

Student Response Systems and Assessment of Student Learning

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What are student response systems
and why should I use them in my class?

<http://www.youtube.com/watch?v=tpAEx2abKBQ>

Why is this important in adult learning?



Models of Adult Learning

Malcolm Knowles

- ✓ Self-concept of learner—self-directed
- ✓ Orientation to learning—is task-or problem-centered
- ✓ Motivation to learn—is based on internal incentives and curiosity

Models of Adult Learning

Carl Rogers

Effective facilitators:

- ✓ Rely on the desire of each learner
- ✓ Organize a wide range of resources
- ✓ Act as participant learners

Models of Adult Learning

David Kolb

Experiential Learning—Two Ways of Knowing

- ✓ Concrete Experience: direct practical experience
- ✓ Reflective Observation: what the experience means

Models of Adult Learning

Jerome Bruner

- ✓ Constructivism: each learner constructs knowledge individually and socially
- ✓ Discovery Learning: Students learn from other students as well as the teacher

Constructivism

Constructivism works best when the learner prepares something for others to see or hear:

- ✓ visuals such as text, graphics, web sites
- ✓ activities in which another can participate
- ✓ works in a group context

How do we use them most effectively?

[http://www.youtube.com/watch?v=z0q5gQfQmn
g&feature=related](http://www.youtube.com/watch?v=z0q5gQfQmn&feature=related)

Types of interactive response systems

- iclickers- invented by 4 professors at University of Illinois in 2003
- irespond- Wireless eSystems is a division of MicroSystems Inc
- TurningPoint- TurningTechnologies
- Pollanywhere- free web-based system for up to 30 students

Tips for using response systems:

1. Define and share with students why you've adopted clickers in your course.
2. Use the clickers consistently.
3. Generate a collection of questions that are right for *your* students and *your* classroom environment.
4. Experiment with peer instruction pairing students together to discuss a question before answering it.
5. Discuss all possible answers and summarize the concept before moving on to another topic

Other tips or comments?



Demographics

Voting

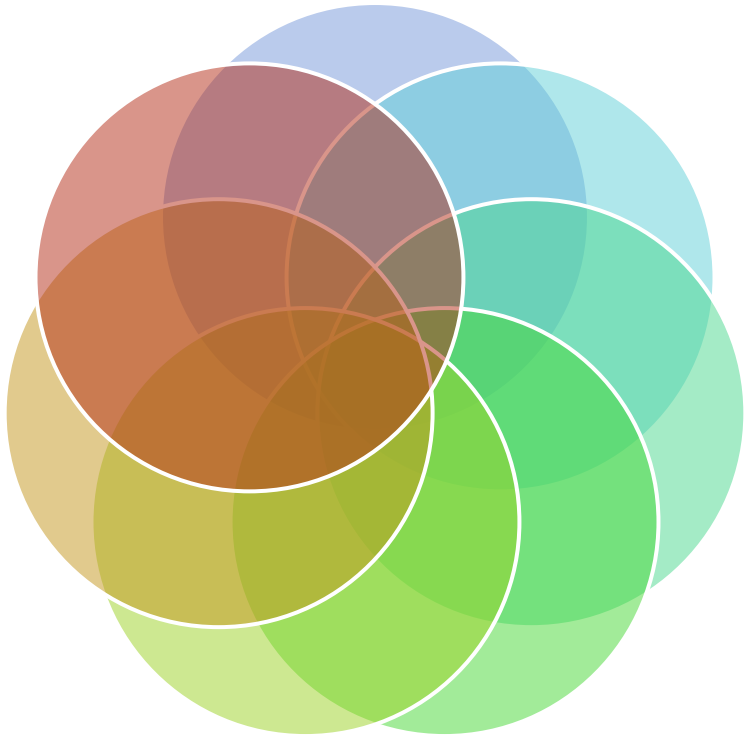
General recall

Likert

Ice Breakers

Priority
Ranking

Team
Competition

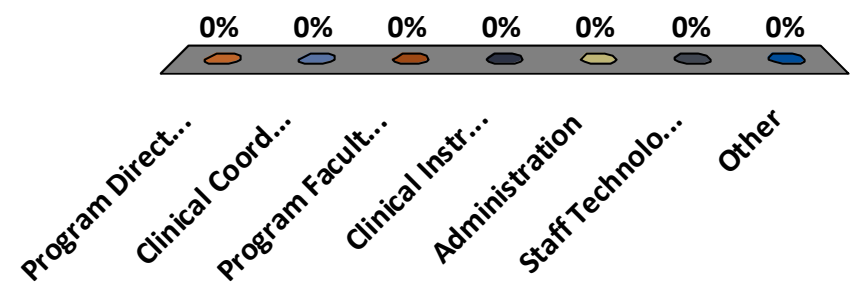




**Let's get
ready to
play!!!
Get your
clickers!**

Which best applies to your current position?

