

Teaching with Summar.io



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Preface

Congratulations!

Your school is going to use Summar.io.

Summar.io is an inspiring digital learning environment that gives learners more room to take control of their own learning process.

The role of you as a teacher also changes. You get a more coaching role and there are fewer classroom instruction moments. Instruction mainly takes place in smaller groups and for individual learners.



To make this possible, Summar.io gives you and your learners insight into their progress and learning level.

As a teacher you also have the tools available to personally support and challenge learners.

So that every learner can get the best out of themselves.

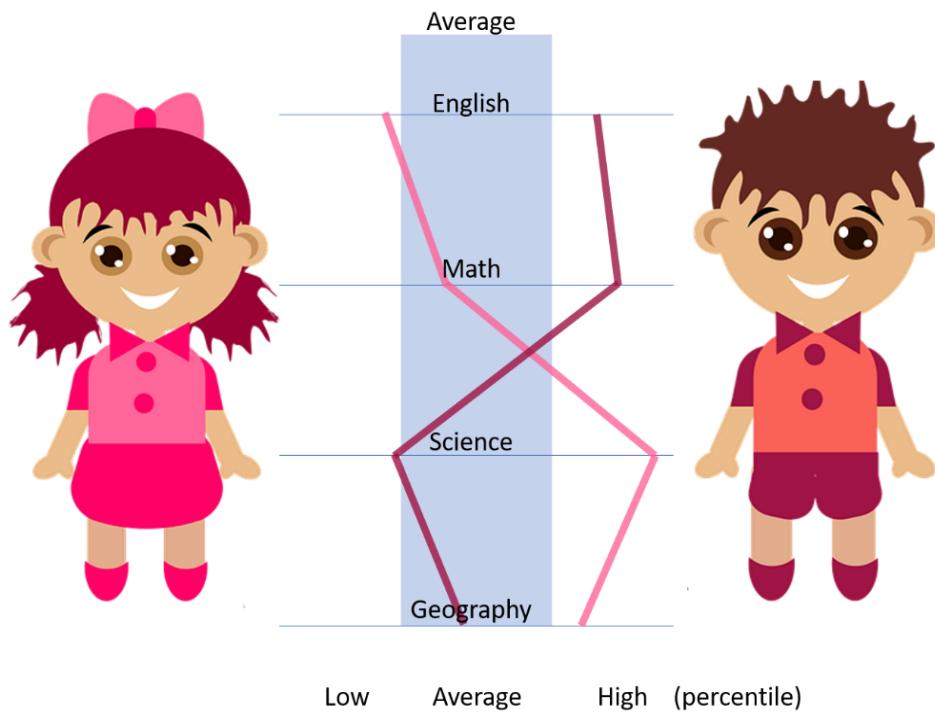
This manual helps you to integrate Summar.io into your didactic process. In addition, explanation videos¹ are available that show you the way the various apps in Summar.io work.

Good luck!

¹ have a look at <https://summario.zendesk.com/>. This website contains the latest information about Summar.io.

1 The principles of Summar.io

An important principle of Summar.io is that learners are all different. They have different interests and different capacities in different areas. And all of that develops at different and varying speeds.



In addition, we train learners on the one hand for a final exam, which is more or less "cast in concrete" and hardly takes into account the above differences, and on the other for a future after the final exam, of which nobody knows what it will look like.

How fast are changes going? What role does work play in that future? Does the concept of "job" still exist in its current form?

Summar.io helps teachers and learners prepare for the ever-increasing diversity and possibilities that it offers and - as long as it is still important - for the final exam.

The use of open learning material makes it possible to easily adjust curriculum material and to make use of the knowledge and insights of other teachers. That is why Summar.io uses open learning material that is in line with the learning objectives and final objectives for the final exam and that can be flexibly adjusted and supplemented.

For this Summar.io uses Open content that we have checked and that was created by others - for example your fellow teachers.

It is also necessary that a learning environment provides all those involved with the tools and insights to enable self-directed learning and gives teachers the tools and insights to personally support and challenge learners.

Summar.io uses various apps and tools for this:

- ***The Scoring app*** - as a teacher you assess the work of learners, you can give feedback about the work done and ask learners to do the work again or to supplement it.
- ***The Timeline app*** – teachers and learners can see which parts have been completed, what learners are currently working on and which have not yet started. Teachers and learners can also use this to communicate with each other in dialogue form (like in WhatsApp).
- ***The Recommendation app*** - this allows you as a teacher - both for individual learners and for groups:
 - add your own material to the curriculum;
 - add existing material from the curriculum to another learning unit;
 - switch off parts of the curriculum, because you do not want to use it (now);
 - add reference material to the curriculum.
- ***Self-evaluation*** – allows a learner to assess their own work in situations where an automatic assessment is not possible, such as with open questions.

1.1 Self-directed learning

The Summar.io apps and the information and insights they provide have their origins in a process that focuses on developing self-management skills among learners. This process recognizes 2 important components:

- Planning a personal learning path;
- Monitoring the activities in the context of that learning path.



In the remainder of this manual we regularly refer to these 2 parts of the learning process.



1.2 The Internet as a starting point

The Internet is an important phenomenon in the world around us and has also been an important starting point in the design of Summar.io. That is why Summar.io also has a number of characteristics of so-called online services:

1. Summar.io is a living system that is regularly updated with new versions. This usually happens without you noticing. We are constantly working on improvements to support you as a teacher in the best possible way to make a difference for your learners. And the more you tell us, the better we can do our work.
2. Online services have online documentation. If you are looking for information or have questions, you can find it on the Internet at the following address: <https://summario.zendesk.com/>.

Together, let's make education even better.

2 Your curriculum

Summar.io uses open learning materials created by others - for example colleague teachers.

Summar.io agrees with your school which material is made available for which subjects and levels. It is wise to carefully study the available material beforehand, so that you understand it - almost - as well as the method you are used to.

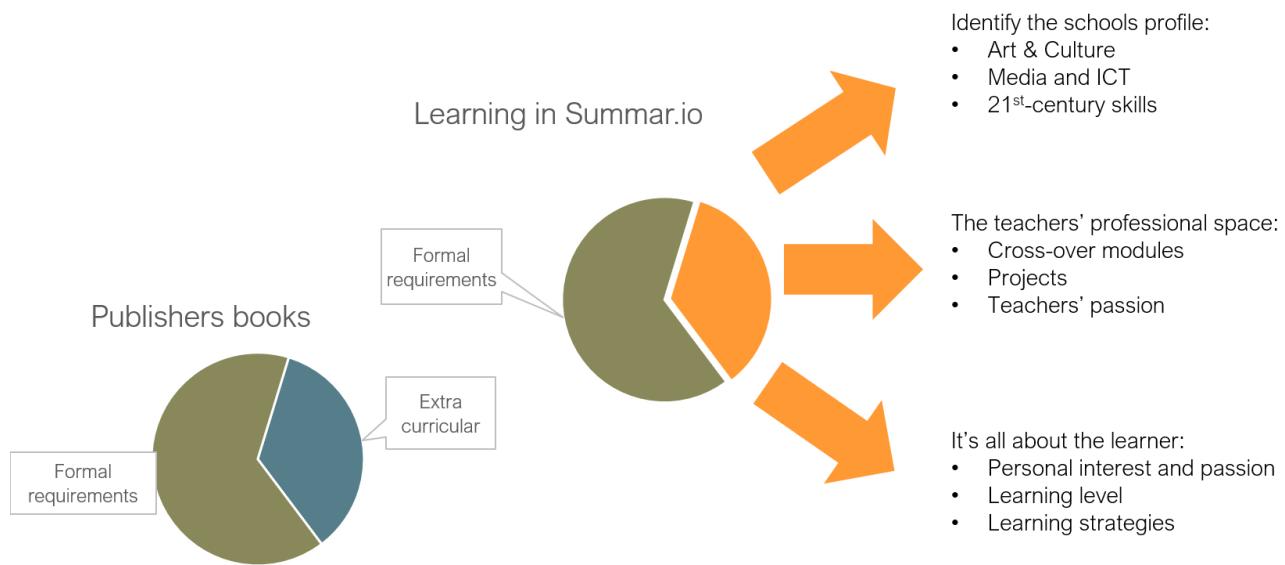
2.1 Learning objectives

The learning material in Summar.io is based on learning objectives. For the exam subjects, these are in particular – depending on the country – the formal targets set by the government.

