

student agency in education

Student Agency in Education: Empowering Learners for Lifelong Success

student agency in education is rapidly becoming a pivotal concept in modern teaching and learning paradigms. At its core, it embodies the idea that students are active participants in their educational journey, rather than passive recipients of knowledge. This shift towards fostering autonomy, voice, and choice in the classroom is transforming how educators approach curriculum design, assessment, and student engagement. But what exactly does student agency entail, and why is it so crucial for preparing learners for the complexities of the 21st century? Let's dive deeper into this evolving educational philosophy and explore practical ways to nurture it in schools.

Understanding Student Agency in Education

Student agency refers to the capacity of learners to take ownership of their education by making meaningful choices, setting goals, and reflecting on their progress. It involves students exercising control over their learning paths, collaborating with peers and teachers, and developing critical thinking and problem-solving skills. The concept goes beyond mere participation; it's about empowering students to be self-directed, motivated, and confident in navigating their educational experiences.

The Role of Student Voice and Choice

A fundamental component of student agency is student voice—the opportunity for learners to express their opinions, preferences, and ideas within the classroom environment. When students have a say in what and how they learn, engagement and motivation soar. Similarly, choice in learning activities, topics, and assessment methods allows students to connect learning to their interests and strengths, fostering deeper understanding and retention.

Why Is Student Agency Important?

In today's rapidly changing world, the ability to adapt, self-regulate, and take initiative is more valuable than ever. Student agency in education cultivates these competencies by encouraging learners to:

- Develop intrinsic motivation rather than relying on external rewards
- Build resilience through ownership of successes and setbacks
- Enhance metacognition by reflecting on learning strategies and outcomes
- Prepare for lifelong learning beyond the classroom walls

Research consistently shows that classrooms promoting agency tend to have higher student achievement, improved social-emotional skills, and more positive attitudes toward learning.

Strategies to Foster Student Agency in the Classroom

Implementing student agency involves intentional shifts in teaching practices and classroom culture. Here are some effective strategies educators can use to create environments where agency thrives.

Co-Designing Learning Experiences

Rather than delivering rigid lesson plans, teachers can collaborate with students to design projects, select topics, and determine assessment criteria. This partnership respects student interests and leverages their knowledge to make learning more relevant. For example, allowing students to propose real-world problems for inquiry-based projects can ignite curiosity and ownership.

Encouraging Goal Setting and Self-Assessment

Helping students set personalized learning goals and regularly reflect on their progress builds autonomy. Tools like learning journals, checklists, or digital portfolios enable learners to monitor their growth and make adjustments. Self-assessment also promotes critical thinking about one's strengths and areas for improvement, reinforcing a growth mindset.

Creating Flexible Learning Environments

Physical and instructional flexibility supports agency by giving students control over time, space, and resources. Flexible seating arrangements, choice boards, and varied instructional modalities (such as group work, independent study, or technology integration) cater to diverse learning preferences. When students can decide how they engage with content, they become more invested.

The Impact of Technology on Student Agency

Digital tools have expanded opportunities for student agency in exciting ways. Technology can personalize learning, facilitate collaboration, and provide immediate feedback, empowering students to take charge of their educational paths.

Personalized Learning Platforms

Adaptive learning software tailors content to individual skill levels and learning paces, allowing students to progress at their own speed. This personalization helps prevent boredom or frustration, keeping learners engaged and motivated.

Collaborative Tools and Online Communities

Platforms like Google Classroom, discussion forums, and project management apps enable students to communicate, share ideas, and co-create knowledge beyond the physical classroom. Such collaboration nurtures ownership and accountability, essential elements of agency.

Access to Diverse Resources

The internet offers vast educational resources—videos, articles, simulations—that students can explore independently. Encouraging learners to seek information, evaluate sources, and synthesize findings fosters critical digital literacy skills intertwined with agency.

Challenges and Considerations in Promoting Student Agency

While empowering students sounds ideal, educators face challenges in balancing structure with freedom and ensuring equity in agency opportunities.

Balancing Guidance and Independence

Too much freedom without adequate support can overwhelm students, especially those new to self-directed learning. Teachers need to scaffold agency by gradually releasing responsibility while providing clear expectations and feedback.