1. Program Director
2. Clinical Coordinator
3. Program Faculty
4. Clinical Instructor
5. Administration
6. Staff Technologist
7. Other

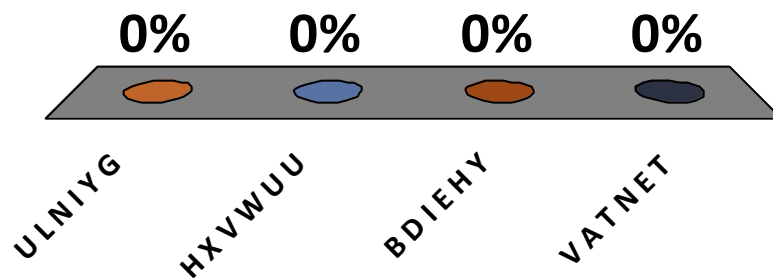


What are you using to evaluate your students clinical competency before they graduate?

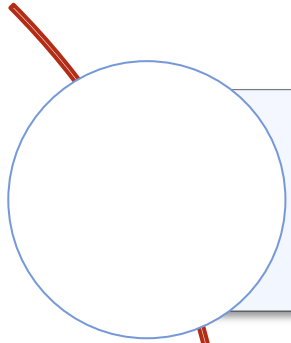
1. Final (Senior) Competencies
2. Extra Maintenances 0%
3. Portfolio
4. Final Lab Practicals
5. Other

I_T_R_C_I_I_Y

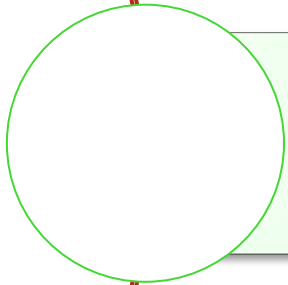
1. ULNIYG
2. HXVWUU
3. BDIEHY
- ☆ 4. VATNET



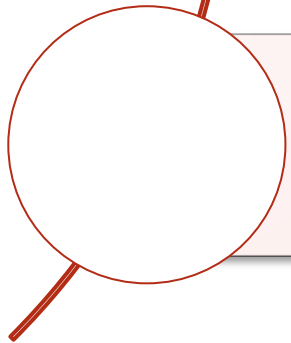
Team Clickers!!



Please use only one clicker per team.



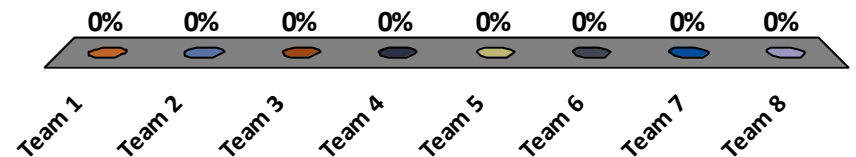
Only click your group number once on first slide.



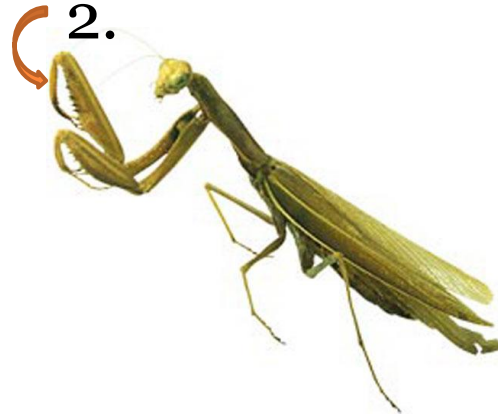
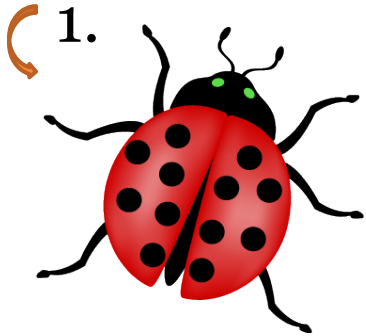
GOOD LUCK!!

Please select a Team.

1. Team 1
2. Team 2
3. Team 3
4. Team 4
5. Team 5
6. Team 6
7. Team 7
8. Team 8



What is the state insect of Ohio?



0%



Ladybug Praying ma... Ant Moth

Michigan touches _____ out of the 5 Great Lakes.

