

The background is a light orange color. It features several large, expressive brushstrokes in a darker orange hue. Scattered throughout are clusters of small circles: some are white with black outlines, and others are solid black. There are also thick, hand-drawn lines in black and white that resemble scribbles or stylized letters.

Using Flipgrid to Assess

STUDENT REFLECTION

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PRESENTATION OVERVIEW



1

Reflection &
Assessment

2

Using Flipgrid to
Assess Reflection

3

Recommendations



REFLECTION & ASSESSMENT?



IMPORTANCE OF REFLECTION



- Promotes transformative and lifelong learning (*Mezirow, 1997*)
- Encourages individuals to rethink their own points of view
- Helps make meaning of experience (*Fink, 2003*)
- Creates new understanding of concepts (*Mezirow, 1997*)

An abstract graphic in the top-left corner consisting of a large, textured orange shape with a white brushstroke-like line extending from its bottom edge. To the right of this shape is a cluster of small, white, irregular circles of varying sizes, resembling a splash or a group of bubbles.

ASSESSMENTS

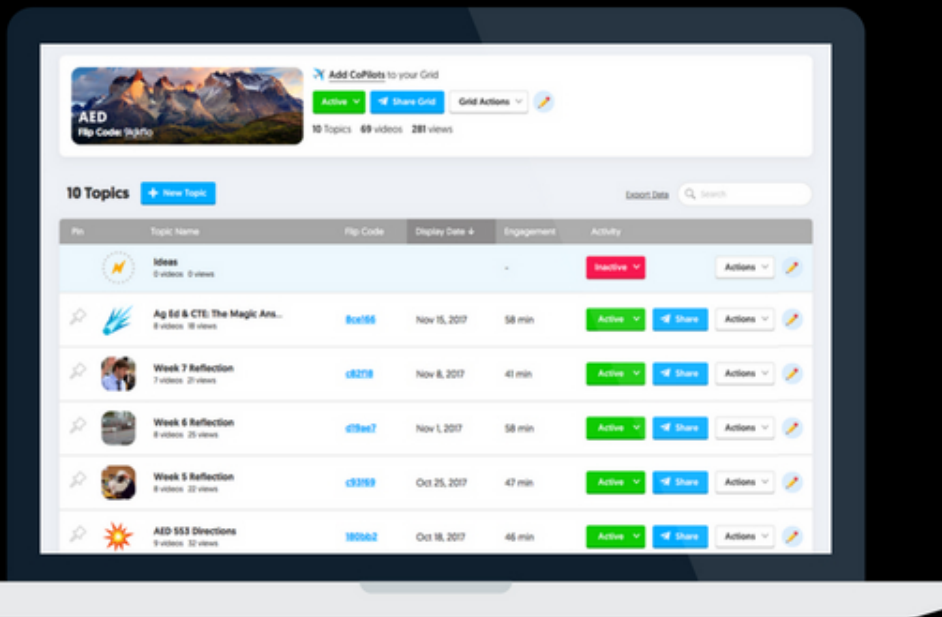
- Assessments serve multiple purposes in education
- Evaluate how & what students learn (*Bain, 2004*)
- Provide an opportunity for feedback
- Look at the bigger picture of the application of course concepts

FLIPGRID

- Video discussion platform
- Students respond with 90-second video responses
- No log-in required for students
- Students need access to a digital recording device (cell phone, tablet, laptop)



TEACHER SIDE



- Teachers need to register for free account
- Grids and topics added by teacher



Ag Ed & CTE: The Magic Answer?

Flip Code: [8ce166](#) 8 videos 18 views

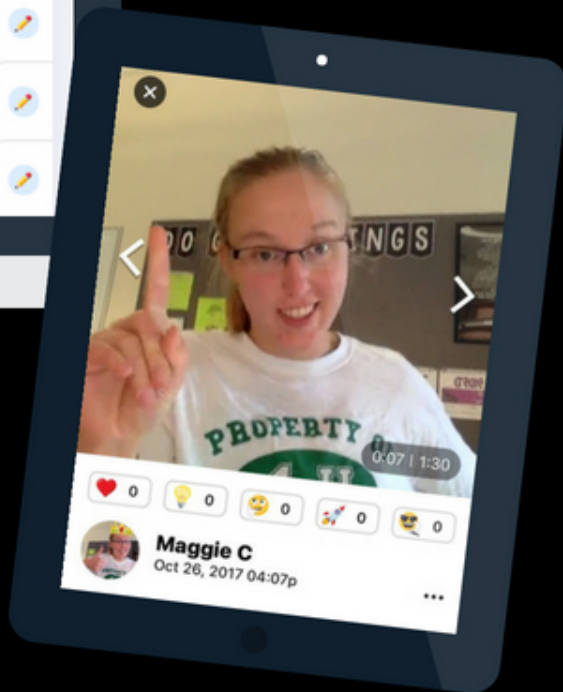
[Active](#) [Share Topic](#) [Topic Actions](#)

Based on the information Dr. Gardner provided today, how do you see yourself and your ag program being "problem solvers" for the school and administration? Thinking back to your purpose for Ag Ed, where do you want to focus your program? Meet school needs, prepare students, focus on career skills, being innovative, etc.

8 Videos

[Export Data](#)

★	Viewed	Name - Last First	Flip Code	Date ↓	Feedback	Activity
☆		Brown, Heather 5 views 0 reactions	6d866b	Nov 20, 2017	-	Active Share Actions
☆		Hamby, Tess 2 views 0 reactions	8852ad	Nov 20, 2017	-	Active Share Actions
☆		Hynes, Madi 0 views 0 reactions	be7c0c	Nov 18, 2017	-	Active Share Actions
☆		Gomez, Jackie 1 view 0 reactions	c83dc3	Nov 17, 2017	-	Active Share Actions



WHAT DID WE DO?



- We posted weekly prompts based on course concepts through Flipgrid
- Students responded to prompts through 90-second videos via Flipgrid
- We provided feedback to students via email

Jackie:

Reflection feedback: I hope you enjoy your time working with OFRI and the forest. I came to love forestry. Your comments about class is so good to hear! I think it's also a great sign about how much you are meant to be a teacher. Your future students are so lucky! ❤️



BENEFITS

- Opportunity for instructor to check-in with students one-on-one
- Assessed how students were processing and applying information
- Flipgrid provided a structure to formatively assess students' learning and development

STUDENT FEEDBACK



- Students valued the opportunity to reflect and verbally process their own thoughts
- 71% (n=5) enjoying using Flipgrid to reflect
- 86% (n=6) saw the benefit in using Flipgrid to reflect
- 57% (n=4) strongly agreed that Flipgrid helped them rethink their own point-of-view



RECOMMENDATIONS FOR FUTURE PRACTICE





PROS & CONS

- Prompts helped structure student thinking
 - Opportunity for students to verbally reflect
 - Students needed to self-reflect before recording
 - Free platform
 - Students enjoyed watching each others' videos
- Students felt they needed more time than 90 seconds to share their thoughts
 - Some students were frustrated that it took a few times to get the "perfect" recording

RECOMMENDATIONS

- Utilize Flipgrid for other types of formative assessments (i.e. giving directions)
- Provide lesson on reflection prior to implementing weekly reflections
- Model use of Flipgrid for students





REFERENCES

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academies Press.

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco, CA: Jossey-Bass.

Flipgrid. Ignite Classroom Discussion. (2018). Retrieved February 21, 2018, from <https://info.flipgrid.com/>

Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5-12. doi: 10.1002/ace.7401