

Differentiating Feedback with Zoom In

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Zoom-In with Primary Sources

Ignite student curiosity and build background knowledge to support deeper understandings as students uncover a primary source piece by piece

Learn three teaching strategies: (1) Prompt Thinking, (2) Gather Responses, and (3) Make Meaning

Prompt Thinking: Essential Question

An essential question launches the exploration, then teachers press student thinking with questions that challenge students to observe, interpret, and evaluate. During Zoom-In, teachers support students:

- Selecting evidence seen in the primary source to support an inference;
- Using subject-specific vocabulary to support their inferences.

At the end of the inquiry, students reflect on their understanding of the primary source and its relationship to a historical context or big idea.

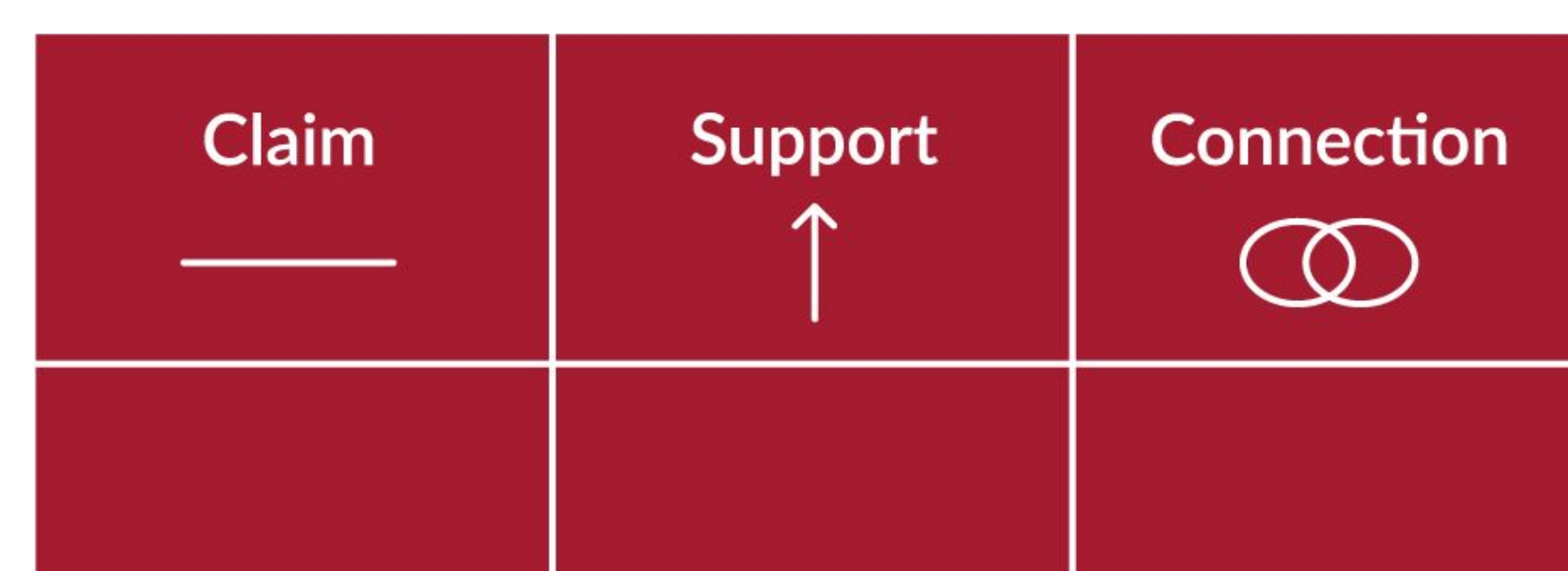
Essential Question: What is the relationship between reading and freedom?

- 1 What do you see?
- 2 What new things do you see?
- 3 What helps you know when this photograph was taken?
- 4 Generate your own questions using this statement: "I see... that makes me wonder..."

