Professional Development Plan & Self-Assessment: Flipgrid

Specific goals	Instructional staff will learn how to use Flipgrid web application and integrate it within instruction.
Instructional Issues	The school is practicing half in-class instruction and half distance instruction. With the rise in Covid cases there are to be no face to face meetings in groups with staff. With the abrupt transfer to digital environments, the teachers feel overwhelmed with work and there is a heavy reluctance to attend professional developments. When questioning teachers and instructional coaches about instructional technology need, there was a large requested interest in the use of Flipgrid. It was requested that I make this PD so that it can go on their self-paced professional learning platform that teachers access when they have time through the year. Initial surveys showed that there was a low confidence in onboarding new technology with a few outliers. This gave rise to another instructional issue of rolling a tutorial in with instructional implementation within a reasonable timeframe. In summary, the main issues are: low motivation, low technology proficiency, and restricted platform.
Characteristics & needs of the learners	The staff at the school teach K-5 but the Professional development platform reaches grades K-12 across the district. Within the last year the schools staff has acquired 1:1 chromebooks as well as Promethean smart boards. Across the board implementation of technologies remains at novice levels. The staff need additional time and training to get used to basic functions of the newly acquired technology. Attending meetings at the district level showed that staff, including instructional technology specialists, lacked basic functional knowledge of laptops and chromebooks to troubleshoot simple issues. There is an overall lack of training in this domain that exponentially trickles down to teaching staff. Staff will need simplistic developments with revisitable resources to be successful in new technology implementation.
Course Content & Tasks	**PD Title:** Flipout over Flipgrid **Overview:** Teachers will navigate through a self-paced learning path task map guiding them toward Flipgrid proficiency in both technical usage and lesson implementation. **Tasks in Sequence** **Task 1 - Instructions |** The map info button will explain

	navigation and direct the user to the first step - the Google Forms pre-survey. **Time: 1 minute** **Task 2 - Pre-survey |** Staff will complete a short pre-survey for descriptive data analysis purposes and ongoing revision process of professional development. **Time: 2 minutes** **Task 3 - Introduction |** This pop-up introduction will explain what Flipgrid is and demonstrate an example class implementation made by me from a school in the district that shows what a highly engaged flipgrid virtual environment is supposed to look like. **Time: 2 minutes** **Task 4 - Making Videos |** Staff will navigate to the Professional development Flipgrid page for a hands-on look at the student view and the heart of flipgrid's video response technology. Staff will be asked to create a short introduction video utilizing some of the built in elements. This will allow me as the instructor to interact with the staff face-to-face on a staggered schedule in perpetuity. They will also be able to ask me questions here via video as they traverse through each task. **Time: 2 minutes** **Task 4 - Choose an Integration Idea |** Staff will be asked to look through an idea resource bank that they can apply to their classroom tomorrow. It is with this task idea that they will go through the video tutorial and create their own. If they are overwhelmed by the numerous implementation ideas, they can just create a concept reflection grid to start with. **Time: 2 minutes** **Task 5 - Tutorial and Implementation |** With their implementation idea in mind, they will begin the youtube video that is sectioned into 2 main parts with theory and implementation benefits talk at the end as a sub-part. The first part gives the teacher a quick startup guide to the technical mechanics of the application.(6 minutes) The second part dives into advanced settings and implementations (7.5 minutes). Staff will follow along with their own topics and pausing when they need to. **Time: 15 minutes** **Task 6 - Sharing |** Once the staff creates their Flipgrid with the video It is asked that they are shared with the instructor for comments, feedback, and extensions. Any additional questions can be posted on the linked professional development Flipgrid topic. **Time: 1 minute**

