



Research-Based Strategies for Effective Remote Learning: Monitoring Student Progress and Providing Feedback

Facilitator's Handbook

Regional Educational Laboratory Appalachia at SRI International

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How to Use the Facilitator's Handbook

This handbook provides additional information to support your facilitation of the Research-Based Strategies for Effective Remote Learning: Monitoring Student Progress and Providing Feedback workshop with educators in your school or district. This handbook describes the purpose of each section of the workshop and provides the annotated agenda, summary of the key content, suggested activities, and ideas for check-ins for each workshop section. This handbook is not intended to be prescriptive. You can alter the workshop materials to better accommodate the needs of your educators and the available time. The workshop begins with an overview of formative assessment followed by sections on monitoring student progress and providing feedback. The workshop sections are organized to be delivered in one session or as a series of two or three workshops.

Materials

To support your facilitation of the Monitoring Student Progress and Providing Feedback workshop, REL Appalachia has provided the following materials:

- A **slide deck** for presenting the content and the activities: The notes section on each slide includes information you can share with educators during your training(s).
- This **facilitator's handbook**: The handbook contains detailed information for use in conjunction with the slide presentation.
- Three **handouts** to share with participants: These handouts are provided for participants who are interested in more information on the topics presented during the workshop. The first handout provides a detailed summary of the research on monitoring student progress and providing feedback. The second handout provides an overview of the different types of questions teachers can use to assess student learning. The third handout provides a list of different digital tools that are free or have free versions to help monitor student progress and provide feedback on student work. The handouts are in appendix A of this facilitator's handbook and should be distributed to your workshop participants in advance.

- A **sample workshop invitation**: You can distribute this invitation via email or on a flyer to encourage educators in your district to participate in the workshop. The sample workshop invitation is in appendix B of this facilitator’s handbook.

Agenda overview

The monitoring student progress and providing feedback workshop is divided into three sections: an overview of formative assessment, monitoring student progress, and providing feedback. You can present these sections together or separately. Additionally, you can decide to share these presentations as part of a larger school- or district-wide professional development. If you present the workshop in separate sections, repeat the welcome and introductions and wrap-up and next steps sections during each session. You may also choose to allocate more time for teachers to share ideas and plan ways to implement strategies to monitor student progress and provide feedback. An overview of the full agenda is in table 1.

Table 1. Full workshop agenda

Agenda item	Time frame	Description	Slides
Welcome and introductions	15 minutes	Welcome participants, orient them to the online features of the videoconferencing software, and provide background information about the workshop.	1–9
Overview of formative assessment	25 minutes	Activity: Fortunately, unfortunately Present three types of assessments, and four formative assessment practices. Digital tool example: Word cloud Check-in: Can you think of ways you could use “word clouds” for assessment purposes other than a pretest?	10–15

Agenda item	Time frame	Description	Slides
Section 1— Effective strategies for monitoring student progress in a remote setting	20 minutes	<p>Present what it means to “monitor student progress.”</p> <p>Present the research on how to use technology to monitor student progress using common conferencing platform tools.</p> <p>Describe how to use data from instructional technologies for formative assessment purposes.</p> <p>Describe other technologies that can be used for formative assessment purposes.</p> <p>Digital tool example: Monitoring student progress</p> <p>Check-in: What’s a new idea that you want to try and why?</p>	16–23
Section 2— Effective strategies for providing feedback in a remote setting	25 minutes	<p>Activity: What are the characteristics of effective feedback?</p> <p>Present two time-saving strategies for providing feedback in a remote setting.</p> <p>Present research on the use of audio and video feedback and potential tools to create it.</p> <p>Digital tool example: Audio and video feedback</p> <p>Present research on peer feedback and online tools to facilitate it.</p> <p>Digital tool example: Peer feedback</p>	24–36
Wrap-up and next steps	30 minutes	<p>Recap the information provided in the workshop</p> <p>Activity: What struck you?</p> <p>Check-in: Share out comments from the “What struck you” activity.</p> <p>Provide participants with information about the next steps.</p>	37–45

Activity prompts and check-ins

This handbook includes suggested activity prompts and check-ins. However, we encourage you to select the activities you think will work best with the educators in your community. You can also develop your own activities to model other ways to monitor student progress and provide feedback that may be more relevant to the digital tools available in your district. We encourage you to incorporate activities to keep participants engaged in the workshop. Moreover, the activities provide the opportunity to model how the strategies you present might be used with

students. If you have time or prefer to include other activities, here are some ideas in addition to those described in the agenda:

- Describe one challenge, one success, and one new strategy you want to try related to monitoring student progress or providing feedback.
- Help participants recognize and let go of factors that limit their success by using a three-step process.¹ This process asks participants to:
 1. Write down all of the things you could do that would ensure that you end up with the worst imaginable result.
 2. Review each item you wrote down and consider whether anything you are currently doing resembles the item in any way. It is important that you be very honest with yourself as you consider each step. As you consider each item, make a list of your counterproductive activities.
 3. Finally, consider all of the items on your list of counterproductive activities and identify steps that will help you to stop doing them now that you understand how they lead to undesirable outcomes.
- Work smarter: Share your experiences about what has and has not worked for you, and why. What pitfalls have you discovered that others might do well to avoid?

At the end of these activities, open the discussion for participants to ask their peers follow-up questions.

When using small groups, ask the groups to assign a facilitator. This serves as an engagement strategy as well as an example of how to structure online conversations for students. The facilitator can help ensure a smooth discussion (for example, facilitating introductions, calling on participants, and answering questions). Consider creative ways to assign a facilitator (for example, the person with the most recent birthday) to make this process easier and as a way for participants to get to know each other. The notes in the slide presentation provide some examples

¹ From www.liberatingstructures.com/6-making-space-with-triz/

of how to select a facilitator and how to reassure participants that they do not have to facilitate if they are unwilling.

We also encourage the use of participant check-ins throughout the workshops to engage with participants and be responsive to their learning needs. Polling and the chat box are great tools to use for check-ins. We have included specific check-in activities throughout the workshop materials. If you have time or prefer to include more check-ins, here are some additional check-in questions:

- What are the three most interesting, controversial, or resonant ideas you have heard so far?
- What frustrates and confuses you about monitoring student progress or providing feedback in a remote setting? Why?
- What surprises you about the information we are discussing?
- What are three new things you learned, two strategies you can apply to your teaching, and one question you still have?
- What would you tell a colleague about how to improve how they monitor student progress or provide feedback in a remote setting?

Format

This workshop is designed to be delivered remotely using some of the common features of videoconferencing software (for example, breakout rooms, polls, chat box). However, the workshop can be modified to be held in person. For example, use small groups instead of breakout rooms and poster paper instead of the chat box. When modeling activities that promote engagement, be more explicit about how they would work in a remote setting since that aspect will not be as clear in an in-person setting.

The train-the-trainer workshop was designed to use the features available in Zoom. However, the workshop can be delivered using other videoconferencing software (for example, Google Meet). You may need to modify the workshop if the platform does not support the suggested features, such as breakout rooms or polls. Be sure to figure out in advance how to use any of the

features (for example, breakout rooms, polling, chat box) you need for the activities and check-ins with your videoconferencing platform. If your videoconferencing software does not have built-in features for breakout rooms and polls, appendix C provides some suggestions for how to implement these components into the workshop.

