students in classrooms with teachers who fit their learning style
 - Find overall results and feedback from surveys and implement certain solutions into classrooms
- Evaluating Results
 - Staff and Administration would help guide the results of this study
 - A Student Leadership group would partner with the staff to help evaluate data and implement the next actions (this group could be LINK Crew or a similar organization)

Impact on Other Departments

Implementing different learning strategies in the classroom will have a substantial effect on the success of the school and district as a whole. Being able to identify the learning styles that students obtain can boost classroom participation, attendance, and grades. An increase of student performance can leverage a school's ability to be more appealing on a local, regional, and state level. The final report should be submitted to the superintendent of a district and reviewed by members of the Missouri Board of Education.

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