

Within School Lead Inquiry 2019

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The Digital Technology Team's question

How are we using digital technologies to develop student agency?

What did we think before?

We knew that...

- technology makes learning more accessible (**equitable**) but that it has not necessarily been shown to increase learning outcomes (**excellence**)
- **agency** is deeply connected to **outcomes**
- we needed to **find out more from students** about how we can use edtech to foster their agency

My specific question

How can we use **Schoology** to foster **student agency** in our year twelve English cohort?

What did we do?

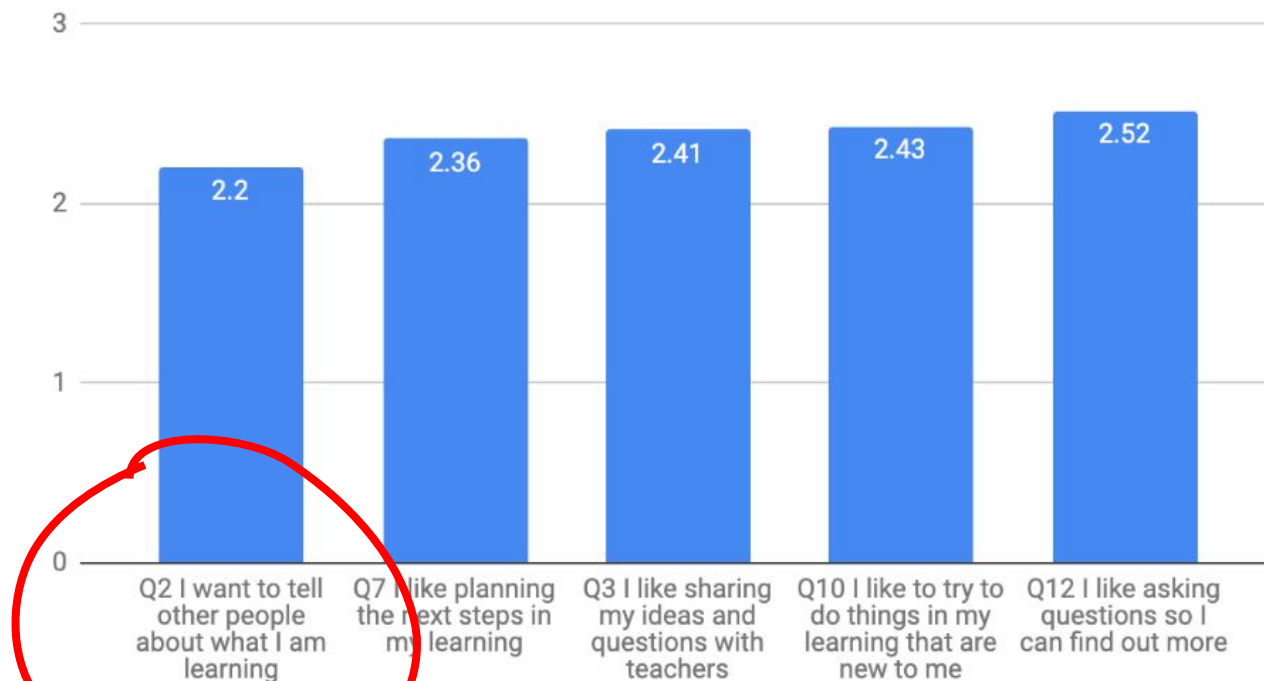
We surveyed our year 12 English cohort for

- Learner Agency levels and their
- Perception of our use of Schoology

We designed an intervention framework based on the student voice feedback

We surveyed them again one term later...

Lowest learner agency scores



Highest learner agency scores



How does your teacher use Schoology to help you learn better?

"Schoology makes the **communications** between student and teacher more streamlined and allows students to keep up to date with the rest of the class when absent."

"Gives us **updates** and puts the tasks we need to complete in **named folders**. There are resources attached to these tasks that help us to achieve them."

Complete the sentence: using Schoology I can...

“See all of my subjects assessments and materials in one place.”

“...visually see my work layout in front of me.”

“...see what assignments I have handed in and what I have to do next.”

