Research-Based Strategies for Effective Remote Learning:
Monitoring student progress and providing feedback

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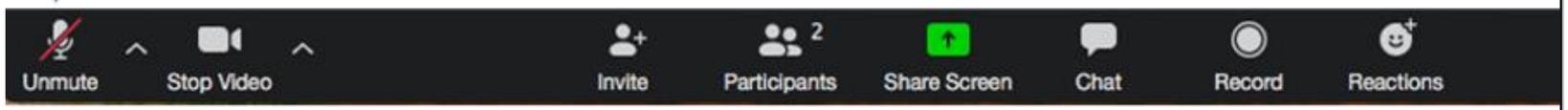
REL Appalachia at SRI International

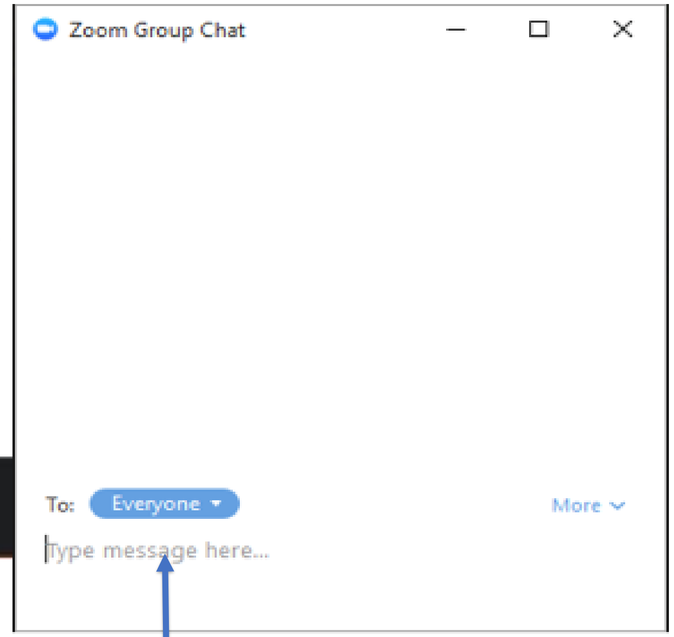
Quick tour of Zoom features

Mute/unmute **microphone**

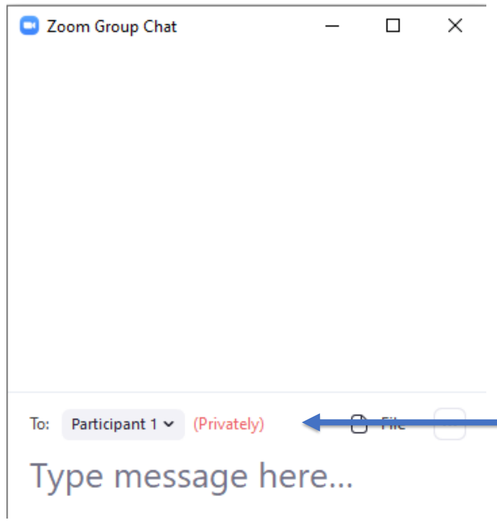
Pro Tip: Mute your mic unless speaking to limit background noise.

To view and use **Chat**





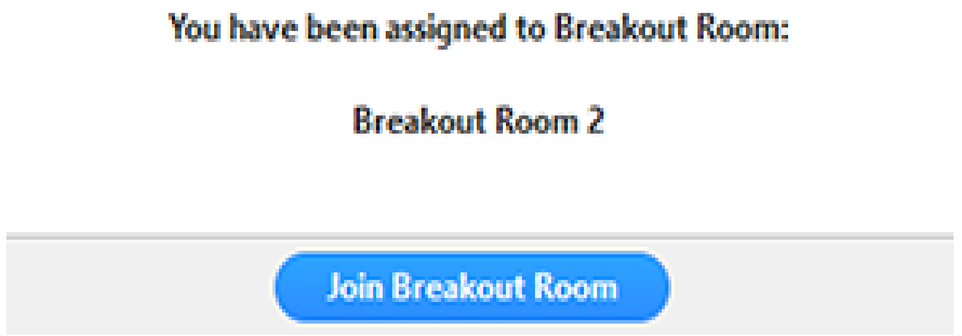
Pro Tip: Turn video off if you are experiencing low bandwidth.



You can send a Chat message to Everyone in the meeting or select a specific person from the dropdown.

Breakout groups

- Wait for an invitation to appear on your screen and click “Join Breakout Room.”
- When the breakout room closes, you will automatically be returned to the full group.



Agenda

- Welcome and introductions
- Train-the-trainer structure
- Overview of formative assessment
- Effective strategies for monitoring student progress
- Effective strategies for providing feedback
- Wrap-up and next steps

Poll

What is your role?

