

# Insert Learning Pilot Study Brief

## PRODUCT DESCRIPTION:

Google Chrome Add-on that serves as curricular tool to focus on close reading analysis

**Learning focus:** Spanish grades 7 and 8

**Teacher training:** Supplied with a code for a one year subscription to Insert Learning, no teacher training was provided to use the extension

**Student usage minimum:** Insert questions, notes, or discussion questions into an article found online. Students use it about once per month

**Device specifications:** 1:1 ChromeBook program

**Cost:** 5 free lessons, then yearly fee of \$40 for unlimited lessons or \$8/month per teacher, school rates available based on number of students

## DISTRICT CONTEXT

**District demographics:** Approximately 2500 students in grades K-12 through 4 schools, district race/ethnicity, district free/reduced lunch, district ELL, district tech environment)

**Pilot demographics:** 40 students in grade 7, 50 students in grade 8, one teacher from one school involved

## PILOT GOAL

To research and see if Insert Learning increases student comprehension and awareness of current events in Spanish speaking countries

## IMPLEMENTATION PLAN

**Duration:** January-April 2018

**Quality of support:** PD was not offered in regards to Insert Learning, but the district did purchase a full year subscription for me, so I could create unlimited lessons

**Implementation model:** I would research articles dealing with current events in Spanish speaking countries and insert questions into them. The articles would be posted to Google Classroom and students were expected to read the article and

answer the questions to increase their comprehension of current events in Spanish speaking countries. Questions based on the readings would also be on unit assessments

**Data collected:** Interviews from students. Student surveys through Google Forms. Data from the Insert Learning questions to see how well students comprehended the reading. Data from unit test to see if students retained the information from the readings

## FINDINGS

**Actual implementation model:** Insert Learning lessons are assigned about once a month, although it is dependent on the availability of age appropriate articles and events occurring in specific countries.

**Educator engagement:** I am constantly looking for different and appropriate articles to post and create into lessons. If there is a major event occurring, I will research for new articles daily. Otherwise, I take a lot of time about once a month to peruse different articles and try to incorporate them into a month culture day in my classroom.

**Educator satisfaction:** The product developer is very quick to respond to emails and questions. The developer also sends out emails about once per month informing users of updates and different functionalities that Insert Learning has.

**Student engagement:** Through data collection, I was able to gauge student engagement and student learning, and how well they were able to comprehend text. I used Google Forms to collect the data. Frequently, students said comments like, "It's easy to check for answers if you need them. You can easily scroll up and down to find your answer and usually you get your score back," and "It's fun and easy to learn about different countries."

**Student satisfaction:** Through Google Forms, approximately 70% of students reported that they liked using Insert Learning this year. Reasons included the tool's ease of use, its helpfulness checking answers and practicing, it's fun, and it makes it easier to find articles and learn about different countries. Some students also noted that they were able to learn things not available in their workbooks because of

their access to articles and students liked using vocabulary to discuss real events actually happening in the world. Additionally, 86.5% of students said that Insert Learning helped them learn more about Spanish speaking countries.

Some students who did not like using Insert Learning explained that they found the tool boring and would prefer games, sometimes the questions did not relate to the article, and some had difficulty using the tool if they were not using Chrome.

**Student learning:** In interviews and surveys, many students supported Insert Learning, explaining that they felt it helped them learn more.

Students also performed better on the culture sections on unit tests than students who did not use Insert Learning. While there are only 3-4 culture questions on unit exams, the average of the last unit exam where Insert Learning was used with my students was an 82.5% and the average of a class not using the tool was only 71%.

---

## OUTCOME

**Purchasing decision:** The principal is impressed with the program and wants me to show it to teachers of other disciplines to help them learn how to use it. The principal likes that the students can use technology and that it is an affordable program. It has not yet been determined if they will purchase another year long membership for me for next year.