

Contribution

Jessica Petersen | 1503729 | 8004 8.0

My contribution assessment is based on the artifact proposal put forward by Amanda Asher. My feedback documentation is provided on the pages below.

I think that overall, the feedback that I provided to Amanda was constructive. I think that I especially excelled at pointing out examples of where statements are made without relevant evidence nearby, and finding places where her methodology of measurement could be improved. My feedback could be improved by pointing out examples of best-practice strategies for implementing Universal Design for Learning, and also by referencing professional knowledge for justifying my feedback.

I found that while reading her proposal, that there were quite a few places where inferences were made, but no evidence was provided nearby in order to back it up. It is important in design for learning that our decisions and ideas are evidence-based, so I made sure to point out these instances for her so that she could better justify her reasoning for providing certain types of support to certain learners.

I also found that Amanda's proposal lacked sufficient evidence in terms of measurement. I wanted to ensure that she was getting quantifiable data with which to evaluate her artifact's effectiveness so I made sure to provide feedback that supports her to build on her ideas of what success "looks like". This data will help her to identify whether her artifact has the effect it is intended to have.

My feedback lacked explanations of best-practice strategies for implementing universal design for learning. In order to improve my feedback, I should have explored some specific strategies from experts for employing universal design for learning in the classroom in order to give more specific and directly implementable feedback.

Similarly, my feedback lacked references to professional knowledge (for the most part) that may have pointed her in the right direction to improve her evidence-informed implementation of universal design for learning. If I was to complete this task again, I would make sure to spend some time finding professional sources to justify my feedback.

I think that this feedback is very relevant to the task, and although I made no major suggestions to improve the artifact itself, I feel that my suggestions surrounding the process of justifying, implementing and monitoring the use of her artifact will make a significant difference in the quality of her artifact overall. This feedback should be most useful in helping her to prepare for her presentation and justification of her artifact later on.

Amanda Asher

7.1 Artifact Proposal

"What's going on for our learners" What are the identified learning needs that you have noticed in your learner(s)?

The students have a good understanding of some film techniques and how the director uses them in The Lion King to teach us about certain characters/challenges. They also have a good knowledge of the Hero's Journey and how this plays out in The Lion King. They are now ready to communicate this knowledge in a response to text essay. None of the students has completed a response to text essay yet this year, but they have completed a piece of formal writing earlier last term. Based on this writing it is clear that two of the three target students need to focus on structuring their ideas into paragraphs. Students all like working digitally.

The students in this class also enjoy having agency over their learning, but sometimes need motivation to complete work. They work well collaboratively. I also find that they ask me for help often, but forget that they can ask their peers first. For this reason I think it would be beneficial for them to support each other in a structured way.

What evidence?

① observation?

great idea! ③

"How do we know" How have you identified this?

Through formative tasks I have identified that all three of the focus students have enough knowledge of the text to move on to writing response to text essays.

I have identified the need for learning to structure essays and paragraphs from their formative formal writing assessment earlier in the year, where one of the three focus students was working at a level 3 and the other two were at a 4 Achieved.

I have learned from student voice that the students enjoy opportunities to work collaboratively and that they all enjoy working digitally, although one often forgets their device so often works on paper. One of the three focus students often works ahead of the rest of the class and through samples of her work I can see that she is strong academically and may benefit from opportunities to show leadership in the classroom

expand further ④

What is your artifact?

An essay writing unit that encourages student self-regulation and collaboration and is differentiated based on student readiness through flexible use of time through the essay writing process.

The students have several milestones to meet throughout the essay writing process, and they keep track of this by putting a sticker on a tracking document. They must get the sticker from me to put it on the chart, so I am able to keep track easily of where students are at and they can work at a pace that means they can learn the process as they are ready.

They are also put into feedback pairs and taught how to give effective feedback. Some of the milestones are peer feedback sessions where they give their partner feedback and then revise their work based on the feedback. The aim of the partners is for them to be able to support each other through the essay writing process and to encourage positive and meaningful collaboration.

The unit is all online - scaffolded planning sheets, google docs and comments on these docs, online resources for accessing the previous work we did on the film etc. However, the unit can be printed for those students who do not work as well on computers or who forget their devices.