- Teacher
- School Administrator
- District Administrator
- Other

Meet the presenters

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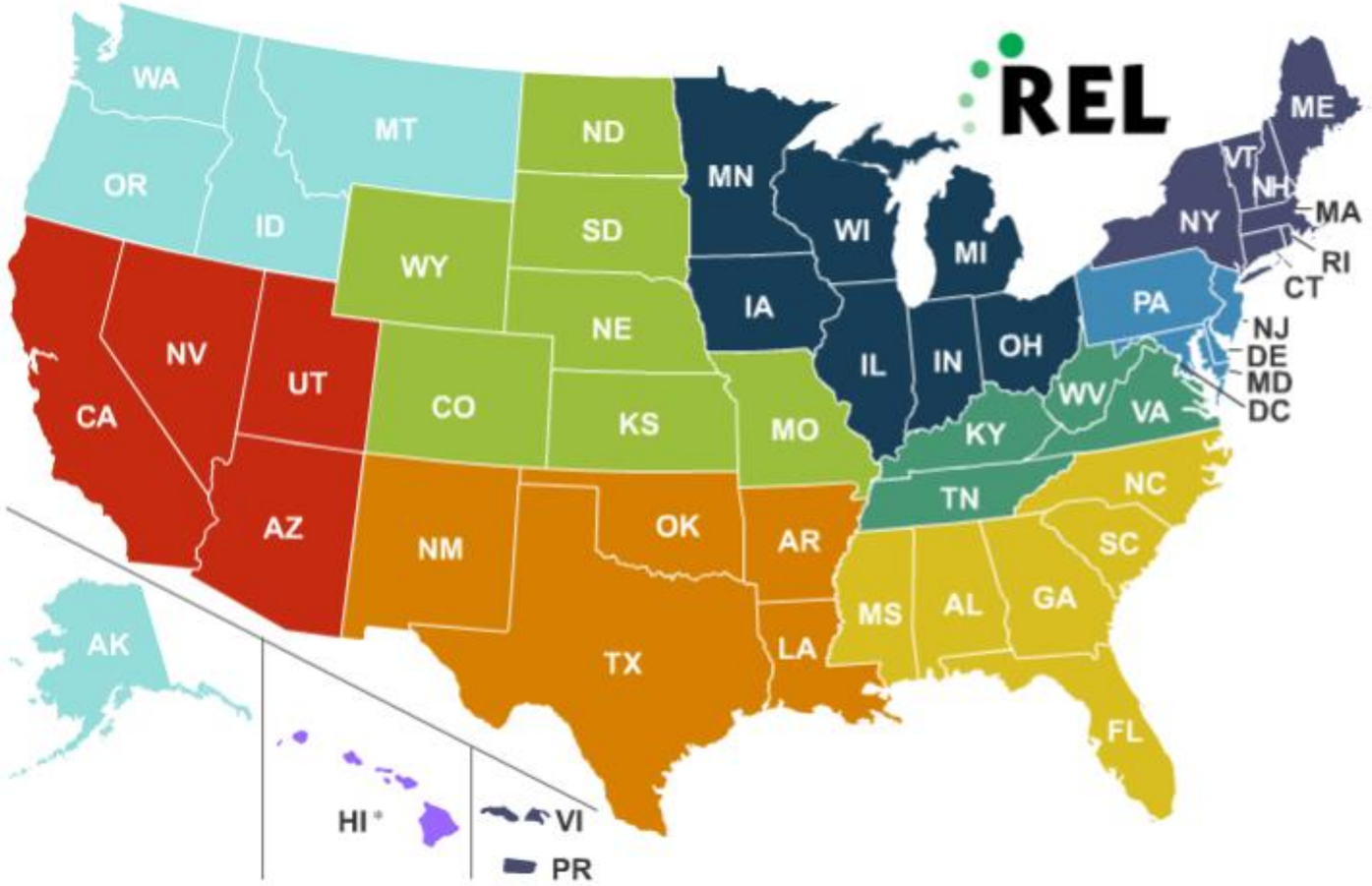
- Lori Hill, Sevier County School System

The Regional Educational Laboratories



- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map

The **10 RELs** work in partnership with stakeholders to **support a more evidence-based education system.**