However, most methods also add their own material that falls outside of these final objectives. This additional material adds up to about 40% of the method. Of course it is nice to get so much additional material, but unfortunately it is not always clear what is and what is not part of the formal exam targets.

The learning material included in Summar.io fits seamlessly with the formal targets. In addition, each component is metadata (labelled) with the learning objectives to which it contributes.

The most important advantage of thinking in terms of learning objectives is that you can prepare the learners - regardless of a method or the form of the material - for the final exam. This makes it easier to change learning materials if that - for whatever reason - suits you better.



Through metadata you also know exactly which learning objectives your learners have already achieved. And - as you can see in the figure above - also what room there is for other learning objectives like:

- Special subject
- Cross-over modules
- The teacher's or learner's passion
- ...!

2.2 Curriculum planning

Although a personal approach of the learners is one of the important principles of Summar.io, it is still important to make a basic curriculum planning for the whole group.

The most important information is often incorporated in the material itself.

For example, here you see an overview of the material for the Drinking water course.

Drinking water

Modules



Introduction

covered



Water storage in the ground

Where does drinking water come from?

Pit

covered



Does water only consist of water?

covered



Water and technology

covered



Use of drinking water

covered



The value of water

covered



Final Assignment

covered



Evaluation

EVALUATION

covered

The planning component of the Drinking water course provides a clear overview of the average number of hours a learner needs to complete this course. But as we said before: "the average learner does not exist!"

Component	Time	End product
Introduction	0.5 hrs	Plan
Where does drinking water come from?	3 hrs	Poster
Does water only consist of water?	2.5 hrs	Infographic
Use of drinking water	2.5 hrs	List of measures
Water and technology	2 hrs	None
The value of water	3 hrs	Slogan
Final assignment	7 hrs	4 alternative group assignments
Evaluation	0.5 hrs	Evaluation
Total	21 hrs	



When using Summario, it is important that the test planning of your school is aligned to learning objectives instead of chapters from a book

2.3 Learning using Summar.io

When a learner opens one of the learning units, different learning objects and other learning units appear.

Here you can see the content of the *Where does drinking water come from?* learning unit from the Drinking water course.

The learning unit starts under the heading "*What you will learn*" with the learning objectives of this learning unit.–

The learner works in a learning unit in 3 different phases. Note: Not all phases are used in every learning unit.

- **Introduction** – in this phase the structure of the learning unit is explained. Explanatory content is offered to the learner, often in different modalities. This information can consist of, for example, text, diagrams, images, audio and video animations.
- **Let's get started** – the learner processes the information offered. The learner searches on the Internet and makes exercises. Alone, in pairs or in larger groups. In this phase, in-depth, broadening or remedial substance is also offered.
- **Prove your knowledge** – the learner proves to understand the subject by means of, for example, a test, a paper, a report or a presentation. Reflection on and evaluation of the learning unit also belong in this phase.

What you will learn

- Describe the large water cycle
- Write a report according to a predefined structure
- Do a presentation with aids in front of a group
- Use layout elements in documents to enhance readability
- Creativity
- Collaboration
- Plan your own activities and activities of a group

Introduction

Let's get started

Step 1: W...ingelen...

20m

Step 2: Th...enlijke...

30m

Step 3: W...come from?

10m

Step 4: W...ommeren?

20m

Step 5: Wat...ewerk...

3 keppen zout

Step 6: Dr...guard mous

15m

Prove your knowledge

Assignment...er start!

10m

Other interesting links

Water cycle video

Each learning object contains an indication of the average time a learner needs for this. Learning objects that have already been processed are coloured blue. The number of dots OOOOO

indicate the degree of difficulty of the learning object. A learning object with the icon is a group learning object.

You will find background information under the heading "Other interesting links". In the example above a YouTube video that has been added by the teacher.

Curricula in Summar.io contain different types of learning objects: Instruction learning objects and Question learning objects.

2.3.1 Question learning objects

The name says it all, in these learning objects one or more questions are asked to the learner. For this Summar.io uses the international standard QTI. This makes it possible to process the answers to the questions in Summar.io and to exchange questions with other systems that also use this standard. So-called closed questions are automatically scored by Summar.io. Open questions are first assessed by the learner himself and then - if desired - reviewed by the teacher.

Depending on the type of question, a question can consist of a maximum of 3 parts::

- A general introduction that applies to all questions in the learning object, for example a case description or video / audio.
 - The question text itself; it may be short or long and may contain, for example, an introduction, a picture, audio and / or video.

The answer section. This is different for each question type.

2.3.2 Available question types

Below you can see an overview of the different question types that the learners may encounter.

Multiple choice question

A multiple choice question contains at least two answer options in the answer section. If the check boxes are round, one answer is correct. If the check boxes are square, multiple answers may be correct and the learners may select multiple answers.

What are the colours of the Dutch flag?

- Yellow
- Red
- Blue
- Green
- White

Open question

An open question contains a text box in the answer section in which the learner types the answer. Because an answer can be formulated in many different ways, it is not automatically scored. In Summar.io, the learner first scores the answer himself based on a model answer - this is called self-evaluation. After that, the teacher can review and change the score.

What is the distance from your home to your school?
Explain how you can measure this distance?

File ▾ Edit ▾ Insert ▾ View ▾ Format ▾

Formats ▾ **B** *I*

p Words: 0

Numeric question

A numerical question visually resembles an open question, but for a numerical question the learner must enter a number in the box. There may be several input boxes in a question. The answer is scored by the system.

Fill-in-the-gap question

A fill-in-the-gap question also looks like an open question. There is usually a number of smaller text boxes, where the learner can enter one word or a few words per box. The answer is scored by Summar.io.

Like father like .

Match question

With the match question the learner drags one or more elements to the right place. Each element contains a combination of text and images. As you can see below, there may also be elements that do not need to be used. The answer is scored by Summar.io.

Drag the elements to the correct location.

Five	Two
Three	One
Four	

3 2

1

Put these cities in the right order from North to South
(the most northern city at the top).

Madrid
Tokyo
Caracas
Cape Town

Order Question

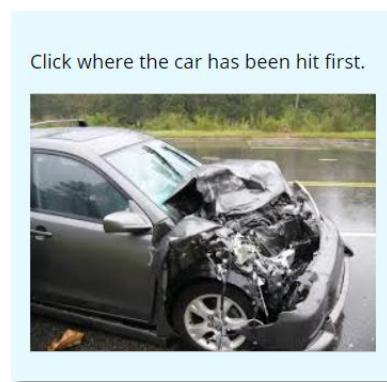
With the order question, the learner drags a number of elements in the correct order. Here too, each element contains a combination of text and images. The answer is scored by Summar.io.

Upload question

For the upload question, the learner selects a file to upload. This file, for example a document, presentation, photo or video, contains the answer to the question. The file is a maximum of 4mb. Here too the learner first performs the self-evaluation. After that, the answer is reviewed by the teacher.

