

Moosonee District School Area Board: 2015 - 2016

<b>Project Title</b>	Broadening the Assessment Repertoire through Pedagogical Documentation of Student Learning
<b>Description</b>	<p>The 2013/14 collaborative inquiry confirmed that primary students, struggling with reading comprehension skills are more engaged if assessment provides timely and tailored feedback to specific learning goals. We have built upon that discovery to incorporate junior division students, teacher/student learning teams and a PLC focus on examining student work through the lens of pedagogical documentation. Reading comprehension and communication skills will be the target. The 2015/16 research will focus on the results if educators increase significantly their use of technology in a greater variety of evidence-gathering strategies.</p> <p>Providing professional learning would be a priority as well as encouraging opportunities for teachers to develop partnerships with other educators that have expertise in the use of technology as an effective assessment tool.</p>
<b>Context</b>	<p><i>Number of students: 87</i></p> <p><i>Number of teachers: 10</i></p> <p><i>Number of schools: 1</i></p> <p><i>Grades/Program: JK-6</i></p>
<b>Impact on Students</b>	<p>After using the various iPad apps, teachers noticed an increased student engagement. Students were demonstrating an increased sense of responsibility, accountability, and independence in their own learning as they now had a new platform to convey information visually. All teachers noticed that students enjoyed using the technology to create a visible representation of their thinking. Students also enjoyed seeing each other’s work and were establishing positive relationships with their peers by giving encouraging and positive feedback. Student engagement also increased as a result of teachers providing feedback and parents being able to comment or “Like” their child’s Seesaw postings. When using google apps for education, teachers noticed that students enjoyed the immediate feedback that teachers were able to give as students were working in the computer lab.</p>
<b>Impact on Instruction</b>	<p>Prior to the PD sessions, less than half of teachers used digital media for a variety of assessment. After an in-school PD session on their chosen technology application, teachers were asked to use the app in their classrooms for a period of 2-3 weeks and evaluate its application and value in the classroom. A majority of classroom teachers chose the app Seesaw, a student driven portfolio or online learning journal that allows students to independently share and document their learning at school. Teachers reported that it enabled them to do the following and is reflective of 21st Century Competencies:</p>

	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>• Gave students more opportunities students visually share their ideas/learning through creation of digital stories</li> <li>• Promote self-regulation in students. Students management and organizational skills are clearly evidenced by submissions to learning journal</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Promote peer-to-peer feedback as students were able to see what other students were documenting</li> <li>• Promote teacher-to-student feedback as teachers were able to provide comments to added items and allowed teachers to have concrete evidence that could be revisited to support their formative assessments.</li> <li>• Engage Parents in their child’s learning.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Promote increased student oral communication as Seesaw or embedded apps allowed to students a safe and encouraging environment to practice their oral skills and develop their academic voice.</li> <li>• Align ‘newer’ curriculum expectations such as Media Literacy with digital tool application as students were expected to plan and create media texts.</li> </ul> <p>In summary, teachers were able to use iPads in the classroom in more purposeful and authentic ways.</p>
<p><b>Impact on System</b></p>	<p>A Google Classroom Staff classroom was created as one method to increase communication among staff and for teachers to highlight and share their ideas of how students successfully used the Ipad app in their classrooms. The major themes that have risen from teacher reflections after a 3-week commitment to using chosen Ipad app in their classroom is that technology does not have to be overwhelming. While many teachers valued the idea of using tools to enhance curriculum and documentation prior to the project, less than half of teachers were actually using any type of digital tool. Teachers reported that their Ipad app were much easier to use than they feared. The findings in using 21st Century pedagogical documentation project suggest that teachers were able to use iPad in the classroom in more purposeful and authentic ways to document student learning rather than kill and drill applications. The project team attended a school Board meeting and presented a NearPod presentation. The school board had previously committed to purchasing selected documentation apps for the Ipad but many members had not realized the potential or power of the selected apps for creating new learning experiences for students and teachers. We know that technology will support pedagogical documentation and based on feedback from teachers, our students are making great strides academically.</p>