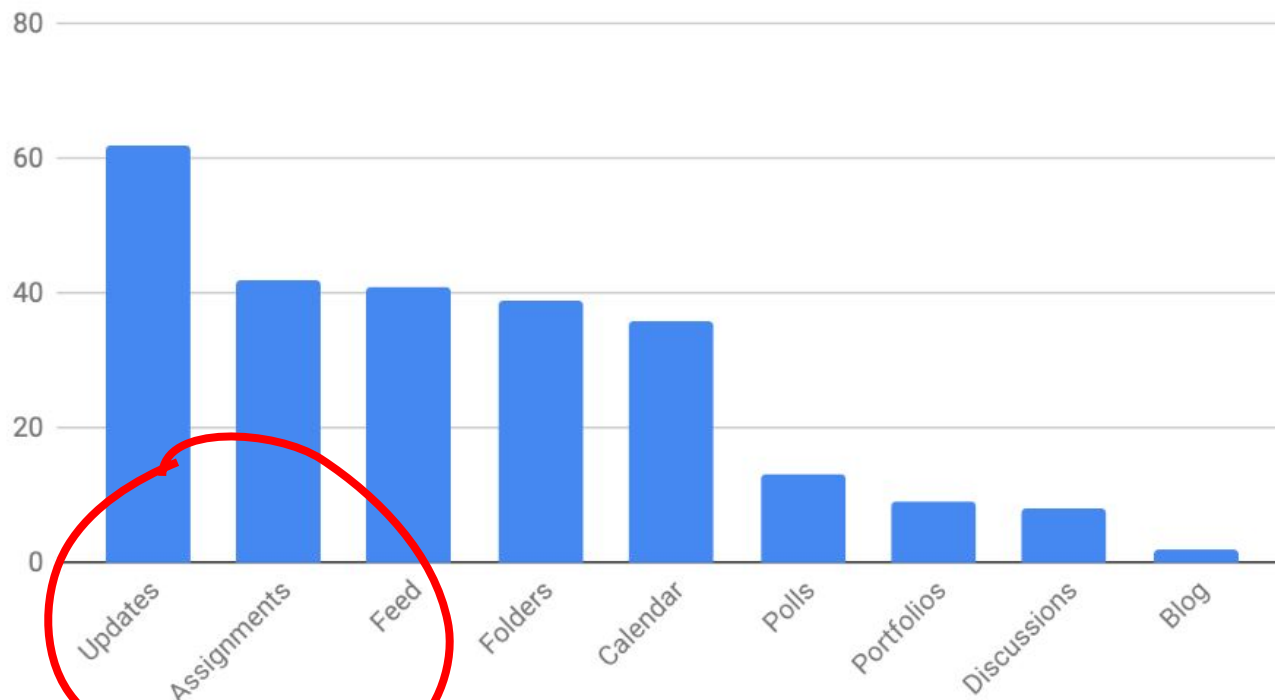
Complete the sentence: using Schoology I can...

“...further advance my learning by keeping up with assessments, which helps me with deadlines and handing work in on time. It also helps me to stay updated with the most current work so I'm not behind.”

“Submit assignments from home and receive feedback.”

“...message my teacher.”

Which features are helping you learn better?



In summary...

Students asked for...

- **Communication** (current communication and fast turn around online feedback)
- **Structure** (systematic organisation materials)
- **Online submissions** (teachers to use the same LMS to take in their assignments)

What did we do next?

We used the student voice to design a suite of intervention strategies describing how to use Schoology features.

Each strategy is connected to a Key Competency because we know that when students are engaging a competency their agency is expressed.