Addressing Diverse Learner Needs

Not all students have equal confidence or skills to exercise agency effectively. Differentiated approaches, culturally responsive teaching, and fostering a safe, inclusive environment are crucial to ensure every learner's voice is heard and valued.

Assessing Agency in Education

Measuring student agency involves looking beyond traditional tests to assess skills like decision-making, reflection, and collaboration. Portfolios, self and peer assessments, and narrative feedback offer richer insights into students' development as autonomous learners.

Practical Tips for Students to Cultivate Their Own Agency

Student agency is not only shaped by teachers; learners themselves can take steps to become more active participants in their education.

- **Set Clear Goals:** Define what you want to achieve academically and personally.
- **Seek Feedback:** Don't wait for grades—ask teachers and peers for constructive input.
- **Reflect Regularly:** Think about what strategies worked and where you can improve.
- **Take Initiative:** Propose projects or topics that interest you and get involved in classroom discussions.
- **Manage Time Effectively:** Prioritize tasks and create schedules that suit your learning style.

By adopting these habits, students strengthen their ability to steer their learning journeys with confidence.

Looking Ahead: The Future of Student Agency in Education

As education continues to evolve, student agency will likely take center stage in shaping more personalized, equitable, and meaningful learning experiences. Schools embracing this philosophy often report not only improved academic outcomes but also the development of empowered individuals ready to contribute thoughtfully to society.

Emerging trends such as project-based learning, competency-based education, and social-emotional learning all align with and support the growth of student agency. As educators and learners alike recognize the benefits of shared responsibility and authentic engagement, classrooms transform into vibrant communities of inquiry and innovation.

Ultimately, fostering student agency in education is about trusting students as capable, creative, and

motivated individuals. When given opportunities to lead their own learning, students don't just gain knowledge—they develop the skills, mindset, and passion needed for lifelong success.

Frequently Asked Questions

What is student agency in education?

Student agency in education refers to the level of control, autonomy, and power that students have over their own learning process, including making choices about what, how, and when they learn.

Why is student agency important in education?

Student agency is important because it promotes engagement, motivation, and deeper learning by empowering students to take ownership of their education and become active participants rather than passive recipients.

How can teachers foster student agency in the classroom?

Teachers can foster student agency by providing choices in assignments, encouraging goal-setting, supporting self-assessment, facilitating collaborative learning, and creating a classroom environment that values student voice and decision-making.

What are some examples of student agency in practice?

Examples include students selecting project topics, designing their own learning pathways, setting personal learning goals, participating in peer assessment, and leading classroom discussions or activities.

How does technology support student agency?

Technology supports student agency by offering personalized learning experiences, enabling students to access diverse resources, collaborate remotely, track their progress, and create content that reflects their interests and strengths.

What challenges exist in implementing student agency in schools?

Challenges include standardized curricula and testing pressures, lack of teacher training, resistance to change traditional teaching methods, varying student readiness, and limited resources to support personalized learning.

How does student agency impact student outcomes?

Research indicates that student agency positively impacts outcomes such as increased motivation, improved academic performance, enhanced critical thinking skills, and greater preparedness for lifelong learning and real-world problem solving.

What role do parents play in supporting student agency?

Parents can support student agency by encouraging independence, fostering a growth mindset, collaborating with educators, providing opportunities for choice and responsibility at home, and advocating for student-centered learning approaches.

Additional Resources

Student Agency in Education: Empowering Learners for the Future

student agency in education has emerged as a pivotal concept in contemporary pedagogical discourse, emphasizing the role of learners as active participants in their own educational journeys. Rather than passively absorbing information, students are encouraged to take ownership, make decisions, and engage critically with content, thereby fostering deeper understanding and motivation. This shift reflects a broader movement towards learner-centered approaches, aiming to cultivate autonomy, self-regulation, and personalized learning experiences.

Understanding Student Agency in Education

At its core, student agency involves empowering learners to be architects of their educational experiences. It transcends traditional teacher-led instruction by promoting choice, voice, and ownership. This approach recognizes students not merely as recipients of knowledge but as collaborators in knowledge construction. In practice, student agency can manifest through goal-setting, self-assessment, and decision-making regarding learning pathways and methods.

