

APT Conference 2018

Dr. Hyunsun Catherine Yoon

H.Yoon@gre.ac.uk

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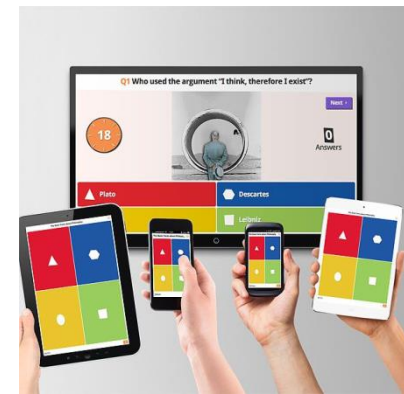
Motivation, engagement and interactivity: Use of the Student Response System in the classroom

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)

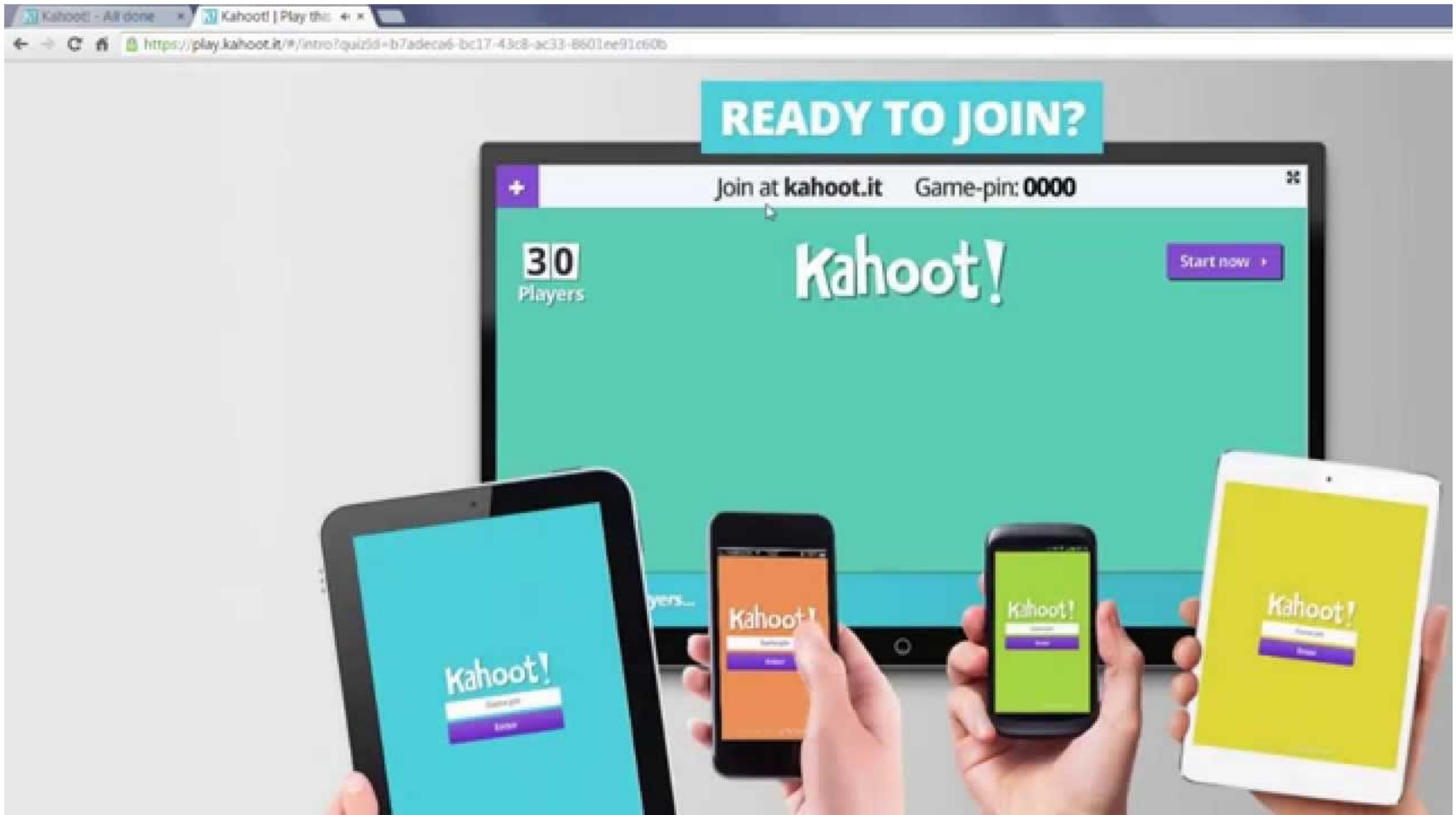
MARK1198 Media Planning and Buying (L5)