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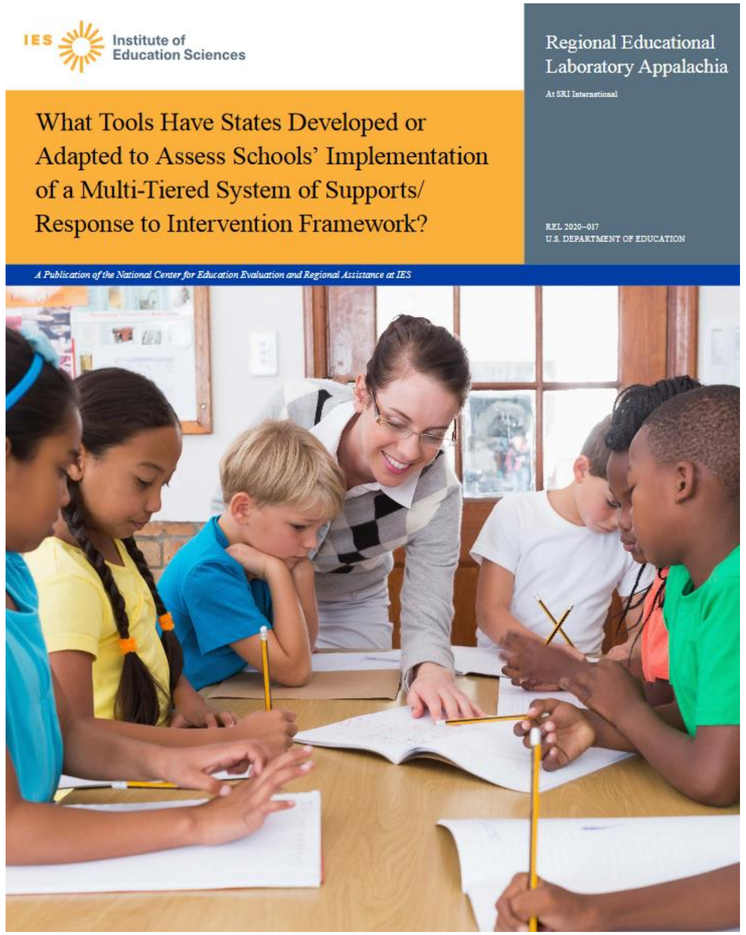
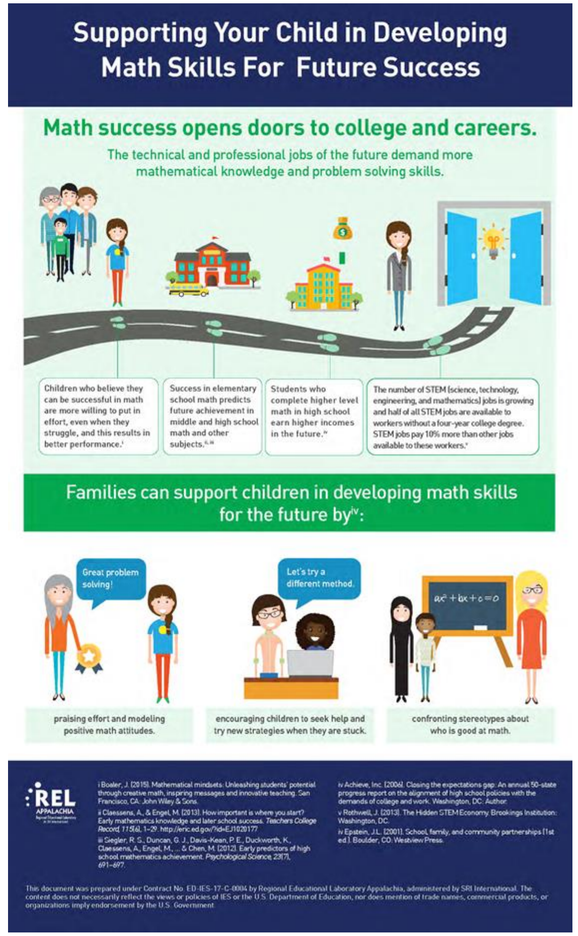
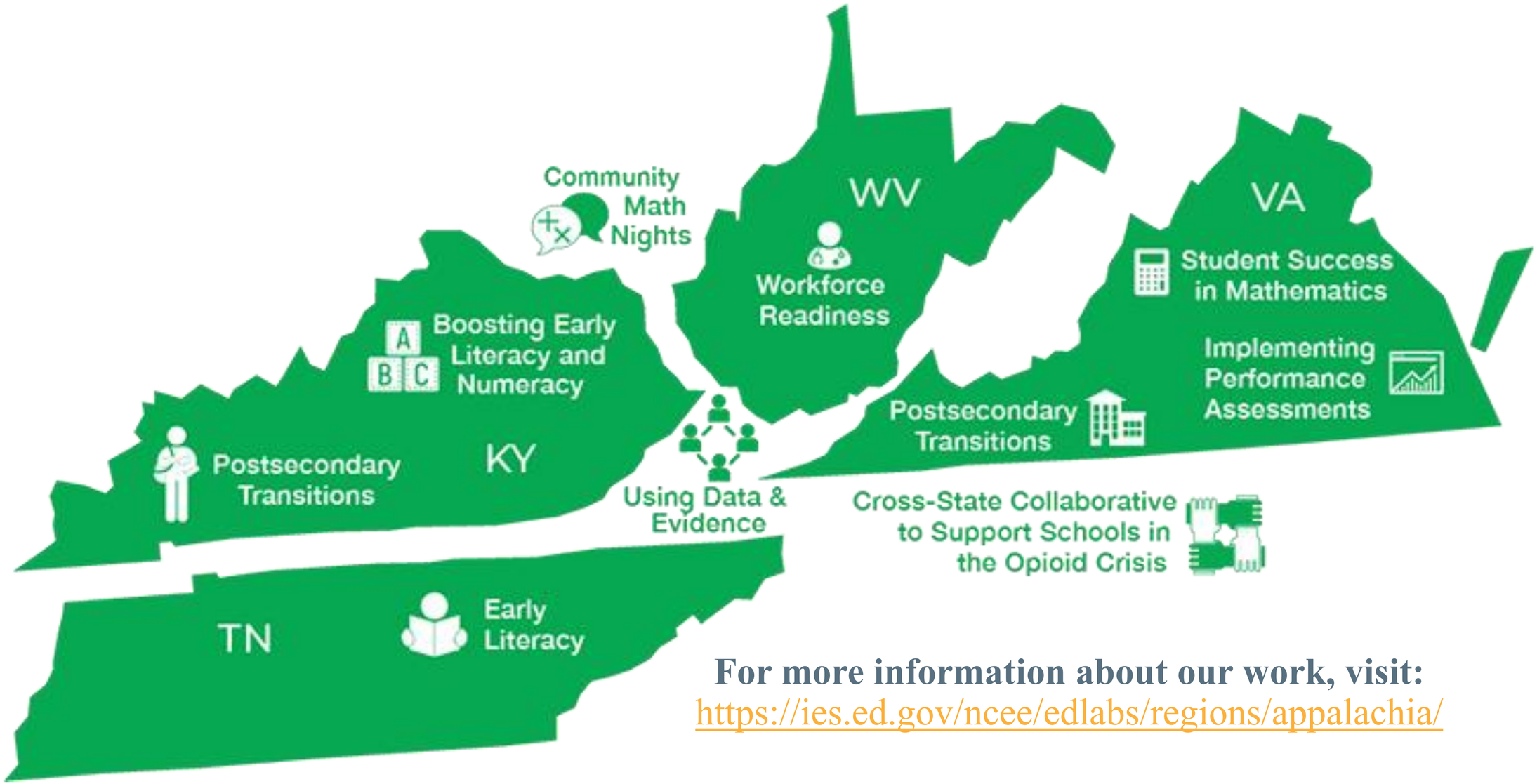
Applied Research



