



Minnesota eLearning Summit

Minnesota eLearning Summit

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Using Digital Tools to Foster Social Practices Contributing to Connected Learning

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Handout: MN elearning Summit: Using Digital Tools to Foster Social Practices Contributing to Connected Learning

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Link to this handout <https://goo.gl/UAo0wP>

Related resource sites for use of tools and apps:

[Beach, R., Anson, C., Kastman-Breuch, A., & Reynolds, T. \(2015\). *Understanding and creating digital texts: An activity-based approach*. Lanham, MD: Rowman & Littlefield.](#)

[Digital writing website](#)

[Beach, R., & O'Brien, D. \(2014\). *Using apps for learning across the curriculum: A literacy-based curriculum and guide*. New York: Routledge.](#)

[Apps for literacy learning website](#)

[Castek, J., & Beach, R. \(2013\). Using apps to support disciplinary literacy and science learning. *Journal of Adolescent and Adult Literacy*, 56\(7\), 554–564.](#)

[Beach, R. & O'Brien, D. \(2015\). Enhancing struggling students' engagement through use of technology tool affordances of interactivity, connectivity, and collaboration. *Reading & Writing Quarterly*.](#)

[Apps for use in specific subject matter areas](#)

[App recommendations](#)

[iPads Across the Curriculum](#)

Readings on transfer for learning

Beach, K. D. (1999). Consequential transitions: A sociocultural expedition beyond transfer in education. *Review of Research in Education*, 28, 101–139.

Beach, K. D. (2003). Consequential transitions: A developmental view of knowledge propagation through social organizations. In T. Tuomi-Grohn & Y. Engestrom (Eds.), *Between school and work: New perspectives on transfer and boundarycrossing* (pp. 39–62). Oxford, UK: Elsevier Science.

Bhatt, I. (2012). Digital literacy practices and their layered multiplicity. *Educational Media International*, 49(4), 289–301

Bransford, J. D., & Schwartz, D. L. (1999). Rethinking transfer: A simple proposal with interesting applications. *Review of Research in Education*, 24, 61–100.

Burnett, C. (2011). Shifting and multiple spaces in classrooms: An argument for investigating learners' boundary-making around digital networked texts. *Journal of Literacy and Technology*, 12(3), 2-23.

Burnett, C. (2011). The (im)materiality of educational space: interactions between material, connected and textual dimensions of networked technology use in schools. *E-Learning and Digital Media*, 8, 214-227.

- Burnett, C. (2014). Investigating pupils' interactions around digital texts: a spatial perspective on the "classroom-ness" of digital literacy practices in schools. *Educational Review*, 66(2), 192-209.
- [Conner, J., & Slattery, A. \(2014\). New media and the power of youth organizing: Minding the gaps. *Equity & Excellence in Education*, 47.](#)
- Day, S. B., & Goldstone, R. L. (2012). The import of knowledge export: Connecting findings and theories of transfer of learning. *Educational Psychologist*, 47, 153–176.
- [Green, J. H. \(2013\). Transfer of learning and its ascendancy in higher education: a cultural critique. *Teaching in Higher Education*, 18\(4\), 365-376.](#)
- Grotzer, T., A., Powell, M. M., Katarzyna M., Derbiszewska, K. M., Caroline J., Courter, C. J.,...et al., Dede, C. J. (2015). Turning Transfer Inside Out: The Affordances of Virtual Worlds and Mobile Devices in Real World Contexts for Teaching About Causality Across Time and Distance in Ecosystems. *Technology Knowledge & Learning*, 20, 43–69
- Larsen-Freeman, D. (2013). Transfer of learning transformed. *Language Learning*, 63(1), 107–129.
- [Nokes-Malach, T. J., & Mestre, J. P. \(2013\) Toward a model of transfer as sense-making. *Educational Psychologist*, 48\(3\), 184-207.](#)
- Pellegrino, J. W., & Hilton, M. L. (Eds.). (2012). *Education for life and work: Developing transferable knowledge and skills for the 21st century*. A report of the National Research Council. Washington, DC: National Academies Press.