Gather Responses: Four Strategies

We provide teachers with four strategies to gather responses equitably from ALL students:

1. **Individual Thinking Trackers:** Students monitor and assess their thinking during the activity.
2. **Share Out:** All members of the class share ideas after a chance to think individually or in small groups. Some routines to try include *Domino Discover* and *Show and Share*.
3. **Gather and Group:** Students write down responses to a guiding question, and the teacher groups student responses into patterns to determine the next steps of the lesson.
4. **Around the Room:** Students form small groups at stations, discussing and document their responses on chart paper or a laptop. Then students rotate, reading the responses of other groups and contributing feedback to the original responses.



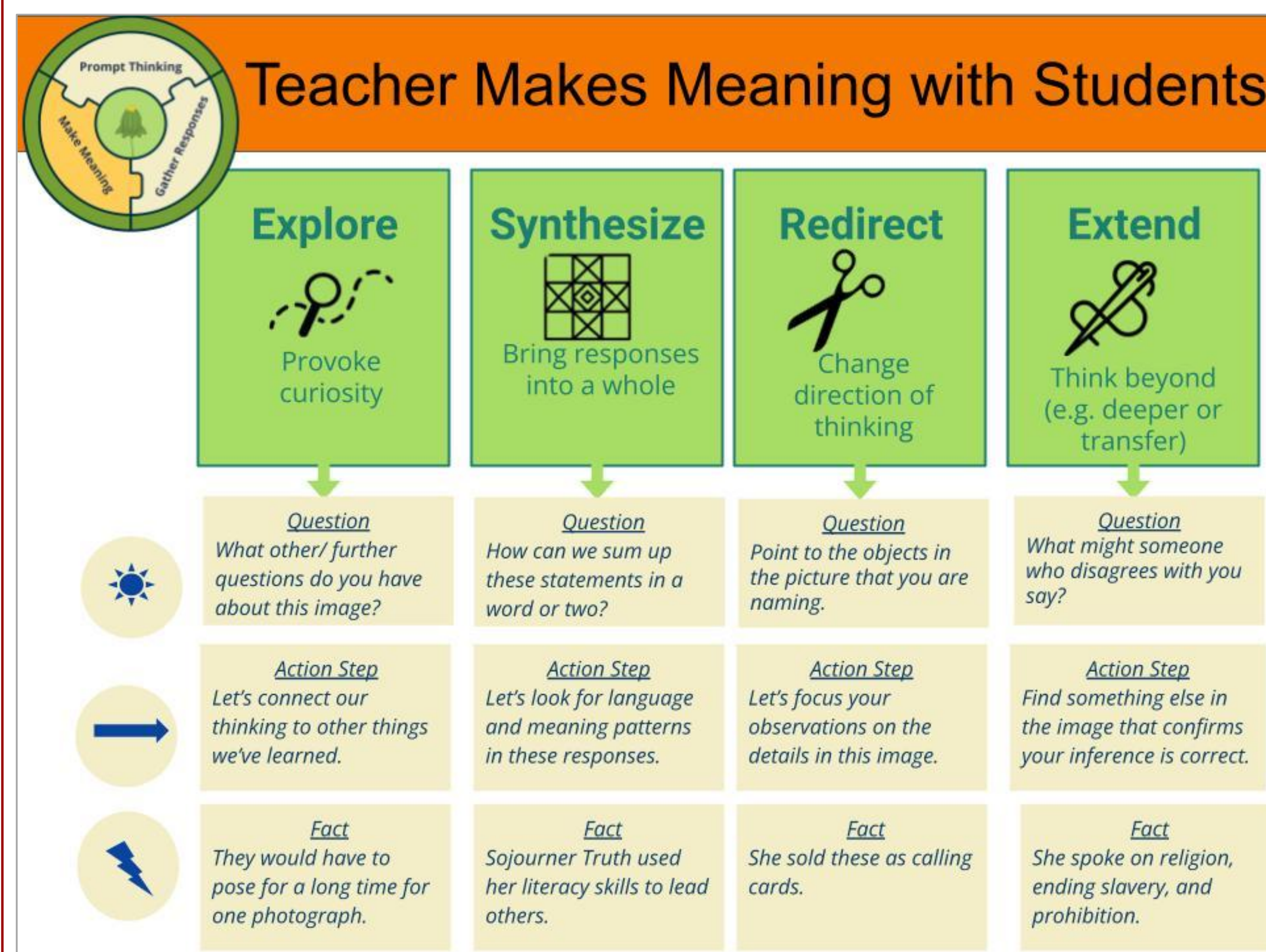
Students note their ideas as primary source pieces are revealed. Credit: Project Zero Visible Thinking Routine