The concept aligns closely with constructivist theories where learning is an active, contextualized process. It also intersects with socio-cultural frameworks, recognizing the influence of social interactions and cultural tools in shaping learners' agency. Importantly, student agency is not about relinquishing teacher responsibility but about redefining the roles within the learning environment to support student empowerment.

Key Features of Student Agency

Several defining characteristics distinguish student agency in education:

- **Autonomy:** Students have the freedom to make choices regarding what, how, and when they learn.
- **Voice:** Learners express opinions, preferences, and reflections that influence their learning experiences.
- **Ownership:** Students take responsibility for their progress and outcomes.
- **Self-regulation:** Ability to set goals, monitor progress, and adjust strategies independently.
- **Collaboration:** Engaging with peers and educators as co-creators of knowledge.

These elements collectively contribute to a learning environment where students develop critical thinking, problem-solving skills, and intrinsic motivation.

Benefits and Challenges of Implementing Student Agency

Adopting student agency in education offers several advantages. Research indicates that when learners feel a sense of control over their education, engagement and academic achievement improve significantly. For example, a 2019 study by the American Educational Research Association found that classrooms fostering student agency saw a 15% increase in student motivation and a notable reduction in dropout rates.

Moreover, student agency aligns with 21st-century skills frameworks, preparing learners for dynamic workplaces that demand adaptability, creativity, and collaborative problem-solving. By encouraging students to take initiative, educators help build lifelong learners equipped to navigate complex challenges.

However, integrating student agency is not without obstacles. Teachers may struggle with balancing curriculum demands and standardized testing pressures while providing sufficient autonomy. Additionally, not all students initially possess the self-regulatory skills necessary to manage increased independence, requiring targeted scaffolding. Equity considerations also arise, as students from disadvantaged backgrounds might have fewer resources or support systems to exercise agency effectively.

Strategies to Foster Student Agency

Effectively promoting student agency requires intentional shifts in instructional design and classroom culture. Educators and institutions can implement several strategies:

1. **Personalized Learning:** Tailoring content and pacing to individual interests and abilities.
2. **Project-Based Learning (PBL):** Engaging students in real-world problems that require critical thinking and collaboration.
3. **Goal-Setting and Reflection:** Encouraging learners to set personal objectives and assess their progress regularly.
4. **Choice in Assessments:** Offering multiple ways to demonstrate understanding, such as presentations, portfolios, or written reports.
5. **Teacher Facilitation:** Shifting from authoritative instruction to mentorship and guidance roles.

Technology integration also plays a crucial role, with digital tools enabling adaptive learning paths and providing instant feedback that supports student decision-making.

Comparing Student Agency Across Educational Models

Different educational frameworks incorporate student agency to varying degrees. For instance, Montessori education inherently centers on learner autonomy, allowing children to select activities and manage their time within a prepared environment. Conversely, traditional lecture-based models often limit student choice, focusing on standardized curricula and teacher-directed instruction.

In recent years, hybrid models such as blended learning attempt to merge the benefits of technology with student-centered pedagogy, enhancing agency through flexible access to resources. Internationally, countries like Finland emphasize student agency by minimizing standardized tests and encouraging inquiry-based learning, resulting in high student satisfaction and academic performance.

Impact of Student Agency on Educational Equity

While student agency holds promise for enhancing engagement and outcomes, its implementation must be

sensitive to issues of equity. Students from under-resourced communities may face barriers such as limited access to technology, fewer extracurricular opportunities, or less parental support, which can hamper their ability to exercise agency fully.

Educational leaders must therefore design inclusive strategies that provide equitable access to resources and foster supportive environments. Professional development for teachers on culturally responsive pedagogy and differentiated instruction can also help bridge gaps, ensuring that all students benefit from agency-focused approaches.

The Role of Policy and Assessment in Supporting Student Agency

Policy frameworks increasingly recognize the importance of student agency but often encounter tension with accountability systems rooted in standardized testing. To reconcile this, some educational jurisdictions are exploring alternative assessment models like competency-based education and formative assessments that emphasize learner progress over summative scores.