Hotspot question

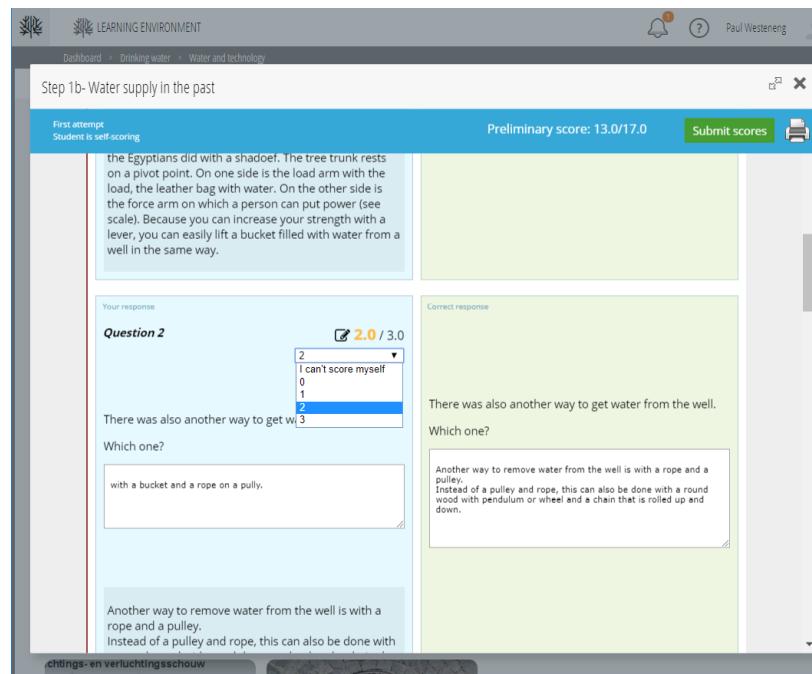
For the hotspot question, the learner must click one or more places on an image. The clicked area becomes clearly visible. By clicking again it disappears again. This question is automatically scored by Summar.io.



2.3.3 Self-evaluation

After answering the questions, the learner has the option to score the answers he or she gives to Open questions and Upload questions. We call this self-evaluation. The learner sees his own answer on the left and an answer model on the right and then scores his own answer.

In the scoring process, a teacher can see whether a learning object has been scored by the learner. Based on this, as a teacher you can determine your scoring strategy.



2.3.4 New attempt

It is possible to let learners decide for themselves whether they want to redo an assignment. Learners can then continue with an assignment until they are satisfied with the result.

During the scoring process, the teacher can see the number of attempts the learner has made.

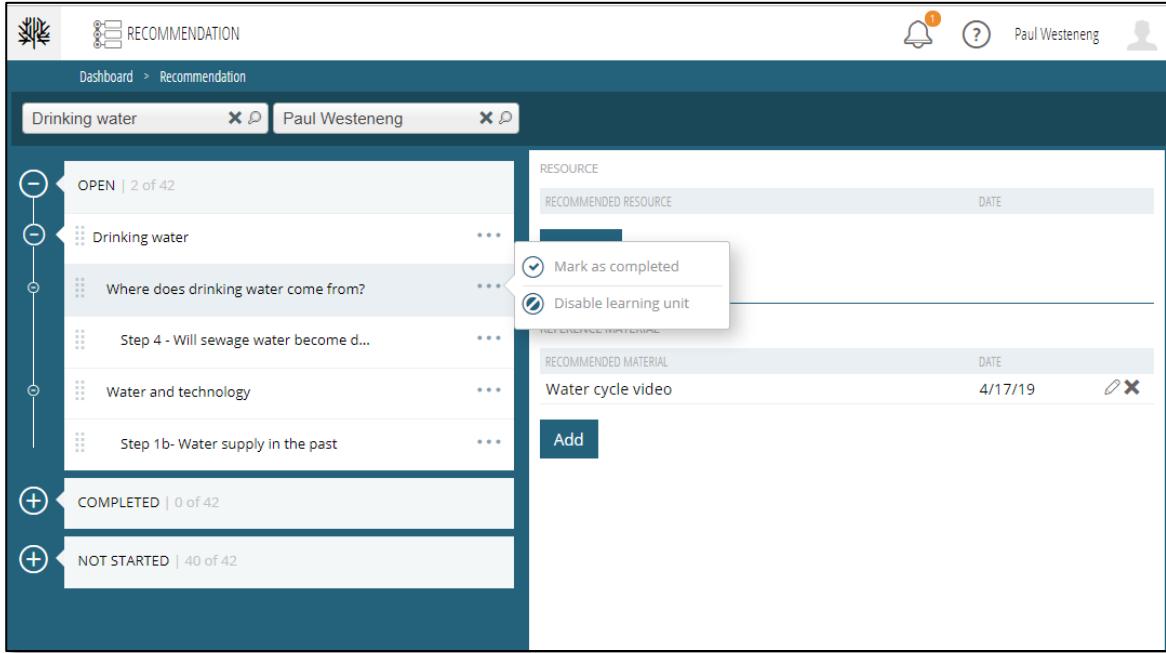
2.3.5 Instruction learning objects

Instructional learning objects in Summar.io are in HTML 5 format. That means that instructive learning objects, just like question learning objects, are browser-independent and can vary from a simple text page to a complex simulation. An important difference with a question learning object is that there is no interaction between the content of an HTML 5 page and Summar.io. Instructional learning objects have no result in Summar.io and therefore cannot be scored.

2.3.6 Adapting the curriculum

With the Recommendations App, it is possible to adjust the learning line of a group of learners or a specific learner in different ways and to create a personalized curriculum that fits like a tailored suit:

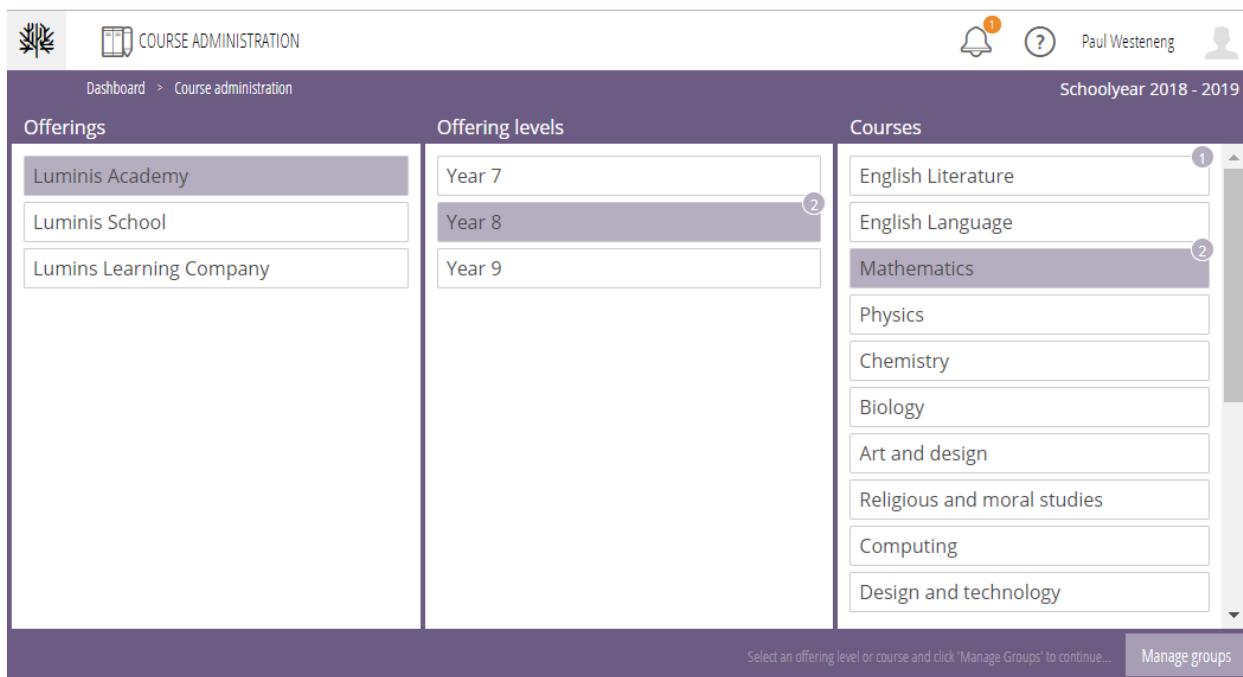
- You can switch off parts of the curriculum, for example because they are not relevant now or because some learners may skip this.
- You can add reference material, for example a PDF document or a link to a website or video.
- You can add your own learning material, for example because some learners need extra practice or because you want to add a cross-curricular project to the curriculum. In this case you can also use a PDF document or a link.