	Task 7 - Application extension | On this instructor created interactive infographic, staff can review instructional technology implementation ideas that have been curated by subject. All of the implementation ideas are directly linked and can be used instantly with minimal editing to adjust to individual classrooms. **Time: 2 minutes** **Task 8 - Remote Implementation** | This was an added resource after feedback review requesting implementation directed at remote classrooms specifically. It provides ideas to engage learners that are home based at every category of grade levels. **Time: 1 minute** **Task 9 - Post-survey** | Staff will complete a short post-survey for descriptive data analysis purposes and ongoing revision process of professional development. It will focus on growth measures and feedback. **Time: 2 minutes** **Total Estimated Time: 30 minutes**
Instructional Objectives and Learning Outcomes.	**Objectives:** 1. With 100% accuracy, staff will be able to post a video response to a question utilizing at least 2 separate video enhancing elements. 2. Staff will be able to choose an implementation concept relevant to their classroom and create a usable grid with up to 2 resource links to interact with students with 100% success rate. 3. Staff will have a confident grasp of instructional technology implementations relevant to their area of instruction before the end of the Professional development. **Outcome:** Staff will be able to integrate flipgrid into direct instruction using grids, resources, and other compatible web 2.0 software.

Instructional Strategies for Success	Social constructivism learning theory drives this professional development design with an eye on the specific audience needs as adult learners. The role of the instructor is a facilitator and guide through the learning paths. Learning is made meaningful through the interaction and connection between the virtual environment and the staff. Providing the choice of implementation topics customizes the experience to the learner in an effort to make it more meaningful and promote immediate usability to solidify skills. Spaced practice with utilizing response videos allows for gradual comfort with a foreign technology before jumping full force into the guided instruction. Authentic assessments are created through dialogue and contextualized completion of activities to match professional teaching needs. Each task is visually chunked together for easy learning and made available to all. An Exemplar of a successful classroom environment utilizing the technology gives staff a baseline of achievement. The asynchronous nature of the training allows it to be available in perpetuity with ongoing personal interaction with the instructor through video response.
Technical details on instructional delivery	As per school request, this professional development is designed to be a self-paced asynchronous learning path and face-to-face hybrid made possible through the use of Flipgrid. Other technologies used are Genially for the interactive virtual environments and YouTube for instructional video hosting. The instructional video was created using iMovie, Garageband, Apple Screencast, Adobe After Effects, as well as various hardware peripherals.
Evaluation Instruments	**Professional Development Evaluation |** The professional development effectiveness and engagement will be evaluated using the comparative data between the pre and post surveys. **Objective 1 |** Completion of Task 4 on Flipgrid will evaluate posting and creation proficiency of Flipgrids most important tool of instruction. The Instructor will respond with confirmation of success and in the spirit of personalizing instruction with a one-on-one face-to face interaction. **Objective 2 |** Completion of Task 6 will allow the instructor to review that the attending staff has created and respond via video asynchronously to evaluate for this objective. **Objective 3 |** Completion of the Google Forms Post-Survey will allow the instructor to evaluate implementation confidence

	and any concerns that can be immediately addressed for success.
Additional resources	Almost all resources were created custom by the instructor with a list of these linked here: ● https://view.genial.ly/5faaff309f1a340d1c86a9d5/horizontal-infographic-timeline-flipgrid-virtual-pd-map ● https://flipgrid.com/flipd ● https://youtu.be/t4dMfeZm-JM ● https://view.genial.ly/5fac0cea162e920d17cb542a/vertical-infographic-timeline-flipgrid-topic-implementations-for-elementary-teachers Additional resources from the learning community utilized: ● https://help.flipgrid.com/hc/en-us/articles/360053329693-Age-Specific-Ideas-for-Remote-Learning-with-Flipgrid ● https://ditchthattextbook.com/catch-the-flipgrid-fever-15-ways-to-use-flipgrid-in-your-class/