Educational policies that encourage flexible curricula, promote teacher autonomy, and invest in professional development create fertile ground for student agency to flourish. Moreover, involving students in policy discussions about their education can itself be an expression of agency, fostering a culture of shared responsibility.

As education evolves in response to global challenges and technological advancements, student agency in education remains a critical lever for cultivating adaptive, motivated, and empowered learners prepared for lifelong success.

Student Agency In Education

student agency in education: *Student Agency and Engagement* Tansy Jessop, 2023-10-02 This book offers fresh perspectives on the challenges of assessment and feedback in higher education. A must-read for university leaders, academics, and educational developers, it asks 'what if' questions to unlock some of the systemic problems of assessment and feedback. It shifts the debate to focus on students' experience at a programme level, introducing a different way of thinking about assessment and feedback, and advancing the value of theories of alienation and engagement. Based on the 'Transforming the Experience of Students through Assessment' (TESTA) project, the book discusses a method for understanding the impact of assessment and feedback on student learning. Drawing on evidence from TESTA, it provides practical insights about changing programme assessment patterns to foster student agency and engagement. The book gives impetus to changing the design assessment and feedback, inviting academics, educational leaders, and students into more transparent, open, and shared decision-making about assessment and feedback beyond the module

level. This key title is designed to support academics and educational leaders to making sustainable and systemic improvements to the pedagogy of assessment. It expands on good principles, practices, and theories about how students learn from assessment and feedback by paying attention to a programme level perspective of the student experience.

student agency in education: Student Agency and Self-Formation in Higher Education Yusuf Ikbal Oldac, Lili Yang, Soyoun Lee, 2023-11-28 This edited volume argues for positioning students at the centre of higher education, drawing from the concepts of student agency and self-formation. The volume highlights that higher education has broader and more important purposes than what a neoliberal human capital approach would suggest, and explores how students exercise their agency and realise self-formation as inherently connected concepts throughout university education. With disciplinary, cultural, and contextual diversity, this volume will provide international perspectives to readers interested in higher education theories, policies, and practices.

student agency in education: Student Agency in Devised Theatre Education Mike Poblete, 2025-02-27 This monograph argues that implementing devised theatre as a learning praxis has a unique potential to cultivate student agency in the twenty-first century classroom. It offers actionable guidance for drama instructors by providing a new arts education methodology that emphasizes the role of student-led dramaturgy. Based on quantitative and qualitative analyses of survey results, group interviews, and field observations from the facilitation of two original pieces of digital devised theatre created by Pacific Islander and Asian-American public high school students on O'ahu, the author documents the crucial roles of constructive and resisting student agency in a devised theatre classroom. This book then departs from established research in suggesting that passivity serves a crucial role in allowing students to assert agency nonconfrontationally, which has considerable implications for peripatetic learners. It also investigates the role of student agency in online theatre education, which, along with expected challenges, was found to produce unique benefits, such as real-time documented performance feedback and accessible asynchronous teacher guidance. Further, a new form of student agency is identified, one exclusive to online learning environments, where students assert themselves by discussing technological challenges such as slow Wi-Fi, camera malfunctions, or other pragmatic concerns. Finally, this book makes a case that the success of these projects with Pacific Islander and Asian-American students suggests that although devising comes from a White Eurocentric tradition, it can provide an effective learning strategy for students from a wide variety of backgrounds. As global discourse continues to push toward reform that would allow populations around the world increased agency over their lives, this volume makes a unique contribution to the critical conversation around student agency in education today and will appeal to scholars and researchers across arts education, and theatre and performance studies.