The screenshot shows the SUMMAR.IO platform interface. At the top, there's a navigation bar with icons for 'RECOMMENDATION', 'Dashboard', and a user profile for 'Paul Westeneng'. Below the navigation is a search bar with 'Drinking water' and a dropdown for 'Paul Westeneng'. The main content area displays a curriculum structure for 'Drinking water' with 42 items. On the left, there's a tree icon with a minus sign, indicating collapsed sections. The curriculum is organized into sections like 'Drinking water', 'Where does drinking water come from?', 'Step 4 - Will sewage water become d...', 'Water and technology', and 'Step 1b- Water supply in the past'. Some items have a plus sign on the left, indicating expandable sections. A modal window is open over the curriculum, titled 'RESOURCE', showing two options: 'Mark as completed' (with a checked checkbox) and 'Disable learning unit' (with an unchecked checkbox). Below the resource section, there's another table for 'RECOMMENDED MATERIAL' with one item: 'Water cycle video' dated '4/17/19'. An 'Add' button is located at the bottom of this section.

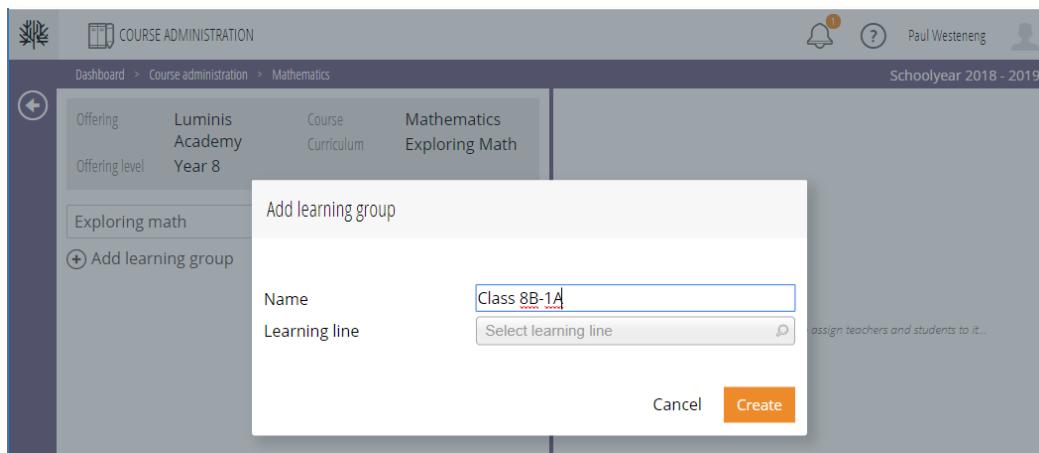
3 Administrative groups and learning groups

With the Course Administration app you can link teachers and groups to an Offering, an Offering level and a Course.



The screenshot shows the 'Course administration' interface. At the top, there are sections for 'Offerings' (Luminis Academy, Luminis School, Lumins Learning Company), 'Offering levels' (Year 7, Year 8, Year 9, with Year 8 selected), and 'Courses' (English Literature, English Language, Mathematics, Physics, Chemistry, Biology, Art and design, Religious and moral studies, Computing, Design and technology). A message at the bottom says 'Select an offering level or course and click 'Manage Groups' to continue...' and a 'Manage groups' button is visible.

After you click on 'Manage groups' you can create a new learning group, select a suitable learning line for the group and add teachers and learners to the group by dragging them to the group or by selecting learners from another group.



The screenshot shows the 'Course administration' interface for the 'Mathematics' course. It includes navigation links for 'Offering', 'Luminis Academy', 'Offering level Year 8', 'Course Curriculum', and 'Mathematics Exploring Math'. A modal dialog box titled 'Add learning group' is open, containing fields for 'Name' (Class 8B-1A) and 'Learning line' (with a dropdown menu). Buttons for 'Cancel' and 'Create' are at the bottom. A note on the right says 'assign teachers and students to it...'

As soon as learners are linked to a group, they have access to the content of the course.

Teachers associated with a group can perform activities for that group, such as:

- scoring
- giving feedback
- view learner progress



We recommend to add several teachers from the same team to a group, so that teachers can - if necessary - replace each other smoothly. It is also possible in this way for teachers to play a different role within a group, for example a teacher, a class assistant or a mentor. From the perspective of Summar.io these are all "teachers".



You agree on which teacher does what. To offer maximum flexibility, nothing is arranged for this in Summar.io.

4 Technology

Summar.io works on the Internet.

That means that you can use Summar.io wherever there is an internet connection. Wired or wireless. At school or at home. You can use Summar.io with any modern browser on a PC (Windows, Mac or Linux), Tablet or Chromebook.

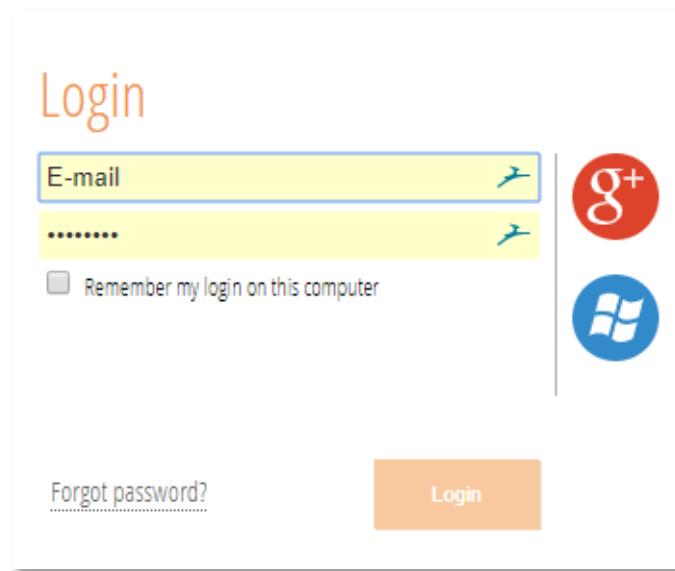
To use Summar.io properly at school, teachers and learners need the following:

- Een A high-quality internet connection with sufficient capacity for all teachers and learners working concurrently. For this, both the connection between your school and the Internet, the internal network of the school and (for wireless use) the WiFi points need to have sufficient capacity².
- One device per learner. We recommend that every learner and teacher have their own device. Organizing computer rooms and handing out and returning laptops often turn out to cost a lot of valuable (lesson) time. And although nowadays almost every family has a computer, it is not always available for the homework of learners.

