

InsertLearning Pilot Study Brief

PRODUCT INFO

Product name: InsertLearning

Product description: Google Chrome Add-on that serves as curricular tool to focus on close reading analysis

Learning focus: 9th and 12th grade English

Teacher training: There were optional training videos each week that a teacher could use to be supported and many more already published on YouTube. InsertLearning never formally offered any training to teachers. Teachers only sought this out for additional support. We found many of the videos and help sections to be vital to understanding how to use InsertLearning.

Student usage minimum: Students will use InsertLearning at minimum of 10 times throughout the semester to access this tool to enhance assessments as a goal for us as teachers to see the effectiveness of the tool.

Device specifications: Chromebooks/computers required
Chrome extension needs to be enabled

Cost: Site: 501-1000 students \$1,200 per year. Individual teacher: \$40.00 per year. Students: Free

SCHOOL CONTEXT

School demographics: 1,093 students are enrolled in Soquel High School; 44% of enrolled students identify as a minority ethnicity; 33% are economically disadvantaged.

Pilot demographics: Grade level English 1, and English 4; 73 students, 2 teachers, 1 school Soquel High School.

PILOT GOAL

Success would be to have students use this extension in a flipped classroom to which learning is initiated at home and discussed in class. Success is watching students take constructive feedback to build on their skills and be more successful through multiple attempts. The goal is to engage students into becoming interactive with the teacher without direct instruction as the students learn new skills and collaborate with their peers. The goal would also be to use this across all disciplines and grade levels to share with the district.

IMPLEMENTATION PLAN

Duration: November 2017-May 2018

Quality of support: PD was not offered by InsertLearning, but an optional training was given through videos and the help section on InsertLearning. This tool was also shared through Google Classroom to students and to the Soquel High Staff through the tech coach, Erin Asamoto, district wide. Through the tech coach meeting district wide in May, a presentation of InsertLearning and the benefits and challenges of the tool. InsertLearning was a great support when technical issues came up. On a few occasions, InsertLearning was quick to reply to emails and within hours replied to questions and concerns.

Implementation model: InsertLearning was used as expected and was created by teachers and used some of the public library assignments. The two teachers using the program gave 2 flipped classroom assignments through "The Odyssey" to 24 9th graders. Teachers engaged with InsertLearning on a weekly basis for 6 weeks about 2 hours a day creating and searching for assignments. Students in 12th grade, 73 students, engaged in InsertLearning over the course of six weeks at least once a week.

Data collected: Student learning through assessments within the assignments, classroom observations, overall grades, student post surveys

FINDINGS

Actual implementation model: Aligned to plan

Educator engagement: Our team created over 11 InsertLearning lessons through nonfiction articles and The Odyssey used at least once a week over 6 weeks.

Educator satisfaction: As an educator we received amazing and quick customer service any time there was a question or issue. The lessons were easy to make, although time consuming at first. InsertLearning integrates well with Google

Classroom and makes it easy to insert videos, multiple choice and short response questions, and quizzes, making assignments more organized and grading easier. We really appreciated how the questions broke up the text and the highlighting function let us view what individual students highlighted and annotated. However, there were some challenges with the interface for students and it was time consuming to create the documents, especially because there aren't many resources available on the website yet.

Student engagement: Students enjoyed having a document that could embed videos as well as text and group discussions. This allowed many students to be more organized. In the survey, we asked students how well they know how to use technology in the classroom and, overall, responses were strongly agree. As a digital classroom, students have been working with one to one technology all year. Using InsertLearning was much like many other tools they have used this year.

Student satisfaction: The overwhelming response for student satisfaction was that they liked using InsertLearning as a tool when analyzing complex texts, yet found the layout

not appealing. As InsertLearning creates a column of writing instead of a Google Doc at one inch margins it made the text seem longer than normal, which for some students, made them not want to complete the task. Students also felt that unless everyone in the class read at the same time, the class comments were not very helpful until after the entire session when I as the teacher reviewed. Students overall felt that InsertLearning would be helpful in some ways, but they needed more time to work in it to see if they enjoyed it more.

Student learning: We compared four classes, two that used InsertLearning and two that did not through one activity. The student learning that was produced in the InsertLearning classrooms had shorter responses but more accurate for the most part versus the students in the non InsertLearning classes who may have had longer responses, but not as accurate. As a teacher, we feel that students learning was impacted slightly higher for students using the tool versus students that did not. However, grading student responses was done much more quickly with speedier feedback. Overall, having the text split up to ask a question about a certain section of the text elicited higher correct responses versus having all questions after the text was completely read.

OUTCOME

Purchasing decision: We believe that InsertLearning has benefits to increase overall student learning, however this tool used alone would not be sufficient for all activities. We believe there are several assignments that we could see benefiting students and will continue to use it for some assignments. As a schoolwide use, we do not believe that enough teachers would benefit from this tool as there are many other tools that do more than InsertLearning can provide and for free. We will continue to use InsertLearning as a tool in our classes for next school year, but overall do not feel it met enough student satisfaction or overall increase of scores to be beneficial for all teachers.