student agency in education: Artificial Intelligence in Education Alexandra I. Cristea, Erin Walker, Yu Lu, Olga C. Santos, Seiji Isotani, 2025-07-19 This six-volume set LNAI 15877-15882 constitutes the refereed proceedings of the 26th International Conference on Artificial Intelligence in Education, AIED 2025, held in Palermo, Italy, during July 22-26, 2025. The 130 full papers and 129 short papers presented in this book were carefully reviewed and selected from 711 submissions. The conference program comprises seven thematic tracks: Track 1: AIED Architectures and Tools Track 2: Machine Learning and Generative AI: Emphasising datadriven Track 3: Learning, Teaching, and Pedagogy Track 4: Human-Centred Design and Design-Based Research Track 5: Teaching AI Track 6: Ethics, Equity, and AIED in Society Track 7: Theoretical Aspects of AIED and AI-Based Modelling for Education

student agency in education: *Student Agency in the Classroom* Margaret Vaughn, 2021-09-03 While student agency is considered an important aspect of classroom learning, opportunities to support and promote agency can be easily missed. This book addresses the inner dimensions of student agency to show what it is, why it is needed, and how it can be translated into instructional practices. In Part I, Locating Student Agency, Vaughn offers a model of agency that can become a core remedy for educators looking for new and better ways to support the learning of historically marginalized students. Part II, Growing Student Agency, illuminates opportunities during instruction

where teachers can build upon student contributions. The book includes the voices of teachers who have transformed their classrooms, as well as compelling case stories rich with ideas that teachers can adopt in their own instruction. *Student Agency in the Classroom* will provide educators at every level, and across all disciplines, with the underlying research and theoretical rationale for this key educational force, along with the practical means to incorporate it into instruction and curriculum. **Book Features:** A comprehensive framework that outlines three core dimensions needed to cultivate student agency: dispositional, motivational, and positional. Detailed strategies and ideas for creating a culture of agency in the classroom and schoolwide. A collaborative way of thinking about how teachers, teacher educators, and school leaders can promote and cultivate agency. The author's experience as a classroom teacher, professional developer, and researcher. Classroom vignettes, teacher interviews, and conversations with students. Extension sections and discussion questions at the end of each chapter.

student agency in education: Research Handbook on the Student Experience in Higher Education Chi Baik, Ella R. Kahu, 2023-11-03 Bringing together cutting-edge research from over 50 leading international scholars, this forward-looking Research Handbook offers theoretical and empirical insights into the student experience in higher education.

student agency in education: Handbook of Digital Resources in Mathematics Education Birgit Pepin, Ghislaine Gueudet, Jeffrey Choppin, 2024-06-21 This handbook presents the state-of-the-art scholarship on theoretical frames, mathematical content, learning environments, pedagogic practices, teacher professional learning, and policy issues related to the development and use of digital resources in mathematics education. With the advent of more and more open access digital resources, teachers choose from the web what they see fit for their classroom; students choose 'in the moment' what they need for their projects and learning paths. However, educators and students often find it difficult to choose from the abundance of materials on offer, as they are uncertain about their quality and beneficial use. It is clear that at a time of bouleversement of the teaching-learning processes, it is crucial to understand the quality and the (potentially) transformative aspects of digital resources. This book provides comprehensive analyses of and insights into the transformative aspects of digital resources.

student agency in education: Proceedings Of The 14th International Congress On Mathematical Education (In 2 Volumes) Jianpan Wang, 2024-06-07 The International Congress on Mathematical Education (ICME) is the largest international conference on mathematics education in the world. This quadrennial event is organized under the auspices of the International Commission on Mathematical Instruction (ICMI). This book, the Proceedings of ICME-14, presents the latest trends in mathematics education research and mathematics teaching practices at all levels. Each chapter covers an extensive range of topics in mathematics education. Volume I consists of 4 Plenary Lectures, 3 Plenary Panels, 5 Lectures of Awardees, 4 Survey Teams, 62 Topic Study Groups, 13 Discussion Groups, 20 Workshops, a Thematic Afternoon, and an Early Career Researcher Day. Plenary Lectures recognize substantial and continuing contributions to the growth of the field of Mathematics Education. Plenary Panels address three major challenges currently facing mathematics educators across the globe. The Survey Teams have a particular emphasis on identifying and characterizing important new knowledge, recent developments, new perspectives, and emergent issues. The Topic Study Groups provides a coverage of important topics in mathematics education. Volume II consists of 50 invited lectures which present the work and reflections of both established and emerging researchers from around the world. These lectures cover a wide spectrum of topics, themes and issues that reflect the latest challenges and development in the field of mathematics education.