4.1 Security and privacy

Security and privacy are important areas of attention for Summar.io. That is one of the reasons that the system is installed in a shielded part of the Internet. Because Summar.io is accessible via the public Internet, a number of measures have been taken to guarantee security and privacy. With this Summar.io meets the applicable requirements as laid down in the GDPR.

To gain access to Summar.io, a user must be registered in the system. Summar.io uses email addresses as a basis for user identification. We thereby use the learner e-mail address the school provides to us. Summar.io uses this e-mail address in combination with a password when logging in. To log in, Summar.io shows the following screen:



² When in doubt, ask your school's ICT department. Tell them with how many people you want to be able to use Summar.io at the same time in the school.

Summar.io can handle email addresses and passwords in 2 ways:

1. Based on a Microsoft Office365 or Google email address:

If you have received an email address via Office365 or Google, you can log in by clicking on one of the corresponding icons on the right-hand side of the login screen.

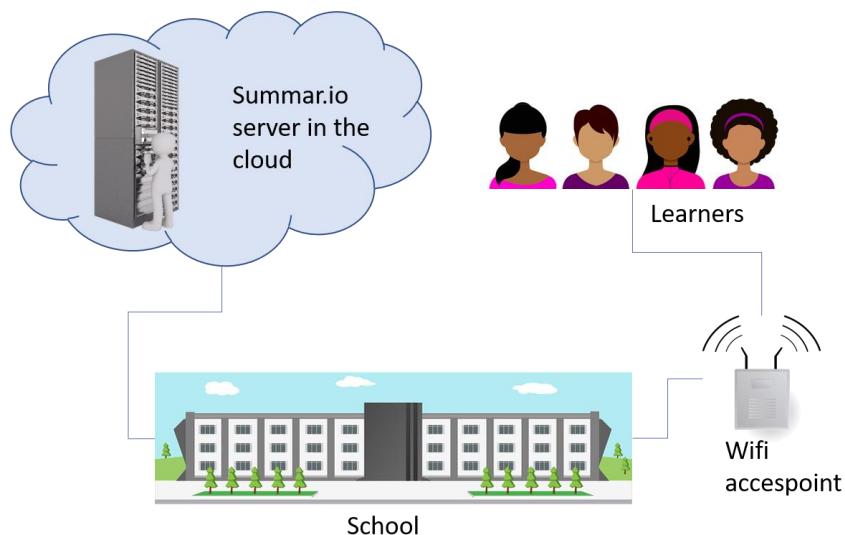
(Use the  icon for Google mail addresses and the  icon for Office365 mail addresses). The big advantage of this way of working is that you can use the same password for Summar.io as all Google or Microsoft applications that you use).

2. Based on a different email address:

If you have a different type of email address, a link will be sent to a user to create the first Summar.io password. In many schools we have noticed that learners no longer know the access codes of a school e-mail address and therefore cannot open the Summar.io link. Therefore, prior to the start lesson, verify that learners have access to their (school) e-mail. Possibly on their cell phone. Note that Summar.io employees don't know your passwords.



Summar.io will never share information with third parties without first explicitly requesting permission. It is therefore not wise to share information with people who claim, via email or otherwise, that they act on behalf of Summar.io.



5 Differentiated teaching

Differentiation is the intended application of differences in instruction, available time and / or learning material within a group of learners based on performance, motivation and learning preferences.

In "Chapter 2 - Your curriculum", you have already seen that you can organize Summar.io excellently to support differentiated teaching. For example, by turning off learning material or by adding your own learning material or web links.

5.1 Who are my learners?

To be able to differentiate properly, it is important that you know your learners well. You can use information that is already available in your school, such as last year's results or information from the mentor or from your own observation in the classroom.

But the most effective is to use information from learners themselves. For example, ask your learners to make a visualization of their most important ambitions and passions in general and how your course can contribute to this.

In addition, ask them about their learning preferences. In what way do they like and dislike learning and why. Make a distinction - where possible - in gaining information (Access), processing information (Engage) and demonstrating learning results (Express).

In the image below you can see some of the possible preferences listed with the most traditional learning preferences on the left.

Access information

- Teacher presentation, text on paper, online text, lists, images, diagrams, audio, video, ...

Engage with learning material

- Supervised practice, independent practice, research, lab work, workshops, master classes, games, virtual reality.
- Alone, in pairs, in larger groups
- Inside or outside school

Express learning result

- Test, report, poster, presentation, video or podcast, project/product

Based on "UDL (Universal Design for Learning)"

In this way you gain more insight into the learners themselves and you can approach and supplement your subject matter from their personal context.

5.2 Classification into groups

Based on what you know about your learners, you can divide them into groups.

For example based on the need for instruction, based on their learning preferences or based on a common ambition or passion.

5.3 Structure of a Summar.io lesson

There is not just one right way to organize a lesson using Summar.io. That depends on your learners, on you as a teacher and of course on your subject.

Below is an example of a 50 minute lesson that is based on differentiation according to instructional needs.

We divide the learners into three groups: instruction-independent learners, instruction-sensitive learners and instruction-dependent learners. Summar.io is used in all three groups. The difference lies in the extent to which you, as a teacher, supervise the learners working with the learning objects.

<i>Instruction independent learners</i>	<i>Instruction sensitive learners</i>	<i>Instruction dependent learners</i>
Class explanation and review, for example based on the results of last lesson (5 min)		
Working independently with Summar.io (15 min)	Central supervised practicing (5 min)	Extended instruction and additional central supervised practicing (10 min)
Process support, In-depth questions (5 min). Continue to work independently with Summar.io (20 min)	Working independently with Summar.io (15 min)	Working independently with Summar.io (15 min)
	Feedback (5 min)	Feedback (10min)
	Continue to work independently with Summar.io (15 min)	
Evaluation of the lesson, homework, review and preview to next lesson (5 min)		

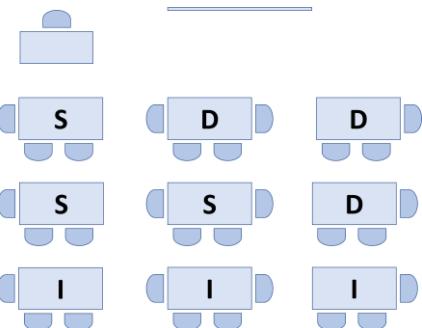
5.4 Table arrangement

If it is possible, you do not use the standard setup in the Summar.io classroom.

It is ideal if you can create group tables where learners can work together and where they can also see a central explanation on a (White) board or projector screen.

This is most important for the instruction dependent learners.

This way you as a teacher can work efficiently with the different groups in the class.



(I = instruction Independent; S = instruction Sensitive; D = instruction Dependent)

6 Progress, evaluation and feedback

If you teach with Summar.io, classroom instruction will play a smaller role. Learners are working more independently. This gives you more time as a teacher to support your learners and give feedback. This requires that you have insight into the progress and results of their work.

Summar.io offers you many options for this. Sometimes even too much. That is why it is important to consciously choose what you do and what you do not do.

6.1 Scoring strategy

Once learners have completed assignments, they can be assessed. Closed questions are assessed by Summar.io and open questions (and upload questions) first by the learner. On the basis of an answer model.

The questions can then be checked by the teacher.



