

# SEESAW DIGITAL PORTFOLIOS: AN EVALUATION AND LEARNING TOOL

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Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

The Seesaw PDIG went really well and most teachers really appreciated having the time to learn and explore the application. We had our consultant Sue Connery work with every teacher that wanted to learn and have support on preparing their accounts and developing activities. The consultant really guided us by sharing resources in a drive folder and her knowledge for developing and creating activities.

Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

The project was well received by many staff members that are very excited by everything that they learnt and accomplished. They are continuing to learn and explore this year with their classroom. The goal is that the teachers who want to embark on using Seesaw as a digital portfolio will start it next year at the beginning of the school year and will explain to parents the importance of looking and discussing the portfolio with their child.

There are still staff members who are unsure about how to use Seesaw when they teach the whole school. Other teachers were away on medical leave so were unable to use their days.

The teachers really appreciated the support from the consultant but they also really enjoyed working and developing ideas with their partners and are preparing activities for the 2018-2019 school year.

**Describe/show the gains that the participating teachers achieved through this project.**

The following statements are from the teachers who participated in the project.

### **Kindergarten teachers:**

Wednesday, April 11th:

SeeSaw Training

On the first day of being released, Sue helped the kindergarten teachers open SeeSaw accounts and provided basic training on the application. The teachers also learned how to create activities within the application, and together, developed activities to add to their SeeSaw libraries.

Tuesday, April 24th:

Continuation of familiarization & training

On the second day of being released, the two kindergarten teachers were released, with Sue, to further their familiarization with the SeeSaw application.

The teachers developed ways in which SeeSaw can be used for communication between teachers and parents next year, since agendas will no longer be used. The teachers practiced using the communication tools within the SeeSaw app., and learned how the google suite can be incorporated with the application.

Friday, May 4th:

Projects with Students

On the third release day, the kindergarten teachers each worked on a project with their respective class. The objective was for the teachers to become familiar with the process of going "live" with the students and for the students to become familiar with the application in preparation for the first grade.

More specifically, Pascale designed an "activity" in SeeSaw, and taught the students one-on-one how to use the program to complete the activity. With Pascale's help, the students took a picture of a self portrait that they had drawn in class and recorded their voice introducing themselves. They then learned how to "add" the project to their own journals in the SeeSaw application.

Stephanie worked one-on-one with the students using book creator, then uploaded the completed file to the SeeSaw application.

Sue was on hand to assist the teachers with technical difficulties, and to introduce the teachers to more applications that can be using in conjunction with SeeSaw. Sue and the teachers discussed the objectives of different applications, and the ways in which they can be used to show case both the studnets' final products and their learning processes.

### **Cycle 1 teachers:**

23 mars : J'ai travaillé avec Laurie . Nous avons fabriqué nos boîtes de son pour enregistrer dans nos classes et nous avons appris comment enregistrer des livres pour nos élèves sur seesaw .

27 avril et 4 mai : on a enregistré plusieurs livres sur seesaw et fabriquer des lecons pour nos élèves sur seesaw .

March 23-created soundproof recording boxes and recorded stories for the shared cycle 1 livres partagés

April 27- recorded French stories and developed class themed activities

May 4- recorded French stories and created activities and task cards for grade 2

I did my Seesaw pdig on Thursday, April 12, 2018. As this was my first contact with Seesaw, my time with Sue in the morning was used as a basic training. I set up my account and, among other things, learned how to upload videos using [safeshare.tv](http://safeshare.tv) to my Seesaw. The afternoon was used as a "free practice" time.

### **Cycle 2 teachers:**

Les deux journées et demie ont été utilisées pour élaborer, planifier et construire des activités dans Seesaw.

### **Cycle 3 teachers:**

28 mars: une demi-journée, matin

Introduction à Seesaw, Sue nous a expliqué comment l'application fonctionnait.

24 avril: journée complète

Nous avons créé des activités pour mettre sur Seesaw, une activité pour travailler le dialogue entre deux personnages de bande dessinée. Une activité sur bookcreator en lien avec les bandes dessinées, une fois terminée nous la mettrons sur seesaw. Nous avons également appris comment utiliser le green screen.

27 avril: journée complète

J'ai créé quelques activités en lien avec la lecture, les élèves doivent faire l'appréciation d'une bande dessinée. Après avoir lu plusieurs bandes dessinées, les élèves doivent choisir à quel personnage il s'identifie le plus.

Avec l'application greenscreen, les élèves doivent créer de petites capsules vidéos sur les bons comportements à adopter pour protéger notre environnement. Ensuite, nous les mettrons sur seesaw.

On March 28, 2018, I spent the afternoon with Sue Connery and three colleagues getting familiar with seesaw and setting up my 2 grade 5 classes. We perused the activities that were already there and also brainstormed possible activities to do with our classes.

In the afternoon of April 12, 2018 Sue helped me prepare a book report assignment that my students would work on. This cereal box book report assignment is a cross curricular activity involving: math, reading and writing and an oral component. The math component is that the students have to measure and cut construction paper to fit and cover their cereal boxes. During the month of March, the students had to read a novel from the adventure genre. This type of book report demonstrates their measuring, writing and speaking abilities. The students had to write about the summary, favorite and least favorite characters, their opinion and the message of the story. After, they had to cut and paste it on different sides of their cereal box. Sue taught me how to upload my pictures of the book report using an IPAD. Once the photos were taken we chose the ones that we needed from the camera roll. The pictures that were chosen had to be selected in a specific order prior to recording. The students would work on creating their cereal box book report the week of April 16 and then upload and record it on April 23, 2018.

On April 23, 2018( full day) Sue returned and helped me teach my students the steps they needed to upload the pictures of their book report and record it. We also spent some time together and she showed me how to create a green screen for upcoming book projects. She also showed me the app Explain Everything and how I could use this to create another ending to the book that the students read. I am looking forward to trying these and uploading the students versions to Seesaw in the near future.

On May 2, 2018 my students created a Mother's Day cinquain poem and uploaded it to their seesaw account to share with their mothers for Mother's Day. Prior to this, the students already had been introduced to 4 different poems throughout the year: acrostic, limerick, shape and diamond poems and their attributes. We

went over the format of a cinquain poem and how it can be done with syllables or parts of speech. As we worked on parts of speech with the diamond poems, this poem will consist of syllables and parts of speech. The student took a picture of their poem and their flower made with diffusion paper with the IPADS. Uploaded the picture with the poem to their Seesaw account.

I am enjoying this app and trying small little projects at the moment until I become really comfortable and familiar with it.. I am happy that there is a bank of activities that are ready made and I plan on trying some before the end of the year. I like the different possibilities that the students can demonstrate and share their knowledge.

**Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.**

The teachers were really happy to have the time to meet, create and work collaboratively on developing a new evaluation and communication tool. We created a shared folder in our drive in order for us to have a common place to share our activity task cards. We also had the opportunity to create a Seesaw account to share digital books through QR codes. All staff members have access to the digital books as long as they have a paper copy of the book in their classroom.

Seesaw is a great evaluation and communication tool that we encourage other schools to learn and explore. The ideas and activities are endless.