

Appendix 8 – Peer feedback

Feedback from peers using Jamboard for the first time

Thanks for sharing!

It's a great Jamboard and I would adapt this for my learners by making the questions trickier (towards the end of the course as part of consolidation) by stating the opposite to the verbs/adverbs you have used.

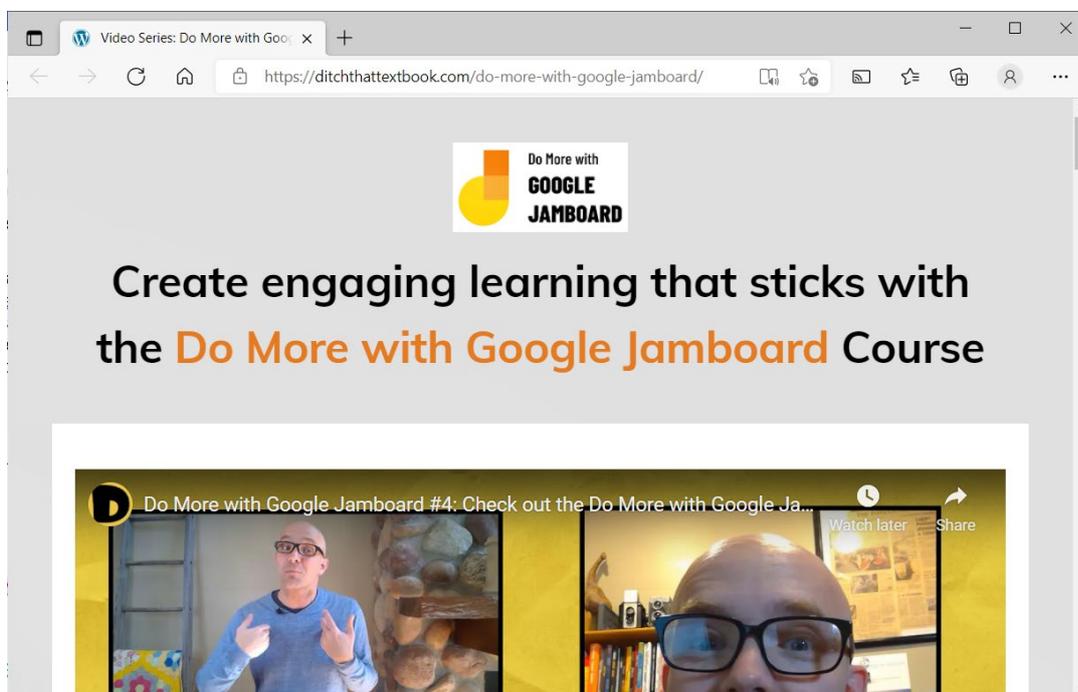
I would use this activity for student engagement rather than for a final assessment as it tends to be for recalling a fact rather than recalling the information. The 50/50 probability of this activity gives leeway for students to guess. - HG

Looks like we all like the Jamboards! Team Jamboarding!!

This activity works well as an initial icebreaker at the start of the course, which we've used for a long time now, so I would adapt this by implementing more self-regulating quotes, this way learners can start to think about the reason, long term achievement of a skill and how it will benefit their own goal, making it more purposeful to them.

Thanks for sharing. This is a good exercise for our curriculum to reflect upon. - HG

Additional resource for Jamboard



The screenshot shows a web browser window with the address bar displaying <https://ditchthattextbook.com/do-more-with-google-jamboard/>. The page features the 'Do More with GOOGLE JAMBOARD' logo at the top. Below the logo, the text reads 'Create engaging learning that sticks with the Do More with Google Jamboard Course'. A video player is embedded on the page, showing a man in a blue shirt speaking. The video title is 'Do More with Google Jamboard #4: Check out the Do More with Google Ja...'. The video player includes 'Watch later' and 'Share' buttons.

