Adult Learner Project - Sketchnoting

Information about the professional learning session

Topic: Sketchnoting

Why: Sketchnoting is a tool that research has shown to help in retention of new learnings when used in summarizing and synthesizing (Tutt, 2021). As teachers understand the research, and build sketchnoting skills, they will be able to incorporate the practice and art into their classrooms to increase student learning, growth, and achievement.

Format: Session is face to face, but would work as an online course too in Schoology.

Tools: Projector, sketchnoting materials such as ipad, stylus, colors, paper.

Session timeline: This could be an all day 8 hour PD or broken up into sections to have practice time in between.

Learning Outcomes & Standards

- Increase teachers' knowledge of and implementation of sketchnoting in their classroom as evidenced by the creation of their own sketchnotes and survey responses.

- Increase students' ability to explain their thinking in various ways and enhance their understanding of content knowledge as expressed with student work samples collected in follow up participation surveys.

ISTE Standard

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

CO Teacher Quality Standards

- QUALITY STANDARD II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
  ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

- QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
  ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

KASAB Outcomes

	SVVSD	Principals	Classroom teachers (our adult learners)	Students of our adult learners
Knowledge	Aligning CDE Colorado Academic Standards (CAS) to adapted Next Generation (NGSS).	Student growth & achievement.	More ways to teach kids how to support their ideas/thinking with details.	Students can use text evidence and supporting data in creative ways that they can connect with.
Attitude	Building capacity for consistency in learning across schools and levels.	Sketchnoting is a tool that can help to meet and build cohesiveness within a school mission statement.	Sketchnoting can help bring misconceptions to light due to giving students multiple ways of communicating their knowledge.	Sketchnotoing honors varying cultural backgrounds because sketchnoting allows for communication in any language or method.
Skill	All students can succeed and engage with 21st century skills.	Teachers are planning cross curricular learning experiences.	Information & Media Literacy skills are reached with a variety of sources.	Fulfills need for social interaction & social & communication skills. Students employ creativity in a balance of rigorous learning.
Aspiration	Inclusion of all students.	Building opportunities to collaborate and create consistency for learners in their classrooms.	Teachers can accommodate a range of background and learning needs with sketchnoting.	Creating media helps students meet their desires for staying connected with peers.
Behavior	Applicable in all levels and course topics.	Cross curricular applications	Consistent application of knowledge and skills from one level to the next and from one topic to the next.	Students can better make connections with related topics and can transfer knowledge as they progress through a course.

Participant Norms - As an adopted practice of SVVSD professional development

1. **Pausing to Allow Time for Thought**

    Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. **Paraphrasing Within a Pattern of Pause, Paraphrase, and Question to Ensure Deep Listening**

    Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. **Putting Inquiry at the Center to Reveal and Extend Thinking**

    Exploring perceptions, assumptions, beliefs, and interpretations promotes the development of understanding. Inquiring into the ideas of others before advocating for one's own ideas is important to productive dialogue and discussion.

4. **Probing to Specificity (Clarification)**

    Using gentle open-ended probes or inquiries – "Please say more about…" or "I'm interested in…" or "I'd like to hear more about…" or "Then you are saying…" increases the clarity and precision of the group's thinking.

5. **Placing Ideas on the Table and Pulling Them Off, or Placing Data and Perceptions Before the Group**

    Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

6. **Paying Attention to Self and Others to Monitor Our Ways of Working**

    Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. **Presuming Positive Intentions to Support a Nonjudgmental Atmosphere**

    Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Learner Analysis

Target Audience- who are our learners?	Participants (St. Vrain Educators) will sign up for this learning opportunity based on interest in the topic (adult learners learn because they want to or need to)
What do my learners already know? What skills are they coming with already?	Sketchnotiong has been offered as PD before in SVVSD so some participants may come in with skills to refine and others will come in without that experience. We will be prepared to engage all levels of experience. No matter the level of experience, there is always a path to level up and improve skills as well as build in planning to incorporate the art into the classroom.
Size of Target Audience	25 per session to be able to help support individual needs as they arise.
Gender/age/race/nationality/cultural background/socioeconomic status	Giving consideration to each of these areas, none make an impact on this topic and all participants are welcome.
Content ranges	Participants will find value from this learning session in all ranges from K-12 and all content areas.
Primary Language	Participants can create & sketchnote in any language they are comfortable with.
Experience/accessibility in technology	Sketchnoting can be done with physical materials like paper/colors or with technology on the iPad like Notability & smart stylus. Participants can choose what they are comfortable using. Participants have agency with the materials they choose to use.
Experience in creativity	Participants will come in with varying experiences and skills with drawing and sketching. For some, this will be a stretch and for others they will be comfortable for the start.
Sub Groups	Gen Ed & SpEd & ELL Elementary & Secondary Math, Science, SS, LA, etc.

