

# SHARING & FEEDBACK

## Lesson Plan 7

### PURPOSE

To introduce learners to the features of ePEARL that will help them give and receive feedback on artifacts. To explain the importance of feedback in the learning process and to clarify the language in the reflecting stage of ePEARL.

### OBJECTIVES

At the end of this lesson, learners should be able to:

- 1) “Share” an artifact with peers in order to receive feedback.
- 2) View artifacts marked “shared with me” to provide feedback on them.
- 3) Understand the qualities and purpose of providing good peer feedback

### TIME REQUIRED

45 – 60 minutes (depending on amount of hands-on time).

### MATERIALS REQUIRED

- 1) This lesson plan.
- 2) Internet-connected computer; projector & speakers or interactive white board
- 3) Optional: A poster/handout that outlines things to think about or sentence starters for learners to use when writing feedback (for ideas see the Reflection Guide).

### TOPICS ADDRESSED

- 1) How getting external feedback on any completed task can help learners do better work in and outside of school.
- 2) Understanding terms: reflecting, sharing, feedback.
- 3) Helping learners learn how to give constructive feedback.
- 4) Navigating the Sharing screen in ePEARL.

### PLANNING TIPS

- Test the video and equipment the day before to be sure the audio is loud enough and the projector works.
- Preview the Virtual Tutorial chapter “Sharing in ePEARL (5:22)” to review how to do this in ePEARL.
- Print out the scripts of this chapter for quick reference during the lesson.
- Practice using the sharing feature in your own portfolio so you can use it for demonstration purposes during the lesson.

### INTRODUCTORY ACTIVITY

Start by telling the class that they will be learning about “sharing” and giving feedback in ePEARL in class today, and since this will be an ePEARL assignment they are going to learn about the steps required to doing these activities in ePEARL. You might say something like:

“Today we are going to talk about sharing and giving feedback in ePEARL. First, we are going to talk about the value of getting feedback on our work in school. To help you understand what I mean by feedback, we are going to do a quick activity.”

- 1) Choose 1-2 volunteers from the class to come to the board.
- 2) Blindfold them and ask them to draw a picture of a house.
- 3) When they are done, have them remove the blindfold and look at their work.
- 4) Leave these house drawings on the board.
- 5) Next, have 1-2 more volunteers come to the board and put on blindfolds. The first two volunteers will no longer be blindfolded and will act as “coaches” for the two new volunteers as they try to draw a house.
- 6) Once completed, have all learners return to their seats and talk about the drawings. Some possible questions to discuss include:
  - a) Which drawings are better? Why?
  - b) Why did getting suggestions from another learner help?
  - c) What other times do you get coaching or suggestions to help you do better?
  - d) Why does feedback from a classmate feel different than from a parent, coach or teacher?
- 7) After the activity, write some key terms on the board: feedback, positive, constructive, specific, appropriate.

## TEACH

Next you will explain to the learners the qualities of constructive feedback: “Now I want you to think about how it feels to have someone tell you you’ve done something well. We all like to get praise; it makes us feel good. How does it feel when someone tells us to fix something we’ve done, or that we’ve done something wrong? It can sometimes be hard to hear this kind of feedback, but as you noticed in the house drawing activity, it is helpful to hear from someone who has a different perspective. They can help us and give us useful information. It is important to think about respectful and constructive ways to tell our classmates how they might be able to improve their work. It is also important to remember that when someone gives us a suggestion, it is meant to be helpful and not hurtful. We have to try to listen to outside suggestions in order to make everything we do even better.”

- 1) Once you have introduced the concept of feedback, you should talk about a specific assignment they have been working on in ePEARL that they will be giving each other feedback on.
- 2) When starting out with feedback in ePEARL, it is helpful to clearly structure the activity for learners. For example, you can tell them to choose ONE artifact to share with ONE classmate. You may even want to assign feedback partners so learners aren’t overwhelmed with “shares” that they have to provide feedback on.
- 3) Remind learners that they should take their time and carefully read each other’s work. The feedback is helpful only if the person giving it has taken the time to make it specific and constructive.

## ACTIVITY

**BRAINSTORM:** Think about how feedback connects to other forms of reflection you have talked about and completed in ePEARL (see Jump Start Lesson 6). Ask learners to come up with ideas for sentence starters for helpful feedback. You may want to start with one or two examples such as:

- 1) “I really enjoyed reading your story. One thing that I was wondering about was... Could you be more specific/write more details about this (character/setting/event)...”



- 2) “You spoke really clearly during your presentation. I would have liked to see more (details/pictures/explanation of terms) to help me understand it better...”
- 3) “You have some really cool pictures in your PowerPoint slideshow. I thought the facts were interesting, but there were too many on each slide. Maybe you could put fewer words on each slide.”

#### Tip

Learners are very familiar with communicating with their peers on the computer. However, much of this communication is social in nature and is not appropriate for inclusion in learners' academic portfolios. This lesson is a good opportunity to remind learners of how their ePEARL is different from other websites they visit and some criteria for feedback. You may need to do some corrective work the first few times you visit learners' portfolios. It is not possible to alter student feedback, but you can ask learners to go back in and remove inappropriate comments such as: “The story was so funny - LOL!!!!!! Loved it! UR the best. See ya ;-)”

#### TEACH

Next you will explain to learners the qualities of constructive feedback: “It is important to realize that when we give feedback in ePEARL it should be aimed at helping your classmate improve on his/her school work. This is not a place to write fun messages like chatting on instant message or social websites. You should write out complete words and talk about their artifact. If you write these kinds of messages that aren't appropriate in ePEARL, I will ask you to go back in and provide specific feedback in place of the social message. ePEARL is your portfolio for school work. You can socialize in other ways at school. Remember: constructive feedback is positive, specific, and meant to help your classmate do better in school.”

#### DEMONSTRATION

Show your learners an example of sharing in your own portfolio. Use this opportunity to reinforce the aspects of constructive feedback that you want them to practice.

#### VIDEO

Show the Level 2/3 “Sharing” chapter of the Virtual Tutorial. This will show learners the parts of the software that allow them to give and receive feedback on their work.

#### HANDS-ON

If you have access to computers for most of the learners, they can log in and start sharing and providing feedback. Oftentimes working in pairs is a helpful strategy so learners can help each other as they learn this new feature. If you don't have access to computers for most of your learners, you can use this as a centre activity to supplement other classroom projects you are working on.

#### Tip

If learners get stuck while sharing and giving feedback in their ePEARLs, they can click on the question mark icon  to read the help text or view a support video on their own. It may be helpful to have a few sets of headphones around for learners who want to watch these videos.