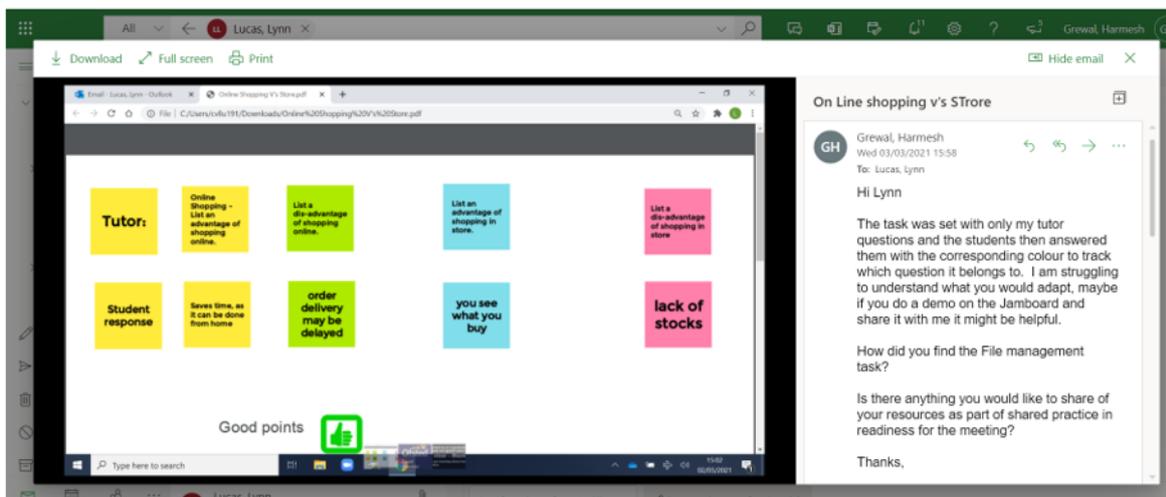
<https://ditchthattextbook.com/do-more-with-google-jamboard/>

Learner feedback for Google Sheets activity

A recording of a tutor gathering feedback from learners about a Google Sheets activity -

<https://youtu.be/OY2xP9Gdmnk>

Adapt activity as per colleague feedback



I would adapt my activity as per colleagues suggestion:

Using various colours with answers to match up-to the corresponding statement.

To extend: arrows on answers and giving options of how to check this feature online. Eg lack of stocks (look for number in stock) For the Delivery option (look for click and collect to overcome delays)

Lesson plan notes

Lesson Plan - Notes

Reflection: Video for online shopping gave an intro into why we shop online, allowing for students to recall this information for the purpose of the session.

Finding out who shops online and why there are reservations to shopping online – gave scope for more student conversational engagement and to reflect on other's opinions or experiences of shopping online. Allows for uncertainty to be drawn at an early stage and by the end of the session, through the skills learnt, what will be taken away from shopping online. Helped me to hone into areas that may need more work.

Introducing effective ways to shop online, promotes ease of use, time spent browsing. Extending learning and assessment by including the sort feature. If worked well for a student who had some experience of this notion but for the other student, it did not make sense. Need to look at this in more detail and whether to introduce this feature next time.

The jamboard gave a quick perspective on what students already know and how to explore these even further. Especially for student answers that need further clarification. Eg why would age matter when shopping online. Questions helped intrigue the obvious answers. Delving deeper into ambiguous statements. This lent itself well to the learner output on whether online shopping is safe.

Current online shopping trends to keep content up to date is vital to ensure students can compare in discussion with family and friends -especially payment methods. More use of self service allowing payment methods to be more flexible. Links can help for those who would like to extend skills in this area.

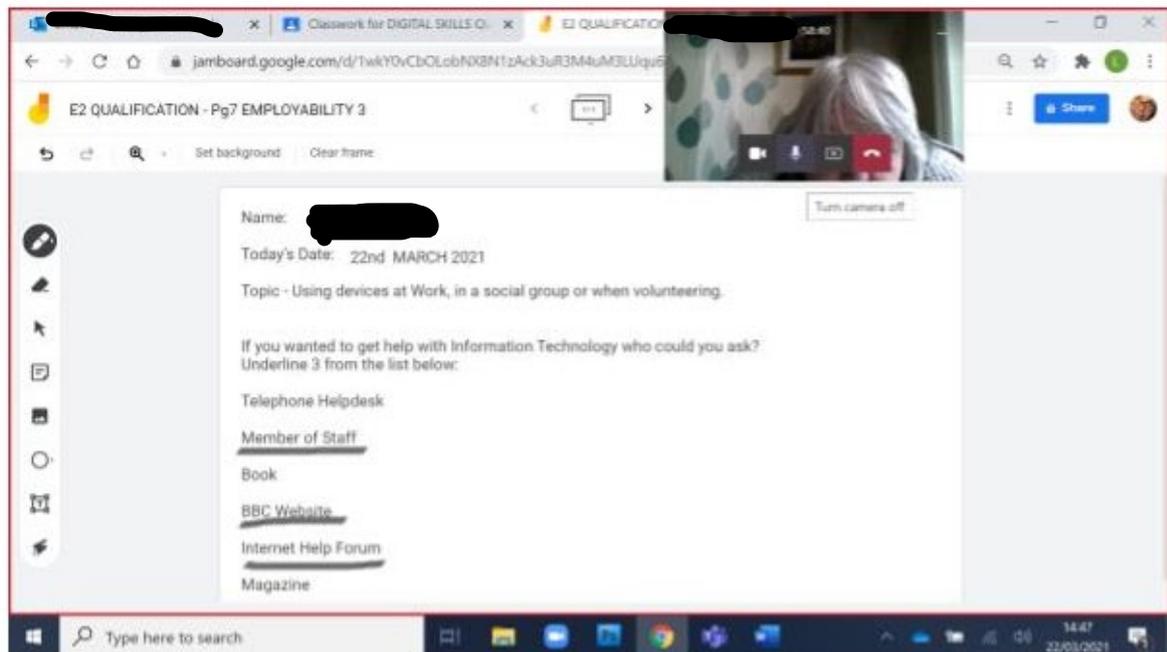
Jamboards created for Entry Level 2 qualification as a skills build towards the EDS Entry Level 3 for learners with a lower skillset.

