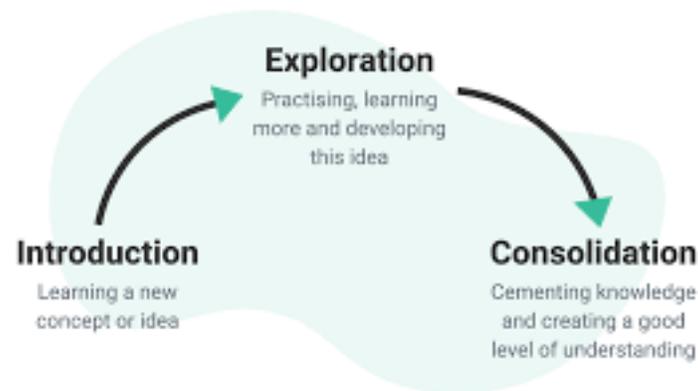


# Sequencing learning and assessment points using Forms

*How do you know, they know?*



## ➤ Homework

Pair up with a colleague

A review B's lesson and provide feedback

B review A's lesson and provide feedback

We'll review how you got on next week



# Feedback – what did you find out?

Three strengths of the lesson where learning was supported	Two areas for development where learning could have been better
1.	1.
2.	2.
3.	

When will you provide feedback?  
How will you provide feedback?  
What will be your approach?



# Sequencing learning....

A new quality of education judgement



Quality of education

**Intent**

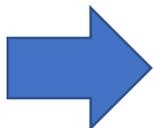
- Curriculum design, coverage and appropriateness

**Implementation**

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

**Impact**

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations



Click to play

Paul Joyce HMI, Deputy Director, Further Education and Skills, on why the word 'curriculum' can be applied to any training, education or learning programme.

# Five ways to measure pupil progress in the classroom and online (EEF report)....

## **Strategy 1: Developing progress in skills**

Explicitly share the success criteria at the start of a project, so students fully understand, from the outset, what success in demonstrating their skills looks like in the classroom or at home

## **Strategy 2: Developing progress in knowledge**

Test students' knowledge in the classroom with deep questions or a quick test to ascertain the level of knowledge they have learnt remotely

Like skills, knowledge is one of the key areas in which we show progress in schools. However, the measure of progress in knowledge is different. This measure is in the amount of knowledge a student knows, not in the level of difficulty in a skill they can show.

## **Strategy 3: Developing progress in accuracy**

Provide examples of what is both right and wrong. Explain clearly why something is right and why something is wrong so that the students fully understand both what is right and wrong when they work remotely

## **Strategy 4: Developing progress in resilience**

Give students a checklist of how they can solve their own problems before coming to you, for example "Three Before Me" (take things slowly, one step at a time; ask a friend; ask a friend to check)

## **Strategy 5: Developing progress in independent learning**

Share with students the assessment criteria for a scheme of work, and either set homework related to that project, or set them an independent project where they direct themselves/their work to meet the success criteria

# Today we will....

- Review the use of Microsoft forms
- Consider sequencing of learning – what happens where and when?
- Synchronous vs asynchronous?
- Examples of assessment points in synchronous learning
- Examples of assessment points in asynchronous learning
- Consider how you will adapt your practice

# Microsoft Forms

## The basics....

<https://youtu.be/BOoTBzHM4fQ>

What do we think?

How could you use this in your teaching?



# Task 1 - over to you....



- You will have ten minutes to design a simple form
- Your form will have up to four questions
- Your form must use different question types
- You will then send your form out to a colleague for them to complete and in doing so test your form
- You will analyse the results
- Those who are confident is the above should try the above with one branching question as question.

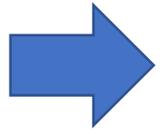
# Task 1 - over to you....

- How did you get on?