Awesome! ⑤

Great idea ⑦

How will they learn to give more effective feedback? ⑥

How will your artifact effectively and significantly contribute to changes in teaching strategies (but are not limited to), teaching approaches, learning activities, learner agency and collaboration.

It limits my direct instruction in the classroom, as all students are working at a pace that suits them, so it will be much more working closely with small groups, pairs and individuals which I know from previous reflections works much better for this class. The easy tracking means that students are not rushed onto the next stage before they are ready and helps me to check in to see who is falling significantly behind and might need some extra support. The unit encourages more peer feedback, peer marking and collaboration, rather than students asking me for help all the time. This will develop their own skills as they critique their partner's work and solidify their own knowledge of what makes a good response to text essay.

There will be much more student agency than if I was coaching them through the stages all at the same time, and there are opportunities for leadership for those students who finish early.

The bonus "side effect" of the sticker tracking sheet is that it works as a small positive reinforcement for reaching milestones in the writing process, which will hopefully limit any students using the flexible time poorly.

super clear
⑧

How will you know if this is happening?

The tracking document will help me keep track of how everyone is going. I will also keep up with the daily "effort tracking and exit card" google sheets that I use to wrap up the class. On this document I often ask for feedback on how things are going and do small formative questions. I can use this tool to ask the students questions about the process and how they are finding it to see if it is working for them.

I think that if this is successful I will also notice a decrease in students asking me for help with essays, as they will start collaborating more with their peers and asking them for help before they ask me.

I hope to also see students taking more ownership and responsibility for their work as they develop their self-regulation through this process.

what does this tool look like?
⑩

how are you tracking this?
⑨

How does your artifact demonstrate the process, practice and application of Design for learning thinking through devising innovative learning experiences, technologies, teaching, assessment and learning strategies?

I have been using the formative feedback and student voice to develop this unit and cater to all of the students' needs. I am also continuing the formative assessment and student voice throughout the unit so that I can adapt it to the learners' needs and preferences.

I will also continue to critically reflect on the lessons throughout the implementation of this unit and adapt as I go if things aren't working.

Great monitoring techniques
⑪
what other UDL processes are you implementing?

Is there any further evidence or literature that would be useful to support your data, artifact of

Based on
your proposal
I think you
have a lot of
SV built in
(12)

analysis of implementation?

I am looking for a copy of Clarity in the Classroom (recommended by Cathryn) for some more information on differentiation, feedback and practical formative assessment tools.

More evidence on writing from the students - as we go I will look at their paragraphs to see if there are any gaps in their skills that mean we need to go back and work on something for a little longer.

More student voice on the process - what do they like about it, what isn't working etc.

Below are some useful questions that you could ask to support the justification, implementation and reflection of your artifact;

Questions related to each of the seven principles of learning Learners at the centre;

- Can learners answer the question, 'Where are you going with your learning?'
- Can they describe in their own words what they are learning - and why what they are learning is important?
- Can they use a range of ways to demonstrate their learning?
- Can they self-manage independent learning times?
- Are they able to set specific learning goals and construct their learning through active exploration?

The social nature of learning

- Do learners demonstrate the kinds of social and collaborative skills needed for teamwork, citizenship and the workplace? Emotions are central to learning
- Can each learner name at least two adults in the setting who believe s/he will be a success in life?
- To what extent are learners able to monitor and manage their own emotions? Recognising individual differences
- Do learners feel their teachers know their individual strengths, interests and passions?
- Do they believe their teachers know and understand what they find difficult or challenging?
- Are the prior knowledge and cultural backgrounds that learners bring to the setting respected, valued and utilised? Stretching all students Are learners, regardless of their age, able to teach someone else and are they able to make a contribution to the community as a whole? Are all learners experiencing demanding, engaging and challenging work without excessive overload? Assessment for learning
- Can learners describe what quality work looks like – and how they are doing with their own learning?
- Are learners confident and comfortable in both giving and receiving feedback with their peers, based on co-constructed criteria? Building horizontal connections Can learners see and understand the connections across content areas? To what extent can learners connect with and learn from the broader environment – and from members of their community?