Evaluation Data & Analysis

Initial recorded participants: 11

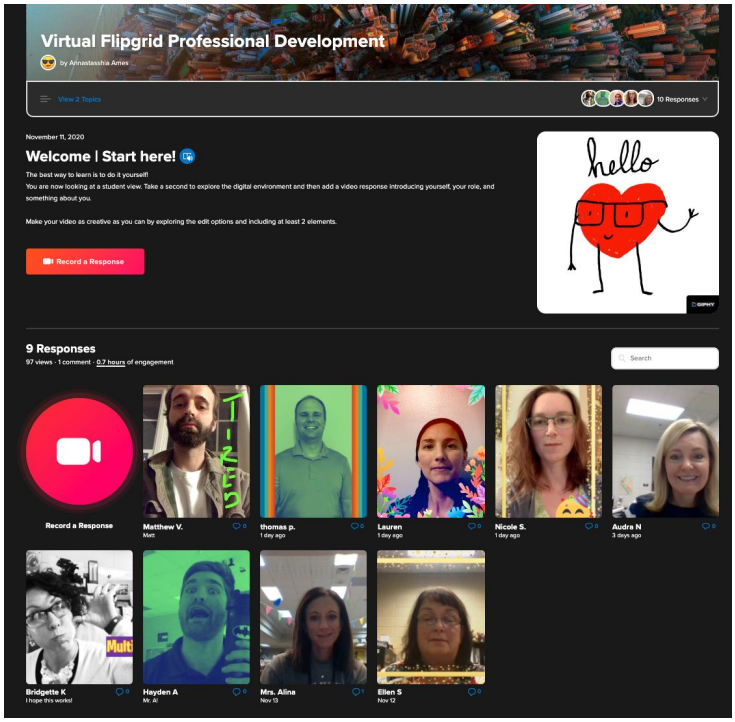
Number of unique video Interactions: 38

Completion of Objective 1 task: 9

Completion of Objective 2 task: 1 & unknown

Participants that completed the Pre-survey/Post-survey: 10

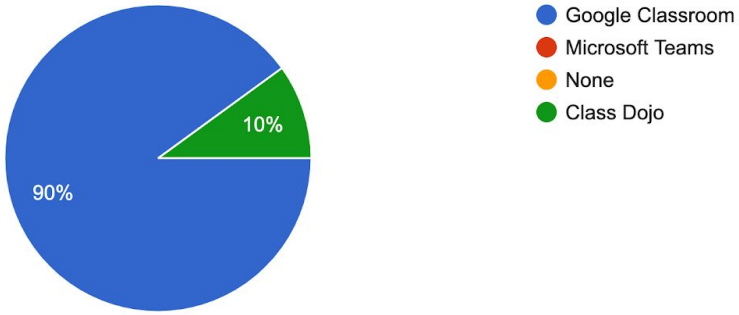
Video confirmation of participants:



Pre-survey Data

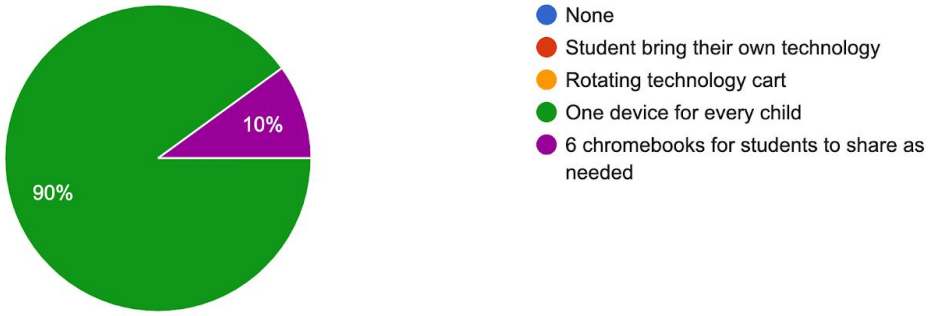
What online assignment management tool do you use?

10 responses



What describes your technology access in your class?

10 responses

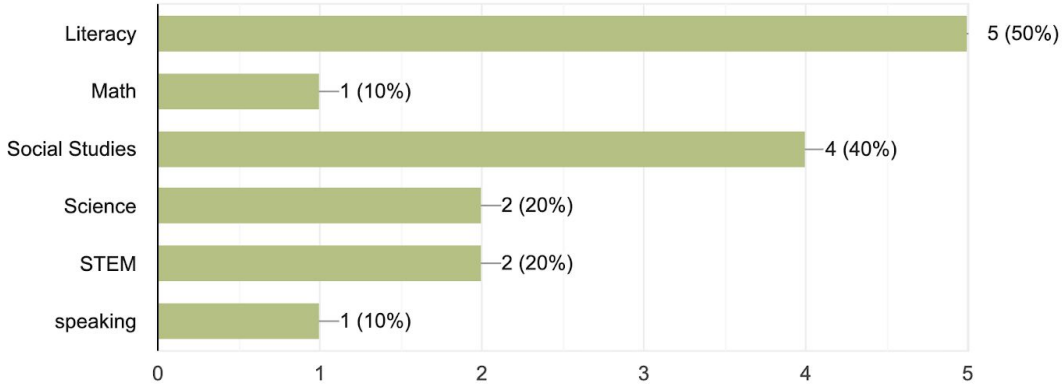


How knowledgeable are you about bout Flipgrid?

