

K12 PLAYBOOK

Bringing Packback Into Your Classroom

Bringing Packback into your classroom

When Packback is used as a core part of your class experience, our team and platform can help give you superpowers to make discussion easier, improve engagement with subject material, and support curiosity in your students.

EdTech platforms like Packback are never a complete solution on their own. Education happens between you and your students; Packback is here to make those interactions easier, more meaningful, and more inspiring. But YOU, the educator, are the most important ingredient!

In this playbook, we will provide research supported tips for how you can take a few small steps every week to ensure that Packback delivers the best learning outcomes for your class. Spending extra time at the

start of implementation (training students, in class work time, and monitoring early posts closely) will yield great results in the long term.

In each lesson, we provide what we believe are different levels of student inquiry. Low levels of inquiry means that the process is highly guided by the educator and is constrained to specific questions. The hope is that as students gain skills and confidence, they will move towards a fully open-ended inquiry model where they are asking relevant, open-ended questions about the subject they are studying.

Lastly, these plans are suggestions. We have provided what we believe will help support the first month of posting, but please modify, change, and edit as you see fit. You know your students best!

Contents

1. [How to Introduce Packback](#)
2. [4 Week Playbook with Lesson Frameworks](#)
3. [Fast Facts](#)

Why is it important to talk to your students about Packback?

Students need to see the connection between your class and their activity on Packback to see the value of using the platform. The more you bring Packback into your class, the easier it is for students to see the value Packback brings to their learning.

If you choose not to do anything else with this playbook, the two most effective things you can do to ensure that your students get value out of Packback are:

- Introducing Packback to your class before they begin using it
- Continually reinforcing the value of Packback to your students throughout the year.

Introducing Packback for the first time

When first introducing Packback to your class, explain why you are using the platform for the semester and why you believe it will bring your students value. We recommend introducing Packback with these 3 “whys”:

1. Why discussion matters to learning
2. Why you care about the students’ curiosity
3. Why you’re using Packback

Throughout the semester

Talking about Packback throughout the term is critical. Through a year-long review of student satisfaction data, we’ve learned that the single most important predictor of how much value students get out of Packback is how much they feel their instructor genuinely cares about the learning outcomes Packback will provide!

You can keep using the “3 whys” from above to guide your “nudges” to the students when reminding them about the importance of Packback discussion.

WEEK 1

Start strong!

Student Goals and Objectives:

1. Students are able to log into Packback and create an avatar.
2. Students will understand why they are using Packback for this class
3. Students will post one question and respond to two peers. Mix of in and out of class work.
4. Students will use sentence stems to assist skill building with open-ended questions

Lesson Plan : 30 minutes

INTRODUCING PACKBACK & GETTING STARTED

1. Use this [2-minute video](#) to [introduce Packback to your students](#). Discuss the “3 whys.”
2. Begin the log in and account creation process. Have students get started. Allow 10-15 minutes for account creation, avatar, joining correct block or period and tutorial
 - A note about avatars: it is a good idea to chat about proper representation. *We give students a lot of autonomy to create their avatar, but if they create culturally insensitive avatars, it can result in poor digital citizenship.*
3. Review previous day’s work with Packback (if teaching over two days)
4. Open-ended questions vs. closed-ended question lesson
 - Why open-ended questions? How does this help further discussion and exchange of ideas?
 - Why is the sky blue? Vs How do we perceive the sky?
 - What is the difference between animal and plant cells? Vs How do different organelles support cell function?

When posting in Packback students are required to ask open ended questions that have more than one answer and cannot simply be googled. You don’t have to know the answer to your question to ask it on Packback!

5. I Do, We Do, You Do

- **I Do:** Bring Packback up for the whole class to see. Click the red ask a new question button and walk through the entire question creation process from start to finish.
 - Ex: How will learning more about _____ help you as a student?
 - **We Do:** Work with student input to create a description to the question you created. Let students know that the description is not optional. This is where students defend their position and back it up with a source.
 - Take time to highlight the AI coaching
 - The AI needs 20 words to provide feedback, show students how this works
 - Highlight that students can increase their curiosity score by trying to fill up the circles for each category.
 - **You Do:** Give students 5-10 minutes to create some of their own open-ended questions. Check out our sentence stems in the resource section. The questions can be focused on the subject or it could be ice breaker type questions
 - Ex: What is your favorite subject in school?
 - Which genre of music is your favorite?
 - What flavor of ice cream is the best?
6. If there is time: walk students through how to respond to posts. The interface is the same, but it may be beneficial to model how to respond to classmates.
7. Assign student homework. Log into Packback before the deadline and respond to two classmates' questions.

Levels of Open-Ended Inquiry

LOW	MID	HIGH	EDUCATOR OUT OF CLASS
Educator creates the question and students are required to respond only to that post during class.	Students create an open-ended question based on a topic or idea presented by the educator for a portion of class time.	Students create their own open-ended questions based on something they are curious about outside of class time.	Spend 10-15 minutes after your deadline has passed reviewing what your students wrote! Build your comfort with Packback. Click around and get familiar!