Using Screencasting Tools to Engage Students in Self-Reflection about Use of Transfer

Screencasting apps

Desktop/laptop/web: iOS: VoiceThread <http://tinyurl.com/lujk7fs>, ShowMe <http://tinyurl.com/ohwh3ed>, Explain Everything <http://tinyurl.com/a6z4tsu>, Screenchomp <http://tinyurl.com/ajhlf8j>, Educreations Interactive Whiteboard <http://tinyurl.com/adx58ep>, Skitch <http://skitch.com>, Blurb Mobile <http://tinyurl.com/77stp8k>

Android: Explain Everything <http://tinyurl.com/mk3jw39>, Whiteboard Cast <http://tinyurl.com/kgjbtwd>, Splashtop Whiteboard <http://tinyurl.com/mxm262u>, Skitch <http://tinyurl.com/kknfmkk>, Screencast Video Recorder <http://tinyurl.com/lgl83gb>, Screencast <http://tinyurl.com/mewrjec>Resources on uses of screencasting apps <http://tinyurl.com/kvk4qu9>

YouTube: Using ShowMe on the iPad <http://tinyurl.com/mt3z48u>

YouTube: ShowMe iPad Tutorial <http://tinyurl.com/n3wwooc>

TouTube: ShowMe Tutorial <http://tinyurl.com/o8rfghb>

YouTube: Pads in Schools - How to use Explain Everything App <http://tinyurl.com/mppocse>

YouTube: Students describe use of Explain Everything <http://tinyurl.com/mnmez5e>

For using screencast recordings to engage students in think-aloud self-reflections
Excerpts: [Abrams, Sandra Schamroth \(2014\). *Integrating virtual and traditional learning in 6-12 classrooms: A layered literacies approach to multimodal meaning making*. New York: Routledge.](#)

Reading to Learn

ReadWriteThink: Strategy Guides for reading in different subjects

<http://tinyurl.com/2768c3a>

E-Book Reading and Response: Use of annotations with e-books <http://tinyurl.com/22u8dq>

Troy Hicks: Read Like a (Digital) Writer <http://tinyurl.com/m4or94o>

Flipgrid: 8th graders book club responses to books

Related iOS apps: (Highly recommended apps/sites are **in bold**)

- **Text annotation apps.** **Diigo** <http://www.diigo.com/education>, **iAnnotate PDF**

<http://tinyurl.com/2whcqsj>, **DocAS** <http://tinyurl.com/77pcr2u>, **GoodReader**

<http://tinyurl.com/y2v9h3g>, **Readdle** <http://tinyurl.com/73suvvo>

- **Apps for accessing and reading e-books.** **Kindle** <http://tinyurl.com/yxsxp5>, **Readmill**

<http://tinyurl.com/pyu2mke>, **iTunes bookstore** <http://tinyurl.com/3t8fcdv>, **Google Books**

<http://books.google.com>, **Project Gutenberg** <http://www.gutenberg.org>, **Manybooks**

<http://manybooks.net>,

- **Text-to-speech.** **vBookz** <http://tinyurl.com/4qfww4f> (reads aloud books) **vBookz PDF Voice Reader** <http://tinyurl.com/6vdsa8z> (reads aloud PDF files), **Write & Say**

<http://tinyurl.com/77nzfry> **Speak it!** <http://tinyurl.com/3num3ko>, **Voice Reader Text to Speech**

<http://tinyurl.com/79h9gea>, **Talk to Me** <http://tinyurl.com/2v8z26y> (hear words spoken to them as they are writing)

Writing to Learn

Writing in Other Core Content Areas <http://tinyurl.com/ndlc9aq>

Digital writing activities across the curriculum (organized by subject matter)

<http://tinyurl.com/kekrs9>

Jennifer Ward: 20% Time Projects: Problem/inquiry based research projects

<http://tinyurl.com/kr7xvvu>

Resources for creating writing prompts <http://tinyurl.com/mxwmkoq>

Persuasion Across Time and Space: Lessons for ELL students <http://tinyurl.com/clyhgh9>

Redefining the Writing Process with iPads <http://tinyurl.com/prryzsm>

Note-taking skills <http://www.dartmouth.edu/~acskills/success/notes.html>

Study: Use of iPads for writing across the curriculum

<http://wac.colostate.edu/journal/vol24/ahern-dodson.pdf>

Troy Hicks: Digital Writing/Digital Teaching <http://hickstro.org>

For Planning Instruction: **iChoose Tool: developed by Ryan Bisson and Andrea Wilson**

Vazquez, Osseo school district: students determining their goals to then select a tool: Flipgrid,

Google Drive, Show Me, Skitch, Subtext, Edmodo, Pic Collage, Popplet, Aurasma, Haiku