JAMBOARDS created for E2 Qualification

The screenshot displays a grid of Jamboard thumbnails, each representing a different educational activity. The thumbnails are arranged in a 4x4 grid, with the bottom-right cell containing a plus sign icon. Each thumbnail includes a title, a brief description of the activity, and a date. The activities are as follows:

- Row 1:**
 - E2 QUALIFICATION - Pg6 EMPLO...** (Mar 22, 2021): A board with a cartoon character and text about a nurse named Samantha.
 - E2 QUALIFICATION - Pg7 EMPLO...** (Mar 22, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 5 - EML...** (Mar 22, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 4 E-SAFE...** (Mar 22, 2021): A board with a grid and text about a group of people.
- Row 2:**
 - E2 Exercise 3 - E-Safety 2** (Mar 22, 2021): A board with a grid and text about a group of people.
 - DINOSAURS** (Mar 17, 2021): A board with a grid and text about dinosaurs.
 - Untitled Jam** (Mar 16, 2021): A board with a yellow and orange shape.
 - E2 Exercise 1 - E-SAFETY 2** (Mar 15, 2021): A board with a grid and text about a group of people.
- Row 3:**
 - E2 Qualification - Page 2 E-SAFETY** (Mar 15, 2021): A board with a grid and text about a group of people.
 - E2 - Qualification Page 1** (Mar 15, 2021): A board with a grid and text about a group of people.
 - E2 Exercise 2 - E-Safety Pg 2** (Mar 15, 2021): A board with a diagram of a person and text about safety.
 - E2 Exercise 1 - E-SAFETY 1** (Mar 15, 2021): A board with a grid and text about a group of people.
- Row 4:**
 - E2 QUALIFICATION - Pg 10 INTER...** (Mar 8, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 6 EMPLOY...** (Mar 8, 2021): A board with a cartoon character and text about a trainee accountant.
 - E2 Qualification - Pg 11 Email 1** (Mar 5, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 9 INTERN...** (Mar 5, 2021): A board with a grid and text about a group of people.
- Row 5:**
 - E2 QUALIFICATION - Pg 8 INTERN...** (Mar 5, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 7 - EML...** (Mar 5, 2021): A board with a grid and text about a group of people.
 - GROUP POSTER PROJECT** (Mar 5, 2021): A board with a grid and text about a group of people.
 - E2 QUALIFICATION - Pg 8 - EML...** (Mar 2, 2021): A board with a grid and text about a group of people.
- Row 6:**
 - E2 QUALIFICATION - Page 3 E-SA...** (Mar 2, 2021): A board with a grid and text about a group of people.
 - WEEK 6 - SCAVENGER HUNT** (Feb 9, 2021): A board with a grid and text about a scavenger hunt.
 - 10th November 2020** (Feb 3, 2021): A board with a clock face and text about a date.
 - Halloween colouring** (Feb 2, 2021): A board with a drawing of a jack-o'-lantern and text about a holiday.

Learner completing Entry Level 2 Assessment online using Microsoft Teams and Google Jamboard. This shows the adaptability of Jamboard to enable real-time assessment of a qualification.



End of Project feedback

Final Assessment of the AR Project

This project was interesting as it encouraged the use of collaborative learning, which is particularly important for teaching online. Learners were assisting and encouraging each other like they would do in a classroom setting. This was beneficial to their learning and helped them to bond as a group, get to know each other, which assisted in them working together in further activities.

