

Monday Morning Musings - Using Jamboard for Collaborative Reflection

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Introduction/Need for Innovation

The ever-changing educational landscape during the COVID-19 pandemic could arguably be considered the largest collective disruption to the education system in generations (Cahapay, 2020; Daniel, 2020). Unlike previous years, teachers and students at all levels of the education system relied on technology to facilitate learning in remote settings, through a variety of asynchronous and synchronous methods, mediated by online learning platforms (Cahapay, 2020). Just as school-based agricultural education teachers and their programs have not been immune to the impacts of the COVID-19 crisis (McKim & Sorensen, 2020), neither have agricultural education teacher preparation programs.

For the 2020-2021 academic year, the Agricultural Education teacher preparation program at Oregon State University was modified as a response to the needs of teacher candidates and host schools in a variety of communities throughout Oregon. Years prior to the COVID-19 crisis, teacher candidates attended on-campus classes during the fall term, then began their full-time student teaching assignments during winter term. To better navigate the variety of local and state COVID-19 restrictions, agricultural education teacher candidates completed approximately seven months of on-site student teaching, beginning during the fall term. Teacher candidates also simultaneously participated in remote synchronous instruction four days a week. Due to the nature of remote instruction, approaches to reflective activities for teacher candidates needed to be modified.

It is through reflective activities that individuals in a teacher preparation program examine teaching problems which lead to new insights for practice (Marcos et al., 2009). Students participating in a teacher preparation program are likely to be involved in reflection-on-action, particularly during their time student teaching when they discuss their individual experiences and how those experiences impact their teaching practice (Hatton & Smith, 1995). In addition to individual reflection, collaborative reflection can help promote deeper reflection as teachers discuss and compare their experiences with others while improving their teaching skills and practices (Epler et al., 2013). To encourage collaborative reflection among our preservice teacher cohort, we implemented a reflective activity using Jamboard.

How it Works

Jamboard is a Google Workspace (formally G Suite) application that allows individuals to sketch their ideas on an interactive whiteboard-style canvas while collaborating with team members from anywhere via a mobile device or web browser (Google Workspace, 2021). Although Google offers an optional portable display (similar to a SMART Board) to facilitate the use of Jamboard (Google Workspace, 2021), we selected to use the online application.

Each Monday in the Issues and Trends in Curriculum and Instruction course, teacher candidates participated in a guided reflective activity called *Monday Morning Musings* using the online Jamboard application. Jamboard was used to allow the instructor and students to virtually collaborate in real-time from a variety of locations across [State]. Although students were meeting synchronously through *Zoom*, Jamboard was used to act as a low-stakes interactive way for students to begin the collaborative reflection process in. During this activity, students were asked to respond to three reflective questions developed by the instructor about their teaching and coursework from the previous week. *What went well?* and *What could have gone better?* were asked each week while the third question varied from week to week. Examples of questions used for the third question included *What connections are you making?* and *How have you*

grown as a teacher? Students replied to these questions by placing digital sticky notes on the Jamboard and after a period of personal reflection, students expanded on their comments, and peers offered feedback, ideas, and support through whole-class discussion.

Results to Date and Implications

As students answered the questions each week, it provided them the opportunity to share their successes and struggles with facilitating instruction, time management, lesson planning, cross-course application, and events from their personal lives. It also allowed students to provide feedback, ideas, and support for their peers.

For the first question *What went well?* students responded with successes such as “I tried on a more conversational lesson this week, filled with lots of discussion and it was awesome! Students were so engaged” and “[I] did a student feedback survey and got some really great, useful feedback.” For the second question *What could have gone better?* students identified struggles such as “I talked waaayyy too much when teaching a repro [reproduction] lesson. I got a little too excited. If I would've broken up my lesson more, it would've gone a lot better” and “not feeling like I have enough time to do everything.” The reflections based on the third question varied depending on the question. Some examples of student comments include “I have also been able to hone in on my time management skills when it goes to prepping material, grading, and creating sub plans” and “I really like that we are able to take everything we learn on Monday and Tuesday and then apply it on Wednesday.”

After implementing this activity, we noticed a greater sense of community and collaboration among the cohort despite being in different schools across the state. In addition, facilitating collaborative reflective practice dually helped teacher candidates make sense of their experiences and develop good professional practice.

Future Plans/Advice to Others

Due to the success of the modifications made to the Oregon State University Agricultural Education teacher preparation program during the 2020-2021 academic year, a similar program format will be implemented for the 2021-2022 cohort. *Monday Morning Musings* using Jamboard will continue to be part of the [Course] taught on Monday mornings, with the reflective questions being adjusted for the specific contexts and experiences of the new cohort. Although most institutions are returning to in-person instruction, including [University], similar collaborative reflection activity could be implemented in other agricultural education teacher preparation programs or among any group that may benefit from using collaborative reflection activities, both in person and virtually. A collaborative reflection activity like Monday Morning Musings could deepen reflections, increase a sense of community, and improve teaching skills and practices.

Costs/Resources Needed

The online Jamboard application used in our reflective activity is free for both instructors and students; the instructor will need a Google Workspace account (i.e., Gmail) to create and manage the Jamboard application. Whether Jamboard is accessed through the portable display, or the online application instructors and students will need a computer or mobile device and internet access to collaborate on Jamboard. The optional Jamboard display starts at \$4,999 and comes with two styluses, one eraser, and one wall mount. There is an additional \$600 annually recurring management and support fee which is reduced to a one-time management and support payment of \$600 for Google Workspace for Education customers (Google Workspace, 2021).

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