Deck; [their conference presentation](#)

Related iOS apps

- **Note-taking apps.** *Notes* (IOS apps), *Evernote* <http://www.evernote.com>, *Penultimate* <http://www.cocoabox.com/penultimate>, *neu.Notes* <http://tinyurl.com/6ds98t2>, *NoteShelf* <http://tinyurl.com/48vx2q1>

- **Speech-to-text dictating apps.** **Dragon Dictation**, <http://tinyurl.com/ylgqctp>, Auditorium <http://tinyurl.com/ydor68>, Audio Memos <http://tinyurl.com/8xktkye>, Smart Recorder Lite <http://tinyurl.com/7lroz7>, QuickVoice Recorder <http://tinyurl.com/2amq7x6>,

- **Mind-mapping apps.** **Inspiration** <http://tinyurl.com/89jqa99>, iBrainstorm <http://www.universalmind.com/work/ibrainstorm>, **MindMeister for Ipad**, <http://tinyurl.com/7t47atk>, Sundry Notes <http://tinyurl.com/6tkesap>, Mindjet for iPad <http://tinyurl.com/863dgiy>, Idea Sketch <http://tinyurl.com/7nerblt>

- **Twitter apps.** Twitter <http://tinyurl.com/294xxoy>, **TweetCaster** <http://tinyurl.com/7w83d5w>, **Tweetbot**, <http://tinyurl.com/85nhgq5>, Tweetdeck <http://www.tweetdeck.com>, Twitterrific <http://tinyurl.com/2ednbrq>, or **HootSuite** <http://tinyurl.com/22kqxn timer>.

- **Blogging iPad apps.** **BlogPress** <http://tinyurl.com/78qg69s>, Wordpress <http://tinyurl.com/ycavwhz>, **Blogsy** <http://tinyurl.com/75p7aqk>, **Edublog** <http://tinyurl.com/6m7mnjb>, **Tumblr** <http://tinyurl.com/yetg3pl>

- **Essay/report writing apps.** **Pages** <http://tinyurl.com/68cv4je>, **Microsoft Word for iPad** <http://tinyurl.com/prbput9>, My Writing Spot for iPad, **CAST Science Writer** <http://sciencewriter.cast.org> (using Science Writer <http://tinyurl.com/l9v2p6k>), IA Writer <http://tinyurl.com/22skhdc>, CloudOn <http://site.cloudon.com>, My Writing Spot for iPad <http://tinyurl.com/7eafbf>, PlainText <http://tinyurl.com/27wnycg>, Chapters <http://tinyurl.com/7ekybve>
Android: Writer <http://tinyurl.com/k7msl5d>, Google Docs for Android <http://tinyurl.com/crs5x2w>, Office Mobile for Office 365 <http://tinyurl.com/qbve9lo>, QuickOffice <http://tinyurl.com/mhesy kz>, Documents to Go <http://tinyurl.com/lgl58lo>

Infographic creation tools

Web apps: Visual.ly <http://create.visual.ly>, Easel.ly <http://www.easel.ly>, Infogr.am <http://infogr.am>, Venngage <https://venngage.com>, Google Developers <https://developers.google.com/chart>, Tableau Public <http://www.tableausoftware.com/public/community>, Piktochart <http://tinyurl.com/my7xps5>, Dipity <http://www.dipity.com>, Infoactive <https://infoactive.co>, PearlTrees <http://tinyurl.com/lhjhu22>
iOS: Easy Charts <http://tinyurl.com/lp7gal8>, i Visual info Touch <http://tinyurl.com/kmgyx89>
Android: Photo Infographic Gen Lite <http://tinyurl.com/l7ymj42>

- **File storing/sharing. Classroom** (Google Drive/Docs) <http://tinyurl.com/kvooyxe>, **DropBox** <http://tinyurl.com/23ppkd8>, SkyDrive <http://tinyurl.com/6t2w2ro>, Google Drive <https://drive.google.com/start-home>

- **Wiki writing. WikiPad** <http://tinyurl.com/7egoxa3>, WikiServerPro <http://tinyurl.com/7f256at>, Trunk Notes <http://tinyurl.com/yauzahb>, Wiki Edit <http://tinyurl.com/6pg6tk4>, WikiPad <http://tinyurl.com/7egoxa3> - **Comics/graphic novels. Comic Life** <http://tinyurl.com/3optk6v>, **Strip Designer** <http://tinyurl.com/3aek157>
ePub/iBooks production. ePub (produced from Pages on a Mac) and **iBooks Author** <http://tinyurl.com/8751xud>