# Consider sequencing of learning

## What happens where and when?

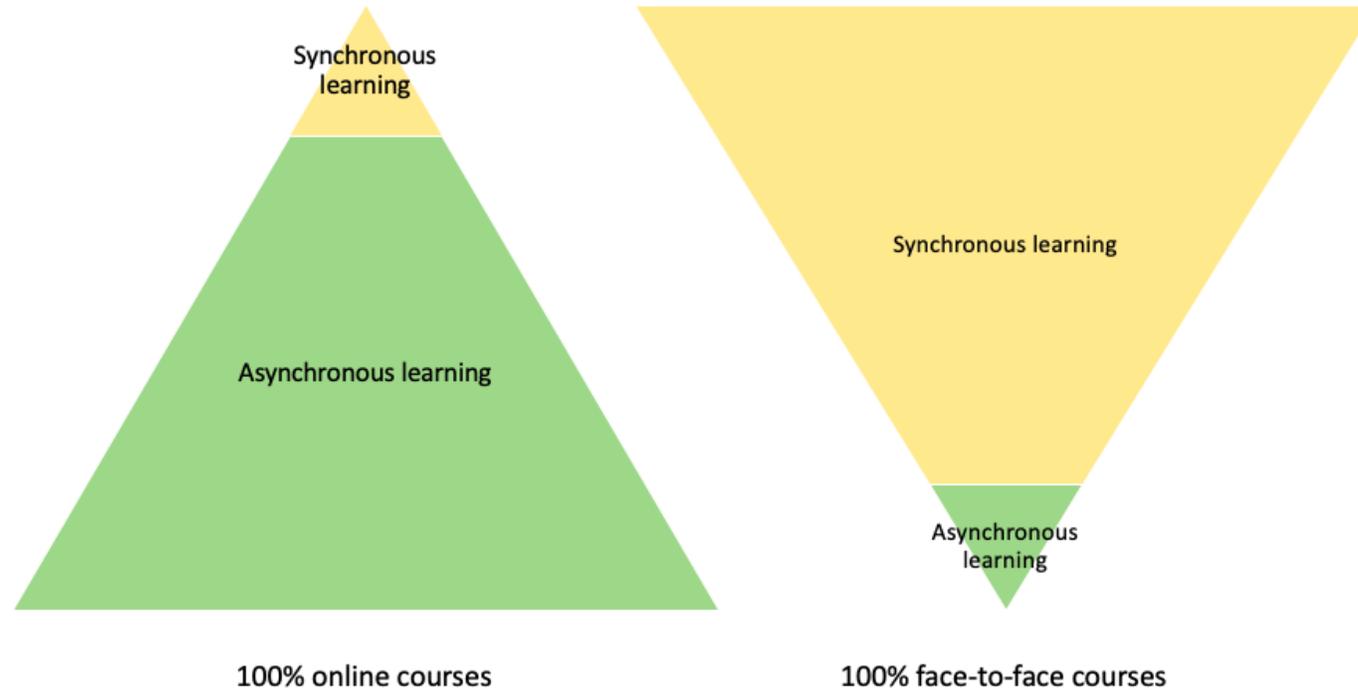


EPIC Israeli mom rant on distance learning during coronavirus crisis

If you simply announce a synchronous “We will be doing this at 10:00, and this after at 11:00” timetable, you will exclude many children from learning:

1. Because they will also need to fit into whatever "new" routine is running in their family.
2. Secondly, families, and children, plan.
3. Thirdly, even before lock-down, and home-learning many years experience of teaching and learning online suggests that below is good model for setting online tasks.

# Synchronous vs asynchronous?



- *Each is suited to solve different instructional problems, under specific conditions, depending on the goal of the learning, the characteristics of the learners, and the course format.*

# Synchronous vs asynchronous?

- Synchronous learning tools can be notoriously unreliable and difficult to use with a large number of students, prescribing 100% synchronous learning violates two key principles of instructional design for online learning:
  1. A direct copy of a face-to-face classroom using online tools will fail
  2. We should never completely eliminate a useful instructional strategy from our teacher toolkit
- While asynchronous works much, much better for the learning context that we're in at the moment, we probably shouldn't prescribe a 100% asynchronous format for an online course either.
- Students can benefit from a synchronous dialogue session via conference call once in a while, if only to reduce the feeling of isolation between peers and instructors. This could be target, smaller groups or one to one.

# Synchronous vs asynchronous?

- When could you run....

a synchronous session

an asynchronous session

- Click here to access the Padlet:

<https://padlet.com/jksibbald/9j9uk4irgbjaln11>



# Synchronous vs asynchronous?

- When could you run....

