Purpose-driven integration of technology: Learning to embrace audience response tools in teaching

Ramona Tang
English Language & Literature, National Institute of Education, Singapore

16th Academic Practice and Technology (APT) Conference: "An uncertain future: adapting academic practice for an evolving digital world"

3 July 2018
University of Greenwich, London
Brief outline

• What are audience response tools?
• The benefits of using audience response tools in teaching – What the literature says
• My philosophy in using these tools, and why it took me so long to start using them
• Some concrete examples of how I have used audience response tools in my teaching

Image from: http://sydney.edu.au/education-portfolio/ei/teaching@sydney/interactive-polling-tools-review/
What are audience response tools?
The benefits of using audience response tools in teaching:
What the literature says
The benefits of using audience response tools in teaching: What the literature says

- improved student engagement in and retention of the concepts being taught (e.g. Hunsu, Adesope, & Bayly, 2016; Jain & Farley, 2012)

- enhanced student attentiveness across the entire span of a lesson (e.g. Caldwell, 2007)

- increased student willingness to participate because of the anonymity afforded (e.g. Caldwell, 2007; Heaslip, Donovan, & Cullen, 2014)

- the facilitation of “contingent teaching” (Kay and LeSage, 2009)
My philosophy in using these tools, and why it took me so long to start using them
Class: Language in Context
Tool: Kahoot
I wanted to find a memorable way to make the point that language users are able to decipher “context” based on listening to a very short segment of language.
I wanted to find a memorable way to make the point that language users are able to decipher “context” based on listening to a very short segment of language.

http://kahoot.it/

- Go to the Kahoot website. Wait there for the game pin to be generated on the front screen.
- Enter the game pin. Click “Enter”.
- Enter a name. Once all of you are ready, we will start the poll.
- Five questions: Audio file will play. Ten seconds will count down after that.
- Pick your answer whenever you are ready.
Can you guess the context for this?

What students saw on the classroom screen:
- Colleagues at a business meeting
- Professor talking to a university student
- Basketball coach talking to players
- Caregiver talking to toddler
- Toddler talking to caregiver

What students saw on their phones:
EXAMPLE 2

Class: Academic Discourse
Tool: Poll Everywhere
PLAGIARISM QUIZ

Questions 1 to 11 were adapted from a quiz designed by Mary Davies, found in Stephen Bailey’s Academic Writing: A Handbook for International Students, http://cw.routledge.com/textbooks/bailey/questions.asp?unit=1

Any device that can connect to the internet

A brief survey with 13 questions. For each, decide whether the scenario described constitutes “Plagiarism”, “Bad Practice” or “Acceptable Practice”.

http://pollev.com/

http://www.polleverywhere.com
Including a full reference list at the end of the text but omitting citation IN the text is:

When poll is active, respond at PollEv.com/

- Plagiarism
- Bad Practice
- Acceptable Practice
Author A cites and critiques Author B's work. You paraphrase in your own words Author A's critique of Author B. You include a citation for Author B because you are discussing his work. You do not include a citation for Author A, since you're not using any of Author A's words. This is:

When poll is active, respond at PollEv.com/
EXAMPLE 3

Tool: Socrative (Space Race)
Socrative (Space Race)

Identify the type of Process in this clause: *His speed in the swimming pool amazed me.*

- A. Material Process
- B. Verbal Process
- C. Mental Process
- D. Relational Process
- E. Existential Process

Set up a quiz.
Students compete to move their spaceship across the screen in the quickest time.
### Socrative (Space Race)

**Transitivity Quiz Process Types - Thu Feb 16 2017**

<table>
<thead>
<tr>
<th>Name</th>
<th>Score (%)</th>
<th>#13</th>
<th>#14</th>
<th>#15</th>
<th>#16</th>
<th>#17</th>
<th>#18</th>
<th>#19</th>
<th>#20</th>
<th>#21</th>
<th>#22</th>
</tr>
</thead>
<tbody>
<tr>
<td>BluesLooseScrews</td>
<td>82%</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Friday</td>
<td>59%</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>JoNajo</td>
<td>50%</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td>E</td>
<td>B</td>
<td>C</td>
<td>E</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Socrates</td>
<td>91%</td>
<td>E</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>D</td>
<td>D</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Class Total</td>
<td></td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>50%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>25%</td>
<td>100%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Click on Question #s or Class Total %s for a detailed question view.