Welcome and Introductions

Purpose

This section welcomes participants and provides important background information about the workshop. In this section, discuss the online format and any specific features of your videoconferencing software, share the agenda, and introduce the facilitators. If you present the workshop as two or three separate sessions, repeat this section each time.

Duration: 15 minutes

Slides: 1–9

Table 2. Welcome and introductions annotated agenda

Agenda item	Description	Slides
Welcome and orientation (5 minutes)	Welcome participants and orient them to the online features of the videoconferencing software (such as breakout rooms and the chat box).	1–4
Background information (10 minutes)	Share the agenda and introduce the facilitator(s) (remember to replace the facilitator photos on slide 7). Facilitate a short introductory activity.	5–9

Activity description

The suggested welcome activity models an emotional engagement strategy that educators can replicate with their students. The activity also provides participants with an opportunity to introduce themselves to each other and the facilitators. Research suggests that one way to promote emotional engagement is to cultivate social presence. You can cultivate social presence when you offer clues to your history, personality, and current circumstances. When you experience the social presence of another person, it feels like you are engaging in human-to-human interaction, rather than human-to-machine interaction, and it sets the stage for you to build relationships (Dixon, 2010; Kehrwald, 2008). One way to cultivate social presence is to

introduce yourself in an interesting way: for example, share the activities you have engaged in during the COVID-19 pandemic that you would not normally have spent time on if not for the increased time at home, a favorite quote, some good advice you heard recently, or the reason you like to do the work you do. If your group is relatively small, have participants share out loud. If the group is large, ask participants to share in the chat box.

Overview of Formative Assessment

Purpose

This section summarizes different types of assessments—summative, interim, and formative—and their purposes. It connects formative assessments to the workshop’s focus on monitoring student progress and providing feedback. This section includes an activity, a digital tool example, and a check-in to engage participants and assess their understanding.

Duration: 25 minutes

Slides: 10–15

Table 3. Overview of formative assessment annotated agenda

Agenda item	Description	Slides
Activity: Fortunately, unfortunately (17 minutes)	In breakout groups, ask participants to share their experiences with monitoring students and providing feedback in a remote learning setting. Specifically, ask them to discuss something that is going well (fortunately) and something that is not going well (unfortunately).	10–11
Formative assessment (5 minutes)	Introduce the three types of assessments and provide relevant examples. Identify four formative assessment practices. Reference Handout 1.	12–13
Digital tool example: Word cloud (5 minutes)	Ask participants to share different ways they have collected in-person formative assessment data from students in the past. Present results using the word cloud feature in a digital tool.	14
Check-in (3 minutes)	Using the chat box, ask participants to respond to the following question, “Can you think of ways you could use word clouds for assessment purposes other than a pretest?”	15

Activity prompt: Fortunately, unfortunately

This suggested activity provides participants time in small groups (breakout rooms) to reflect on their own experiences with monitoring student progress and providing feedback in a remote setting. This “fortunately, unfortunately” activity asks participants to discuss the following two questions:

- 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 in a remote setting?

Once each participant has responded, the small groups should have an opportunity to ask questions of their peers. Each small group will need to designate a facilitator by, for example, asking the small group, upon arrival in the breakout room, to determine who has been teaching the longest and if that participant would be willing to act as the facilitator. It is important to provide a clear explanation of this activity, the process for selecting a facilitator, and the facilitator’s role before breaking into small groups to ensure participants understand the task at hand. Also, explain the process for moving into and out of breakout rooms and what to do if assistance is needed.

Types of assessments

This part of the workshop is designed to clearly distinguish three types of assessments: summative, interim, and formative. This section frames the focus of the workshop, monitoring student progress and providing feedback, as part of the formative assessment process. Summative assessments appear at the top of the triangle in figure 1. They are administered when instruction is complete to evaluate what

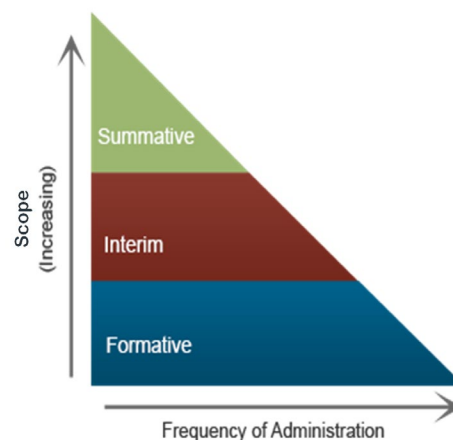


Figure 1. Types of Assessments

students have learned. They are given least often and cover the widest range of content (Perie et al., 2009).

Interim assessments are designed to assess what students know about a specific set of learning goals and inform decisionmaking often at the classroom level and beyond, such as at the school or district level. They are given more often than summative assessments. For example, these assessments can be used to predict student performance on state summative assessments and to identify learning gaps that can be addressed before the summative assessment (Perie et al., 2009).

Finally, formative assessment is depicted at the bottom of figure 1. Formative assessment is a process that involves both gathering and using information about what and how students are learning. It takes place during a relatively short cycle—as frequently as moment by moment, daily or weekly. Data from formative assessments can guide just-in-time adjustments to instruction to help students learn (Klute et al., 2017; Perie et al., 2009). Formative assessment is closely tied to the topic of this workshop. Monitoring student progress and providing feedback fit squarely in the realm of formative assessment.

Four formative assessment practices

This section of the workshop describes four practices in the formative assessment cycle (Hattie, 2009; Moss & Brookhart, 2009; Northwest Evaluation Association, 2016). Further details about these practices are presented in Handout 1 of appendix A.

1. **Clarifying learning involves identifying learning targets so students know where they are headed.** It also includes helping students understand what it will look like when they are successful.
2. **Eliciting evidence of learning involves gathering information about where students are in their learning throughout instruction.** One way to gather information is through questioning. Effective questions can stimulate students' thinking, provide evidence of what they know, and provide information about the errors or misconceptions they hold.

3. **Providing feedback can support students in moving forward with their learning.**

The goal of the feedback is to help them to better understand the material. Effective feedback promotes reflection and identifies future actions. It is also important to give students time to use feedback.

4. **Encouraging students to set goals and work together can activate learners.** Engaging in self-assessment, including setting student learning goals and monitoring progress, can support students to develop a growth mindset and take more ownership of their learning. Strategies such as peer feedback can empower students to be resources for each other.

Digital tool example: Word cloud

This suggested activity shows how to use the word cloud feature in digital tools, such as Poll Everywhere, to serve as a formative assessment in a remote setting. Prior to the workshop, set up the following question in a digital tool that offers a word cloud feature:

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

In our example, we used Poll Everywhere. To set up a word cloud in Poll Everywhere, you need to first set up an account through this link:

https://www.polleverywhere.com/signup?arlt=signupbutton&usrc=signup_button. Once you have an account, follow the instructions below:

1. Click the “Create” button in the upper left-hand corner of your “Activities” page.
2. Select “Word Cloud” from the list of possible activities.
3. Enter your question/prompt.
4. Click the “Create” button.

Once participants have entered their responses to the prompt, you can present the results as a word cloud. Feel free to use another digital tool or activity if you prefer.