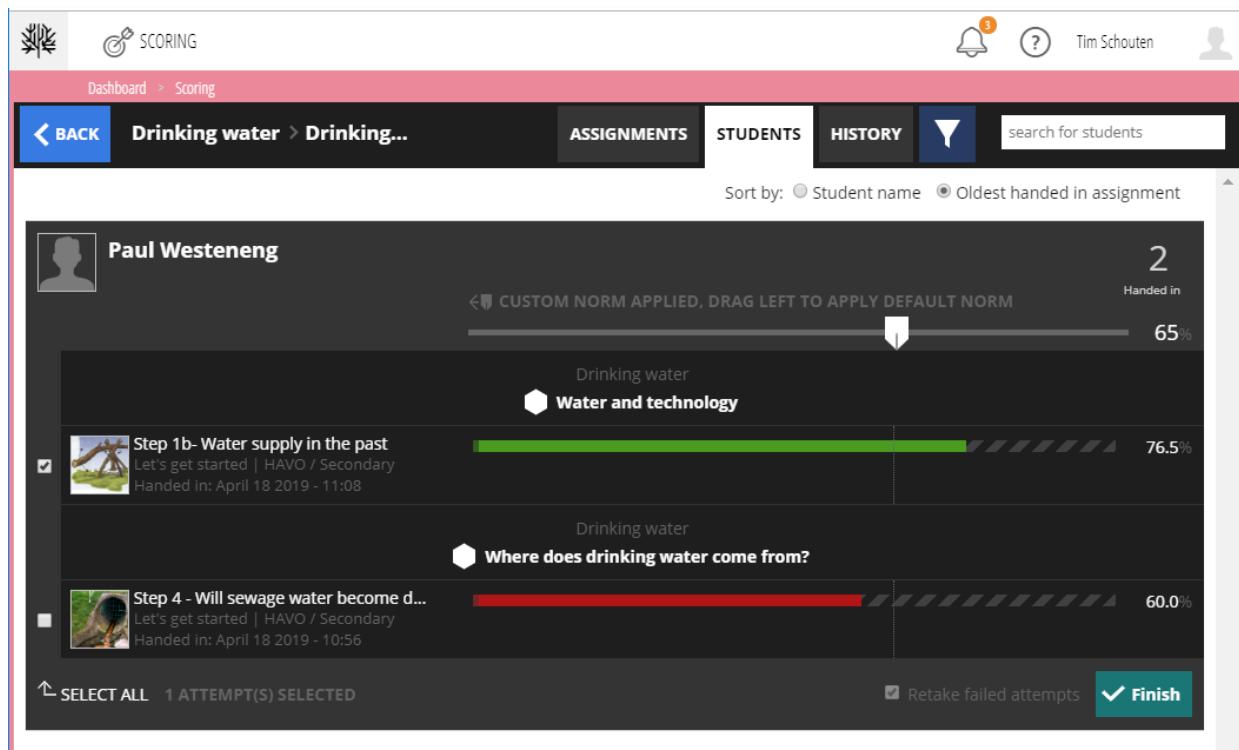
Review work can be found in mailboxes. You can create a mailbox for a group and a course if you are a teacher of that group for that course. You can find these mailboxes in the Scoring app.

In your mailbox you always see the number of assignments that are still open for scoring. This way you won't be confronted with surprises.

To keep the feedback cycle to the learners short, it is wise to process the review work quickly, definitely before the next lesson. Some teachers already do the scoring during class.

When you open the mailbox, you see that you can choose to check by ASSIGNMENTS or by STUDENTS.

- By ASSIGNMENTS works best when learners follow the course at a similar pace. You can then compare learners well.
- By STUDENTS works best for learners who are far ahead or behind the others or who follow an individual program. This way you can better see their individual development.



The screenshot shows the Summar.io scoring interface. At the top, there are navigation links: SCORING, Dashboard > Scoring, BACK, Drinking water > Drinking..., ASSIGNMENTS, STUDENTS, HISTORY, and a search bar. A notification bell icon shows 3 notifications. The user is Tim Schouten.

Below the navigation, a sorting option "Sort by: Student name Oldest handed in assignment" is shown. The main area displays a student's profile: Paul Westeneng. A progress bar indicates "CUSTOM NORM APPLIED, DRAG LEFT TO APPLY DEFAULT NORM" with a value of 65%.

Two assignments are listed:

- Step 1b- Water supply in the past**: Let's get started | HAVO / Secondary. Handed in: April 18 2019 - 11:08. Score: 76.5%.
- Step 4 - Will sewage water become d...**: Let's get started | HAVO / Secondary. Handed in: April 18 2019 - 10:56. Score: 60.0%.

At the bottom, there are buttons for "SELECT ALL" (1 ATTEMPT(S) SELECTED), "Retake failed attempts" (checked), and "Finish".

In the example above, self-evaluation has been done by the learner. By clicking on one of the assignments, you can view the answers given by the learner in detail. You can also provide feedback for each given answer or for the entire assignment.

Note that it is not wise to check all the assignments of all learners in detail and to provide feedback to all assignments. Not only do you often not have the time to do this (you can compare these assignments with traditional homework and you cannot check that all). Fortunately it is not necessary either.

The advantage of Summar.io is that you can strategically choose when you check in detail and when not.

Here are some rules of thumb for a review strategy. Of course, it depends on your style and the learners in the group with which you work how you implement your review strategy.

- **Focus on unexpected results** – High or low. Step 4 above could be such an unexpected result. By checking this in detail you can see what went wrong and give the learner feedback.
- **Focus on open questions, but not all open questions** – You can check a sample from the open question assignments in detail, depending on the skills of learners in self-evaluation and the importance of the assignment.
- **Focus on final assignments "Show your learning"**. – Step 4 above is an open question and a final assignment. It is important to always review this in detail.

(You can filter assignments using the filter at the top right .)

DATE HANDED IN	RATING	ASSIGNMENT TYPE	LEARNING PHASE	APPLY FILTER
from: dd----yyyy	<input checked="" type="checkbox"/> Pass	<input checked="" type="checkbox"/> Show automatically scored assignments	<input checked="" type="checkbox"/> Introduction	
to: dd----yyyy	<input checked="" type="checkbox"/> Fail	<input checked="" type="checkbox"/> Show self assessments	<input checked="" type="checkbox"/> Let's get started	
COMPLETE FILTERED ASSIGNMENTS...				

This way you can – for example – choose to look only at self-assessments in the prove your knowledge phase, or to look only at failed assessments.

6.2 The importance of feedback

According to Hattie³ giving feedback is one of the most important interventions that a teacher can make.

Feedback on the task performed, the process and the self-regulation of the learner have the strongest effect. Feedback on the person of the learner gives a good feeling, but hardly has a measurable effect.

The following points of interest are important when giving feedback to learners:

- **Is the feedback specific and concrete?** What went well and what didn't?
- **Is the feedback just-in-time?** In sport coaching it is said: "Give feedback when the sweat is still wet". Then feedback is the most effective. That is why it is important to perform the review work quickly.
- **Is the feedback based on information that you know is known to the learner?** If necessary, refer to a learning unit or learning object previously performed by the learner.
- **Is the feedback constructive and encouraging?** Indicate which progress has been made. If you let a learner redo an assignment, it is important that you help him or her not to make the same mistakes again.

If you work with Summar.io there are a number of ways in which a learner can receive feedback:

1. **Automatically in Summar.io** – immediately after the learner submits an assignment, there is the possibility to self-evaluate the answers to open assignments. The learner compares his answer with the answer model.
The learner then gets an overview of the scores on the questions in the assignment and all the answers given - including the closed questions - and what was right and wrong. It is important that the learner looks carefully at what was wrong. This automatic feedback is specific and concrete, but not constructive and encouraging.
2. **As part of the review by a teacher in Summar.io** – you can give feedback on an assignment as a whole, but also on every specific question. To do this, click on the icon when checking in detail. You can use formatted text, but you can also use a web link, for

³ John Hattie – Visible learning for teachers - Routledge, 2012

example.