The purpose of the activity that I carried out for the project with the learners was to do work using formulas in Google Sheets, working collaboratively so the learners could see what the other learners were doing. If a learner made a mistake, the other learners could easily offer advice and encouragement. Most of the learners were new to Google Sheets but had previously in class done work on Google Docs, so they were familiar with the commands. Firstly, I demonstrated how to insert a formula for a column and then I asked the learners to do so individually. If they needed assistance, they could easily ask either the tutor or the other students. This helped in forming the group's cohesiveness as well as enhancing their skills in using Google Sheets. Once they had completed adding the formulas to calculate the totals for the columns, they then went on to do the same for the rows. After this collaborative exercise was finished, the learners were then confident to be set work and given an exercise to complete by themselves.

One learner found it difficult getting into Google Sheets for the first time, so in the future I will send instructions prior to the lesson which will give the learners more of an insight into what we will be doing in preparing them and this will also improve their confidence. Additionally, another option would be to do a breakout session with learners who need additional support in accessing Google Sheets prior to us carrying out the exercise. This would again give them more confidence when using the software that they are new to and haven't used before.

The learners worked very well together and said that they enjoyed working as a group and found it beneficial to their learning. They said that they would like to do more work on Google Sheets as a group and were going to try using it at home before the next lesson. One learner said in the feedback:

"Today's lesson was very informative, I have got the basics of it, I just need more practice and I will be able to use this skill in my work I carry out for the City Council, thank you."

Another learner said:

"Today's learning about Google Sheets was really informative, as I am already doing my Level 1 maths and that helps me doing my tables and graphs. I enjoyed working together with my classmates and the way our tutor guides us. Everyone showed positive attitude and enthusiasm in the class. I'd love to have more work sheets for practice."

As previously mentioned, the majority of learners were new to using Google Sheets but after the lesson they said that they will be able to use it both for work in recording weekly expenditure, costings, etc and for their personal life in doing household budgets, as they say in the recording of the lesson.

This project was interesting both for the learners and the tutor in seeing how beneficial collaborative learning can be and especially when the teaching is online without the face-to-face contact. The feedback from the learners will be used in planning future teaching and the amendments and changes will be taken into account from the activity involved.

It was also useful to see the areas other tutors were working on in this project and to observe the changes they were making to their teaching. I have already tried out some of the activities with my learners, such as using the Jamboard, for warm-up activities and group discussions, and using Mote to give voice feedback on learners' work, which the learners have found beneficial to their learning.

Reflection from Jamboard activity creation

Since I have been involved with the action research, I have been looking at different ways that I can present the E2 Qualification that I have been involved with for the past few years. Due to the COVID-19 situation it has made me look at some of the problems with doing examinations online. Usually, we would be paper based exam papers within a classroom situation.

I looked at the fact that if the exam papers were sent online and asked to complete while we are in the online classroom, we can see the learner completing than and can verify that they have done this work on their own and within the allotted time. One of the problems that I could see is that the exam papers are live and this would allow a learner to take the information store it on their computers and then be able to pass this information on to their friends and fellow learners before their exams and be able to use the stored information to pre examine the questions, which would allow for cheating by others.

I have chosen to use 2 different methods to send the qualifications to learners so that they can still complete them online and within the allotted time frame which has been allocated for the learner to achieve their qualification. These 2 methods are Google Docs, using FORMS and the other method of creating Google Classroom and then using the JAMBOARDS, creating different JAMBOARDS for the exam papers. This way the work cannot be downloaded onto the learner's computer and will be closed before the end of the lesson. Also, if a Google Form is created can be used to SUBMIT their end product of the exam paper which returns to myself as the tutor, again which cannot be downloaded and saved on the learner's machine.

I think there are 2 advantages of using the new method of sending the information to learners is that they can complete the work easily using either the Google Documents or the Jamboards. As a tutor I can observe them completing the information and be able to easily complete observation of the learner. Be confident that the information is being completed correctly and returned successfully to me as the tutor also.

As these learners are achieving Entry Level 1 or 2, which is the very basic IT qualification, to hopefully build the confidence of the learner to continue to higher levels, with confidence and comfort of achieving their goals.

I feel that the new methods that have been developed will make not only the learners experience be more varied and worthwhile, it should also make the job of the tutor more streamlined and easier to manage as a whole. So, in conclusion should give an all-over better experience for all involved. Exam work should be more secure and no leeway for cheating, while we are in the government lockdown due to the COVID-19 situation.