New ways of thinking about how to use popular FLO tools

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Overview of session

- Examining 3 tools
- Q & A (Discussion forum)
- Choice
- Feedback
Accessing the tools

1. Turn editing on

2. Open ‘Add activity or resource’

3. Select your tool
Approach

- Monitoring lecture attendance
- Peer rating

Examining 3 problems

- Critical evaluation
- ↑ Assessment practice, ≠↑ marking
- KPI’s & goal setting
- ↑ Ice breaker efficacy
- ↓ Assessment No.

Peer evaluation
Overview of Q & A Discussion forum

- 1 / 5 discussion forum options
- Discussions started off by adding a question
- Questions added by teachers
- Each Student can reply multiple times to one question
- Each student must answer the forum question before seeing what others have posted

Commonly used for trying to ensure originality in student contributions
Defining the problem

- External students in topic X (1st year topic) were required to complete a child observation study
- Historically:
  - Assessment outcomes were variable
  - Overall many did not achieve near full potential
- Students did not have an opportunity to practice prior to completing assessment
- No way for teaching staff to understand what students were witnessing & therefore provide feedback
Solution

- Developed short video with known content
- Modified child observation tool
- Created a Q & A forum (& question)
- Asked students to do the same
- Uploaded completed tool to Q & A forum
- Completed the child observation tool
- Students checked and compared completed tools
- 1 question evaluated by teaching staff
- Monitored discussion forum
It’s your turn....

• Please take a moment to familiarise yourself with the modified child observation tool
• Watch the accompanying video
• Complete the tool as you go
## Answers

<table>
<thead>
<tr>
<th>Place an X in this column if behaviour was observed</th>
<th>Domain</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P—Physical/motor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C—Cognitive/language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E—Emotional/social</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rides a bicycle with training wheels</td>
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<tr>
<td></td>
<td></td>
<td>Descends/ascends stairs alternating feet</td>
</tr>
<tr>
<td>X</td>
<td>E</td>
<td>Display associative and cooperative play behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects and picks up small pieces of puzzles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jumps about 30 cm vertically, broad jumps about a metre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rides a two-wheeler bike</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knows right from left</td>
</tr>
<tr>
<td>X</td>
<td>P</td>
<td>Kicks a ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enjoys follow the leader</td>
</tr>
<tr>
<td>X</td>
<td>E</td>
<td>Displays less aggressive behaviours and more prosocial behaviours towards peers</td>
</tr>
<tr>
<td>X</td>
<td>P</td>
<td>Transfers weight forward to throw a ball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May intentionally annoy parents/peers</td>
</tr>
<tr>
<td>X</td>
<td>P</td>
<td>Runs or skips</td>
</tr>
<tr>
<td>X</td>
<td>P</td>
<td>Experiments with abilities on climbing equipment</td>
</tr>
</tbody>
</table>
Answers

1. Why do you think the children were wearing masks?  
   Protect the privacy and confidentiality of the children.

2. What type of data collection method is this?  
   Naturalistic observation

3. What impact do you think filming the children for this observation had on their behaviour, if any?  
   a. Being aware of someone observing can impact the behaviour of the person being observed. Less spontaneous than what may typically occur. May behave in ways not typical.
      
      FACT: The children were given instructions as to what they should do during filming. The play was semi-structured with the children engaging in a range of activities.

   b. The children may have been more cooperative than typical because of the presence of the video camera, e.g., they did not fight or argue.
      
      FACT: The children are well known to the person filming them and it is not unusual for sibling arguments to occur when playing. Typically, less cooperative with one another.
Using the Q & A forum to create more relevant ice breakers

• Students enrolled in topic Y (incorporated bias as key content)
• Semester 1, year 1 external topic
• Need low stake opportunities to practice FLO
• Need to develop sense of belonging and community
• Introduction in week 1 = important
• Many approaches to week 1 introduction = similar
• Incorporating elements related to the topic can increase relevance
Scenario

You are on an outing to a large park with your 9 year old child, and become involved in a freak accident. While you are walking through an area of the park that is infrequently used, without warning the wall that you have been walking past collapses on top of you. You are trapped, injured, weak, cannot reach your phone and are barely able to speak. It is unlikely that anyone will be coming this way at any time soon, and you realise that you need to send your child to find someone either in the park or in a neighbouring street.

Please open up the link to the images below (Who do you trust more? (images)), and decide which of the following people you would be most comfortable with your child approaching (from a safety/stranger danger point of view). After you have made your decision, please post your preference - together with a short explanation of your reasoning in the forum below labelled 'Who do you trust more?". Once you have completed your own response, have a look at what other students have indicated as their preference/reasoning and comment on at least one other student post.
It’s your turn....
Other uses of the Q & A Forum

• Critical analysis of pre-written content → almost immediate feedback
• Peer evaluation of pre-written content → avoided issues associated with peer evaluation tool & almost immediate feedback
• Ministerial briefings → reduced assessment no.
• KPI’s and goal setting → almost immediate feedback
• Completing image based activities → almost immediate feedback
Feedback tool

- Creates surveys with self-designed questions
- Multiple question types (all non-graded)
- Can be administered at any point in the teaching period
- Can be anonymous or name-bearing
- Has some automatically generated analytics

Often used for topic or teaching evaluations
Feedback tool - rating

• Ask a question with associated answers components of a rating scale
• Alternative to Peer evaluation tool
• No absolute answer re which is better – very circumstantial
<table>
<thead>
<tr>
<th>Feedback tool</th>
<th>Peer evaluation tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pros</strong></td>
<td><strong>Cons</strong></td>
</tr>
<tr>
<td>• Simpler tool</td>
<td>• Limited characters</td>
</tr>
<tr>
<td>• Better sustainability</td>
<td>• Rubrics = short or in separate document</td>
</tr>
<tr>
<td>• Less prone to errors</td>
<td>• Limited functionality</td>
</tr>
</tbody>
</table>
| • Immediate analytics| |}

<table>
<thead>
<tr>
<th><strong>Pros</strong></th>
<th><strong>Cons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• More sophisticated</td>
<td>• Often many problems</td>
</tr>
<tr>
<td>• Offers greater functionality</td>
<td>• Time consuming (set up, running &amp; fix)</td>
</tr>
<tr>
<td></td>
<td>• Cost/ benefit analysis often overlooked</td>
</tr>
</tbody>
</table>
Choice

• Teachers can ask a single question with a variety of response options
• Can be anonymous or name-bearing
• Results can be published after students answer, after a certain date or not published at all

Often used for:

• Polling about an aspect of teaching
• Testing students understanding
• Supporting student decision making
Choice

• Poll students on something from a previous weeks teaching material
  → reinforces
  → links concepts
  → provides a snapshot around one element of understanding
  → provides a record of who is attending lectures
Take home message

• Examples = selection rather than exhaustive
• Tools can often be used in multiple ways
• Working out how to use tools = driven by teaching and learning needs and objectives
• Please contact your College e-Learning team if you have ideas or questions