student agency in education: Artificial Intelligence in Education Carolyn Penstein Rosé, Roberto Martínez-Maldonado, H. Ulrich Hoppe, Rose Luckin, Manolis Mavrikis, Kaska Porayska-Pomsta, Bruce McLaren, Benedict du Boulay, 2018-06-20 This two volume set LNAI 10947 and LNAI 10948 constitutes the proceedings of the 19th International Conference on Artificial Intelligence in Education, AIED 2018, held in London, UK, in June 2018. The 45 full papers presented

in this book together with 76 poster papers, 11 young researchers tracks, 14 industry papers and 10 workshop papers were carefully reviewed and selected from 192 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas.

student agency in education: *Principles and Applications of Adaptive Artificial Intelligence* Lv, Zhihan, 2024-01-24 The rapid adoption of deep learning models has resulted in many business services becoming model services, yet most AI systems lack the necessary automation and industrialization capabilities. This leads to heavy reliance on manual operation and maintenance, which not only consumes power but also causes resource wastage and stability issues during system mutations. The inadequate self-adaptation of AI systems poses significant challenges in terms of cost-effectiveness and operational stability. *Principles and Applications of Adaptive Artificial Intelligence*, edited by Zhihan Lv from Uppsala University, Sweden, offers a comprehensive solution to the self-adaptation problem in AI systems. It explores the latest concepts, technologies, and applications of Adaptive AI, equipping academic scholars and professionals with the necessary knowledge to overcome the challenges faced by traditional business logic transformed into model services. With its problem-solving approach, real-world case studies, and thorough analysis, the Handbook provides practitioners with practical ideas and solutions, while also serving as a valuable teaching material and reference guide for students and educators in AI-related disciplines. By emphasizing self-adaptation, continuous model iteration, and dynamic learning based on real-time feedback, the book empowers readers to significantly enhance the cost-effectiveness and operational stability of AI systems, making it an indispensable resource for researchers, professionals, and students seeking to revolutionize their research and applications in the field of Adaptive AI.

student agency in education: *Student engagement in Europe: society, higher education and student governance* Manja Klemenčič, Sjur Bergan, Rok Primožič, 2015-05-27 Democratic institutions and laws are essential, but they cannot bring about democracy on their own. They will only function if they build on a culture of democracy, and our societies will not be able to develop and sustain such a culture unless education plays an essential role. Student engagement is crucial: democracy cannot be taught unless it is practised within institutions, among students and in relations between higher education and society in general. This 20th volume of the Council of Europe Higher Education Series demonstrates the importance of student engagement for the development and maintenance of the democratic culture that enables democratic institutions and laws to function in practice. This volume covers three aspects of student engagement that are seldom explored: its role in society through political participation and civic involvement; its place in higher education policy processes and policy-making structures; and how student unions represent the most institutionalised form of student engagement. The authors are accomplished scholars, policy makers, students and student leaders.

student agency in education: *Student Empowerment in Higher Education. Reflecting on Teaching Practice and Learner Engagement* Anjoom A. Mukadam , 2020-05-04 Student Empowerment in Higher Education brings together the accumulated knowledge and experience of many accomplished teachers and students from higher education institutions around the world, and has much to offer those who are engaged in higher education, as students, teachers or support staff. The authors offer personal reflections in teaching, learning, mentoring, assessment, hands-on activities, course design and student identities in higher education across the globe, supported by academic research and scholarship. Readers are provided with a window into tried and tested empowering practices in varying contexts, enabling them to see what works and what does not, alongside the challenges and possibilities. A distinctive feature of this book, and its paramount strength, is that it explores best practices in student empowerment, whilst reflecting on matters of teaching and learning that are familiar to students and teachers alike, and also explores practices in a variety of disciplines. The intention of these volumes, therefore, is not only to inform readers about the diverse learning and teaching approaches of the authors, but, most importantly, to facilitate

processes of student empowerment and promote reflection on teaching and learning practices. In recent decades, higher education policy discourse has persistently implied that a university education is 'delivered' to students under the impersonal banner of 'the student experience'. Not only does this commodify the diverse, individual experiences of students into one marketable product, it also creates false barriers and power dynamics between students and their teachers. In *Student Empowerment in Higher Education*, the students and lecturers who collaborated to write this important volume have literally blown such misleading notions out of the window! I highly recommend each varied and autonomous chapter to learn what really inspires confidence and success in university students. Professor Sarah Hayes, Professor of Higher Education Policy, University of Wolverhampton