The purpose of this activity is to help you better understand what participants already know about formative assessment and what they are already doing. This helps you to better adapt the

presentation to meet participants' needs. For example, if most of the participants share that they use certain types of formative assessments in-person, consider ways to discuss how those types could be used remotely. Or if there is general confusion about the purpose of formative assessment, you might put together some follow-up information or activities for the participants.

Check-in

To assess participants' understanding of how one type of assessment (word clouds) can be used for different assessment purposes, ask the following question in the chat box:

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

This is also an opportunity to check-in with participants to address any of their questions or concerns (through the chat box, for example). If possible, adjust the workshop pace accordingly: for example, proceed more quickly if there is a high-level of understanding or spend more time answering questions if understanding is low or plan additional follow-up on formative assessment. You may want to make a note to follow up with some or all participants who need additional information.

Monitoring Student Progress

Purpose

This section briefly presents research related to monitoring student progress and then details strategies educators can use to effectively monitor student progress in a remote setting. This section includes a digital tool example and check-in to engage participants and assess their understanding.

Duration: 20 minutes

Slides: 16–23

Table 4. Monitoring student progress annotated agenda

Agenda item	Description	Slides
“Monitoring student progress” definition (3 minutes)	Describe what we mean by the term “monitoring student progress.”	16–18
Using questioning strategies to monitor student progress (3 minutes)	Present the research on how to use questioning strategies to monitor student progress using tools and features participants are likely already using with their students in their conferencing platform (such as chat and polls). Reference Handouts 1 and 2.	19
Using data from instructional technologies (2 minutes)	Describe data from instructional technologies for monitoring student progress. Reference Handout 1.	20
Other digital tools (2 minutes)	Present examples of other digital tools that can be used for monitoring student progress. Reference Handout 3.	21
Digital tool example: Monitoring student progress (5 minutes)	Share an example of how one digital tool can be used to monitor student progress.	22

Agenda item	Description	Slides
Check-in (5 minutes)	Using an example digital tool or the chat box, ask participants what is a new idea that they want to try and why. Also, elicit any questions or concerns from participants.	23

“Monitoring student progress” definition

This section broadly describes what we mean by the term “monitoring student progress” and explains that the workshop will address challenges with monitoring student progress that may arise in a remote setting. This section sets the expectation that the workshop will focus on what teachers can do with technology, rather than the features of a specific learning management system or instructional program. In addition, it differentiates “monitoring student progress” from the more formal process of “progress monitoring” that is implemented often as part of Response to Intervention (RtI) (Safer & Fleischman, 2005).

Using questioning strategies to monitor student progress

During this part of the presentation, you will discuss the tools participants may already have embedded in their videoconferencing software and how these tools can be used to monitor student learning using seven different types of questions. Encourage your participants to explore how to use all the different question types using polls and comments in the chat box. You can direct participants to Handout 1 and Handout 2 in appendix A for additional information about how to incorporate technology on these question types.

Using data from instructional technologies

The purpose of this section is to show participants that they may be able to monitor student progress using existing data collected by their learning management systems (such as Canvas) or instructional technologies (such as DreamBox Learning or Achieve3000). This may save participants time if they do not have to collect any of these data themselves. This part of the presentation describes some of the common types of data that are available from instructional technologies and how they can be used to monitor student progress. The data provided varies

depending on the technology being used. However, instructional technologies often present such information 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, and
- The frequency with which students access course content.

We encourage you to substitute any of the examples listed above with the types of the data available from the learning management systems or instructional technologies used in your district. Further details about using data from instructional technologies are presented in Handout 1 of appendix A.

Other digital tools

The purpose of this section is to present examples of free digital tools that can support participants in monitoring student progress in a remote setting. The notes in the slide deck provide further descriptions about how each tool can be used for monitoring student progress. You can pick a few of the most relevant or useful digital tools to describe to participants or add any additional digital tools you prefer. When describing these digital tools, focus on how teachers can use the tool to conduct formative assessments. The descriptions of these digital tools can be found in Handout 3 in appendix A.

Digital tool example: Monitoring student progress

During this part of the workshop, you will present an example of how to use a digital tool to monitor student progress in a remote setting. For this training, we used Nearpod as an example and discussed how a teacher can use this digital tool to monitor student progress. You do not need a Nearpod account to present this same example. Alternatively, you could select whatever digital tool you are most comfortable with or would be most relevant to the participants in your district. The intent of this example is not to endorse a particular digital tool or show how to use

it, but to briefly show an example of how to use technology to monitor academic learning. In the Nearpod example, we highlight:

- How educators can monitor student progress in real-time as students submit their responses; for example, the slide image shows who has responded and who has not.
- How it allows educators to see how students answered, which allows them to differentiate their learning for different students. Polls that aggregate or summarize responses may not allow educators to see how individual students respond.
- How the digital tool can work in a hybrid learning situation. For example, educators can project Nearpod for in-person students and remote students can complete it synchronously using the live-participation option. Students will see the same questions at the same time. Educators can walk around the room for in-person students and use the teacher view to monitor the remote student responses.
- How student responses can be shared anonymously.
- How Nearpod generates a session report that stores all the responses if educators want to review them later.

If you choose a different digital tool, try to identify these types of features, and focus on how educators can use the selected technology to monitor student progress.

Check-in

To assess participants' learning and understanding, ask the following question at the end of the section:

- What is a new idea that you want to try and why?

You can use Nearpod or whatever digital tool you used during the demonstration to show how the digital tool appears from the student's perspective. For example, if you use Nearpod, you can demonstrate how to show students their responses anonymously. Alternatively, you can have participants enter their responses in the chat box. This is also an opportunity to check-in with participants to address any questions or concerns (through the chat box, for example).

Providing Feedback

Purpose

This section briefly presents research about providing feedback and then details the ways teachers can provide feedback to their students that aligns with the characteristics of effective feedback in a remote setting. This section includes an activity and digital tool examples to engage participants and assess their understanding.

Duration: 25 minutes

Slides: 24–36

Table 5. Providing feedback annotated agenda

Agenda item	Description	Slides
Activity: Characteristics of effective feedback (5 minutes)	Using the chat box, ask participants: What are characteristics of effective feedback? Compare responses to the research describing effective feedback. Reference Handout 1.	24–26
Time-saving ideas (5 minutes)	Present two examples of time saving ideas for providing feedback in a remote setting.	27–29
Audio and video feedback (3 minutes)	Present research regarding the use of audio and video feedback. Describe potential tools that can be used to create this type of feedback. Reference Handouts 1 and 3.	30–31
Digital tool example: Audio and video feedback (4 minutes)	Show an example of how to use a digital tool to provide video feedback.	32
Peer feedback (4 minutes)	Present research on the benefits of providing peer feedback and how to implement peer feedback online. Describe potential tools that can be used to facilitate peer feedback. Reference Handouts 1 and 3.	33–35

Agenda item	Description	Slides
Digital tool example: Peer feedback (4 minutes)	Show an example of how to use one digital tool to facilitate peer feedback.	36

Activity: Characteristics of effective feedback

This part of the workshop starts with a discussion about the characteristics of effective feedback. The purpose of this discussion is not to teach the participants about effective feedback, but to be a refresher to bring this information to the forefront of their minds. To achieve this, you can do the following:

- Ask participants to list characteristics of effective feedback in the chat box.
- Once the list is completed, present research on the characteristics of effective feedback (also found in Handout 1 in appendix A).
- Then, compare participants’ responses with the research, identifying any commonalities and differences.