- **Blogging iPad apps.** BlogPress <http://tinyurl.com/78qg69s>, Wordpress <http://tinyurl.com/ycavwhz>, Blogsy <http://tinyurl.com/75p7aqk>, Edublog <http://tinyurl.com/6m7mnjb>, Tumblr <http://tinyurl.com/yetg3pl>

- **Twitter apps.** Twitter <http://tinyurl.com/294xxoy>, TweetCaster <http://tinyurl.com/7w83d5w>, Tweetbot, <http://tinyurl.com/85nhgq5>, Tweetdeck <http://www.tweetdeck.com>, Twitteriffic <http://tinyurl.com/2ednbrq>, or HootSuite <http://tinyurl.com/22kqxn timer>.

Online discussion to learn

- **Message/texting.** iMessage <http://tinyurl.com/4yp53b6> (iPad or iPhone), Messages <http://tinyurl.com/73llr2b> (Mac), AK Messenger! <http://tinyurl.com/bwduf5g>, textPlus Free Texting + Group Text <http://tinyurl.com/crx6cr6>, Textie™ Messaging <http://tinyurl.com/7oz83cz>, Textfree <http://tinyurl.com/cr8sn2m>, TextNow + Voice - Free Texting and Calling <http://tinyurl.com/86b2beu>, Class Parrot (school-based texting system) <http://classparrot.com><http://classparrot.com><http://classparrot.com>

- **Online discussions:** Collaborize Classroom <http://tinyurl.com/86r2w3c>, Schoology <http://tinyurl.com/7pbwqh4>, Edmodo <https://www.edmodo.com>, Moodle <https://moodle.org>, Ning (link to Ning sites) <http://tinyurl.com/6vo7bet>, Subtext <http://tinyurl.com/9ykogpm><http://tinyurl.com/9ykogpm>

- **Collaborative whiteboards.** Groupboard <http://tinyurl.com/7unageo>, SyncPad <http://tinyurl.com/5wrq45k><http://tinyurl.com/5wrq45k><http://tinyurl.com/5wrq45k>

- Online role-plays

[University of North Dakota Fighting Sioux mascot debate \(used with *Montana, 1948*\):](#)

[Censorship role-play](#)

[Perks of a Wallflower](#)

[Beach, R., & Doerr-Stevens, C. \(2009\). Learning argument practices through online role-](#)

[play: toward a rhetoric of significance and transformation. *Journal of Adolescent & Adult Literacy*](#)

Accessing and summarizing information to learn

- **Search engine apps.** Safari (bundled app), **Google Search** <http://tinyurl.com/73w7p55>, **Bing** <http://tinyurl.com/79k4fk9>, **Wolfram Alpha** <http://tinyurl.com/38hg42e>, Dolphin Browser <http://tinyurl.com/6cee6xj>, Knowtilus Pro <http://tinyurl.com/6r3hy4z>

- **Academic database apps.** InfoTrac Junior Edition, <http://tinyurl.com/85pdras>, EBSCO Host <http://tinyurl.com/6xll2gt>, EBSCO Academic Search Premier <http://tinyurl.com/7olxb9c>

- **Wikipedia apps.** Qwiki <http://tinyurl.com/3ed4ksw> includes videos, images, graphs, and entries for millions of topics <http://www.vimeo.com/qwiki/ipad>, **Articles for iPad** <http://tinyurl.com/4yyluaa>, create study guides for use with Wikipedia searches using the StudyGuideMe <http://tinyurl.com/6mlzsfu>.

- **News curation apps.** Pearltrees: <http://tinyurl.com/6sf5z9r>, **Flipboard** <http://tinyurl.com/6ndawuq>, **Zinio** <http://tinyurl.com/yb7r6u5>, **Google Currents** <http://tinyurl.com/8xtv5ng>, LiveBinders <http://tinyurl.com/7zpuhe5>, **Scoop.it!** <http://tinyurl.com/7ef7qjk>, **Pinterest** <http://pinterest.com>.

