

Title: Using Swivl™ in the University Classroom

Communicating Assessment Findings with Families

Teacher candidates in ECED 417 Assessment in Early Childhood education conduct and in-depth screening of one student at their internship site, and then write about the findings, interpretations, and recommendations based on the student's present levels of performance. One important step to conducting an assessment of a young child, is discussing the results with the parent or caregiver. To solve this instructional gap, teacher candidates report their findings in the university classroom with a peer and/or using Mursion technologies. They use Swivl to record their interactions, receive feedback from the instructor, and to reflect on areas of strength and needs for growth. This presentation will provide an overview of how Swivl is used in the university classroom, and teacher candidates will share their perspectives and perceived impact on their knowledge and skills.



Aligned with ISTE Standards

- Standard 1: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning
- Standard 4: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Applicable Maker Technology or Materials

- Completed assessment report
- iPad with case to stand for recording
- Swivl app (basic or pro account – will need Pro account for feedback in video option)
- Checklist of best practices for communicating assessment findings (Hooks et al., 2019)

Observations from the Field

This activity has been replicated in ECED 417 across four semesters. Lessons Learned from the instructor are (1) teacher candidates can easily download the Swivl app on their smart device or iPad loaned from the department to record, share, and reflect upon videos of their practice; (2) the Pro account is not always necessary – it just takes a few extra steps to share and provide feedback on videos with the basic version; (3) Teacher candidates benefit from explicit directions for downloading the app and sharing their videos and from the instructor establishing a positive and supportive tone. For example, teacher candidates are not graded on how they perform in the video; they are graded based on how they reflect upon their practice. Teacher candidate reflections indicate that most feel this activity positively impacts their knowledge, skills, and confidence for collaborating with families.



Scan the QR code to download the Swivl app or to learn more!

Want more information? Please contact:

Sara Hooks, Department of Early Childhood
shooks@towson.edu