Time-saving ideas

Good feedback needs to be delivered in time to be useful and be manageable to both you and your students. This part of the workshop shares two time-saving ideas for providing feedback in a remote setting. These examples both demonstrate how participants can use technology to provide effective feedback in a timely and manageable way (Johnson, 2020):

- **Targeted responses:** This is when a teacher focuses an assignment and its feedback solely on one to two targeted learning goals and then uses available technology to review student work and provide feedback more quickly.
- **Micro-conferences:** This is when a teacher uses 1- to 2-minute videoconferences for a focused and carefully structured conversation.

For more information about these ideas, see Johnson (2020).

Audio and video feedback

This part of the workshop presents research that suggests audio and video feedback may be as useful as in-person feedback. Further details about the research on audio and video feedback are presented in Handout 1 of appendix A. The presentation also includes a list of examples of tools that can be used to create audio and video feedback. You can pick a few of the most relevant or useful tools to describe to participants or add any additional tools if you prefer. You can also share key considerations (such as ease of use, recording time, advertisements, security) when selecting a tool to create audio or video feedback. Descriptions of these tools and key considerations can also be found in Handout 3 in appendix A.

Digital tool example: Audio and video feedback

The workshop includes an example of providing video feedback using Screencastify. You do not need to use this example if you prefer to use another tool that may be more relevant to the participants in your school or district. If you use another tool, you can choose to create your own video example or describe the tool instead. The intent of this demonstration is not to endorse a particular program or show participants all the details on how to use it. Instead, the intent is to briefly provide an example of how to use a specific tool to provide feedback in a remote setting. In the Screencastify example, we highlight:

- How participants can record themselves in the video to add a personal touch.
- How to use annotated tools to draw the student's attention to key areas in their work.
- How to incorporate characteristics of effective feedback (such as targeted, clear, and specific feedback).
- How to save time by prioritizing feedback and not editing the videos.
- How to easily share the videos with students.

If you choose a different tool, try to identify these types of features, and focus on how participants can use the selected tool to provide effective feedback.

Peer feedback

This part of the workshop presents research about the benefits of peer feedback and how to implement it in a remote setting. Further details about the research on peer feedback are presented in Handout 1 of appendix A. The workshop then shares examples of tools that can be used to facilitate peer feedback. You can pick a few of the most relevant or useful tools to describe to participants or add any additional tools if you prefer. Descriptions of these tools can also be found in Handout 3 in appendix A.

Digital tool example: Peer feedback

The workshop includes an example of how to facilitate peer feedback using Google Forms. You do not need to use this example if you prefer to use another tool that may be more relevant to the participants in your district. If you use another tool, you can choose to create your own example or describe the tool instead. The intent of this demonstration is not to endorse a particular program or show participants all the details on how to use it, but to briefly show an example of how to use a specific tool to facilitate peer feedback in a remote setting. In the Google Forms example, we highlight:

- How participants can create a form that will collect targeted peer feedback to help participants assess student learning and save themselves time.
- How peer feedback can be anonymous.
- How to review peer feedback.

If you choose a different tool, try to identify these types of features, and focus on how participants can use the selected tool to provide effective feedback.

Wrap-up and Next Steps

Purpose

This section concludes the workshop. It provides information about the next steps for participants. The section includes an activity and check-in. If you are presenting the workshop in two or three sessions, repeat this section each time.

Duration: 30 minutes

Slides: 37–45

Table 7. Wrap up and next steps annotated agenda

Agenda item	Description	Slides
Recap (3 minutes)	Present a recap of the information presented in the workshop.	37–38
Activity: What struck you? (17 minutes)	Engage participants in reflecting on how to provide feedback in a remote setting. In breakout rooms, ask them: 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?	39
Check-in (5 minutes)	Ask facilitators from the previous breakout room activity to share a common theme from the “What struck you” discussions.	40
Next steps (4 minutes)	Provide participants with information about the next steps. This will likely include reviewing logistics for any upcoming workshops, distributing a link or handout with any other feedback form you would like participants to complete, providing contact information of anyone participants can reach out to with questions, and describing your level of availability to engage further on the topic. Be sure to thank participants for their time and participation.	41–42
References (1 minute)	Provide participants with a list of references cited in the presentation.	43–45

Recap

Briefly present an overview of the information you presented in the workshop. This will help participants during the final reflection activity. If you presented this workshop in two or three sessions, revise the slide to focus on whatever sections you presented.

Activity: What struck you?

In small groups (breakout rooms), ask participants to discuss this question:

- 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?

Once each participant has responded, the small groups should have an opportunity for an unstructured conversation to ask questions of their peers. Members of each small group will need to designate a facilitator amongst themselves. For example, they can determine who has the largest number of siblings and whether that participant would be willing to act as the facilitator. It is important to provide a clear explanation of this activity, the process for selecting a facilitator, and the facilitator’s role prior to breaking into small groups to ensure participants understand the task at hand. Be sure to inform facilitators that they should be prepared to report out to the whole group. Also, explain how to move in and out of breakout rooms and what to do if they need assistance.

Check-in

To assess participants’ learning and understanding, ask the facilitators from the previous breakout rooms to answer the following question:

- What was a common theme from the “What struck you” discussion in your breakout room?

This is also an opportunity to check-in with participants to address any remaining questions or concerns (through the chat box, for example).

Best Practices in Facilitation

Thus far, this handbook has presented the content to facilitate the workshop on monitoring student progress and providing feedback. If you need additional support facilitating adult learning online, here are some additional tips.²

Preparing for the workshop

The following tips can help you better prepare for your workshop.

Recruitment and logistics

To prepare for your workshop, you may want to do the following:

- Create promotional documents to inform targeted audiences about the workshop (see appendix B for an example).
- Develop a registration process that enables participants to sign up for the workshop.
- Compile a list of registrants.
- Familiarize yourself with the features of the videoconference software.
- Locate any required passwords (for example, Wi-Fi, videoconferencing code).
- Identify the name of a person who can help with videoconferencing call set-up and/or technical issues.

Consider your participants

As you prepare your presentation, spend some time thinking about your participants and how your presentation can best meet their needs. Find out as much as you can about who will be attending the workshop and use this information to inform group configurations and activities.

² This section was adapted from *KIDS Data Use workshop: Facilitator's guide* (REL Midwest, 2018).
<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/eventhandout/KIDS-Facilitator-Guide-508.pdf>

Consider ways to explicitly link the information you will be presenting with participants' experiences and accomplishments. Who will be missing? Notice who is not planning to attend and how that might impact the workshop. For example, if no administrators have registered, make sure you have a plan for responding to questions directed toward leadership.

Handling difficult situations

The following tips can help you handle difficult situations.

Ground rules

The way you begin the workshop and set the tone will go a long way toward preventing difficult situations. Here are some common ground rules you might want to establish with the participants:

- Turn off the ringer on your cell phone.
- Feel free to leave the workshop if you need to use the restrooms, take a call, and so on.
- Participate and allow every voice to be heard.
- Ask clarifying questions at any time.
- Use “Q:” in front of questions in the chat to help the facilitators quickly see your questions.
- Use a “parking lot” for questions that can be addressed later.
- Honor time limits; return from breaks on time.