WEEK 2

Find *your* rhythm!

Student Goals and Outcomes:

1. Students will know where to find feedback and understand how to receive full credit by improving their curiosity scores based on the inline coaching.
2. Students will complete this week’s Packback posting by the deadline.

Lesson Plan : 15+ minutes

REVIEWING AI FEEDBACK

Depending on how your students are accessing Packback, the inline AI support will look different.

The way the AI looks depends on the size of the display the student is viewing Packback. Pull up Packback in class and talk through how the support helps students earn full credit every time they post!

Students **must** type at least 20 words in order for them to receive feedback to improve their curiosity scores. Remind students that [if a post is flagged](#), they should take the time to review it and edit their post based on the feedback.

The image displays three different views of Packback's AI feedback interface. The first view, titled '5 Tips', shows a simple bar chart with three bars of increasing height. The second view, titled 'Show Feedback', features a bar chart, a predicted curiosity score range of '31-70', a '1 Alert' notification with a warning icon, and two progress indicators for 'Curiosity' and 'Credibility'. The third view, titled 'Instant Feedback', includes a 'Hide Feedback' button, a 'Curiosity Score' section with a predicted score range of '31-70 Curiosity' and a 'Score' field, a 'Review >' button, and a 'FEEDBACK BREAKDOWN' section with two items: 'Curiosity' (with a tip to 'Add a more detailed description') and 'Credibility' (with a tip that 'This post does not have a source').

What if a student’s post gets moderated?

If a student’s post is moderated (removed) they are notified (via the bell icon at the top of the community **and** email) and have the opportunity to edit and repost for credit. Students need to know that Packback is not intended to be punitive. We give students the opportunity to edit moderated posts *even if they edit **past** the deadline.*

[Practice the Educator Workflow](#) - 15 minutes of instructor engagement on the platform per week will provide exemplars for students to model future posts on, reinforce good behaviors with positive feedback, and direct students to relevant questions that they can focus more energy on. In addition, it will help your students build skills more quickly and show educator buy in.

1. Sort the feed by “Hot” posts. And then sort by period or block (if applicable)
2. Feature 3-5 posts per class that are great examples of expected academic behavior. This will reinforce quality posts.
3. Praise 2-3 posts. Let your students know why you thought their posts were exemplary!
4. Pin your favorite student question or create your guidepost (and pin it!) for next week’s posting.

Levels of Open-Ended Inquiry

LOW	MID	HIGH
Students respond to the pinned question from the educator in class	Students create their own open-ended questions with topics outlined by the educator in and/or out of class. Educator should pin their own question to the top of the community to help model desired behaviors.	Students create their own open-ended questions based on class topics. Work done entirely out of class as homework. Educators pin their favorite student question of the week.

EDUCATOR OUT OF CLASS

Educator Workflow! Spend 15-30 minutes per class reviewing postings and featuring great questions, providing specific positive praise on a few, and pinning your favorite.

WEEK 3

Build on early momentum

Student Goals and Objectives:

1. Students will develop open-ended question creation skills.
2. Students will understand how the source box on Packback works.

Lesson Plan : 15+ minutes

BRING PACKBACK INTO CLASS

Review the citation box at the bottom of the question. Students should know that our AI *will not* and *should not* be the arbiter of a “good” or “bad” source. Have a brief discussion about why AI should or shouldn’t be the judge of good or bad sources to cite on Packback. Show students that writing anything in that box will be accepted. This is to allow for cases where you might reference notes from class.

Finally, set your expectations for what you want to see when it comes to citing sources on Packback. *le - are you providing a set of sources each week? Are you hoping for scholarly articles only? Spend time *during* class this week to build on last week’s success. [Check out this case study from Cedar Rapids School District.](#)*

Educators who deliberately bring Packback into class with purpose get the most out of the platform and their students show greater levels of engagement. Find time during the week to bring Packback into class using these activities:

- **Packback Bell Ringer** Pick a day for a weekly activity when the bell rings, students begin working for a set period of time.
- **Packback Stations** Students rotate through different activities one of which is getting started on their Packback for the week.
- **Weekly Competitions** Most active post based on classmate responses. Which post has the most sparks?
- **Packback Close/Reflection Activity** Respond to educator pinned post about learnings from the week/day/discussion
- **Packback Discussion Day** Review the best questions and get the discussion going. Consider using the Think, Pair, Share model.
- **Packback Sponge Activity** Always something students can work on when another assignment is done.