- **Social bookmarking apps.** Diigo <http://www.diigo.com/education>, Evernote Web Clipper <http://tinyurl.com/m4z9gz>, Yahoo! Bookmarks <http://tinyurl.com/8ywkslu>, symbaloo.png <http://edu.symbaloo.com>

Using Images, Audio, and Video to Learn

Related iOS apps

- **Accessing images.** Flickr <http://tinyurl.com/2bnbazn>, **Google Images** <http://www.google.com/images>, **Picasa** <http://picasa.google.com>

- **Image pinboards/sharing.** **Pinterest** <http://tinyurl.com/4xtub5b>, Instagram <http://tinyurl.com/b4yt147>

- **Google Maps and Google Earth.** Google Maps <http://www.google.com/mobile/maps>, Google Earth <http://sitescontent.google.com/google-earth-for-educators>, Google Lit Trips <http://www.googlelittrips.com/GoogleLit/Home.html>

- **Image screencasts/annotations.** **VoiceThread** <http://ed.voicethread.com/mobile>, **ShowMe**

<http://www.showme.com>, **Explain Everything** <http://www.explaineverything.com>,
Screenchomp <http://tinyurl.com/3qbsc5g>, **Educreations** <http://tinyurl.com/btdxmsy>
 YouTube: Using ShowMe on the iPad <http://tinyurl.com/mt3z48u>

Android: Explain Everything <http://tinyurl.com/mk3jw39>, Whiteboard Cast
<http://tinyurl.com/kgjbtwd>, Splashtop Whiteboard <http://tinyurl.com/mxm262u>, Skitch
<http://tinyurl.com/kknfmkk>, Screencast Video Recorder <http://tinyurl.com/lgl83gb>, Screencast
<http://tinyurl.com/mewrjec>

- **Taking photos.** iOS Camera (bundled), Camera+ <http://tinyurl.com/7awwxbw> Picture
 Show <http://tinyurl.com/26rm9jn>, ProCamera <http://tinyurl.com/y9kytv3>, Gigapan
<http://www.gigapan.org>, Photosynth <http://tinyurl.com/3q4zwxv>

- **Photo editing.** Pixlr-o-matic <http://tinyurl.com/43fljot>, Adobe® Photoshop® Express
<http://tinyurl.com/6mp34fh>, Snapseed <http://tinyurl.com/3clobca>, Instagram
<http://tinyurl.com/36c3exb>, 3D Camera <http://tinyurl.com/24z8lpo>

- **Creating drawings.** Paper <http://tinyurl.com/d793uvt>, ArtStudio
<http://tinyurl.com/6ed9y7q>, iDraw <http://tinyurl.com/6pujdkb>, ArtRage
<http://tinyurl.com/3oerbbv>, Adobe® Ideas <http://tinyurl.com/2beomdv>, Adobe® Eazel for
 Photoshop® <http://tinyurl.com/3zogy7l>

- **Presentation apps.** Keynote <http://tinyurl.com/yzctrzu>, Microsoft PowerPoint for iPad
<http://tinyurl.com/l7e4mm2>, Haiku Deck <http://tinyurl.com/k8bh2mk>, Prezi <http://prezi.com>
 (viewed or edits on an iPad using Prezi Viewer <http://tinyurl.com/843gkjm>)

- **Creating audio files/podcasts.** GarageBand <http://tinyurl.com/4q59b7e>, Voice Memos for
 iPad, <http://tinyurl.com/3xhu7jk>, SoundCloud <http://tinyurl.com/ydv49vr> (export into
 Garageband for editing).

- **Accessing videos.** YouTube EDU <http://www.youtube.com/education>, YouTube for Schools
 (students create/share videos) <http://www.youtube.com/schools>. [Create your own YouTube](http://www.youtube.com/schools)
[Channel](http://www.youtube.com/schools), Google Videos <http://video.google.com>, Khan Academy
<http://www.khanacademy.org>, SnagFilms (for documentaries) <http://tinyurl.com/7lacwo2>,
 Academic Earth <http://academicearth.org>, TeacherTube <http://www.teachertube.com>,
 SchoolTube <http://www.schooltube.com>, Vimeo <http://vimeo.com>,

- **Showing YouTube videos in classes.** [YouTube for Schools](http://www.youtube.com/schools) (videos appropriate for use in
 schools), ProTube HD ad-blocker <http://tinyurl.com/7tq46uc>, Subscriptions
<http://tinyurl.com/89bqb3u>, A Cleaner Internet <http://clea.nr>

