

Lindsay Achtman
Fiona Deeney
Dan Hoekstra
Leading with Technology
CEP 815
July 17, 2016

1. Professional Development Agenda
 - a. **8:00am**: Introduction and Starter Activity:
 - i. Introduction to the day and start [Feedback PD Presentation](#)
 - ii. Individual and Group Brainstorm
 - b. **8:15am**: Whole Group Video and Table Discussion:
 - i. Show the YouTube video [Austin's Butterfly Video](#)
 - ii. Table and whole group discussion about video.
 - c. **8:35am**: Whole Group Presentation of the Value of Feedback
 - i. Discuss the purpose of feedback and what the research says
 - ii. Show the video [Podcasting to Personalize Feedback](#) and discuss
 - d. **9:00am**: Breakout Session 1: Share videos of mini-lessons and provide feedback.
 - i. Participants will be invited to add sample mini-lesson videos to a session blog page and these will be shared during the session. Three examples uploaded by participants will be used for this session. Groups will be mixed grades and subject area teachers. Groups will consist of four participants and examples of feedback should focus on: Clear learning goal, integration of technology, student engagement with content presented.
 - ii. Participants will set up EduBlog accounts and provide feedback for the sample mini-lessons. These Edublog accounts can be used to give and receive feedback for colleagues for future lessons.
 - iii. Participants will discuss how these technology tools for feedback and others can be effective in their classroom with student groups and individuals.
 - e. **10:00am**: Break (15 min)
 - f. **10:15am**: Show the video [Text What You Learned: Using Technology to Access Learning Video](#), to demonstrate the use of technology for effective feedback with older students. Breakout Session 2: How you can use new feedback techniques with your students. Grade level teams and subject area teachers will work together in small groups.
 - i. Participants will discuss possible uses for these techniques in the classroom. How can this be applied for older students and different subject areas? What are

other apps or web tools that may work for older students? What are the possibilities with this technique and digital portfolios?

- ii. Participants will work with student work (recordings/papers/projects participants were asked to bring to session) to create different feedback formats based on the workshop by the presenters and other participants. Tools include iPads, iPods, Chromebooks, and cell phones.
- g. **11:30am:** Wrap up. Participants will return to whole group to share out some of the feedback tools and methods they practiced during Breakout Session 2. The goal will be to have the different grade levels and departments share out their feedback methods. Additional resources listed will be made available to participants. (30 min)

2. Learning Outcomes for Participants

Participants will learn that feedback is meaningful when it is specific, immediate, constructive, and in small chunks with time for revision. When students are told appropriate feedback from their teacher and peers they are able to apply it allowing them to dive into deeper metacognition. In addition, participants will learn that various technologies can improve the delivery and value of their feedback. These technological tools include, but are not limited to, iPads, iPods, cellular devices, and Chromebooks. Participants will walk away with a solidified understanding of how they can transform the technology they already have in their classrooms into tools used to provide meaningful feedback for pedagogical activities. Frequent quality feedback and how it is delivered is pertinent to student achievement at all grade levels and in all subject areas.

3. Description of the Enduring Value of the PD and How it Connects with TPACK

The purpose of this workshop is to help teachers understand the importance of feedback through discussions and practical uses. The participants will learn about feedback techniques and practice using them, making the focus on learning by doing (Mishra & Koehler, 2006, p. 1035). There will be opportunities to discuss uses of feedback in their disciplines/grade levels and share what feedback and techniques work best for their students. The meaningful use of technology as a platform for giving and receiving feedback is modeled and practiced. The material covered is not grade or subject-specific, allowing the participants to apply the methods of feedback to their own content areas. According to Mishra and Koehler “there is no single technological solution that applies for every teacher, every course, or every view of teaching. Quality teaching requires developing a nuanced understanding of the complex relationships between technology, content, and pedagogy, and using this understanding to develop appropriate, context-specific strategies and representations” (p. 1029). Teachers will leave the workshop with material and practice that they apply to their classes.

4. Description of Resources Needed for PD Session

- a. [Austin's Butterfly Video](#): A Youtube video demonstrating a drawing lesson where the students are providing specific feedback. The teacher shows how the child applied revisions to their drawing made based on student feedback.
- b. [Feedback PD Presentation](#): This Google Slideshow Presentation takes staff members through the activities of the Professional Development as they learn how to give and receive feedback. The presentation includes a quick write to incorporate prior knowledge, opportunities to engage in discussion around Austin's Butterfly Video, the importance of using feedback, and objectives for each breakout session.
- c. [Podcasting to Personalize Feedback Video](#): This Teaching Channel Video demonstrates how teachers can give personalized feedback to their students using a podcast.
- d. [Text What You Learned: Using Technology to Access Learning Video](#): This Teaching Channel Video displays how teachers can incorporate texting in order to formatively assess and provide feedback for students.
- e. [Edublog](#) with mini-lesson videos: Edublog is a free and safe blog site for teachers and students to use to upload student work samples, portfolios, and videos of activities or lessons. Colleagues and peers can comment on the work they see in order to provide immediate feedback. The mini-lesson videos are from three instructors who volunteered to film themselves teaching for the purpose of our Professional Development.
- f. Chromebooks: Digital devices participants can use to watch lesson videos on Edublog and then comment with their feedback. Participants can also use this resource to give appropriate feedback based on student work samples.
- g. iPads/iPods: Handheld digital devices participants can use to give appropriate feedback based on student work samples.
- h. [Digital Technology Tools for Implementing Formative Assessment: Post Two](#): This blog gives explanations and examples of different methods of digital based formative assessment.
- i. Additional Resources available for participants:
 - i. Bransford, J. L., Brown, A. L., & Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school (Expanded Edition). Washington, DC: National Academy Press.
 - ii. Brookhart, S. (2008). How to Give Effective Feedback to your Students. Alexandria, VA: ASCD.
 - iii. Dyer, K. (2013, July 22). Digital Technology Tools for Implementing Formative Assessment: Post Two. [Web Log Post]. Retrieved from <https://www.nwea.org/blog/2013/digital-technology-tools-for-implementing-form>

[ative-assessment-post-two/](#)

- iv. Stone, D., & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well*. New York: Penguin Books.

5. Sources Used (images, videos, articles, etc.)

Bransford, J. L., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school (Expanded Edition)*. Washington, DC: National Academy Press.

Brown-Wessling, S. (2012, May 7). Podcasting to Personalize Feedback. [Web Log Post]. Retrieved from

<https://www.teachingchannel.org/videos/student-feedback-through-technology>

Brown-Wessling, S. (2013, January 12). Text What You Learned: Using Technology to Assess Learning. [Web Log Post]. Retrieved from

<https://www.teachingchannel.org/videos/texting-to-assess-learning>

Dyer, K. (2013, July 22). Digital Technology Tools for Implementing Formative Assessment: Post Two. [Web Log Post]. Retrieved from

<https://www.nwea.org/blog/2013/digital-technology-tools-for-implementing-formative-assessment-post-two/>

Geralt. (2015, June 6). Feedback board [Digital Image]. Retrieved from

<https://pixabay.com/en/feedback-board-ball-about-796143/>

Lerner, T. (2012, December 8). Critique and feedback - the story of austin's butterfly - Roger Berger [Video file]. Retrieved from

<https://www.youtube.com/watch?v=hqh1MRWZjms>

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *The Teachers College Record*, 108(6), 1017-1054.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Tuzi, F. (2004). The impact of e-feedback on the revisions of L2 writers in an academic writing course. *Computers and Composition*, 21(2), 217-235.