



Fix It Aloud

Students share, receive feedback, and improve their writing using this strategy. After generating ideas in the prewriting stage, students make a video recording to think aloud and share with their teacher. Using the Teams platform, the teacher provides feedback using time-stamped comments. Students receive feedback to help organize, expand, and refine ideas before drafting their writing. By inviting feedback early in the process, students can receive support for their ideas. Allowing students to talk about their writing on video allows for a more free flow of ideas for some students.



ESTIMATED TIME ~30 min. per student



BEST FOR Student Learning



LEVEL Elementary (grades 3+), Middle School, High School



INSTRUCTIONAL SKILLS Written Expression

GET STARTED

- Provide students with writing prompt and several strategies and/or templates for pre-writing exercise (brainstorming, outline, mind-mapping)
- Ensure method for students to record and share videos with teacher (e.g. Learning Management System, Google Classroom, etc.)

DIRECTIONS

- 1 Upload student videos to the **Teams by Swivl** platform.
- 2 View student videos and enter time-stamped comments throughout. Use comments at specific moments to encourage strong ideas, push them to expand on others, and make suggestions about how to refine organization and flow.
- 3 Share video with comments back to students using weblink so students may view time-stamped comments.
- 4 Some students may need to do one more iteration of the process. In this case, steps 1-3 can be repeated. In other cases, students may be ready to use teacher feedback to move to the next stage: drafting.
- 5 Optional extension activity: students reflect on their experience, highlighting feedback that was most helpful and what they might do differently for the next assignment.



Fix It Aloud Strategy Alternatives

- **Shared review:** Teachers may collaborate to divide and conquer video reviews by uploading to Teams by Swivl and then sharing to a group to allow for multiple teachers to access and comment on videos. Useful for team teaching, involving instructional assistants, and student interns.
- **Support writing at every stage:** Use this same writing strategy to provide feedback at the drafting stage of writing. Students may record themselves reading their draft, and then share with the teacher. The teacher may then provide feedback on the video in the same way described above. Reading their own writing aloud provides a way for students to self-correct errors and hear their ideas reflected back to them, and also receive teacher feedback.