- **Creating videos.** iMovie <http://tinyurl.com/87rgxow>, Avid Studio <http://tinyurl.com/7zwjh4b>, ReelDirector <http://tinyurl.com/ybjtk8z>, Videolicious <http://tinyurl.com/85rqdob>, BoardCam Lite <http://tinyur.com/77adgq3> (use iPad 2 itself as a document camera to capture live events, activity, or presentations), Coach's Eye <http://tinyurl.com/7lxyqdu> (records a student and then slows down the physical movement for use in providing recorded feedback), Animoto <http://tinyurl.com/6sgntk2>, Storify <http://tinyurl.com/76o59fw> (videos and images including material from YouTube, Facebook, Instagram, and Twitter), 2012 updated iLife iMovie (create music videos), Video Star! <http://tinyurl.com/7vz7ubx> (create music video; example of students singing a Chuck Berry song: <http://tinyurl.com/73rnanl>), Digital Storytelling with the iPad <http://tinyurl.com/4oxkb7z>.<http://tinyurl.com/4oxkb7z>.

Editing videos. iMovie <http://tinyurl.com/87rgxow>, Avid Studio <http://tinyurl.com/7zwjh4b>, ReelDirector <http://tinyurl.com/ybjtk8z>, Videolicious <http://tinyurl.com/85rqdob>

App Smashing Study Guides for Students by an EFL teacher <http://tinyurl.com/oohhmtd>

Digital science picture books <http://digitalis.nwp.org/resource/606>

Teaching video arguments (builds on the CCSS focus on argumentative writing)

<http://tinyurl.com/prcfbyn>

Cathy Hunt. *iPad Art Lessons, Apps and Ideas for the iPad in Visual Art*

<http://tinyurl.com/kytompp>

- **Creating drawings.** Paper <http://tinyurl.com/d793uvt>, ArtStudio <http://tinyurl.com/6ed9y7q>, iDraw <http://tinyurl.com/6pujdkb>, ArtRage <http://tinyurl.com/3oerbbv>, Adobe® Ideas <http://tinyurl.com/2beomdv>, Adobe® Eazel for Photoshop® <http://tinyurl.com/3zogy7l>

- **Comics apps.** Comixology Comics <http://tinyurl.com/yzx645x> (for reading DC Comics <http://tinyurl.com/34lvk9s>, Marvel Comics <http://tinyurl.com/yj9ro4j>, Image Comics <http://tinyurl.com/34z5lu8>, Boom! Studio comics <http://tinyurl.com/6wv898u>; Comics+ <http://tinyurl.com/6pchmzo>, myComics <http://tinyurl.com/726qalk>, Comic Zeal <http://tinyurl.com/3mctuxf>

Digital Tools for Feedback and Self-reflection

- Audio/podcast files recorded on digital recorders or using Garageband/Audacity to give audio feedback to student writing/blog posts.

- Making comments on VoiceThread to respond to VoiceThread productions

- Using Diigo <http://diigo.com> to add annotations/sticky notes to students web-based writing/sites

- Using VideoAnt: <http://ant.umn.edu> for teachers and/or peers add annotations at specific places in a video <http://mediamill.cla.umn.edu/mediamill/display/45928>

- Creating rubrics/criteria <http://digitalwriting.pbworks.com/SummativeEvaluation>

- Using blogs/wikis to create portfolios

<http://digitalwriting.pbworks.com/w/page/17812681/PortfolioCreationTools>

Using Blogger to Create an E-Portfolio <http://tinyurl.com/nw7kej>

Troy Hicks et. al, on electronic portfolios: <https://www.msu.edu/user/autreya/aboutme.html>

Related iOS apps:

- **Self-assessments forms. Google Docs Forms** <http://tinyurl.com/6dqk6b>, iResponse

<http://tinyurl.com/ycebf27> (students complete open-ended self-assessments).

- **Video/audio feedback. Google Kaizena** <https://kaizena.com>, **VoiceThread**

<http://tinyurl.com/84924q5>, **ExplainEverything** <http://www.explaineverything.com>, **Jing**

<http://www.techsmith.com/jing.html>

Screencasting tools such as Jing <http://www.techsmith.com/jing> (five-minute limit), Pixiclip (Mac/Windows/web) <http://www.pixiclip.com/beta>, Jing (Mac/Windows), <http://www.techsmith.com/download/jing>, Screenr (web) <https://www.screenr.com>, CamStudio (Windows) <http://camstudio.org>, Screencast-o-matic (Windows/web) <http://www.screencast-o-matic.com>, or Snag-It <http://tinyurl.com/oprv52o> useful for recording comments of the students' writing on the screen.