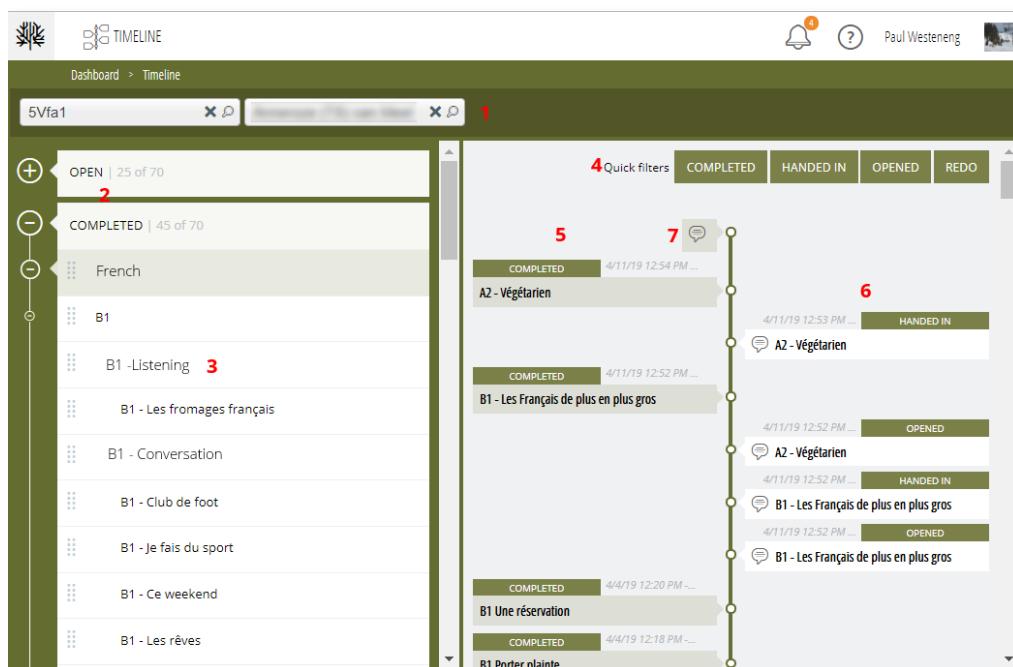
This type of feedback can be very good, but it is most time-consuming for the teacher.

3. **As part of working with learning analytics by a teacher in Summar.io** – You can provide feedback in the Timeline app based on a combination of multiple activities and learner outcomes.
4. **By the teacher orally in class or one-to-one** – This type of feedback is usually also very good, but less just-in-time and also time-consuming.

6.3 The timeline app

With the timeline app you can view the progress of learners, both throughout the curriculum and for a specific component. You can also give feedback to a learner in the Timeline app.

In contrast to the assignment-oriented feedback in the Scoring app, the intention is to focus this feedback more on the learning *process*.



The screenshot shows the Summar.io Timeline app interface. At the top, there's a navigation bar with a tree icon, 'TIMELINE' button, a search bar containing '5Vfa1', and user information for 'Paul Westeneng'. Below the navigation is a toolbar with 'Quick filters' (COMPLETED, HANDED IN, OPENED, REDO) and a bell icon with a notification count of 4.

The main area is divided into two columns. The left column displays the learner's curriculum progress, showing 'OPEN | 25 of 70' (marked with a red '2') and 'COMPLETED | 45 of 70' (marked with a red '3'). Under 'French', there are several curriculum parts listed: B1, B1 -Listening (marked with a red '3'), B1 - Les fromages français, B1 - Conversation, B1 - Club de foot, B1 - Je fais du sport, B1 - Ce weekend, and B1 - Les rêves.

The right column shows a timeline of learner activities. It includes items like 'A2 - Végétarien' (COMPLETED, 4/11/19 12:54 PM), 'B1 - Les Français de plus en plus gros' (COMPLETED, 4/11/19 12:52 PM), 'B1 Une réservation' (COMPLETED, 4/4/19 12:20 PM), and 'B1 Porter plainte' (COMPLETED, 4/4/19 12:18 PM). Each activity entry has a timestamp, a status bar (e.g., 'HANDED IN', 'OPENED'), and a feedback icon (a speech bubble).

1. At the top you choose the group and the learner (names are blurred).
2. On the left you choose Open or Completed parts of the curriculum.
3. In addition to the entire curriculum, you can also choose a part.
4. At the top right you can also choose whether you want to filter out assignments with a certain status from the overview.
5. The left-hand column of the right-hand section shows the teacher's activities.
6. The right-hand column of the right-hand section shows the learner's activities.
7. Here the teacher gives the learner feedback on the learning process.

7 The first Summar.io lesson – the first blow is half the battle

There are two types of starting lessons with Summar.io:

1. when learners are introduced to Summar.io for the first time
2. if they already know Summar.io, but will use Summar.io for the first time with your course.

In this chapter we assume situation 1. If learners have already worked with Summar.io in another subject, you can omit the aspects that are no longer needed.

7.1 Why Summar.io?

With Summar.io, learners get more options to organize their education by themselves.

More often they decide what they will do when and where. Therefore they need greater personal responsibility. As a teacher you can of course still intervene; you even have more room for coaching and to give feedback, but you follow your learners at a slightly greater distance.

It is important for learners to understand this when they start working with Summar.io and where necessary to coach them intensively on this aspect.

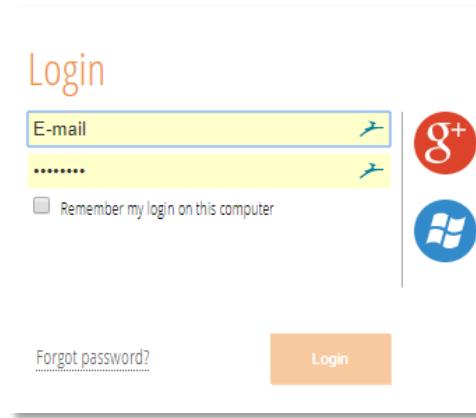
7.2 Logging on

Make sure your own PC is connected to a central screen or projector.

It is wise to let the learners log in all at the same time. Like their teacher, learners log in via the following internet address: <https://<school name>.summar.io> where <school name> is the name or an abbreviation of the name of your school. Faster learners can help others.

When they reach the login screen for the first time, learners need to choose "forgot password ?" to receive a mail with a password creation link in their mailbox.

More details about security, logging in and passwords can be found in chapter 4.1 Security and privacy.



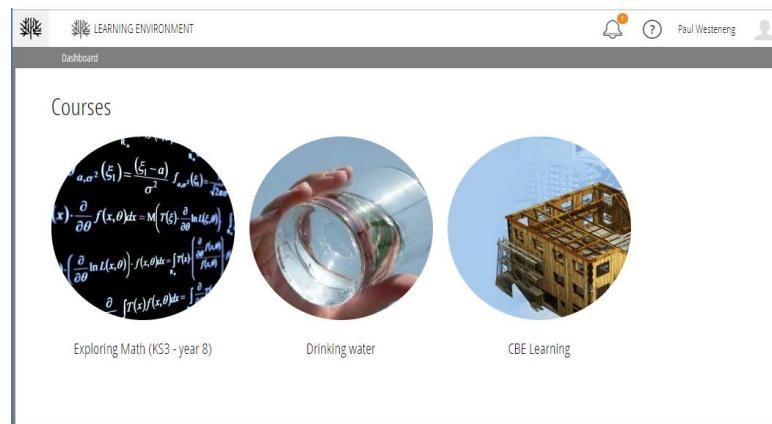
The login screen features a large orange 'Login' button at the top. Below it is a form with fields for 'E-mail' and '.....'. There is a checkbox for 'Remember my login on this computer'. To the right are icons for Google+ and Windows. At the bottom are links for 'Forgot password?' and 'Login'.

