

Radical Listening and Dynamic Reflection: Eliciting the Student Voice in Diverse Classrooms

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The ability to reflect on one's own learning is a foundational skill, but there is limited empirical research on how to engender the skill (Alt, Raichel & Naamati-Schneider, 2022). Our poster evidences three distinct ways to support students to participate in and value self reflection. We know from our own multidisciplinary practices (Library Studies, Children's Literatures & Cultures, and Digital Humanities) that thinking positively about their own pedagogy can be a radically positive experience for students (Schreiner 2010; Morris 2026). The following 3 examples show what that looks like in practice and discusses some of the outcomes of such practice.

Case 1 (Simpson): With an almost entirely ESL Masters cohort in England of over 150 students, unassessed journaling was used to get them to reflect on their own practice repeatedly throughout the term. This led to a reflective graded essay in which they wrote about their experience of group work in a Project Management module. The allocated writing time in class and the ability to read their own reflections months later supported students to acknowledge their growth and success. They were able to take the time in the moment to think and note how they felt about their work, whilst also being able later to think and reflect deeply on their journey over the year. Students were emphatically better at elucidating their own and their group's success and how they worked as a team when they could refer back to their own situated voice in the classroom.

Case 2 (Ball): At a university situated in the most diverse county in America, a first-year seminar uses the Broadway show *Hamilton* and the genre of hip hop and rap as lenses to interrogate revolutionary immigration in America and juxtapose it with contemporary conversations around migration and immigration that affect the students' lives. Using the cultural lens that students are familiar with from their everyday experiences invites a deeper engagement with the class and its activities (one of which is shared in the poster), thus engaging them with deeper learning of the material.

Case 3 (Burke): Refers to the short course 'Life Writing and Fan Fiction' on the Erasmus Mundus International Masters in Children's Literature, Media and Cultural Entrepreneurship (CLMCE). Administered by the University of Glasgow, this program facilitates both staff and student mobility. The course, which focused on the study of life writing, biography, expressions of the self, provided ample opportunity for personal reflections from the students. This promotes asset-based teaching, in which students' cultural backgrounds, language differences, sense of community, and their diversity of thought can be nurtured. A trusting relationship between the teacher and group is necessary for this to take place; and it is also crucial for the educator to support those students whose identities are emerging (San Pedro et. al., 2020). Thus, the first written assignment for the course was formative and asked students to reflect on their previous knowledge and interactions with life writing and fan fiction, offering an open platform for them to honestly take stock of their views.

To 'Radically Listen' to the student voice is to support their reflection and facilitate their engagement with their own learning (van Nieuwerburgh & Biswas-Diener 2025). By 'Dynamic Reflection' we mean to think and feel, then to think deeper and take time to understand our feelings (Ruijgrok & Kortas 2013). Our core argument is that a student-centred approach is not complex or resource intensive; in fact, by stepping back as educators and letting students lead the process it is rewarding for all.