10 responses

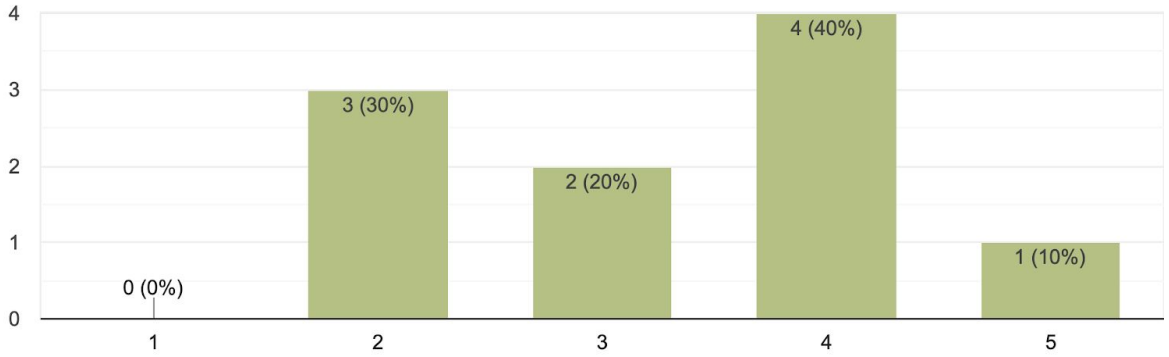
What subject are you most interested in utilizing flipgrid?

10 responses



In your opinion, how would you rate your ability to implement new technologies into your existing curriculum?