If you have concerns about group dynamics, think you will be pressed for time, or have other worries, you *may* want to set more particular ground rules, such as:

- Confidential issues will not be shared with anyone who is not in attendance.
- If you are a person who participates often, leave space for others to respond, too. If you usually wait to share, jump in!
- Put aside your feelings about [a controversial issue] during this workshop and focus on thinking about what you can learn that will help you meet students' needs.

- Please hold all questions until the end of the presentation.

You can stop a presentation at any time and add ground rules as needed. For example, if responding to questions is taking you off track, you can say something like, “I think we need a new ground rule. Let’s hold all questions until the end of the presentation because I hope to answer many of them along the way.” Despite setting ground rules, there may still be some tricky situations, disruptions, failure of equipment or supplies, or an environmental issue that makes things difficult. Below are some additional tips and techniques for handling difficult situations. You can also return to this list after you deliver the workshop for ideas about how you might have managed a difficult situation differently.

People

There may be participants who talk too much, do not participate, are chatty and distracting, are argumentative, or are upset. It is important to manage these challenges quickly and respectfully so that the workshop stays on-track. No matter what you do, you should be professional, polite, patient, and kind when interacting with participants. The tactics listed below are not an exhaustive list of strategies, but they may be useful to consider as a starting point.

- **Consider why the person may be disrupting the workshop before deciding how to react.** For example, is a person overly talkative because they are enthusiastic about the topic or because they feel that they have knowledge that they want to share? Are they being conscious of other participants’ needs? The reason for the behavior determines whether you should channel their enthusiasm, acknowledge and draw on their expertise, or say something like, “Let’s hear from someone on this side of the room,” or “Let’s take a minute for everyone to write down their thoughts on the topic before we move on.” Rarely do people intend to be disruptive, so it is important not to shut the person down completely.
- **Consider whether an intervention is necessary.** If the disruption is minor, stepping in might be an even greater disruption. You may decide to ignore the disruption once or twice until it becomes a regular occurrence. If the disruption is major, decide whether to intervene immediately or to speak to the person privately in the chat or during a break or

by drawing them aside. Respectfully tell them what behavior you would like to see instead. For example, you could say, “I appreciate your concerns about standardized testing. I would be interested to hear your thoughts on the matter if you want to follow up with me in an email after the workshop. For today, though, let’s focus on what we can learn that might help us meet students’ needs.”

- Create a “parking lot” where you write down any questions or issues that you do not want to address during the workshop presentation. Especially if emotions are high, showing that you are listening and that you have noted the concern and will respond later can help. Return to the parking lot at the end of the session and respond to anything that has not yet been addressed.
- **For controversial issues, acknowledge what is said but neither agree nor disagree.** Say something like, “I appreciate that you feel strongly about this,” and then continue with the presentation.
- If someone begins to ramble, diplomatically interrupt them and try to tie what they are saying to the topic at hand. Thank them and move on.
- **Attempt to build rapport with a person who is disruptive.** Listen to them, value their input, acknowledge them, and respond by relating their comments to the goals of the workshop.
- **Do not reprimand, scold, or act condescendingly.** These actions may lead participants to become resentful or shut down.

Technology, equipment, and supplies

Being prepared ahead of time is the best way to avoid problems with technology, equipment, and supplies. Practice using the videoconference features ahead of time. Email materials ahead of time and organize handouts so you can provide a link to them in the chat when they are needed. If meeting in person, make sure that you have more than enough supplies such as paper copies of your agenda and slide deck; the slide deck should always be provided to in-person participants with room for taking notes. Find out who is available to help with technological issues. Arrive or log on early on the day of the workshop so you can check all the equipment (laptop, projector, Wi-Fi, camera, microphone) in advance. Even so, things can go wrong, and

you will have to manage the situation. Here are some suggestions for how you might handle technical difficulties.

- **Try to maintain a sense of humor:** Saying, “Is it Friday the 13th again?” or “Looks like the slide deck took a day off,” will show that you are going to cope well with the problem. If you become anxious or upset, your participants might, too.
- **Ask the group for help:** “Does anyone know how to find the chat on an iPad?” or “Can anyone quickly get additional copies?”
- **Ask participants to share materials, if there are not enough copies of materials.** Then take names and email addresses of people who need materials and be sure to follow up by sending them after the workshop.
- **Give the group some options for how you can proceed:** “Should we take a break now instead of later? Reschedule? Muddle through without the PowerPoint?”

Environment

Sometimes a facilitator ends up in a workshop space, real or virtual, that is less than ideal. Some people may not be able to turn on their cameras or they may need to log out and rejoin the workshops. In-person trainings may take place in rooms that are too small, too warm, too noisy, or completely windowless. If it is not possible to change rooms or address the issue, you will need to find a way to minimize discomfort and disruptions. Below are some ideas for how to manage environmental problems.

- Speak to the IT person or the person in charge of the facility as soon as possible, and let your participants know that you are trying to resolve the problem.
- Ask participants if they have any ideas about how to address the problem. Perhaps a teacher has a classroom nearby that can be used instead, or maybe someone has an ice pack they can put on the room thermometer to make the heat turn on.
- Use humor to lighten the mood. A small room can be “downright cozy” or a windowless room can be jokingly referred to as an “inner sanctum.”
- It may be best to ignore an environmental problem if it is minor. If you keep your group interested in the content of the workshop, they may not be bothered by the problem.

Adult learning principles

To serve as a brief reminder about adult learning principles, here are five key principles of adult learning:

1. Adults need to know why they are learning.
2. Adults are motivated to learn by the need to solve problems.
3. Adults' previous experience should be respected and built upon.
4. Learning approaches should match the adults' background and diversity.
5. Adults need to be actively involved in the learning process.

For more information about adult learning principles, see Bryan et al. (2009).

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Appendix A: Handouts

This appendix includes three handouts. The first handout (pages 32–42) describes the research presented during the workshop in more detail. The second handout (page 43) provides an overview of the different types of questions teachers can use to monitor student progress. The third handout (pages 44–47) provides a list of different digital tools that are available for free or have free versions to help monitor student progress and provide feedback on student work.

Handout 1: Monitoring Student Progress and Providing Feedback in a Remote Setting

This handout describes the research presented during this workshop. It includes research on formative assessments, monitoring student progress, and providing feedback.

Key terms

- **Formative assessment** is a process that involves both gathering and using information about what and how students are learning. It takes place in a relatively short cycle—as frequently as moment by moment, daily or weekly. It can guide just-in-time adjustments to help students learn (Klute et al., 2017; Perie et al., 2009). The formative assessment cycle involves four practices (Hattie, 2009; Moss & Brookhart, 2009; Northwest Evaluation Association, 2016).
 - **Clarifying learning:** Identifying learning targets will help students know where they are headed. It also involves helping students understand what it will look like when they are successful.
 - **Eliciting evidence of learning:** Gathering information about where students are in their learning throughout instruction is important to provide concrete evidence of their progress.
 - **Providing feedback:** Effective feedback supports students in moving forward with their learning. The goal of this feedback is to help them to better understand the material. Ideally, feedback will promote reflection and identify future actions. It is also important to give students time to use the feedback.
 - **Activating learners:** Engaging in self-assessment, including setting learning goals and monitoring progress, can support students to develop a growth mindset and take more ownership of their learning. Strategies such as peer feedback can empower students to be resources for each other.
- **Monitoring student progress** includes all the ways that teachers assess student learning over the school year. It includes things like formative assessment, questioning, and providing feedback. Monitoring student progress can be fairly informal (e.g., scanning

the room to see who is on- or off-task). It is distinct from “progress monitoring,” which is a more formal process that is often implemented as part of Response to Intervention (Safer & Fleischman, 2005).