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



STUDENT

Socrative



TEACHER

Socrative



MRSMITH ▾

★ William ▾

LAUNCH

QUIZZES

ROOMS

RESULTS

REPORTS

29
👤 ▾



Start a Quiz



Space Race



Exit Ticket

QUICK QUESTION



Multiple Choice

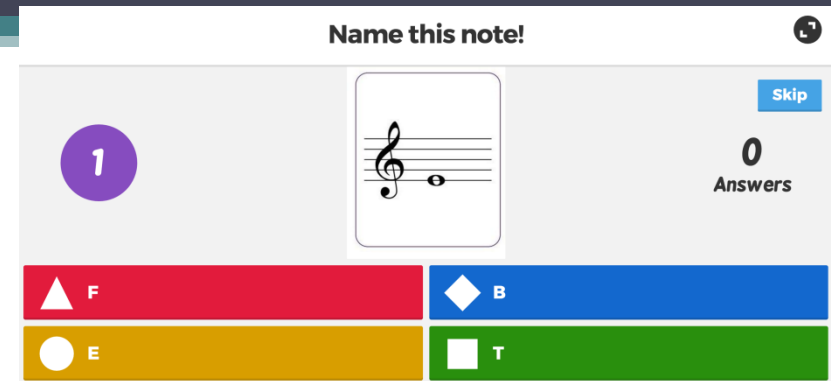


True/False



Short Answer

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
- 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

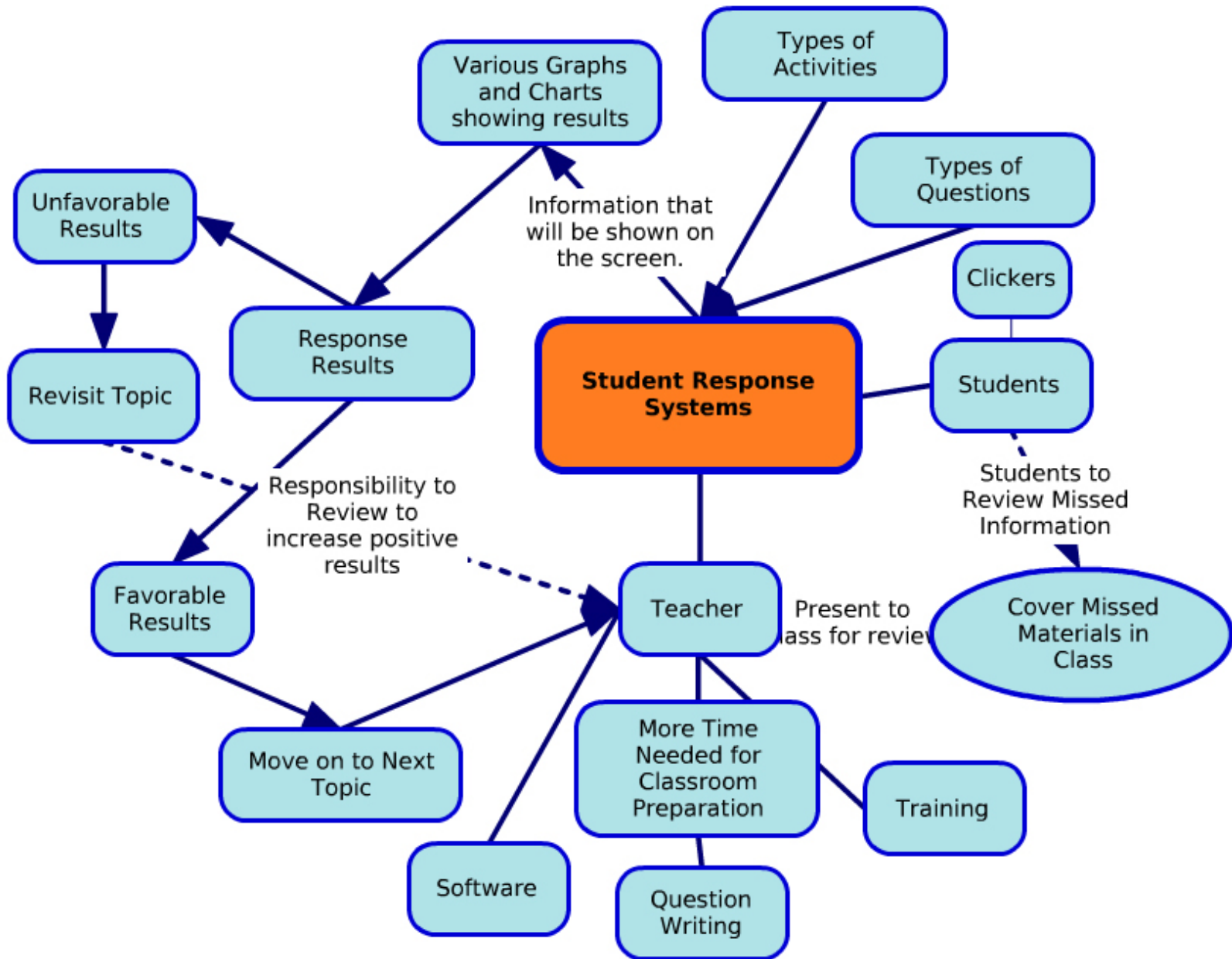
- In both, **cooling-off** after the activity, while making a quick and smooth transition to a lecture/seminar was a challenge; for example, students were too engaged with the result of the game

3. Most common usage:

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

Advantages

- Anonymity
- Attention
- Attendance
- Discussion
- Engagement
- Feedback
- Modification
- Participation



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 min 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

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