Make Meaning: Strategies for Providing Feedback

After gathering student responses, teachers must learn more about students' thinking in order to provide instruction that is differentiated for their needs. Teachers do this by asking questions that:

- Clarify:** consider the meaning of each student response
- Reflect:** determine what pieces to focus on and why
- Elaborate:** add more details or information

Once they've made sense of students' ideas about the primary sources under study, teachers can use what they've learned to prompt further student thinking.



Virtual Classroom Simulation

Teachers practice the teaching strategies they've learned in a consequence-free virtual classroom created with a software called Mursion. In this simulated classroom, teachers:

1. **Watch** a student discussion during a Zoom-In activity;
2. **Practice** asking a student questions based on what they said in the activity;
3. **Discuss** further with the same student to help them make meaning;
4. **Lead** a discussion with the larger group to prompt deeper understandings and make new intellectual connections.



Virtual students are puppeted in a mixed-reality virtual classroom created with Mursion.

To disrupt patterns of literacy achievement, teachers need more than reading methods and interventions, teachers must increase knowledge of the historical roots of language and literacy teaching practices and reject deficit perspectives of literacy abilities (Bartolomé, 1994).

Primary Sources and Differentiated Feedback

Primary sources...

- provoke student curiosity
- invite multiple interpretations
- support deeper understandings across disciplines

Students...

- bring wide ranges of background knowledge, reading abilities, and interests.
- require support and feedback that's differentiated for their specific needs.

Therefore teachers need...

- concrete strategies to make sense of student responses
- teacher actions to respond to specific student learning needs
- consequence-free practice in providing feedback on their feet as learning unfolds

Next Steps and Broader Goals

This series of online professional development modules represents the first year of a three-year grant from the Library of Congress' Teaching with Primary Sources program. The project, "Teaching Language and Literacy as an Act of Resistance," creates professional development modules that enable teachers to learn the history of education and teaching in the United States while developing essential teaching strategies to ensure all learners are learning every day.

Overview	Description
Year 1: Make Meaning	We discuss anti-literacy laws and use a TPS teaching strategy, Zoom-In, to examine a photograph of Sojourner Truth while practicing our teaching strategies to make meaning with students.
Year 2: Speak Up	We discuss the Civilization Fund Act of 1819 and equip teachers with strategies that support students in developing the academic language of a specific subject or topic by building on the diverse language strengths that students bring to our classrooms.
Year 3: Write Your Stories	We discuss <i>Brown v. Board of Education of Topeka</i> (1954) and equip teachers with practical daily teaching strategies that support students in developing the writing skills in using evidence from primary sources to support inferences and creating digital documentaries to share research on literacy strengths in communities of the past and present.

Sources and Further Information

Bondie, R., Mancenido, Z., & Dede, C. (2021). Interaction principles for digital puppeteering to promote teacher learning. *Journal of Research on Technology in Education*, 53(1), 107-123. <https://doi.org/10.1080/15391523.2020.1823284>

Claim, support, question | Project Zero. (2015). Harvard Graduate School of Education. <http://www.pz.harvard.edu/resources/claim-support-question>

Image 1 of Sojourner Truth. I sell the shadow to support the substance. (1864). [Image]. Library of Congress. <https://www.loc.gov/resource/lprbcsmscsm0880/>