Training, Coaching, and Technical Support

Dissemination





For more information about our work, visit:
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Train-the-Trainer Structure

Train-the-trainer structure

- The monitoring and feedback workshop is divided into three sections:
  - Overview of formative assessment.
  - Effective strategies for monitoring student progress in a remote setting.
  - Effective strategies for providing feedback in a remote setting.
- The three sections can be presented all together or separately.
- We have provided you with:
  - A slide deck you can use in your trainings, and
  - Handouts.

Facilitator's Handbook

- How to use the facilitator's handbook
- Welcome and introductions
- Overview of formative assessment
- Monitoring student progress
- Providing feedback
- Wrap-up and next steps
- Best practices in facilitation
- Handouts
- Sample workshop invitation
- Alternative suggestions for creating breakout rooms and polls

Additional supports

Office hours for trainers to share ideas and problem-solve

FAQ document based on your follow-up questions

Email emma.pellerin@sri.com with any questions

Overview of Formative Assessment

Breakout group activity: Fortunately, unfortunately

Fortunately…

What is something that is going well in your efforts to monitor students and provide feedback during remote learning?

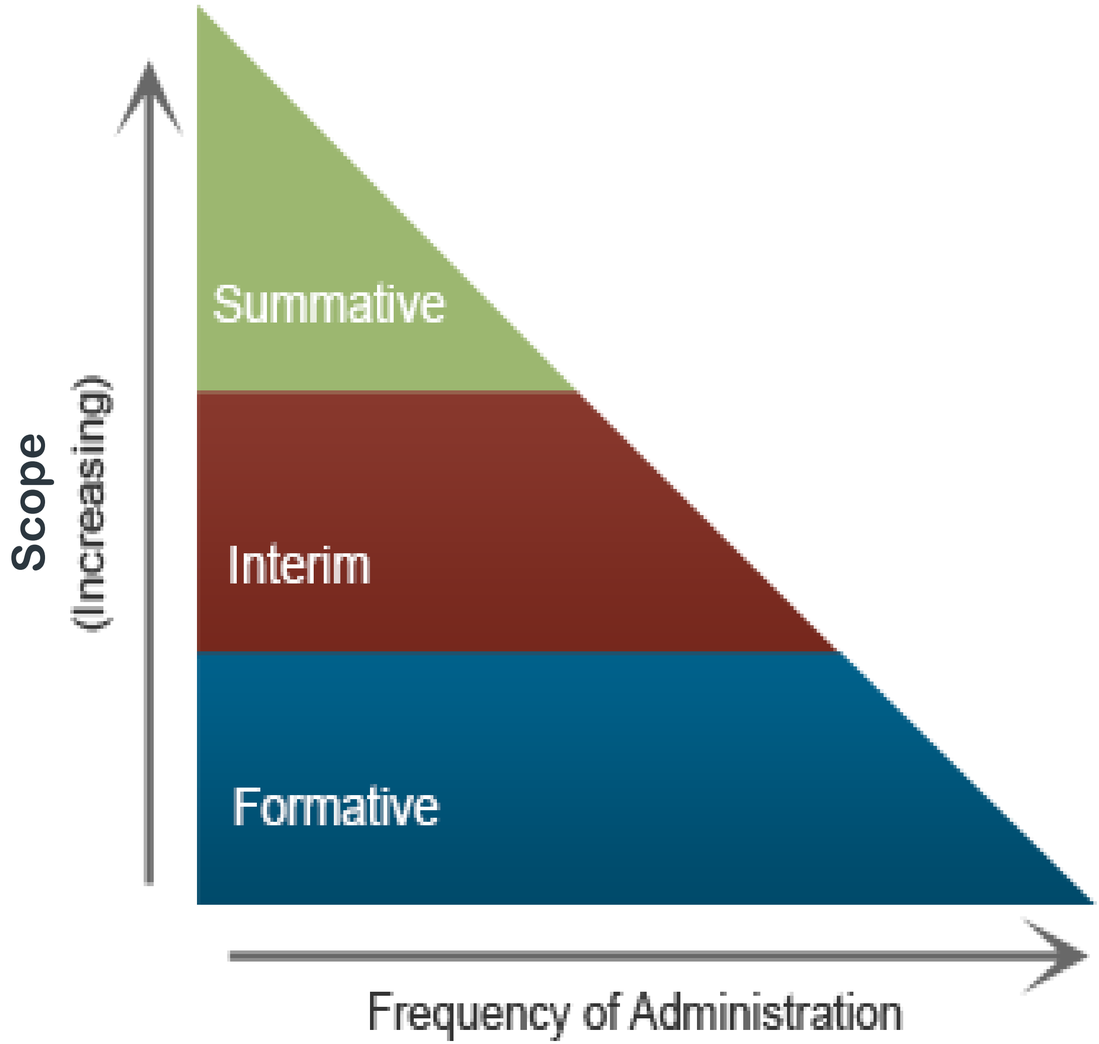
Unfortunately…

What is something that is not going well?