7.3 Navigating through Summar.io

When learners are logged in, they arrive at the Summar.io dashboard. The dashboard contains the various courses that are available to them.

When learners click on their name or photo, they can log out and (via settings) change their user photo or password.

Ask them to change their photo at home and indicate that it must be a photo of themselves, with their



The dashboard has a header with 'LEARNING ENVIRONMENT', a search bar, and user info for 'Paul Westeneng'. It includes a 'Dashboard' button and a 'Courses' section. The 'Courses' section shows three circular thumbnails: 'Exploring Math (KS3 - year 8)' with a complex math formula, 'Drinking water' with a hand holding a glass, and 'CBE Learning' with a building under construction.

faces large enough, such as on a passport photo. That makes it easier for you to work with Summar.io later on.

The clock symbol at the top right indicates the number of new notifications for a learner. At the start lesson there is probably only a notification that welcomes the user.

If you click on the clock symbol, you will see the details of these notifications.

You can click on the notifications for more details or to take immediate action.

For example, if a learner receives the notification that an assignment needs a retake, then that learner can immediately start that assignment by clicking on the notification.

As an example you can do one of the assignments in front of the class, do the self-evaluation and also score it in front of the class. Then give feedback in the scoring app and indicate that the assignment needs more work. Preferably choose an assignment that learners complete in 5-10 minutes and that contains both closed and open questions.

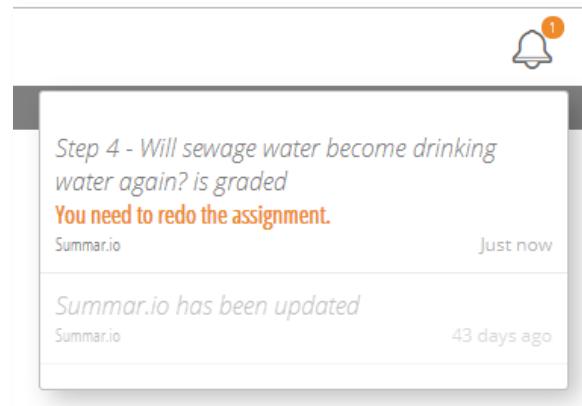
Then have your learners do the same assignment (they have already seen how it should be done) and then score it centrally in class. Use - as far as possible the review strategy that will be used by you, preferably including meaningful feedback in some situations. Learners are then prepared for this. feedback.

7.4 Structure of Summar.io lessons

In the start lesson you can also indicate how you want to use the learning material in Summar.io in the coming school period. It is important to indicate which boundaries there are for the learners and where they have to make their own choices.

Depending on your subject content, the type of learners and your vision as a teacher, there are various options to set this up. Below are some practical examples.

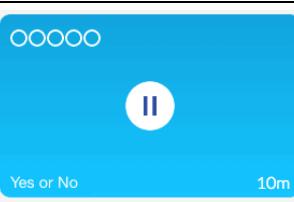
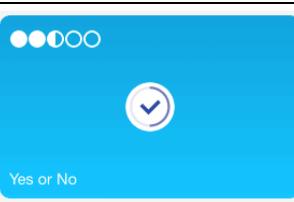
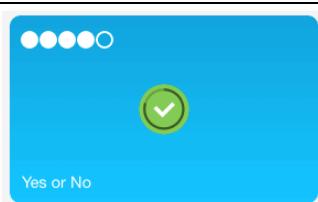
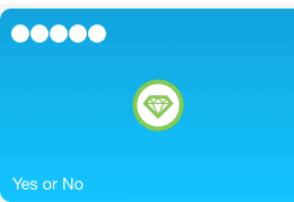
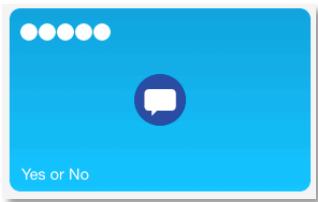
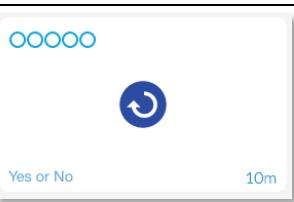
- We follow the steps in the learning unit individually that lead to the end product that you make in pairs. The steps include a number of mandatory assignments and a number of optional assignments.
- I will prepare special in-depth material or extra practice material for a number of learners. If you are ready with the standard assignments, you can also ask for this. It is about optimally organizing your own personal learning process.
- We will be working to the listening test in the coming period. This test is at B2 level. I have divided the class into 2 groups based on a previous practice test. One group starts with listening assignments at A2 level and the other group at B1 level. Within your level you can choose which listening assignments you want to do. There are plenty of them. If you have a good understanding at a level then you can start working at a higher level after consultation with me or when I ask you to do that.



7.5 Insight and progress

In the learning environment, the assignments that the learner has started are marked blue and marked with a symbol.

Learners can come across the following variants:

	Learning object that has not yet been started by the learner.		Information learning object with for example a text or a video that has been opened by the learner.
	Exercise learning object that has been opened by the learner but not yet completed (hence the pause sign).		Exercise learning object exercise that has been completed by the learner but has not yet been assessed by the teacher.
	Exercise learning object exercise completed by the learner, with a fail score of 50%.		Exercise learning object exercise completed by the learner, with a pass score of 80%.
	Exercise learning object completed by the learner, with a perfect score of 100%		Exercise learning object completed by the learner, with unread feedback from the teacher.
	Learning object for which the teacher has indicated that the student must redo or enhance the answer.		

The number of dots indicates the extent to which this learning object meets the learning objective. The number of filled dots corresponds to the score percentage.

8 Room for improvement

Summar.io is continuously developed further.

Although we do our best to make everything work flawlessly, problems can still occur. Please let us know if this is the case.

In addition, when working with Summar.io you will get ideas about how things can be done differently or better.

These ideas are also very important to us. Our goal is to support you and your learners with Summar.io as well as possible. For this, ideas from the educational field are indispensable..

8.1 Summar.io support

You can always post problem reports about problems and improvement suggestions on the website <https://summario.zendesk.com>

It is useful to create an account on this site so that you can easily log in later. On this site you can also find various manuals and information about the content of new releases.

Please note: this account is separate from your account for the Summar.io learning environment..

8.2 Technical problems

It is annoying if something does not work properly.

If the problems also occur with other programs, report this to the ICT support of your school. In this case probably it has nothing to do with Summar.io.

If something does not work (properly) in Summar.io then report this to Summar.io support.

Optionally add a screenshot as an attachment and preferably state:

- The name of your school,
- what the problem is,
- on which device the problem occurred, for example PC or iPad,
- which Operating System was used, for example Windows 7 or Windows 10,
- which web browser was used, for example Chrome, Internet Explorer, Edge, Safari or Firefox.

It's okay if you don't have all this information at hand, but we can find the cause of an error faster if we have this information.

8.3 Errors in the learning material

Summar.io uses Open content created by others - for example, fellow teachers.

This material can also contain errors or imperfections. It sometimes happens that a link to a certain place on a website no longer works. You may also find that an explanation or assignment can be different or that something can be added to it.

You can also report these matters to Summar.io support..

You can also add a screenshot or a document with your addition here.

State clearly:

- to which material your comment relates,
- whether it is an error or an improvement suggestion,
- what you want different or better.

Of course, you can also make additions to the learning material - for your own school - with the Recommendations app (see section 2.4, Adjusting the curriculum).

8.4 Ideas for new or improved functionality

You can also report these ideas via Summar.io support. You can also first discuss them with your Summario contact person.

If you report them via Summar.io support, make sure you describe your idea as clearly as possible and possibly to which of the Summar.io apps it relates.