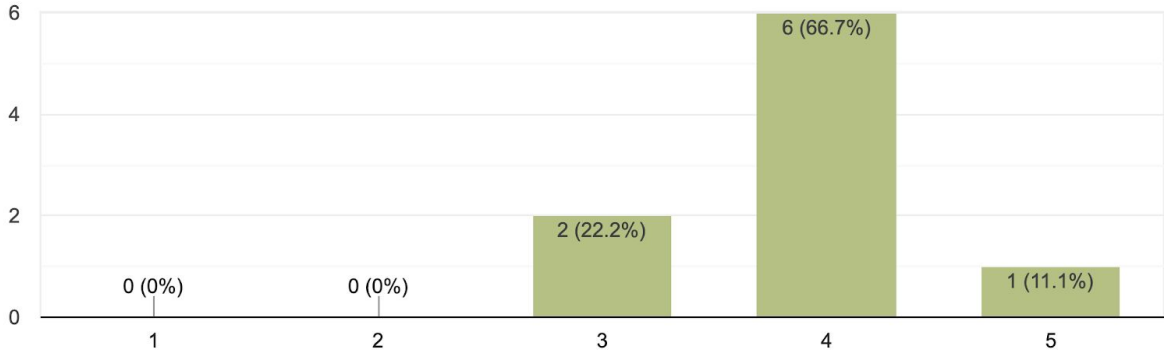
10 responses



Post-Survey Data

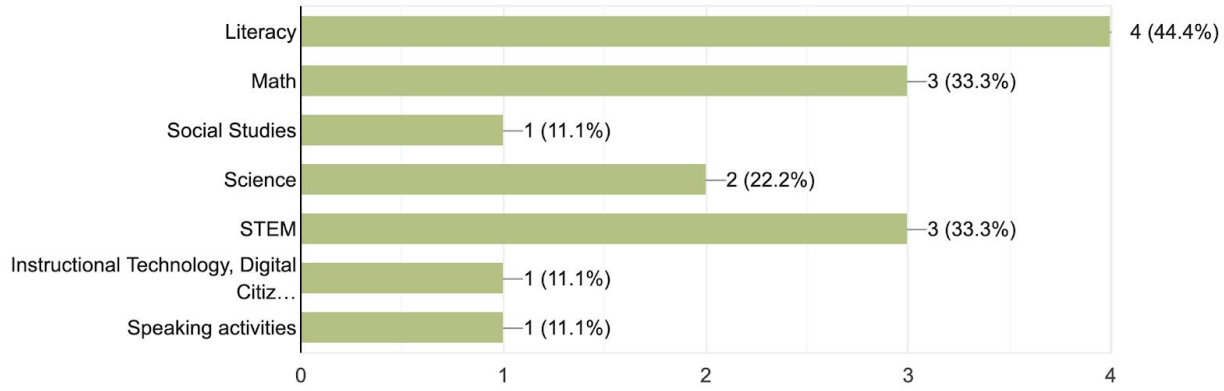
How comfortable do you now feel about implementing Flipgrid in your classroom

9 responses



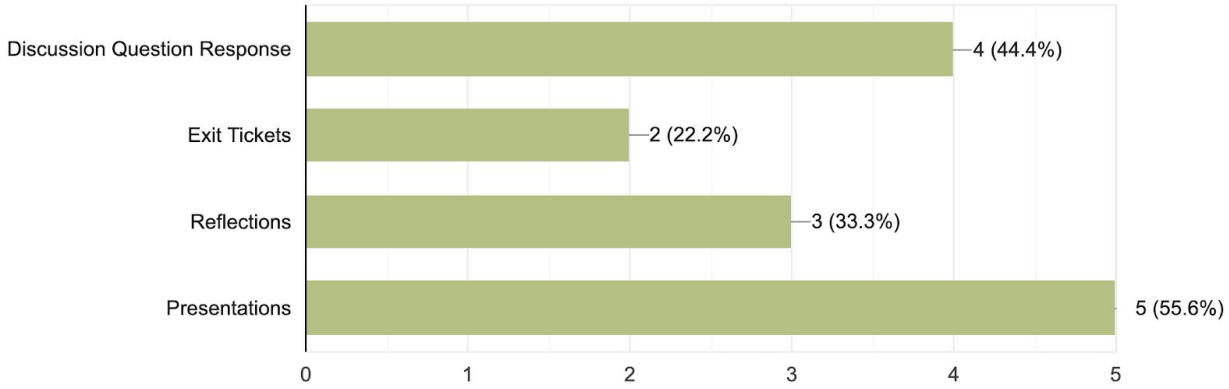
What subjects are you now most interested in utilizing flipgrid?

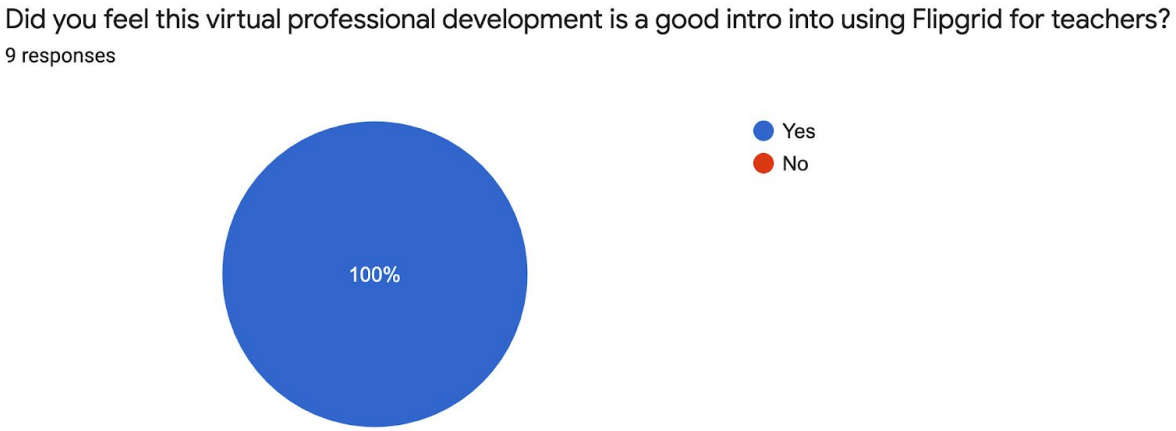
9 responses



Which Flipgrid assignment use are you most excited about implementing?