Gagne's 9 Events

Gain the learner's attention	View [student exemplars](#) with reflective student videos
Share the objectives of the session	Increase teachers' knowledge of and implementation of sketchnoting in their classroom as evidenced by the creation of their own sketchnotes and survey responses. Increase students' ability to explain their thinking in various ways and enhance their understanding of content knowledge as expressed with student work samples collected in follow up participation surveys.
Ask learners to recall prior learning	Jamboard: What experiences have you had with using sketchnoting or note taking in your classrooms? How has it been successful? How has it been a struggle?

Deliver the content	The research that supports sketchnoting- a jigsaw activity to learn and share with these articles:
	    [Edutopia](#)
	    [Visual Notetaking](#)
	    [Sketchnoting to Improve Critical Thinking & Communication](#)
	    [Sketchnoting for Retention](#)
	
	Sketchnoting basics- intro to structures, lettering, icons, containers, arrows, dividers, etc. Resources from Sylvia Duckworth's How To Sketchnote & Karin Perry's 180 Sketchnoting Practice Prompts.
	
	Time to play with resource options tech vs. paper, build skills, practice. Share out and provide peer-peer feedback on things that would add value to what was created during practice.
	
	How can sketchnoting fit into your courses with your students, time to blend sketchnoting into curriculum.
	
	Share out ideas for classroom incorporation.

Methods that enhance understanding (case studies, examples, graphs)	[Powerful Science Behind Visual Note Taking](#) [The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking](#)
Provide an opportunity to practice	A big chunk of time in the middle of our session is to practice and build skills. Participants can try to make a sketchnote about any topic, a topic from their class, or just practice components like lettering, icons, etc.
Provide Feedback	Peer-peer feedback loop on practice work to share ideas to improve and make communication stronger and easier for a viewer to understand.
Assess Performance	Participant pre/post survey, observing participant participation & engagement
Provide job aids or references to ensure transfer to the job	Samples from classroom implementation [Example](#)

Evaluation/Measurement

What is Measured	Description	Method for Measurement
PD Quality	Well designed, accessible to intended audience, aligned to content and quality standards, intended outcomes align with educators needs.	PD Standards aligning with Colorado Teacher Quality standards & ISTE standards.
Teacher Reactions	Teachers/participants are actively engaged & collaborating together, teachers create their own examples of sketchnotes & gain confidence in their ability to create & implement sketchnoting in their classroom	Participant to participant feedback loop
Teacher Learning	Teachers/participants attitude towards acquiring and developing skills to incorporate sketchnoting with their students reflects positivity and confidence	Pre/post survey to gather data on feelings of usability & transferability into their classroom without further instruction.
Change in teachers practice	PD creates a sustained change in teacher/participants teaching practice that impacts student outcomes	Follow up survey 4 months later & at the end of the school year to rate implementation of sketchnoting into the classroom. Learning walk-throughs in classrooms to determine to what extent teacher practice changed because of the professional learning
Change in Student Outcomes	Sketchnoting is good for ELLs learning new language structures. Sketchnoters give access to content but also inclusion in group participation. Sketchnoting also connects with SEL in ways that allow all students to participate in learning.	Review of student work with regards to impact on communication, growth, and achievement

Resources
1. https://www.edutopia.org/article/how-and-why-introduce-visual-note-taking-your-students
2. https://drive.google.com/file/d/1-iHM9aNM6pBrgq92NIOwr6SJEEKRDS5q/view
3. https://www.edweek.org/education/opinion-the-power-of-visual-notetaking/2016/12
4. https://freespiritpublishingblog.com/2019/01/17/sketchnoting-in-school-for-increased-retention-and-understanding/
5. https://inkfactorystudio.com/blog/powerful-science-behind-visual-notetaking/#:~:text=Visual%20Note%2Dtaking%20Improves%20Comprehension&text=In%20fact%2C%20the%20brain%20processes,to%20quickly%20understand%20the%20content.

These resources have been included as they have guided us to understand more fully how sketchnoting, note-taking, handwriting, and visual learning impact how students learn and retain new information. All of the research points towards these things being important to the learning process and that typing or not taking notes at all impedes retention of new learning. With sketchnoting, students are able to process and make connections as well as demonstrate their understanding of topics in the classroom. Sketchnotes are a way to communicate the critical thinking that is happening in our students.

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