All Around Swivl™ Bots

Bradly Cusack, Matthew McDonald, Teresa Randall
Published by *K20 Center*

Time Frame 50-60 minutes

Essential Question(s)

How can technology be used to improve an instructor's reflective practice?

Summary

This PD introduces the use of Swivl™ robots in the classroom. Participants will go through the process of setting up the bot, recording video, uploading video to the cloud, and accessing previously saved videos. Additionally, participants will discuss possible uses of Swivl bots both for instructional purposes in the classroom and for professional development. Finally, participants will generate some possible uses of their own.

Learning Goals

- Identify professional and classroom uses of the Swivl™ robot.
- Discuss the bot's role in the reflective teaching process.
- Generate ways to incorporate the bot into an upcoming lesson or activity.

Attachments

- ABC Graffiti—All Around Swivl Bots.docx
- ABC Graffiti—All Around Swivl Bots.pdf
- Presentation Slides—All Around Swivl Bots.pptx

Materials

- Presentation Slides (attached)
- ABC Graffiti handout (attached; one per participant)
- Swivl™ robot kit
- Sticky notes
- Computer or device with internet access

5 minutes

Engage

Introduce the topic and title of this PD using the attached **Presentation Slides**. Display **slide 3** and review the essential question: *How can technology be used to improve an instructor's reflective practice?*

Go to **slide 4**. Use the Fist to Five strategy to have participants rate their familiarity with Swivl™ bots on a scale of 1–5. Ask participants to hold up the requisite number of fingers to display their answers as follows:

- 1 = No knowledge
- 2 = Little knowledge
- 3 = Some knowledge
- 4 = Knowledge plus experience
- 5 = Could teach others how to use them

To show a Swivl bot in use in a classroom, go to **slide 5** and play the "Swivl in Use" video.

Embedded video

https://youtube.com/watch?v=QwebkHu8B3U

25 minutes

Explore

Presenter's Note: Preparation

Each participant needs to have a Swivl account before beginning this exercise. Those who attended ARA recently may already have Swivl accounts—instruct these participants to log in to their accounts. Ask those who do not already have an account to go to swivl.com and create an account.

After watching the video, display **slides 6–7**. Ask participants to go to separate stations and work in small groups to complete the following tasks in order:

- Task 1A: Log in to your Swivl account. If you don't already have an account, create a new one at Swivl. Navigate to swivl.com and select "Sign Up."
- Task 1B: If your device is not preloaded with the Swivl app, download the app to your device.
- Task 2: Practice setting up your device with the Swivl.
- Task 3: Practice recording and uploading video to your Swivl cloud account.
- Task 4: Practice accessing your recordings.

Once participants have had plenty of time to explore and complete the tasks, display **slide 8** to provide an overview of the Swivl bot.

Show **slide 9** to define terms associated with Swivl or with technology in general.

7 minutes

Explain

Display **slide 10** and pass out the attached **ABC Graffiti** handout to each participant. Ask participants to use a hybrid ABC Graffiti/Chain Notes strategy to brainstorm ways Swivl can be used in the classroom.

Give participants 30 seconds to jot down their responses on the handout. Then, have them pass the sheet to the person on their right. Give the recipient an additional 30 seconds to add to their colleague's response. Repeat this process as time allows.

10 minutes

Extend

Presenter's Note: Positive Framing

Discuss the Swivl bot as a positive resource, not a punitive one. The K20 Center uses Swivl bots to help coach teachers in using authentic teaching and learning skills in the Action Research in Authenticity (ARA) program.

Teachers using the Swivl bot can capture videos of labs or lessons and send them to fellow teachers in Oklahoma or in other states to ask for feedback. It is also possible to use the Swivl bot as a tool for teacher evaluations when traveling is a concern.

Display **slide 11**. Invite participants to read the lists and discuss some of the different uses for Swivl bots in both professional and classroom settings. Highlight selected ideas from participants' contributions, such as:

- Personal and professional reflection
- Remote observation of the classroom
- Capturing video of a lab or lesson and sharing with another teacher
- Conducting long-distance teacher evaluations

7 minutes

Evaluate

Display **slide 12**. Have participants use the How Am I Feeling? What Am I Thinking? strategy to provide some insight into their perceptions about Swivl bots.

Ask participants to divide a sticky note in half with a line (vertical, horizontal, or diagonal). On one half, have them draw an image of how they are feeling about Swivl bots. On the other half, have them write a sentence that reflects what they think about Swivl bots.

Have participants place their sticky notes on a wall or a whiteboard. Invite participants to read their own notes, or read them aloud as a heuristic for a discussion of this technology. This exercise also presents an opportunity to address individual concerns and questions.

Go to **slide 13** to provide participants with social media links to connect further with the K20 Center.

5 minutes

Follow-up Activities

Invite participants to use Swivl bots to teach a lesson or to record a learning experience over the next week or so. Ask them to reflect on their teaching practices after they have viewed one or more videos of their lessons.

Research Rationale

Video surveys expand teachers' abilities "to analyze complex human interactions such as those found in the classroom" (Stigler, Gallimore, & Hiebert, 2000, 90). Video observation provides insights into teacher effectiveness and growth (Desimone, 2009, 191). Teacher growth has been shown to occur when robotic videographers, such as Swivl bots, have been used in conjunction with reflective practices (Franklin, O'Neill Mitchell, Walters et al., 2017, 188). Swivl bots have been shown to help provide an authentic lens to assess and develop real-life practicum experiences (McCoy, Lynam, & Kelly, 2018, 8).

Resources

- Desimone, L.M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. https://journals.sagepub.com/doi/10.3102/0013189X08331140
- Franklin, R.K., O'Neill Mitchell, J., Walters, K.S., Livingston, B., Lineberger, M.B., Putman, C., … Karges-Bone, L. (2017). Using *Swivl* robotic technology in teacher education preparation: A pilot study. *TechTrends,* 62(2), 184–189. https://link.springer.com/article/10.1007/s11528-017-0246-5.
- Great Hearts Academies. (2017, February 7). Swivl in Use [Video]. YouTube. https://www.youtube.com/watch?v=QwebkHu8B3U
- K20 Center. (n.d.). ABC Graffiti. Strategies. https://learn.k20center.ou.edu/strategy/b30762a7557ba0b391f207f4c600badd
- K20 Center. (n.d.). Chain Notes. Strategies. https://learn.k20center.ou.edu/strategy/35a5bccee1c44ebf071d3692000084a0
- K20 Center. (n.d.). Fist to Five. Strategies. https://learn.k20center.ou.edu/strategy/68
- K20 Center. (n.d.). How Am I Feeling? What Am I Thinking? Strategies. https://learn.k20center.ou.edu/strategy/fc74060730ea745c8c4f356aa200edfb
- McCoy, S., Lynam, A., & Kelly, M. (2018). A case for using *Swivl* for digital observation in an online or blended learning environment. *International Journal on Innovations in Online Education,* 2(2). http://onlineinnovationsjournal.com/download/257b3bad622549a6.pdf DOI:10.1615/intjinnovonlineedu.2018028647
- Stigler, J.W., Gallimore, R., & Hiebert, J. (2000). Using video surveys to compare classrooms and teaching across cultures: Examples and lessons from the TIMSS video studies. *Educational Psychologist*, 35:2, 87-100, https://www.tandfonline.com/doi/abs/10.1207/S15326985EP3502_3