a synchronous session

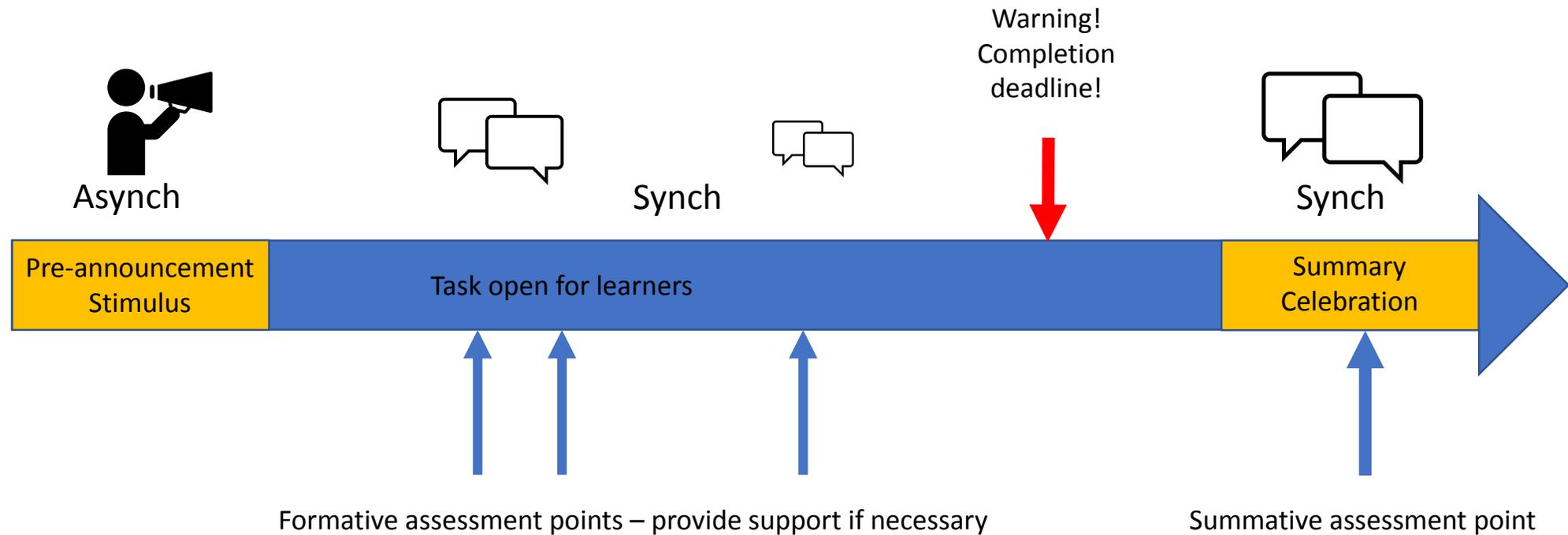
an asynchronous session

- Click here to access the Padlet:

<https://padlet.com/jksibbald/9j9uk4irgbjaln11>



# Consider sequencing of learning What happens where and when?



# Other things to consider....

## **Collaboration**

*Online learning in lockdown can be a lonely place. There are myriad reasons for setting tasks and activities often in pairs or maybe threes. Having other members in your little group keeps everyone on task "See you tomorrow; let's see how far we've got by then..."*

*A collaborative task has an immediate sense of audience, but most importantly perhaps it considerably reduces the load on the teacher as the student mentor and partner each other along plus the students will signal problems "Nobody has heard from him in 5 days..." with their peers.*

**Stephen Heppell**

# Other things to consider....

## **Us-ness**

*A sense of belonging needs many little signals and clues of reinforcement - small things go a long way. An occasional 'Everyone on line together' is a powerful restatement of reality. Moments of plenary activity are vital in the creation of shared community identity.*

**Stephen Heppell**

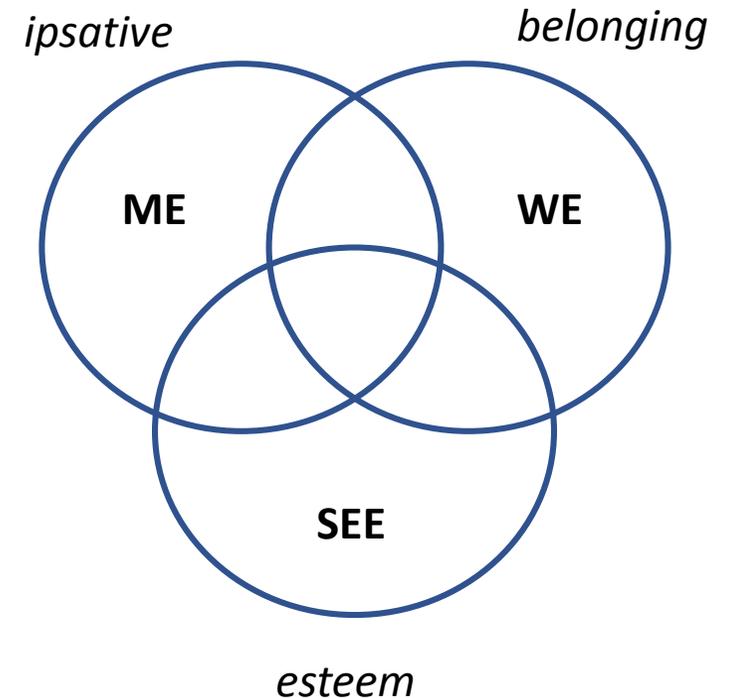
# Other things to consider....

