Instructional Technology Fund Summary Report- Peardeck
Academic Year 2022-2023
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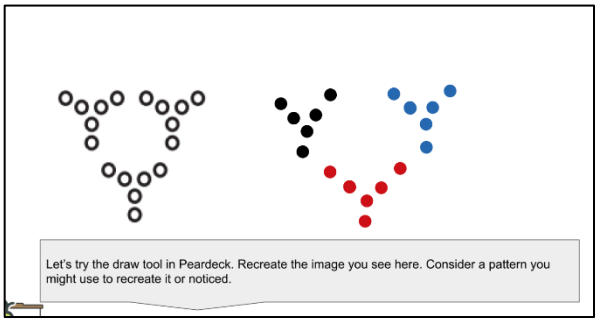
Technology tool: PearDeck (pro membership)

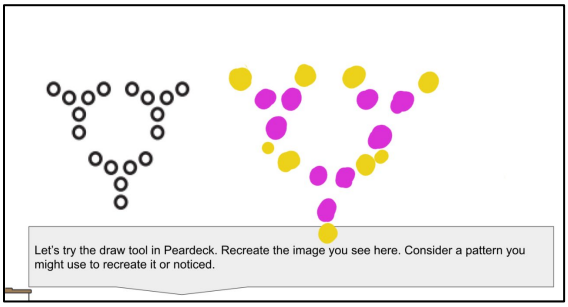
<u>End of Year Summary</u>

Fall 2022 semester

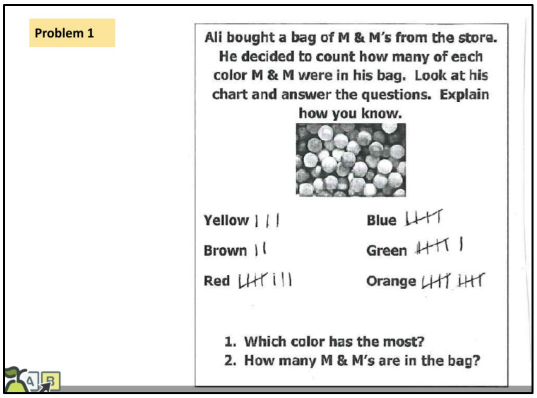
- Utilized Peardeck with Google slide presentations for my face to face course EDUC 4150- Methods of Elementary School Mathematics that meets for 1 ½ hours twice a week. A total of 51 students participated (one group of 23 and one group of 28).
- In terms of actual usage I used Peardeck for 12 presentations (approximately 18 hours minimum) not including preparation time.
- Used weekly to seek general thoughts on topics covered and to check basic understanding of concepts.
- Used many of the advanced options including interactive slide options & ability to monitor actual students' responses for accountability and formative assessment. Examples are below….

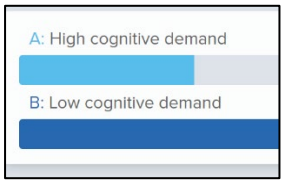


For this example, students were exploring numbers by using visual patterns. I started with this to illustrate how the number 18 could be looked at in different ways. (In this case, 3 sets of 6 relating to repeated addition & factors).



You can see here another student saw the pattern differently. He/she saw 6 sets of 3 relating also relating to repeated addition and factors. This is a method teachers can use to build numeracy and number sense. The Peardeck tool allows this to be easily shared for discussion.



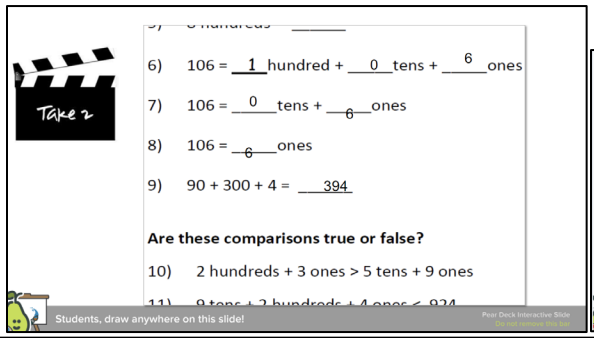


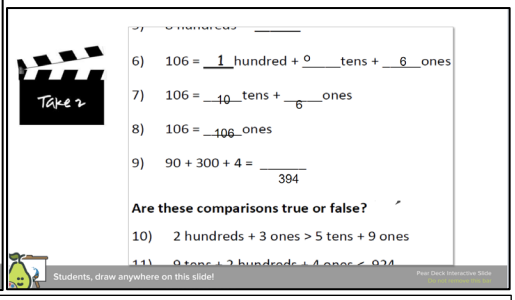
Here's an example of a quick poll I did when discussing low versus high cognitive demand on math tasks. You can see there wasn't consensus on the response. The quick review allowed me to address misconceptions with the concept.