Using technology to gather real-time information about student learning

The What Works Clearinghouse Practice Guide, *Using Technology to Support Postsecondary Student Learning*, includes five evidence-based recommendations. Recommendation 4, “Use technology to provide timely and targeted feedback on student performance” provides suggestions for monitoring student progress and providing feedback that could be adapted for K–12 remote learning (Dabbagh et al., 2019; p. 38). Specifically, this recommendation focuses on using technology to efficiently gather real-time information about student learning. Teachers can accomplish this by using digital tools, such as online polls or quizzes, to ask students questions. This type of monitoring can take place during assignments in class or outside of class. Teachers can use the information they gather to adjust instruction and to provide feedback to students. The practice guide outlines five steps for carrying out this recommendation that are relevant to the topic of this workshop:³

1. **Examine course content to identify topics or concepts for which providing feedback would be most beneficial.** This can be content that students commonly struggle with, common mistakes that students make, or “bottleneck concepts,” which are those that can prevent students from learning more complex concepts if they aren’t mastered first. Once teachers identify these topics, it is important to consider the timing of assessing students during or outside of class meetings. If assessment takes place during class meetings, there can be an opportunity to correct misconceptions in real-time.
2. **Decide what technology to use.** The practice guide discusses a variety of technology tools, but most relevant to remote learning are polls or online quizzes for asynchronous learning.

³ The practice guide also includes a sixth step for implementing this recommendation, which is less relevant to this workshop: “Work collaboratively to adopt and integrate newer technologies” (p. 45).

3. **Integrate feedback into the class in a strategic way.** Technology-based questioning techniques can provide information about students' learning, offer an opportunity to provide feedback, and support engagement during class. Teachers may want to provide feedback that is aligned with course objectives and goals. Think about the issue of whether to assign points to students' responses (graded versus ungraded). Ungraded responses allow for students to participate without consequences more freely. Graded responses can help to encourage and incentivize participation.
4. **Design questions that align with learning objectives.** For multiple-choice questions, create wrong answer choices that are plausible and represent common misconceptions. Use "easy-hard-hard" question sequences. The first question is easy and builds confidence, the second is similar to the first but harder, the third is different in nature or context. Consider more than just recall questions (figure 4.3 on page 43 of the practice guide describes 8 types of questions: recall, conceptual understanding, application, critical thinking, student perspective, confidence level, monitoring, and classroom experiments). One idea for synchronous classes is to have students discuss their answers after they are submitted but before the right answer is revealed. This is intended to promote peer learning and deeper understanding and allows students to reflect on both right and wrong answers. Teachers can discuss both right and wrong answers to take advantage of teachable moments. Teachers can consider providing explanatory feedback (the explanation of both right and wrong answers) in addition to corrective feedback.
5. **Use the data to inform instruction and guidance to students.** Use the results of a real-time question to determine whether it is time to move on or to continue with a topic that students have not yet mastered. Teachers could use anonymous chat functions to allow students to ask questions and post comments during class without feeling put on the spot. Teachers could use results to inform guidance for students to do better—for example, the pattern of missed responses on a quiz might guide suggestions about which materials to review or to point students to additional resources to study.

Using data from instructional technologies

How you monitor student progress looks different in an online or remote learning setting. If you are using a learning management system or other instructional technology, you might have access to data that present 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, and
- The frequency with which students access the course content.

Teachers can integrate data from instructional technologies with all other information that teachers have about students, such as their observations during synchronous lessons and knowledge they have gained about students from other completed assignments (Schifter et al., 2014). Teachers can use data from instructional technologies to gather knowledge about the understanding of the whole class as well as the understanding of individual students (Xhakaj et al., 2017). Some relevant findings from studies are summarized below:

- Teachers can use the data from instructional technologies to drive instruction. When analyzing data, teachers might consider:
 - Each student's strengths and areas for growth,
 - Different types of errors that students make and the misconceptions that might lead them to make those errors,
 - The degree to which the student is making progress,
 - The characteristics of the class as a whole,
 - The norms or agreements with the class (for example, respect each other's opinions), and
 - The progress the class is making as a whole (Molenaar & Knoop van-Campen, 2018).
- Looking at item-level data can help teachers know where students understand a concept well and where they have weaknesses in their understanding, including common

misconceptions. Teachers can use this information to design lessons to address those misunderstandings (Schifter et al., 2014).

- Some instructional technologies provide data about what parts of the program or website students are using. These types of data can help teachers understand how students are approaching problems (for example, whether they are identifying the useful tools to help them solve problems or whether they are on the right path toward solving problems). Following their actions through an instructional technology platform can help teachers learn about how students approached solving the problem (Schifter et al., 2014).

Characteristics of effective feedback

Based on an extensive review of more than 100 research studies on feedback, Shute (2007) identified several characteristics of effective feedback, including feedback with these characteristics:

- Focuses on the task rather than the student.
- Provides information to enhance learning, rather than just information about the correctness of responses.
- Is clear and specific.
- Not too complex.
- A manageable amount to not overwhelm students.
- Links to learning goals.
- Delivered when there is still time for it to be used.
- Is timely, particularly for lower-achieving students who may benefit more from more immediate feedback than higher-achieving students.

Using technology to provide audio and video feedback

Most of the studies on the use of audio and video feedback has occurred in postsecondary settings. Some relevant findings from those studies are summarized below.

- Postsecondary students reported that instructor-recorded videos increased their motivation. They appreciated receiving individual videos but preferred to not receive too many. The authors concluded that when teaching online courses, instructors may want to use videos in concise and thoughtful ways (Bialowas & Steimel, 2019).
- In a study in middle school, teachers provided feedback through Screencastify by creating a screencast for students to watch and listen to outside of class time. A screencast is when someone creates a video recording of their computer screen as they are using it. A screencast often includes an audio recording, and it can include an embedded video of the person as they make the recording. The study authors compared this approach with traditional face-to-face conferencing. Teachers and students perceived both types of conferencing (face-to-face and Screencastify) to be equally effective and easy to use. Based on their qualitative data, the study authors identified some advantages of the screencast approach. For example, teachers were able to spend more time providing feedback because they could do it outside of class, teachers could provide more frequent feedback, students reported feeling more comfortable receiving this type of feedback, teachers could provide higher quality and more thorough feedback, and students reported understanding the feedback and how to use it to improve their writing (Henry et al., 2020).
- A correlational study of university students examined students' preferences for written versus audio feedback as well as the association between receiving feedback and student performance. The study authors provided audio feedback to one group and written feedback to another group on a first assignment. Then, they examined student performance on a second assignment and found that grades on the second assignment were similar for both groups. Students in the study strongly preferred written feedback even though they were positive about audio feedback overall (Morris & Chickwa, 2016).
- Another study of university students examined audio feedback focused on promptness, not production value. Teachers recorded the feedback without editing it and did not pay too much attention to ambient noise. Students preferred simple and prompt feedback over delayed and edited feedback. That is, students reported that the lower production value did not compromise the effectiveness of the audio feedback. The study suggests that preparing students for what to expect from the feedback beforehand increased students'

acceptance of the feedback and allowed teachers to provide more detailed and in-depth feedback (Parkes & Fletcher, 2017).

