AIMS

- To examine the way Audience Response Technology (ART) was embedded in a large first year management unit
- To reflect on the Dumbing Down accusation
  - Wider Literature on ART
  - The Case Study: ART in our unit
  - Student Perspectives

HAVE YOU EVER USED AUDIENCE RESPONSE TECHNOLOGY (ART) IN YOUR TEACHING?

1. Yes
2. No
HOW COMMON IS THE USE OF ART IN YOUR ORGANISATION?

1. Frequently Used
2. Occasionally Used
3. Not Used at all

I THINK THAT 2-HOUR LECTURES ARE AN EXCELLENT WAY OF ENCOURAGING DEEP LEARNING

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

AUDIENCE RESPONSE TECHNOLOGY / STUDENT RESPONSE SYSTEMS
THE LITERATURE: FOR

- Easy to Use
- Promotes Discussion
- Improves Student Learning
- Assess comprehension of complex material
- Promote student engagement and improve performance on assessments
THE LITERATURE: AGAINST

"Are we fostering an educational environment in which technology supersedes scholarship, an academy dominated by edutechainment — pedagogy by gimmickry?"

Groveman, 2008, InsideHigherEd

"Our student feedback on the clickers was extremely positive, but the outcome on the final exam was indistinguishable from previous years"

Hultin, 2008, InsideHigherEd

BSB115: MANAGEMENT, PEOPLE AND ORGANISATIONS

- Core First Year Unit
- 1200 students per semester (approx.)
- 20-25 tutors per semester (20% turnover)
- 2 Hour Lecture (300-500 per lecture)
- 1 Hour Tutorial (25 students)
WHAT PROPORTION OF STUDENTS PARTICIPATE IN CLASS DISCUSSIONS?

1. 75%
2. 55%
3. 35%
4. 15%

WHAT WE DID

- Embedded ART questions in 9 of the 13 lectures
- Questions were designed to do the following:
  - Solicit Opinions on Contemporary Issues
  - Check for Knowledge and Understanding
  - Engage with Criterion Referenced Assessment
  - Gain Feedback on the Unit
  - Encourage debate and Interactive Engagement (Draper and Brown, 2004)

WHAT HAPPENED

- Logistical Nightmare
- BUT - Students loved it
  - Engagement, attendance improvement, satisfaction
  - So much so that they ‘stole’ the Keepads...
- Technology Issues (Office 2007 Compatibility, Kits were double booked, AV sent threatening letters)
- BUT – students still loved it
My experience of using Keepads in this unit has contributed to my understanding of the subject.

Using Keepads makes the lecture more interesting.

WHAT DID THE STUDENTS SAY?

“Keeps you awake and a part of the whole group in lecture --- Active learning!!”

“They made the lecture interactive and involving and gave instant feedback.”

“The answer is found out immediately, unlike exams or similar modes of assessment.”

“Instant results to see where you fit or if correct. It has a more confidential aspect than raising your hand and this will tend to get more people involved and be more honest.”
CONCLUSIONS

- Keepads help students ENGAGE with their learning and can improve Student Satisfaction with Lectures
- Keepads can be used successfully with TUTORS in marking and training sessions
- Keepads are easy to use (but not for staff under the current model)
- ART is an underdeveloped area (80% of academic staff have never used any form of ART BUT 100% of those that have used ART intend to continue using it AND would recommend it to others)
- BUT the Pedagogy must come first...otherwise all ART does is encourage surface learning, and the dumbing down accusations become valid

DO YOU THINK YOU WILL TRY USING ART IN YOUR TEACHING?

1. Definitely
2. Probably
3. Still not convinced

IN THE SPIRIT OF REFLECTIVE PRACTICE.... DID YOU FIND OUR PRESENTATION ENGAGING?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
FURTHER READING