If there is time, ask follow up questions and offer suggestions for how to address challenges.

Types of assessments

- Summative (for example, annual state assessments, end of unit assessments).
- Interim (for example, mid-year benchmark assessments).
- Formative (for example, questioning, exit tickets).



(Klute et al., 2017; Perie et al., 2009)

Four formative assessment practices

Clarify learning

- Identifying learning targets.
- Supporting students to understand success criteria.

Elicit evidence of learning

- Gathering information about where students are in their learning.
- Monitoring student progress.

Provide feedback

- Supporting students to move forward with their learning.
- Promoting reflection and identification of future outcomes.

Activate learners

- Supporting students to set their own learning goals and monitor their own progress.
- Empowering students to be resources for each other.

(Hattie, 2009; Moss & Brookhart, 2009; Northwest Evaluation Association, 2016)

Activity: Word cloud

List up to 3 ways you collected formative assessments data from your students in your in-person classroom in the past.

Check-in

Can you think of ways you could use word clouds for assessment purposes other than a pretest?

Please put your ideas in the chat.

Effective Strategies for Monitoring Student Progress in a Remote Setting

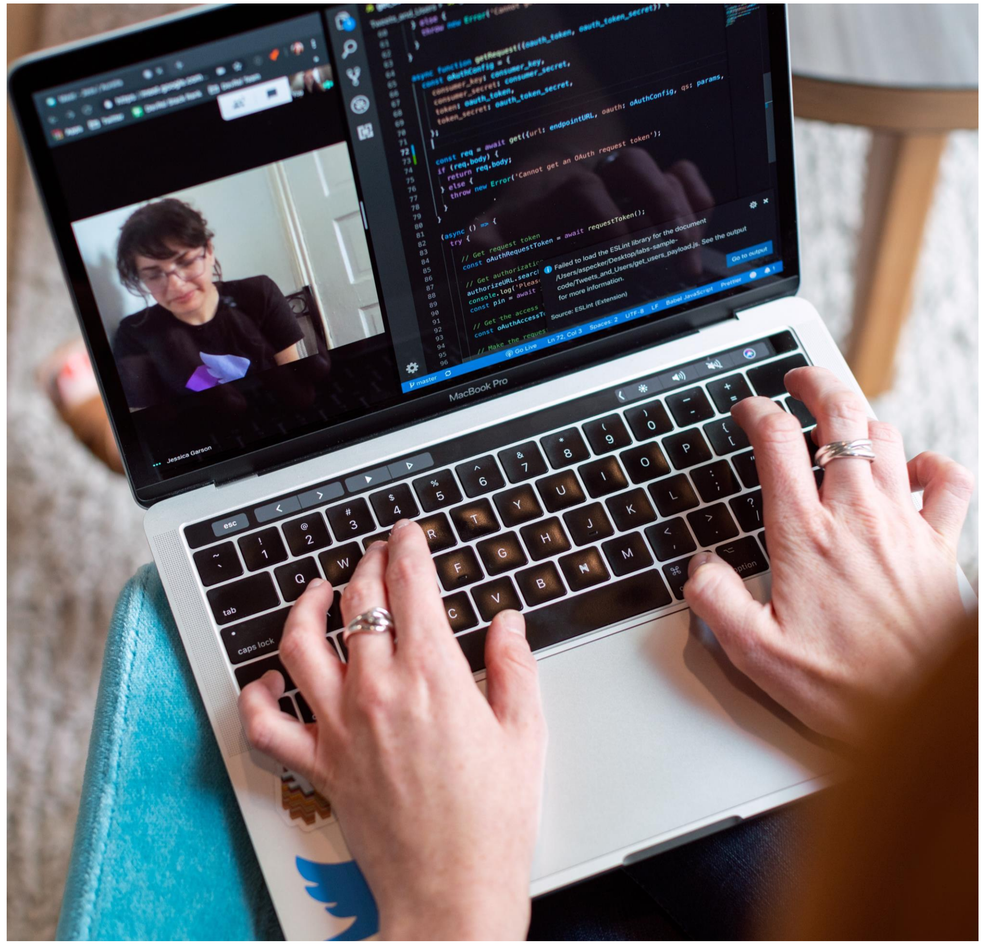
“Monitoring student progress” definition