- A study conducted with university students examined screencast commentary technology as a way of providing feedback. The students in the study reported strongly positive views of the screencasted feedback, including that it was easy to use. Students in the study rated the screencasted feedback significantly more helpful, personal, caring, and constructive than written feedback (Anson, 2015).

Using technology to facilitate peer feedback

Research suggests several benefits of peer feedback. Peer feedback can provide an opportunity to empower students to serve as resources for each other. Research suggests that providing feedback for peers is associated with increases in students' understanding of the subject matter. The peer feedback process provides students with an opportunity to see how other students approached the assignment, which may prompt self-reflection on their own work and may motivate them to make improvements. Further, the act of providing feedback requires that students use critical thinking skills to assess the extent to which their peer met the expectations for the assignment. It also requires students to effectively convey their feedback which provides an opportunity for them to practice their communication skills (Hwang et al., 2018; McCarthy, 2017).

Some research studies, many of which were conducted with university students, suggest approaches for implementing peer feedback that can be used in remote learning:

- Students can provide more detailed or accurate feedback when teachers provide scaffolds such as rubrics or other structured processes for providing feedback (Double et al., 2020). For example, in one study with university students, online feedback followed a structured process: students posted a work in progress and other students provided critiques. Critiques needed to be at least 50 words and tied to assessment criteria. Students were instructed to comment on both what students did well and what they could improve upon. When students received critiques, they were required to respond to increase discussion. Students preferred this type of peer feedback over in-person peer feedback. They reported

that it was more beneficial and they were more likely to say they would like to receive that type of feedback again. Open-ended survey responses indicated that students found the online feedback to be more critical, in-depth, and aligned to the assessment criteria. Students also noted that they learned something from providing feedback; that analyzing someone else's work using the criteria helped them see their own work in new ways (McCarthy, 2017).

- Some researchers have suggested that anonymous peer feedback is preferable because students will be more honest, but the research on anonymity does not indicate a clear preference for anonymous or identified feedback. One study found that the quality of the feedback students provided was similar when it was anonymous and identified, but students preferred to give anonymous feedback (Kobayashi, 2020). Research also suggests that feedback is similarly effective whether it is identified and anonymous (Double et al., 2020). Some online learning management systems, such as Canvas, have features that facilitate anonymous or identified peer assessment (Kobayashi, 2020).

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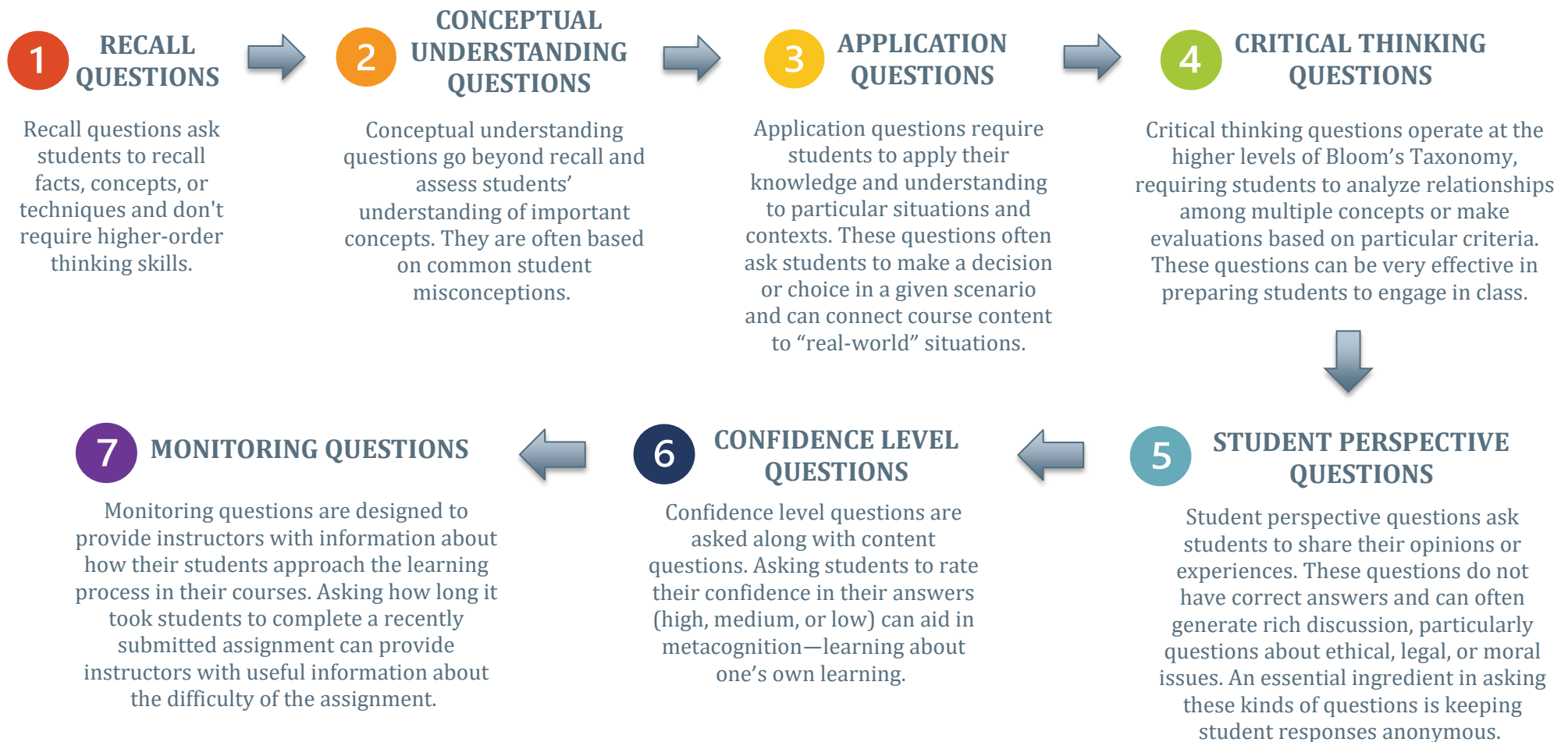
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Handout 2: Types of Questions

This handout shows an overview of the different types of questions teachers can use to assess student learning in remote settings.⁴



⁴ Adapted from *Using technology to support postsecondary student learning: A practice guide for college and university administrators, advisors, and faculty* (Dabbagh et. al., 2019).

Handout 3: Digital Tools Resource List

There are many digital tools available to help monitor student progress and provide feedback on student work. This list provides examples of digital tools that are free or have free versions and are relevant to the workshop content; it is not an exhaustive list. REL Appalachia does not endorse any particular tools, but strongly recommends connecting with IT professionals in your school or district to confirm that tools you are considering using comply with your district's data security and privacy protocols before integrating them into your instructional practices.