9 responses





Written Feedback Responses

- "The tutorial had a lot of information, but since you recorded it, I can review it anytime."
- "For me personally, I like a live PD with guided practice (maybe because I'm older and not as tech savvy)."
- "It was great!"
- "Love the map!"
- "A variety of examples of how Flipgrid can be used in the classroom, and at different grade levels"
- "Implementation ideas specific to remote classrooms would be very helpful. Great video!"

Data observations: A variety of observations can be made while analyzing the comparison between both pre and post surveys. The participants seem to have a split confidence level between high and low in applying new technologies to teaching practices. A 90% of participants have heard of Flipgrid but have not used the program themselves which demonstrates complete novice level learner for this particular technology, which was anticipated. Literacy and social studies seem to be the main focus of implementation with a selection of individuals for all other subjects and 1 for speaking practice. The post survey shows a high satisfaction (100%) and mid-high confidence (4 out of 5 average on a sliding scale) rate for utilizing Flipgrid in the

classroom which demonstrates overall success. After completion of the learning path there also seems to be some excitement to utilize this technology in a wider array of subject areas which is positive. Written feedback includes expressions of satisfaction as well as the need for alternative implementation references. One expressed the opinion for an in-person PD to assist in implementation.

Self Assessment & Revisions

This professional development was a very unique experience for me. As an instructor I have provided numerous face-to-face professional developments both online and at school for Google Classroom, website development, Web 2.0 assessment enhancement, as well as technology behavior management tools like Class Dojo and ClassCraft. Providing a self-paced virtual environment with face-to-face asynchronous interaction was a very unique and informative blend of experiences. Between troubleshooting and learning new technologies myself like Garageband and Adobe After Effects, I gained a large repertoire of skills. Though motivated to meet my schools needs and requests, one of the biggest challenges with this kind of interface is the staggered response and activity confirmations. As with all asynchronous classrooms like this Georgia Southern class, the responsibility to perform the activities lies solely on the learner. As the Instructor of the professional development, I had to send out my link and wait for responses so that I may interact with the learner. However, the benefit of being posted on the professional development platform creates the potential to reach a wide audience for a longer portion of time, unlike a singular live event. I find that most businesses, schools, and universities prefer this method of instruction, so I'm glad I got an opportunity to practice creating this virtual environment. With covid-19 and distance learning becoming more commonplace, it seems that this is the direction instruction is going.

With the constructionist learning theories in mind, I made a lot of considerations on how to make this experience personalized, hands-on, and immediately useful with a take away, and I achieved

this to the best of my ability. The feedback definitely shed some light on potential gaps and weaknesses in my learning path. Keeping in mind with the Kemp Design model, I added a remote learning implementation resource on the pathway as it was directly requested. I would also add an area listing all the accessibility tools Flipgrid can offer students with specific needs. There was some expression of not liking this format due to low "tech savvy" as well as it being too much information. Though I was not able to switch this to an in-person experience, I could have broken down the tutorial and implementation step down into two different parts. In the video I pause between the two parts to provide the mental gap, but it would be better if I created two separate videos, one for each part and potentially a different implementation idea to demonstrate for variety.

Reflecting on my assessments I think it would have been better if I included a question about student demographic so I can better make differentiation resources geared toward a specific need. I believed my surveys properly conveyed my 3rd objective and my tasks demonstrated mastery of my 1st and 3rd objective. The task of sharing ones created flipgrid, however, was not successful as I only got a notification of 1 created flipgrid by my participants. In future implementations I would make that step mandatory in order to receive teacher credit for professional development completion.

Overall I feel as though this was a success and has given me much experience in this alternative form of learning. As I have taken many asynchronous courses on my education journey, what I find the least appealing about them is the way it lacks the visual power to captivate their audience of learners. Often it's just a string of text and links to resources with more texts. This knowledge is what spurred me to create something that was visually appealing and interactive. I wanted learners to go to the link and their interest be piqued to learn what this PD has to offer. This was also true for creating my tutorial and implementation video. I wanted it to be dynamic and a true showcase of what 21st century learning can be. I wasn't perfect and there are many things I can make better but it was a step in the right direction.