(Timperley, Kaser & Halbert, 2014, p.8)

References

Timperley, H., Kaser, L., & Halbert, J. (2014). A framework for transforming learning in schools: Innovation and the spiral of inquiry. *Centre For Strategic Education Seminar Series*, 243 (April). Retrieved from <https://educationcouncil.org.nz/sites/default/files/49.%20Spiral%20of%20Inquiry%20Paper%20-%20Timperley%20Kaser%20Halbert.pdf>

2018/09/05 10:38:11

Amanda Asher's 7.1 proposal

- ① It is noted that ^{targetted} learners need to focus on structuring their ideas into paragraphs
This is mentioned in the first section but the evidence that leads the reader to this conclusion is not shown until later in the proposal - consider moving this statement to be near the evidence to link your conclusion directly to your evidence
- ② It is stated that all targeted students like working digitally
This is mentioned in the first paragraph but the reason this inference was made is not mentioned until the second paragraph. On the first read-through I assumed that this conclusion was reached based on your observations, but later on I find out that it has come from student voice. Consider moving your conclusion closer to the evidence that led you to it for higher clarity.
- ③ It is concluded that it would be beneficial for learners to support each other in a structured way
I think that you have come to a great conclusion based on your observations of learners preferring to work collaboratively but also forgetting that gaining support from peers is a valid learning strategy in the classroom.
- ④ It is stated that one of the targeted learners is "strong academically and may benefit from opportunities to show leadership"
What evidence do you have that shows that the learner is "strong academically"? How do you know that the learner may benefit from opportunities to show leadership? Do they naturally take a leadership role in classes already? Do they enjoy supporting their peers in collaborative activities? What made you come to this conclusion?
- ⑤ You suggest the use of a sticker-chart milestone tracking document
I think that this is a wonderful, innovative idea. Are milestones already defined? I think that this would be a great opportunity to co-construct the milestones if they have not already been defined. Could you consider building in a goal-setting and goal reflection component into your existing exit-ticket and google sheets activities? I think that giving students the opportunity to set their own goals would support the development of learner agency and reflecting on goals would give them the opportunity to build their "managing self" (NZC key competency) and self-regulation skills.
- ⑥ It is mentioned that learner will be taught how to give effective feedback
Do you have any plans already about how this will take place? It sounds like an excellent opportunity to tap into the prior knowledge of your learners and encourage collaboration. Prior knowledge involvement should encourage engagement which is a key principle of the UDL framework.
- ⑦ Resources will be available online as well as able to be printed
I love that you are providing opportunities for learners to work in a digital or physical medium - it supports the diversity of resources and allows learners to work in the way that best works for them. Giving learners options in this way helps with representation (presenting information/activities in ways that work well for different students), a key part of UDL
- ⑧ Paragraph about how your artifact will change your pedagogy
This whole paragraph is really clear and well written, really impressed by this one especially.
- ⑨ Success looks like a decrease in learners asking the teacher for help with their essays
How do you plan to monitor learners asking the teacher for help with their essays? If this is an observed change, maybe you could talk about it in reflections? Otherwise, quantifiable data might help you to track changes in this - keep a tally every lesson and see if it decreases over time?
- ⑩ Success looks like learners taking more ownership and responsibility for their work
This is a good opportunity for you to explore and elaborate on what "learners taking more ownership and responsibility for their work" looks like. What are the measurable things that you will see happen? Higher engagement rating? Talking about it in self-reflection?

- ⑪ You have been using formative feedback and student voice to inform the development of this unit. These are great measures to track and evaluate the effectiveness of your artifact over time! You could expand on this by talking about how your learning experiences/technologies/teaching/assessment/learning strategies uphold the principles of the UDL model (TK1 is a great resource for this!) - multiple means of engagement, representation and action/expression. For example, consider reiterating how the use of effective peer feedback sessions will enable learners to develop skills that help them to express their ideas or how your sticker-chart tracker will build engagement through highlighting the importance of goals.
- ⑫ You mention that you'd like to incorporate more student voice in the process of developing your unit. Based on what I have read in your proposal, it looks like student voice is a key component of your project. I think that you have included plenty of good opportunities for effective student voice already.

By Jess P. ☺