Features of digital tools

There are features included in the digital tools you may already be using that can help you monitor student progress or provide feedback. While you are probably familiar with many of the features listed below, it may be easier to think about new ways to use the features already at your disposal than finding other digital tools that have a learning curve for you and your students.

- Canvas and Google Classroom are learning management systems that your district may already offer you. These digital tools have many features that can help you monitor student progress (for example, through the automatic collection of system usage data), provide feedback (for example, through private messages), and facilitate peer feedback (such as anonymously delivering one student's paper to another student or shuffle and handout papers in Google Classroom) all within the same digital tool.
- Google Docs has a feature that allows you to make comments in student documents to provide targeted feedback and students can then respond to the specific feedback in the comments. Many teachers already use this feature frequently but may not be aware that Google Classroom also offers a time-saving feature called “comment bank.” Using this feature, you can store comments you use frequently so that you do not have to rewrite the same comment every time.
- Videoconferencing tools often include features that you can use for quick check-ins to assess student understanding or identify any additional questions. You can ask students to use reactions to display an emoji (such as thumbs up or down, or a hand) in their video

window. You can use polls to quiz students and use chat boxes to send private feedback messages to students or ask students to ask follow-up questions.

In addition to the features noted above, there are several free versions of stand-alone digital tools that you can add to your digital toolbelt. The following list shows examples of these stand-alone tools that you can use separately or that are often integrated with digital tools you are currently using to help monitor student progress, provide feedback, or both. You may be using some of these digital tools already or using other digital tools not listed here.

- [Nearpod](#) and [PearDeck](#) allow you to create interactive lessons and can be integrated with Google Slides. Among other features, these have add-on question or activity prompts that allow you to review student work in real-time or later in summary reports.
- [RubiStar](#) supports your creation of online rubrics, which can be used to assess student work. You can also use it to provide targeted feedback by sharing your notes on the scored rubric privately with a student.
- [Flipgrid](#) allows you and your students to record video or audio related to a certain topic. It includes a feedback feature where you can provide text, video, or rubric feedback to students privately. Students can use the Blackboard/Whiteboard feature to give each other feedback through video or text. Flipgrid also allows you to create custom rubrics.
- [Padlet](#) provides an online “wall” where you and your students can post images, videos, links, and text. Students can use this type of digital tool to post responses to prompts or questions and you can review their posts as a method to check-in on students’ understanding.
- [Wakelet](#) allows students to build their own portfolios to showcase their work.
- [Kahoot](#) allows you to generate game-based lessons and quizzes to make formative assessment more engaging. You can then use the platform analytics to assess student progress.
- [Poll Everywhere](#) and [Answer Garden](#) allow you to create polls for your students and display the results.

Digital tools specifically for audio and video feedback

As discussed in the workshop, audio and video feedback are useful methods to provide students with feedback that can take you less time. There are several free stand-alone audio recording and video recording tools available that are easy to use and do not require much, if any, editing. The following list shows examples of digital tools specifically designed to create audio and video recordings. Some of the digital tools already noted also include ways to provide this type of feedback.

- [Screencastify](#), [Hippo Video](#), [Tinytake](#), [ScreenRec](#) (Windows Only), [Screencast-O-Matic](#) allow you to screencast your computer screen. This means you can create a video recording of your computer screen and a narration while you are reviewing student work. You can then share the video with your students as a form of video feedback. You can record just your voice if you prefer or include a video of yourself as you make the recording. Some of these digital tools offer annotated tools to help draw students' attention to specific areas.
- Windows 10 (Game Bar) and Macs (Shift-Command-5 and Quicktime Video) are often less known digital tools that often are included on your computer and contain screen casting features or video recordings. They have editing capabilities, do not contain advertisements, and do not have time limits. Many computers also have audio recording tools already available (Windows 10 has Voice Recorder) which can be used to provide only audio feedback.

Digital tools for providing peer feedback

As discussed in the workshop, peer feedback can be a useful and time-saving way to provide students with valuable feedback. There are several stand-alone digital tools that can facilitate students providing feedback to one another. The following list provides examples of these types of digital tools. Some of the digital tools already noted include ways to provide peer feedback, and some of the tools listed below offer more features than just peer feedback.

- [Google Forms](#) allow you to create a form with specific question prompts (ratings or open-ended). These forms can be used by students to provide targeted feedback for their peers. Google Forms also allow students to give feedback anonymously.
- [Google Jamboard](#) and [Miro](#) allow students and teachers to interact on the same blank screen or whiteboard. They include features like sticky notes drawing tools, and shapes. Students can use these digital tools to populate feedback on their peers' presentations.
- [Peergrade](#) and [PeerStudio](#) are designed to facilitate peer feedback.

Appendix B: Sample Workshop Invitation

The following text can be used in an email or a flyer to encourage educators in your district to participate in these workshops.

Educators across the country and around the world are working to discover the most effective methods for delivering online instruction to students in grades K–12. If you would like to know more about what may work for you and your students, join [your name here] for a workshop series developed by researchers from the Regional Educational Laboratory Appalachia in collaboration with education leaders from districts in eastern Tennessee and representatives from the Niswonger Foundation. The series is designed to share available research about the following topics:

- Supporting student engagement in a virtual environment.
- Monitoring student progress and providing feedback to students.
- Designing effective instruction for a hybrid model.

The training will provide:

- A curated review of the research for each of the topics listed above.
- Examples for how to implement the research-based strategies.

The second workshop will be on *monitoring student progress and providing feedback*. [Enter any logistical information, such as the date of the workshop, time, location]

To participate, please [insert instructions on how to register]. If you have any questions, please contact [insert your contact information].

Appendix C: Alternative Suggestions for Creating Breakout Rooms and Polls

The train-the-trainer workshop was designed for Zoom, which has built-in features for creating breakout rooms and polls. This appendix offers some suggestions for how to implement these parts of the workshop if your videoconferencing software does not have these features.

Creating breakout rooms

If your videoconferencing software does not include a breakout room feature, you can still use breakout rooms, though the process is more involved. You will have to set up separate meeting rooms, each with their own link, for each group. Prior to the meeting, determine the number of breakout rooms you will need and which participants will attend each group. Then, set up separate meetings for each breakout group in addition to the meeting you set up for the whole group. When you invite each participant to the meeting include two links, one for the large group meeting and one for their assigned breakout room.

When it is time for breakout groups, provide clear instructions that participants should leave the whole group meeting and click on the link for their breakout room. Be sure to tell them what time they should return to the whole group meeting. Since the process of leaving and returning to the large group meeting is not automated, you may want to allow extra time in the agenda.

If you use Google Meet, a Chrome extension is available to create breakout rooms. Step-by-step instructions are available at <https://allthings.how/how-to-use-google-meet-breakout-rooms-extension/>.

Creating polls

If your videoconferencing software does not include a polling feature, you can still create polls using one of many free web-based polling features. For example,

- Pear Deck (www.peardeck.com) is designed to work seamlessly with Google Slides.
- Poll Everywhere (www.polleverywhere.com) and Mentimeter (www.mentimeter.com) allow participants to respond to polls from their own devices.