- Monitoring student progress includes all the ways that teachers assess student progress. Examples include:
  - Exit tickets,
  - Quizzes,
  - Observing students as they work,
  - Asking students questions, and
  - Looking at student work.
- It can be informal (for example, scanning the room to see who is on task who is not) or formal (for example, examining assessment scores).
- The resulting information can be used for a variety of purposes, including informing instructional decisions and providing feedback to students.

(Safer & Fleischman, 2005)

Digital tools for monitoring student progress and how to use them

- Using chat and poll features in your conference platform.
- Data from instructional technologies.
- Other digital tools.



Using chat and polls to monitor student learning and behaviors

Assessing levels of understanding	Assessing attitudes and behaviors
Recall	Student perspective
Conceptual understanding	Confidence level
Application	Monitoring
Critical thinking	

(Dabbagh et al., 2019)

Using data from instructional technologies

Instructional technologies* often provide information such as:

- Time spent on activities.
- Information about questions answered correctly or incorrectly.
- Whether students got an item right on the first try, or if they took multiple attempts.
- Which incorrect answers students give most frequently.
- Frequency with which students access course content.

**Available data varies depending on the technology being used.*

(Molenaar & Knoop van-Campen, 2018; Schifter et al., 2014; Xhakaj et al. 2017)

Using other digital tools for monitoring student progress

Why use other technology?	Examples
Incorporate engaging activities that still allow you to monitor students in real-time.	**Kahoot** is a game-based software that engages students while providing teachers with necessary data.
Integrate with Google Classroom and other learning management systems to facilitate data sharing across existing programs.	**Nearpod** allows teachers to integrate interactive lessons and activities with Google Slides.
Provide students with additional opportunities to share their learnings.	**Padlet** provides an online "wall" where students can share their learning in creative ways/ **Wakelet** allows students to build their own portfolios to showcase their work.
Save time on data collection and grading through automatic assessment and polling features.	**Poll Everywhere** and **Answer Garden** allow teachers to create polls for students and display the results.

Example technology for monitoring student progress: Nearpod

Compare the rainfall in Seattle, WA, Austin, TX, and Johnson City, TN. If you liked the rain, which city would you want to live in and why?

Student	Answer	PARTICIPATION 67%
Eva	It seems to rain a normal amount here in Johnson City. I have never been to Seattle or A…	Share
Sarah	Seattle gets more rain than the other two places. I would want to live in Austin, TX beca…	Share
John	NO ANSWER	

Check-in

- Join.nearpod.com
- [ADD FINAL CODE]

Effective Strategies for Providing Feedback in a Remote Setting

Activity: What are the characteristics of effective feedback?

Activity: What are the characteristics of effective feedback?

- Focuses on the task rather than the student.
- Provides information to enhance learning, rather than just information about accuracy of responses.
- Is clear and specific.
- Is not too complex.
- Offered in manageable amounts.
- Linked to learning goals.
- Delivered when there is still time to use it.
- Tailored to meet students' varying needs.

(Shute, 2007)

