Motivation, engagement and interactivity: Use of the Student Response System in the classroom

1. Background, definition

2. Case study based on the use of Socrative and Kahoot in marketing/advertising modules in undergraduate programmes at the University of Greenwich 2017-18

3. Findings: Practicalities, advantages, limitations, feedback

4. SRS in VLE (Moodle)

5. Level-specific recommendations for suitable activities using SRS
1. Background, definition

- Student Response Systems (SRS) is becoming more widely used in higher education.

- Electronic tool which allows lecturer to poll learners with feedback (Audience Response System, Classroom Response System Personal Response System)
2. Case study (7 courses/modules)

MARK1107 Principles and Practice of Marketing (L4)

MARK1197 Integrated Marketing Communications (L5)
MARK1198 Media Planning and Buying (L5)
MARK1123 Research Methods (L5)

MARK1151 Integrated Advertising Planning & Campaign Management (L6)
MARK1120 Contemporary Issues in Marketing (L6)
MARK1124 Dissertation (L6)
Student Response System
On Any Device
EdTechPicks.org
3. Findings

- Kahoot: more suitable for L4s in seminars

- Subject knowledge-related quiz to start the session (i.e. going through iconic commercials and see if the students can match the commercial with the brand)

- Music helps
- Reward helps
• Kahoot: more fun and accessible; upbeat music created fun atmosphere

• Socrative took longer to get started (registration and login)

• Socrative had more room for discussion: i.e. discussing dissertation research topics in MARK1023 Research Methods

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In both, **cooling-off** after the activity, while making a quick and smooth transition to a lecture/seminar was a challenge; for example, students were too engaged with the result of the game.
3. Most common usage:

- Revision
- Share feedback
- Discussion – starter
- Student engagement
- Assessment (formative, diagnostic, summative)
Advantages

- Anonymity
- Attention
- Attendance
- Discussion
- Engagement
- Feedback
- Modification
- Participation
Student Response Systems

Types of Activities
Types of Questions
Clickers
Students
Cover Missed Materials in Class
Training

More Time Needed for Classroom Preparation
Question Writing
Software

Responsibility to Review to increase positive results
Favorable Results
Move on to Next Topic

Unfavorable Results
Revisit Topic

Various Graphs and Charts showing results
Information that will be shown on the screen.
Things to consider

• Allow time for design and use

• Dependent on good teaching and learning practice

• Students’ understanding of WHY (Not for the sake of gaming but revision, feedback, poll)

• Link it with flipped classroom (i.e. Students make the quiz for the class – peer review)
Lessons

• Better suited for formative NOT summative

• Ideal for ice-breaker for a big group

• Use frequently throughout the course but NOT over-use within a lesson (i.e. max 10 mins for 1 hr session)

• Integrate effectively with the lecture/seminar contents
4. SRS in VLE (Moodle)

- file:///C:/Users/lenovo/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/How%20to%20Embed%20an%20HSTalk%20Lecture.pdf

- SRS – Panopto – Embed videos on Moodle
5. Level-specific recommendations for suitable activities using SRS

- L4: Kahoot for general quiz and revision

- L5: Kahoot and Socrative for revision and discussion starter

- L6: Both for revision, assessment checklist, group discussion starter
References


