



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

COLLABORATIVE INQUIRY I-PROJECT



SUPPORTED BY: LONDON REGION MISA PNC & SCHOOLS IN THE MIDDLE



Students work through a peer revision process & the math problem solving process using iPods to support improvements in communication.

WHAT WE DID...

The focus of this project began in 2008 during our Board Collaborative Inquiry sessions, involving teacher conversations around the fact that students were struggling with revising their written work. Our conversations led to the following research question:

How can we improve students' writing with a specific focus on revising and editing strategies through peer revision?

There were three main goals for this project:

- To improve student achievement in the area of writing
- To improve teaching strategies in the area of writing
- To incorporate the use of iPods in the classroom



Our inquiry is supported by the article *“Proof-Revising With Podcasting: Keeping Readers in Mind as Students Listen To and Rethink Their Writing,”* by Anne Davis & Ewa McGrail (2009). Davis & McGrail’s work is founded by the belief that “auditory input plays a critical role”. When students listen to how their writing sounds to the reader (in this case through a Voice Memo audio file), they develop an understanding of how to improve their logic and fluency and thus communicate their message more effectively.

Our teachers decided to initiate an explicit focus on peer collaboration strategies, involving specific descriptive feedback focusing on the revising and

editing of written pieces. Audio files of students’ written work were created and used throughout the process. The teachers engaged in a gradual release of responsibilities through whole class co-teaching instruction and modeling, small group explicit instruction and practice, partnered activities, and individual student work. Samples of student work (written work and audio files) were collected and analyzed through a “Collaborative Analysis of Student Work” at our teacher sessions.



Our team decided to archive our learning

through a series of podcasts in order to share with a wider audience. These can be found at www.kellypower.ca

Evidence of Student Learning

Student work samples:

- Writing samples from various stages of writing process (brainstorming, draft, pre-revision, pre-editing, post-revision, post-editing, published)
- Audio files of written pieces
- Math problem solving samples
- Audio files of math communication of problem solving

Student Surveys & Interviews:

- Pre-attitudinal surveys
- Post-attitudinal surveys

*When I listened to my story on the iPod... I felt like it was a part of me.
(Gr.3 student)*

Evidence of Teacher Learning

Teacher Interviews:

- Recorded interviews during Professional Learning Sessions
- Reflection journals

It wasn't all about the shiny little black box on the table (the iPod), but that little black box brought us together, to do the real teaching & learning. (Gr.3 teacher)



Teacher and student reflections throughout this process have been captured in podcast format and can be downloaded at: www.kellypower.ca.



REFLECTING ON WHAT WE LEARNED...

This project began in 2008 during WECDSB Collaborative Inquiry sessions, involving 3 teachers in 2 schools, in the area of Literacy. The following year, this board project was expanded to include 3 additional teachers to form a team of 6 teachers. Each teacher had access to 6-8 iPods to be shared among their students. In year one, teachers found that by incorporating audio files into the writing process as well as using the peer revision strategies, students were more effective at editing and revising their written work. In year two, when our project expanded to include 6 teachers (3 primary & 3 junior) at 3 different schools, they decided to try a similar concept in the area of Math. Students began communicating their math problem solving processes using

iPods, by creating a variety of forms of audio files (radio newscasts, podcasts, informational reports) to accompany their written procedures. This resulted in students becoming more skilled in the area of mathematical communication and engaged in their learning.

The teacher learning sessions in year 2 (funded with London Region MISA PNC funds) led to further discussions of new learning for both teachers and students in the areas of Math and Language. The main focus of our project was about improving teacher pedagogy to help our students. The iPods were the hook to help with motivating and engaging students (and teachers) in new learning experiences.