Our intervention framework

Our Intervention Framework

Survey	LMS	Intervention Strategies	ARISE Competencies	KEY Competencies
Question 10 I like asking questions so I can find out more	Messaging	Cultivate a messaging culture in which students know they can PM us and we'll get back to them within a time period. This will help students ask questions and practise articulating themselves.	Achievement 1 Communication of ideas & concepts	Using Language, Symbols and Texts Students use language, symbols, and texts to interpret words, number, images, movement, metaphor, and technologies in a range of contexts.
Question 8 I like to do my best work.	Portfolios	Encourage our students to create " best work " portfolios. Students would preface their portfolios using subject specific language. These portfolios of work could be used as starting points for student led teacher / parent conferences.	Achievement 2 Use of subject language	
Question 4 I use what teachers say about my work to improve it	Assignments with Google Docs templates	Provide just-in-time feedback through the use of Google Docs templates in the formative stage of assessments. The due dates on the assignments would help students to meet deadlines and our targeted comments would encourage independent and personalised responses from students.	Responsibility 1 Independent work habits	Managing Self Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.
Question 5 I learn from who doesn't work			Responsibility 2 Meeting of deadlines	
Question 2 I want to tell other people about what I am learning	Folder details	Increase curiosity by embedding " curious questions " or provocations from our Atlas posts (Essential Questions) into the descriptions of our lesson folders (instead of SLOs). This would prompt students to think about the question and look for answers 'in the folders'.	Inspiration 1 Curiosity in learning	Thinking Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.
Question 7 I like planning the next steps of my learning.	Blog posts	Facilitate reflection on a grade or feedback from an assessment in a short blog post. This could be called a " Next steps " blog post and could be worked into the culture of a class.	Inspiration 2 Reflection on learning	
Question 3 I like sharing my ideas and questions with teachers	Updates, commenting and Polls	Post updates which invite responses. Rather than only primarily using instructional language, we could look at a writing style and tone which engages our classes in our " Do now " posts. We could attached images and interesting pictures or files to our posts. Another idea is to build time into our lessons when students can comment on our posts or ask questions to which we respond. Posts can also be used to collect student ideas on prescribed topics.	Skills 1 Active listening Skills 2 Engagement in learning situations	Participating and Contributing Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of spiritual, social, cultural, physical, and economic environments.
Question 2 I want to tell other people about what I am learning	Discussions	Deploy the discussion feature more frequently into our lessons. This would create an expectation or habit of "talking about learning". Discussions promote good interactions with others and respect of other contributions.	Elim Character 1 Relationships with others Elim Character 2	Relating to Others Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions

How did our practice change?

We started to...

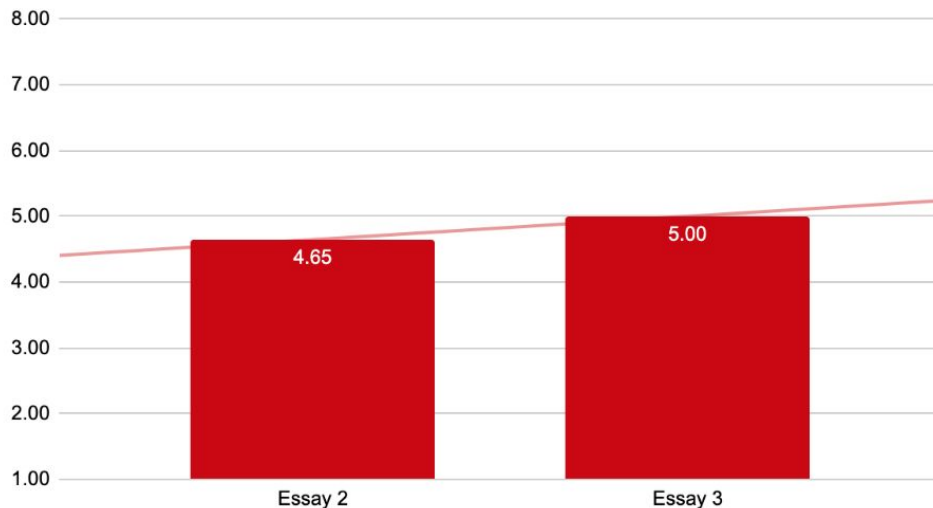
- use the features more intentionally having deepened my understanding of 'how to use them' effectively
- use the features in the way which the students said most benefited their learning
- be more present on the platform by messaging, posting and interacting with students

What impact did it make?

Quantitative

- On average a 5% increase in reading (2.9) and writing (2.4) outcomes in one term (Term 3)

Student Outcomes: Writing (2.4 essays)



What impact did it make?

Qualitative

Students were overwhelming positive about three aspects of Schoology and the contribution it made to their agency

- the structure of materials in clearly labelled folders
- the use of assignments for digital submission and the subsequent clarity of due dates displayed on the upcoming calendar
- the gradebook which displayed results as soon as submissions had been marked

Questions

Thank you for attending