The two volumes of *Student Empowerment in Higher Education* offer the reader rich and varied examples and understandings of student empowerment from around the world. The authors provide reflective accounts of learning and teaching from diverse perspectives and disciplines, which focus on many different areas of practice in higher education. It is this variety that will appeal to many readers, as the source of ideas and inspiration for numerous possible routes to empowerment. With many chapters co-authored by students and staff, the book models the collective responsibility students and staff have for enhancing student empowerment. Dr. Catherine Bovill, Senior Lecturer in Student Engagement, University of Edinburgh; Fulbright Scholar, Elon University, North Carolina, USA; Visiting Fellow (Knowledge Exchange), University of Winchester

student agency in education: Snafu Edu Jessamyn Neuhaus, 2025-07-15 Looking beyond "classroom management" and "conflict resolution," Snafu Edu carefully and clearly grounds its lessons in the real context of education, where institutional structures, systemic injustices, individual and collective history, and the complexity of human interactions mean there will always be snafus. Like a preparedness kit for natural disasters, the book gives teachers an educational "go-bag" of insights, strategies, and practices to have at the ready when things go sideways.

student agency in education: *Teaching and Learning in International Schools* Anssi Roiha, Eryn Wiseman, 2025-02-28 An essential guide to teaching and learning in international schools for pre- and in-service educators around the world. With more and more teachers working in international schools, this book provides a practical and accessible examination of effective pedagogy in this specific context. Using case studies that can be applied in a range of settings, it explores key areas of classroom practice such as collaboration and student agency, along with emergent approaches such as play-based, concept-based and enquiry-based teaching and learning. In addition, it gazes towards students' future needs, exploring themes such as new literacies and intercultural competence. "The thoughtful questions posed throughout the text have the potential to guide some important conversations and prompt positive, professional growth." Kath Murdoch, Seastar Education Consulting. "This is a text that is much needed in national and international education." Malcolm Nicolson, Director Erimus Education. "Modelling the power and value of collaboration, a cohort of very accomplished educators with international experience have united to share numerous practical examples to support effective teaching and learning. Dr Jennifer Chang Wathall, independent education consultant. ...connects readers to new or different researchers beyond what is shared in IB publications, therefore widening the research base and highlighting new strategies to help educators keen to innovate in their practice." Sandy Paton, PYP Educator and independent consultant.

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for success . . . and stand ready to create new industries, find new cures, and solve world problems. The traditional model of schooling ultimately prepares students for the industrial model of the past. If we want our students to become successful citizens in a global society, we must dramatically shift to a more personal approach. Failure is not an option. We can no longer wait. Let Learning Transformed show you how you can be a part of the solution. The authors encourage you to use the hashtag #LT8Keys to continue the discussion online.

student agency in education: Redefining Student Success Ken Kay, Suzie Boss, 2021-07-23 Be the leader of a fresh, bold, enduring vision of education for your district or school. The future of learning has arrived, and it requires bold educational leadership and a dramatic redefinition of what it means to be a successful student today. Redefining Student Success invites you to lead this transformation with audacity. It engages leaders with the concepts and actions needed to reimagine schools, address inequities, and help today's students develop the skills they need for personal, economic, and civic success. This vital guide supports transformative leadership with Concrete guidance on how to create a Portrait of a Graduate and Portrait of an Educator which will help ensure teachers have a unified vision for professional growth and student success. Reflection prompts that help you recognize your strengths, spark discussion among stakeholders, and identify next steps for inspired action. Compelling examples of students already engaged in creative, self-directed problem-solving around issues that matter to them and their communities, together with stories that illustrate how districts and schools have arrived at their own vision of what education must become. Companion guides to 21st century learning for parents and students available online. The time is now to reset educational outcomes, sync schools with the demands of 21st century society, and meet the needs of every learner, in every community.