Levels of Open-Ended Inquiry

LOW	MID	HIGH
<p>Students respond to the pinned question from the educator in class.</p>	<p>Students create their own open-ended questions with topics outlined by the educator in and/or out of class. Educators should pin their question to the top of the community.</p>	<p>Students create their own open-ended questions based on class topics. Work done entirely out of class as homework.</p>

OUT OF CLASS

Meet with your Curriculum Consultant! Creates “protected time” to consult and consider usage plans. Provides time to review how things have been progressing and offer suggestions and recommendations moving forward.

Weekly Workflow! We suggest holding yourself to **just** 10-15 minutes per class/community. Were you able to feature 3-5 posts? Did you praise 2 or 3? You will spend less time on the platform as you get more fluent with Packback!



WEEK 4

Let your students surprise you!

Student Goals and Objectives:

1. Students will provide their position on their open-ended question in the description box.
2. Make sure to follow the feedback from the AI to meet the curiosity score minimum and get full credit.

Lesson Plan : 15 minutes

WHAT IS YOUR POSITION?

Help scaffold students to pose not only an open-ended question but also their position in the description. We often see students posing a question and then asking their peers to respond.

1. Create a few open-ended questions for your class to see at the front of class. Examples:
 - Why is the voting age in the US 18?
 - Is water wet?
 - What will language look like in the future?
 - Which genre of music is most popular?
2. Are these questions interesting? What would make them more interesting for students to respond to?
3. Share that with open-ended questions there is more than one correct answer and if you provide your position and back it up other students will be more interested.

Additional tools and features students may or may not know about!

- **Sparks** are a great way for students to “like” other students’ posts. Sparks can be leveraged as a way for students to “vote” on the questions they want to discuss live in class.
- **The Search Bar** allows instructors and students to find their classmates or terms that they are interested in talking more about.
- **Supporting or Counter Points** give students the ability to either support an existing response with an additional idea or provide a point which counters the existing response.

Levels of Open-Ended Inquiry

LOW	MID	HIGH
<p>Students respond to the pinned question from the educator in class or on their own.</p>	<p>Students create their own open-ended questions with topics outlined by the educator in and/or out of class. Educator should pin their question to the top of the community.</p>	<p>Students create their own open-ended questions based on class topics outside of class. At this stage, students should be able to create their own questions and respond to two classmates by the deadline. Educators should be featuring top questions. Packback is woven into class intentionally to extend the discussion and promote student growth.</p>

EDUCATOR OUT OF CLASS

Educator Weekly Workflow!



Packback Cheat Sheet: Fast Facts


<p>The Packback AI does not assess for content. It assesses effort and construction.</p>	<p>Students are not required to respond to posts from a given week to receive credit. Students can respond to <i>any</i> post from <i>any</i> time and receive credit.</p>	<p>If students don't hit the minimum curiosity score on their first attempt, they can click the options dropdown on their post and click edit.</p>
<p>Once a deadline has begun, it cannot be modified.</p>		
<p>Makeup work on Packback is tricky but not impossible! We recommend two options to provide solutions for educators and students.</p> <ol style="list-style-type: none"> 1. Drop one to three lowest grades in Packback for a term or quarter 2. If you don't assign Packback in a given week, this can be a "makeup week". Students who have missed in the past can post this week and it makes grading much easier for teachers. 3. Assign the post to a previous deadline in the options dropdown 		<p>Changing the minimum curiosity score will retroactively affect all posts in the community. This simply means your gradebook needs to be up to date before you make a switch!</p>
<p>Bi-weekly posting deadlines can help Packback not feel so daunting to students. Using this posting cadence means you can have questions due one week and responses due the week after. Recommended for 8th & 9th graders.</p>	<p>Want to see all the work one student has done in Packback? Use the search tool along the left hand side to locate the student and click their name!</p>	<p>Curious to see how your students are doing in the current deadline? Head over to the gradebook and select "custom date range report". Set the dates for the current deadline.</p>



Packback saves drafts! To find them, click on your name! This allows teachers to plan out topic posts/questions in advance!







< Back to Learner Leaderboard




Pete Demy
Student at University of Vermont
Section: Not Selected

Discussion Posts
Participation Report


Learner Profile for BKCB 101 - Packback Book Club - Kejrival


 #3 Rank	80 Curiosity Points	1 Question Asked
 2 Sparks Received	80 Avg. Points / post	0 Responses Shared
 0 Featured Posts		<input type="checkbox"/> 0 Main Responses
 0 Instructor posts answered		<input type="checkbox"/> 0 Counter Points
		<input type="checkbox"/> 0 Supporting Points


Published Posts
1

Published Posts

Search:




Drafts
0

----- Sunday 01/31/2021 11:59 PM -----

Resources

[Packback Help Articles](#)

Searchable articles that answer educator and student questions in depth

Packback Curriculum Consultant

Email your curriculum consultant with any and all questions! They aren't happy if you aren't happy.

[Tech Support](#)

Have a technical problem? Email help@packback.co. They can assist with problems that arise.

[Packback Youtube Channel](#)

Quick videos about what Packback is, how it works, and instructor stories.