## ***Me-We-See***

*Learning needs spaces for collaboration, for individual endeavour and for celebration, exhibition or audience.*

*Try to think how those three map onto your sequence of learning. The collaboration in this instance is largely online, or could be with siblings. Often it is far too one-way and then individual - a lot of Me but not much See and We. Online galleries are where online learning has huge advantages - not many see your work on a classroom wall; the whole world can see your work in a gallery online.*

*In setting and managing home learning tasks, paying attention to the widest possible audience is time well spent that will be repaid in further engagement. If you don't have a gallery or some online celebration of student work you are missing a really important element.*



# Examples of assessment points in asynchronous learning

Here are some of the ways that teachers are now providing opportunities for challenge whilst still engaging students in learning and providing some extrinsic influences of motivation:

1. Use built-in analytics to evaluate your students' quiz results and provide feedback.
2. Export data, such as quiz results, to Excel for additional analysis or grading.
3. Use diagnostic 'hinge point' questions in multiple choice quizzes that include more nuanced misconceptions using these to probe and further develop understanding – branching and sections
  - A reminder on hinge-point questions can be found [here](#).
  - Other STEM examples [here](#).
  - An example of how this done in Forms can be found [here](#).
4. Use a shared document to collaborate on a response as a group or class to create a 'pe response with prompting and immediate feedback from both peers and teacher.

*How could I apply any of the above in my teaching?*



# Examples of assessment points in synchronous learning

Here are some of the ways that teachers are now providing opportunities for challenge whilst still engaging students in learning and providing some extrinsic influences of motivation:

1. Create surveys, quizzes, and polls, and easily see results as they come in live.
2. Flipped learning - a question set is used provide multiple choice questions for students to explore an idea independently before arriving at the lesson. This means the synchronous lesson can then be used to stretch initial ideas and responses.
3. Use 'Wait questions' via the chat function on online lessons – everyone has to prepare an answer and can only post when told to do so, providing wait time and a no-opt-out structure.
4. Use 1-1 or smaller group 'break out' tutorials to provide feedback whilst the rest of the class work independently through a task.

*How could I apply any of the above in my teaching?*



## Task 2 – over to you....



- Consider a scheme of work your team are planning on delivering
  - What will happen in school?
  - What will happen out of school?
  - How will you ensure assessment points are embedded?
- How can you ensure you know what they know?

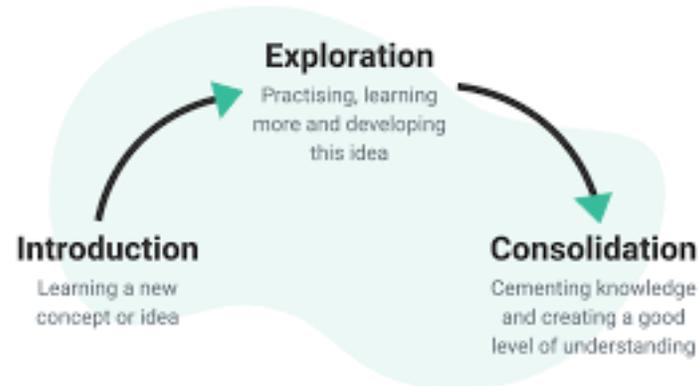
# Task 2 – over to you....feedback

- Consider a scheme of work your team are planning on delivering
  - What will happen in school?
  - What will happen out of school?
  - How will you ensure assessment points are embedded?
- How can you ensure you know what they know?



# So how will you now sequence and assess learning?

- What will you take away today?
- How might you incorporate this into your own practice?
- *While we may have to continue physical distancing for some time, when teachers design well-structured courses that enable students to ask questions, engage in discussions, receive and give feedback, and actively participate in class activities, we bring our learning communities closer together.*



## ➤ Homework



Work with your team on developing a blended learning approach

Include asynchronous AND synchronous elements

How will you use Forms to assess student progress

How will you know, they know?