student agency in education: Handbook of Research on Literacy and Digital Technology Integration in Teacher Education Keengwe, Jared, Onchwari, Grace, 2019-11-15 With widespread testing and standards-driven curriculum and accountability pressure in public schools, teachers are expected to be highly skilled practitioners. There is a pressing need for college faculty to prepare current and future teachers for the demands of modern classrooms and to address the academic readiness skills of their students to succeed in their programs. The Handbook of Research on Literacy and Digital Technology Integration in Teacher Education is an essential academic publication that provides comprehensive research on the influence of standards-driven education on educators and educator preparation as well as the applications of technology for the preparation of teachers. Featuring a wide range of topics such as academic success, professional development, and teacher education, this book is essential for academicians, educators, administrators, educational software developers, IT consultants, researchers, professionals, students, and curriculum designers.

student agency in education: From the Inside-Out Rich Andrusiak, Amanda Bastoni, Carlton J. Fitzgerald, Christopher Geraghty, Simona Laurian-Fitzgerald, Ruthann Petrino-Goguen, 2020-07-15 If we want our students to be prepared for a life involved with artificial intelligence, global awareness, cultural understanding, racial, religious and lifestyle diversity, and changing economic and political realities, then we have to change what we are doing in our schools from pre-school to graduate school. We can no longer wait for large-scale reforms to develop, because those reforms will only occur due to some kind of tragedy. If schools are going to reform proactively, educators in each school and in each district have to lead the way.

student agency in education: Handbook of Research on Developing Students' Scholarly Dispositions in Higher Education Zimmerman, Aaron Samuel, 2021-06-25 Scholarly dispositions represent the practices and habits of mind that support consistent success in teaching, learning, and knowledge creation. To be successful in their undergraduate and graduate education, students must develop academic skills that transcend content knowledge, such as receiving and responding to critical feedback and learning how to collaborate, master academic writing, and be mindful of ethical research practices. Much is still unknown about how to teach dispositions, such as how to design a curriculum to best cultivate habits of mind, and this book attempts to address this gap while providing practical methods and strategies that can help higher education practitioners to

cultivate and assess the scholarly dispositions of their students effectively. The Handbook of Research on Developing Students' Scholarly Dispositions in Higher Education provides insight on dispositions that students must learn in higher education and how higher education faculty can help students to develop these dispositions, as well as evidence-based methods that help develop scholarly dispositions for undergraduate and graduate education. This book provides a plethora of information on scholarly dispositions and related elements, including teaching time management, collaboration, and research ethics. It is an ideal reference source for teachers, academicians, administrators, researchers, and students aspiring to become researchers and scholars themselves.

student agency in education: International Education in the K-12 Sector Merli Tamtik, Connie Lam James, 2025-06-09 This edited volume focuses on K-12 international education in a global context and examines trends, emerging topics, and prevalent tensions. It considers the rapidly growing phenomenon across a variety of country contexts in a way that can convey both empirical evidence and insights into theorization and practical debates. Contributors touch upon a range of emerging trends in K-12 international education globally, including student mobility, curriculum design, language learning, methodological considerations, and policy considerations through a holistic and comprehensive approach. The book also applies a critical decolonial lens in examining K-12 international education by inviting readers to think critically about issues of power, privilege, equity, and social justice in trying to foster a more informed and socially responsible approach to international education. Ultimately, the book attempts to move beyond a one-size-fits-all approach in order to embrace the complexity of issues that emerge from international education involving vulnerable populations. The book is grounded in institutional theory, which allows to explore the complex web of institutional norms, values, and behaviors that are shaping the experiences through international education across the different chapters in this volume. As an edited volume, authored by academic experts and practitioners from around the world, this book provides the most recent and up-to-date account on documenting developments related to K-12 international education internationally. Through contributing significant evidence across international contexts, the book raises new questions and offers new perspectives to the field, opening conversations both within and across governments and non-governmental stakeholders such as educators, students and parents.

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