- My overall findings for its use are that there were benefits and challenges to the tool. The benefit was a tangible and direct way to gather thoughts and ideas during instruction. The responses were easily gathered and discussed to support learning of concepts. I could later look at individual responses to see who did and did not understand what was covered. The disadvantages were that it was time-intensive to get students acclimated using the tool on multiple devices (phones, laptops, iPad, etc) and that students would get easily distracted by the technology, multitasking (group chats, checking emails, online, etc) while doing the Peardeck.

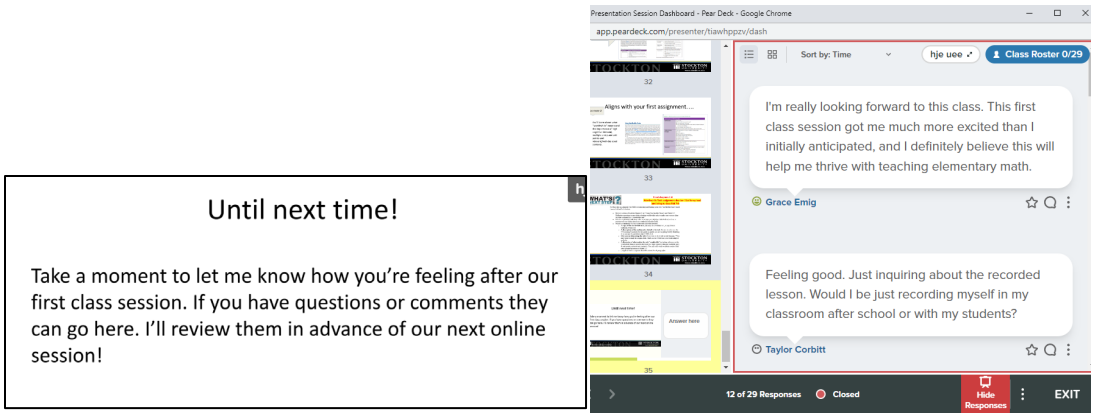
Spring 2023 semester

- Utilized Peardeck with Google slide presentations for my online synchronous course, EDUC 5102-Methods of Teaching Elementary Mathematics, that meets for a total of 5 three-hour sessions during the semester. A total of 30 students participated.
- In terms of actual usage I used it for 2 of the 5 sessions or 6 hours not including prep time.
- Used Peardeck for the first few sessions when we covered a lot of course-specific content. Like the Fall semester, I used it for information gathering and monitoring understanding of concepts using the advanced interactive slides available with the pro account.
- Examples of use are below…





I used this sample of an elementary math worksheet to illustrate the concept of "rigor". Most students learn in more procedural ways so when they get this type of question they struggle. If you look carefully at #7 you'll see two different responses to a basic concept with place value. I use this to talk about the importance of deep understanding of mathematical concepts and why rigor is important within instruction.



Another use of Peardeck was to gather general input on how things are going in class so I could use it to inform future sessions. On the left is the prompt I put on the slide with an open-ended response option. On the right is the instructor window so you can see who responded. In cases where there are questions, I could answer them right in the window. This is also archived to credit students for engagement and to check responses.

- My overall impression is that this was much more useful for online environments since I had a way to keep students engaged though we weren't in a physical room together. The instant responses helped monitor understanding and respond to areas of confusion immediately. I also found it helpful to get input to inform future sessions. Some of my students, however, are not very tech savvy. (The course is preparing alternate route teachers, many of which are non-traditional students.) As a result, sometimes students could not participate in my Peardeck. In the future, I would need to offer some training to ensure they could do it. (I allowed students to use the chat option in Zoom. It created more work when trying to track students' work and input.)

Resources

- Peardeck website