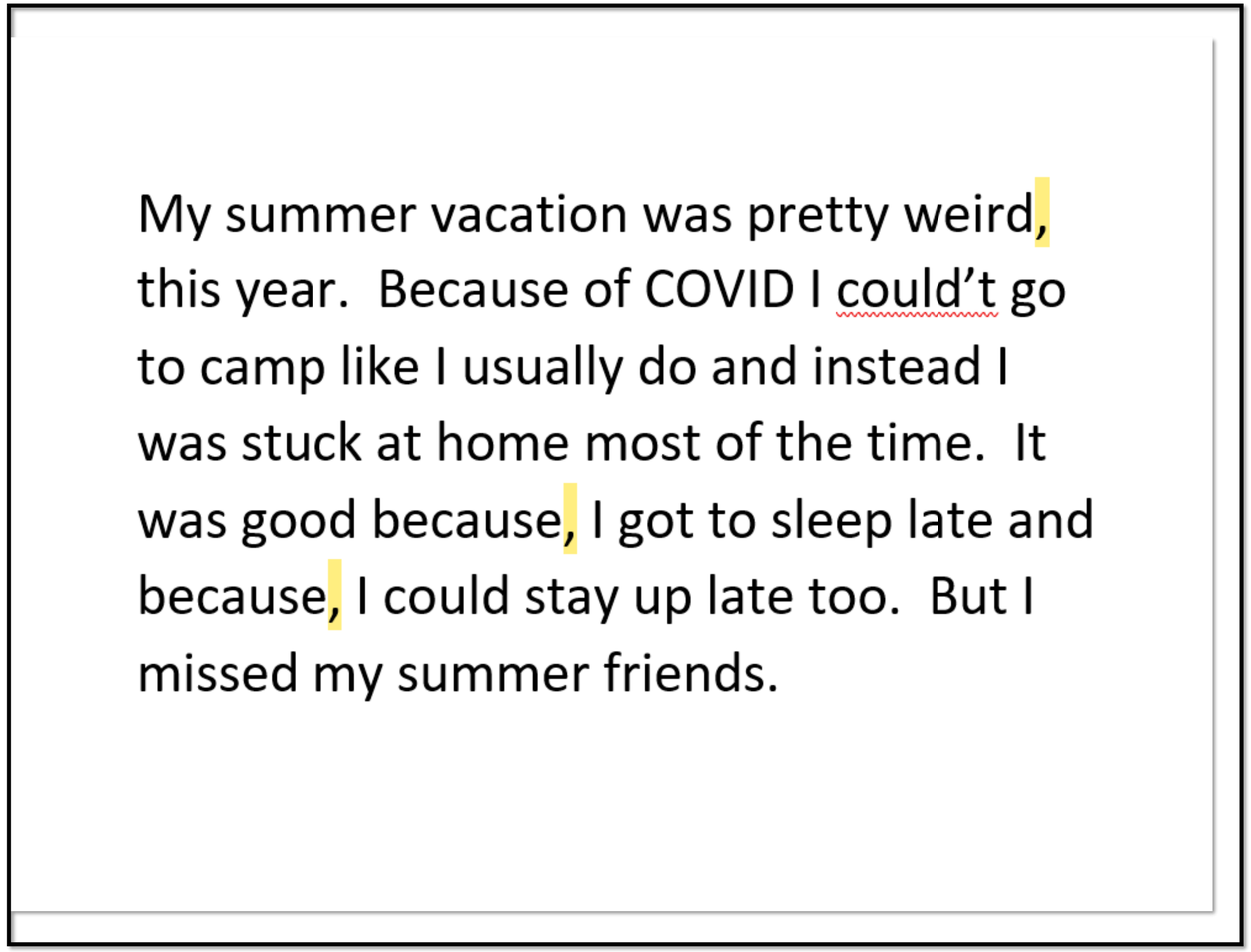
Two effective, time-saving feedback strategies

- Targeted Response
- Micro-conference

(Johnson, 2020)

Time-saving ideas for providing feedback in a remote setting (part 1)

- Targeted Response: Focus your feedback solely on one or two targeted learning goals and make the most of software already in use.



Time-saving ideas for providing feedback in a remote setting (part 2)

- Micro-conference: A 1 or 2 minute, focused, carefully structured conversation.
- Conferring one-on-one with students can be valuable for four reasons:
    1. There is an opportunity for individualized instruction and feedback.
    2. Misconceptions can be cleared up.
    3. Relationships are built.
    4. Students feel heard by a caring adult.

(Johnson, 2020)

Research on audio and video feedback

- Students have positive perceptions of audio and video feedback.
- Students were motivated by audio and video feedback.
- Students perceived audio and video feedback to be more personal than written feedback.
- Teachers need not put a lot of effort into editing audio or video files.
- Audio feedback may be as effective as written feedback.

