



Lake Illawarra South Public School

### The Challenge

To understand how the SMART Response PE Interactive Response System could assist teachers and students with NAPLAN (National Assessment Program for Literacy and Numeracy).

### The Solution

The Lake Illawarra South ICT Team implemented the SMART Response PE system across the school and together with the Electroboard Consultant, provided team teaching and training for the whole staff.

### The Result

The SMART Response System will be a key element in providing feedback to students, teachers and parents.



Students are able to reflect on their progress

# CASE STUDY

LAKE ILLAWARRA SOUTH PUBLIC SCHOOL

## EFFECTIVE FEEDBACK USING SMART RESPONSE

### What was the challenge?

Lake Illawarra South Public School wanted to understand how the SMART Response PE Interactive Response System could assist teachers and students with NAPLAN (National Assessment Program for Literacy and Numeracy) <http://www.naplan.edu.au/>

Located near Wollongong, Lake Illawarra South is a K-6 school that has as its vision, learning in a "caring and sharing" environment. The school also has a strong focus on technology and how technology can support learning. The school has SMART Boards in every classroom and in its library.

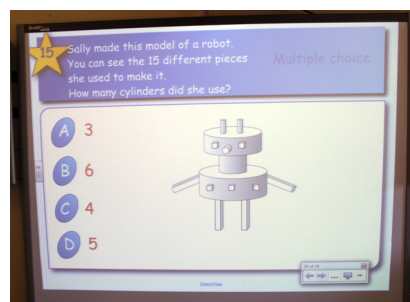
Sarah Olender, part of the ICT team at Lake Illawarra South, was keen as part of an ICT mentoring program for staff to utilise SMART Response PE. Sarah wanted the staff to use SMART Response PE and SMART Notebook software to create test materials that could be integrated into any lesson or assessment activity. She believed that this system could be used to assist teachers and students with NAPLAN.

### The Solution

Initially, the Electroboard Education Consultant, Talya Alfassa, worked with Sarah and two classroom teachers, team teaching using the SMART Response PE Clickers to deliver a NAPLAN style assessment. Following this, the school allocated a half day to train the whole staff in their Stage Groups on using the Response system.

Teachers learned how to create class lists and quizzes both planned and spontaneous. They learned how to track student test results and view performance reports from the built-in Gradebook, which collates and organises assessment results. The teachers were then equipped to create assessment activities and to use the Response kit to monitor their classes' performance.

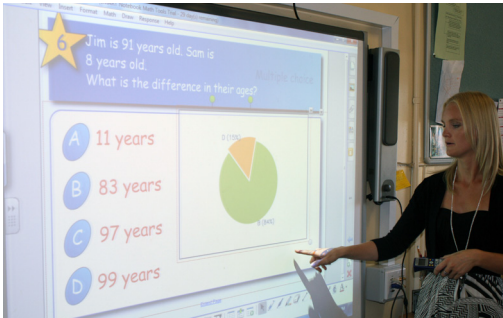
To maximise the benefit of their 32 SMART Response wireless clickers, Sarah undertook two strategies. Within the Teacher Tools management feature, she worked in collaboration with the teachers to set up class lists to ensure that this was not a barrier to staff. The school also engraved and labelled each of the clickers with numbers 1 through to 32 and students were generated simple ID numbers to assign each individual student to a clicker.



Multiple Choice Assessment



Clickers were numbered 1 through 32



Sarah Olender

"I have noticed the students are more engaged...they also enjoy the feedback associated with the software."

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## The Result

The teachers completed a questionnaire regarding their experiences and commented that "the initial set up was easy but it did require some time". Once it was set up however all teachers indicated that it was easy to use.

Other teachers commented about the importance of "ensuring that everything was set up well in the first place" and "keeping your eye on the battery length".

One suggested that it would be a "good idea to have a list of do's and don'ts to achieve differing effects e.g. The privacy setting ensures that only the teacher sees the results." They also commented that "teachers need to decide whether students will work on their own, or in groups or on a competitive task".

All the teachers indicated that it was engaging for their students and a very quick way to ascertain which students



Students are more engaged

were able to answer the types of questions posed in the NAPLAN.

The school will continue using the SMART Response system. They want to use the information in Teachers Tools to help adjust teaching mid lesson, but also to help write students reports for parent teacher meetings. They also saw the possibility of using the system to provide guidance for creating ability groupings and new classes at the start of the academic year.

*"As we carry out assessment frequently and use the NAPLAN as a means of testing and tracking it was thought that we could replace the paper test given to students and complete it using the clickers. The positives being that we would have an electronic system for tracking student development and could pass this information on easily to other teachers. It would also provide us with an analysis of which outcomes students required more support."*

*I have noticed that the students are more engaged, as they enjoy the novelty of using the clickers. They also enjoy the feedback associated with the software (which is provided both on their individual clicker and onscreen, with the accuracy breakdown presented as a pie chart). This leads to inquisitive questioning and discussion surrounding the concept/wording etc. Students have the ability to see how they have performed, their growth (which is carried out in consultation with the student). This has allowed students to reflect on their progress and consequently, the responsibility they take for their learning."*  
Sarah Olender Lake Illawarra South.

### Professor John Hattie's research alerts us to the importance of feedback:

[http://www.acer.edu.au/documents/RC2003\\_Hattie\\_TeachersMakeADifference.pdf](http://www.acer.edu.au/documents/RC2003_Hattie_TeachersMakeADifference.pdf)

Expert teachers are more adept at monitoring student problems and assessing their level of understanding and progress, and they provide much more relevant, useful feedback.

Please contact an ELECTROBOARD Education Consultant to find out more:

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