You upload students' writing to your computer and then create a video of your highlighting and making comments about their writing that a student can then view to listen to your feedback about specific aspects of their writing as you are reading their text, therefore providing them with spontaneous reader-based feedback.

Here's a study on the use of video feedback on student writing:

[Henderson, M., & Phillips, M \(2015\). Video-based feedback on student assessment: Scarily personal. Australian Journal of Educational Technology, 31\(1\)](#)

Screencast technology allows teachers or peers to make a video as they scroll through a student's paper and talk about what they see, perhaps using their cursor or other highlighting methods to call attention to specific words, lines, or paragraphs. Among the most popular of these is Jing <http://tinyurl.com/3kkw4am>, which creates five-minute (maximum) screencasts using a very user-friendly download. The files can be uploaded to a server associated with the program up to certain limit, beyond which there is a small subscription fee. (Students can also provide responses to two or three peers using Jing and never come close to reaching the data use threshold). Video: Use of Jing to give writing feedback: <http://tinyurl.com/28g26uw>

- **Open-ended/rubric feedback. Essay Grader** <http://tinyurl.com/85t2t3e>, **Collaborize**

Classroom Pro <http://tinyurl.com/86r2w3c>, **Easy Assessment** <http://tinyurl.com/7zbtmoth>,

GoClass <http://tinyurl.com/7st4pja>, **GradePad: Mobile Performance Assessment**

<http://tinyurl.com/4k5n8sk>

Digital Tools For Formative Assessment (for a list of tools <http://tinyurl.com/mt7ugme>)

Google Forms/Docs

Google Forms can be employed to provide open-ended written feedback to students' writing in response to specific prompts or questions (for examples of use of Forms <http://tinyurl.com/qyhm6cg>) associated with your assignments organized using Google Classroom <http://tinyurl.com/nswmg7q>—a

popular tool for organizing your assignments, students' submission of work, and feedback. One advantage of using Google Forms is that it serves as a repository of all of your students' responses to a particular prompt or question providing you with a perspective on the variation in students' responses within a class.

One useful tool for recording comments using to students writing on Google Docs is Google Kaizena <https://kaizena.com>. You first need to authorize use of Kaisena with Google Docs; you then select the Google Docs file to which you want to add audio comments to specific places in students' writing. You can activate Kaizena for use with Google Docs simply by going to the Kaisena site <https://kaizena.com> to authorize use of Kaisena with Google Docs and then selecting the Google Docs file to which you want to add comments (there is also a Chrome OS Kaizena app <http://tinyurl.com/kkuvzvm>). For a video tutorial on using Karizena, see <http://tinyurl.com/kthv4ep> to provide voice comments to Google Doc files (Roberts, 2013). And, students can also use the Pirate Pad <http://piratepad.net/front-page> for sharing writing with peers to then engage in chat and collaborative revision.

If students save their files as PDFs, you can also employ annotation apps such as iOS iAnnotate <http://tinyurl.com/b7g38ma>, PDF Max <http://tinyurl.com/l882q29>, GoodReader <http://tinyurl.com/c8h9lqg>, and Readdle <http://tinyurl.com/n7rwv5f> to provide voice or written annotations as comments. You can then email back the files or save them on DropBox for students to review. (For more on instructor and peer feedback tools <http://tinyurl.com/kvk4qu9>.)

Quiz Tools

You can also use quiz tools described by Vicky Davis for formative assessment <http://tinyurl.com/luyvfum>, including Socrative <http://www.socrative.com>, Kahoot <https://getkahoot.com>, and Zaption <https://www.zaption.com> for inserting questions into a video.

- Students record-keeping/grading. Google Classroom for Google Apps

<http://www.google.com/edu/classroom>, The TeacherTool <http://tinyurl.com/6tovvwy>, Super Duper Data Tracker <http://tinyurl.com/7ls9kpc>, Teacher's Assistant Pro: Track Student Behavior <http://tinyurl.com/6ng49bl>, Easy Assessment <http://tinyurl.com/7zbmotb>

- e-Portfolios. Three Ring <http://tinyurl.com/7uqzt2a>, Teacher's Wire

<http://tinyurl.com/7ue5flu>

Developing Assessments for the Next Generation Science Standards

<http://tinyurl.com/n8pgqmq>

Resources on using e-portfolios <http://tinyurl.com/76axj48>