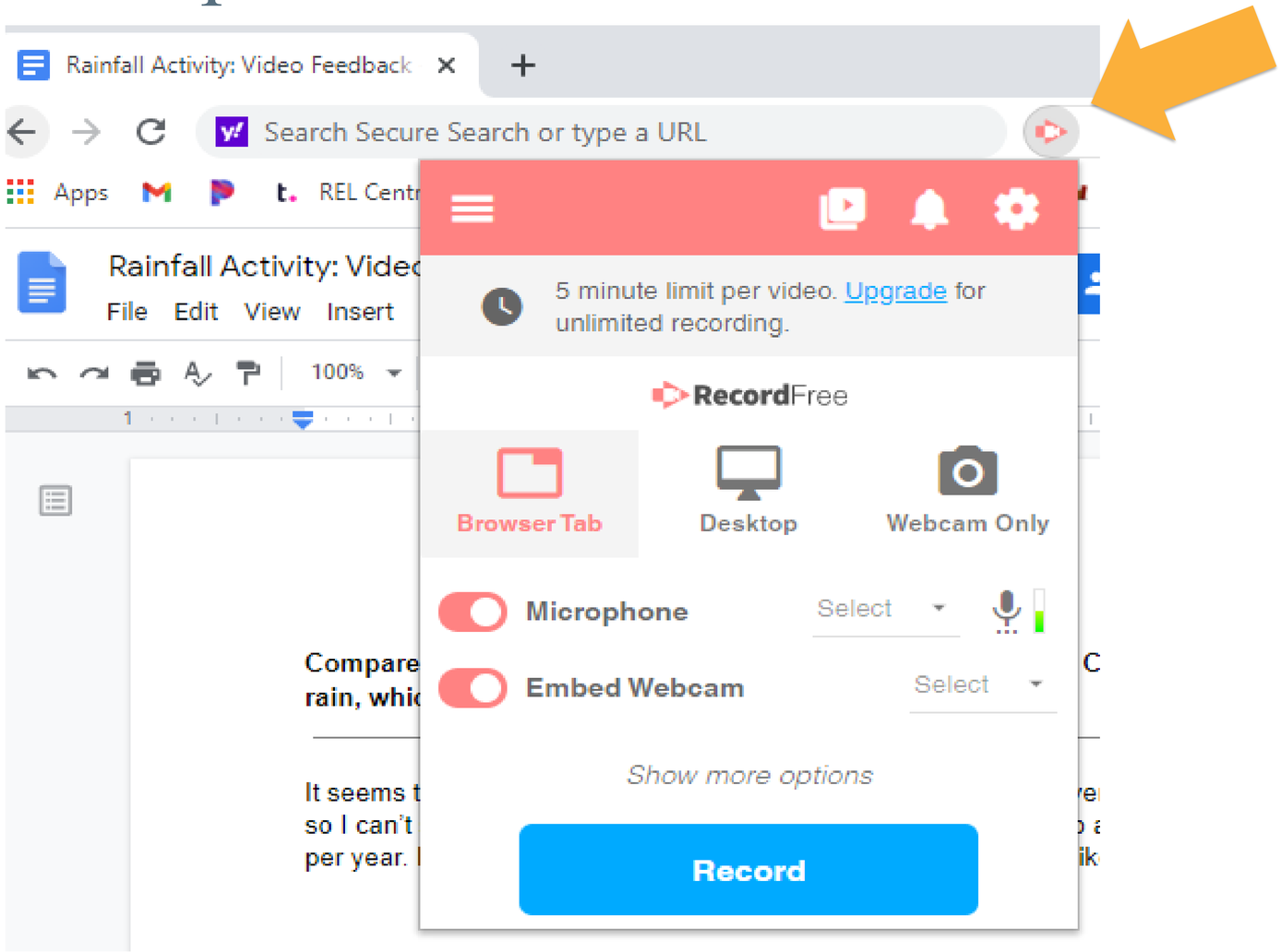
(Anson, 2015; Bialowas & Steimel, 2019; Henry et al., 2020; Morris & Chickwa, 2016; Parkes & Fletcher, 2016)

Tools for audio and video feedback

Your computer may already include recording tools and screen capturing capability. Other platform examples include:

- Screencastify
- Hippo Video
- Tinytake
- ScreenRec
- Screencast-O-Matic

Example of video feedback: **Screencastify**



Link to Example

Research on benefits of peer feedback

- Empowers students to serve as resources for each other.
- Increases students' understanding of subject matter.
- Exposes students to different approaches to an assignment.
- Supports students to engage in self-reflection.
- Improves students' motivation to improve their own work.
- Supports students to develop critical thinking skills.
- Supports students to improve their communication skills.

(Hwang et al., 2018; McCarthy, 2017)

Considerations when implementing peer feedback

Support students to give good quality feedback

Research suggests that students can provide more detailed or accurate feedback when teachers provide scaffolds such as rubrics or feedback forms.

Consider whether to make peer feedback anonymous

Research suggests that students give feedback of similar quality when they were anonymous or identified. However, students may prefer to give anonymous feedback.

(Double et al., 2020; Kobayashi, 2020; McCarthy, 2017)

Tools for peer feedback

- Learning management systems
  - Canvas
  - Google Classroom
- Form generators
  - Google Forms
- White boards
  - Google Jamboard
  - Miro
- Peer feedback platforms
  - Peer Grade
  - Peer Studio

Google Forms for peer feedback

Link to Google Form

View the feedback in summary report or download to Google Sheets:

Email address	Which city would your peer want to live in if they liked the rain?	What data did your peer use to describe the rainfall in Seattle?	What data did your peer use to describe the rainfall in Austin?	What data did your peer use to describe the rainfall in Johnson City?	What is your assigned peer number?
###	Did not say	Average days per year of rain, Average amount of rain per year	Did not say	"A normal amount"	10

Wrap-up and Next Steps

Recap

- Formative assessment
- Monitoring student progress
- Providing feedback

Breakout group activity: What struck you?

What struck you during today's workshop that could be useful in your efforts to better monitor student progress and provide feedback in a remote setting, or to help the teachers you work with to do so?

Check-in

What was a common theme from the "What struck you" discussion you had in your breakout session?

Additional supports

Office hours for trainers to share ideas and problem-solve

FAQ document based on your follow-up questions

Email emma.pellerin@sri.com with any questions

For our growth…

We appreciate your feedback as we continue to improve our work to meet your needs!

Thank you!

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