0% 1. 1

0% 2. 2

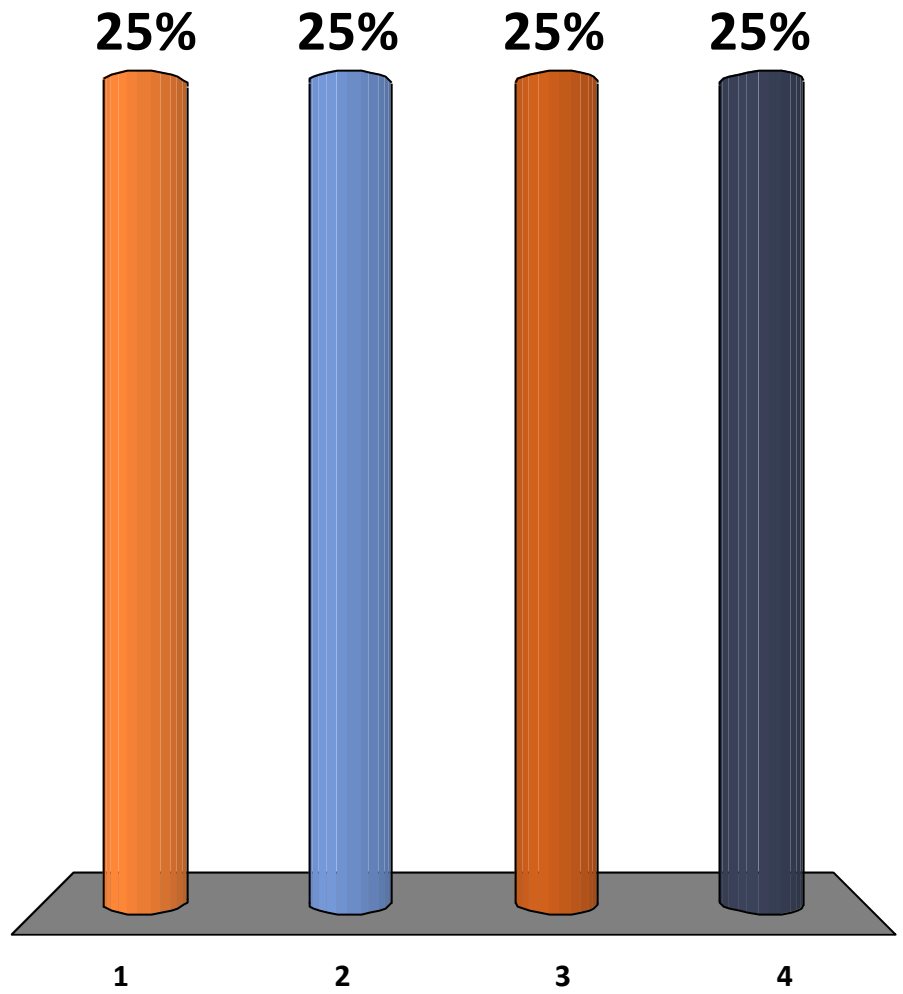
0% 3. 3

0%  4. 4

0% 5. 5

Chevy Corvettes are manufactured in _____, Kentucky.

- 1. Lexington
- ☆ 2. Bowling Green
- 3. Louisville
- 4. Middlesboro



Which of the following is an actual city in Indiana?

1. Easter Bunny
2. Santa Claus
3. Cupid
4. Frankenstein

0%

■ Easter Bunny ■ Santa Claus ■ Cupid ■ Frankenstein

In 1946 _____ became home to the first computer.

25% 1. Pittsburgh

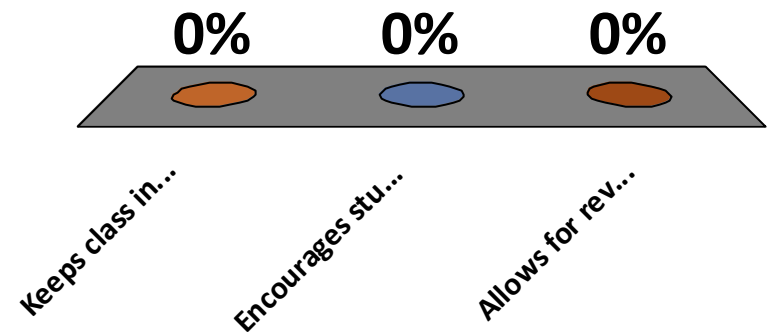
25% 2. Hershey

25% 3. Erie

25% 😊 4. Philadelphia

Please rank in order of your opinion. (The first one you select is the most important).

1. Keeps class interactive
2. Encourages student participation
3. Allows for review and retention



Assigning Participants to a Clicker

- A clicker can be assigned to a specific student by the device number on the back
- The participant list is selected before the presentation is started
- Session data can be saved
- Reports can be generated
- Session data can be merged
- Data can be imported into a LMS

Slides Outline

1

TurningPoint 2008

Session Options

Participant List

(Auto)

Participant Information - RAD Class 2013.tpl

Number of Participants: 17

	Device ID	Last Name	First Name	RAD Class 2013
1	0AC067	Allen	Mellynie	<input checked="" type="checkbox"/>
2	06BEC9	Baker	Kelsey	<input type="checkbox"/>
3	0CA9F7	Baumann	Samantha	<input type="checkbox"/>
4	06CCA4	Border	Kayla	<input type="checkbox"/>
5	0D45F5	Brown	Keeley	<input type="checkbox"/>
▶ 6	0CBA2E			<input type="checkbox"/>
7				<input type="checkbox"/>
8				<input type="checkbox"/>
9				<input type="checkbox"/>
10				<input type="checkbox"/>
11				<input type="checkbox"/>
12				<input type="checkbox"/>
13				<input type="checkbox"/>
14				<input type="checkbox"/>
15				<input type="checkbox"/>

Check to rearrange column order (editing functionality will be limited)

Please select a Participant List you would like to edit by clicking the File menu and click Open.

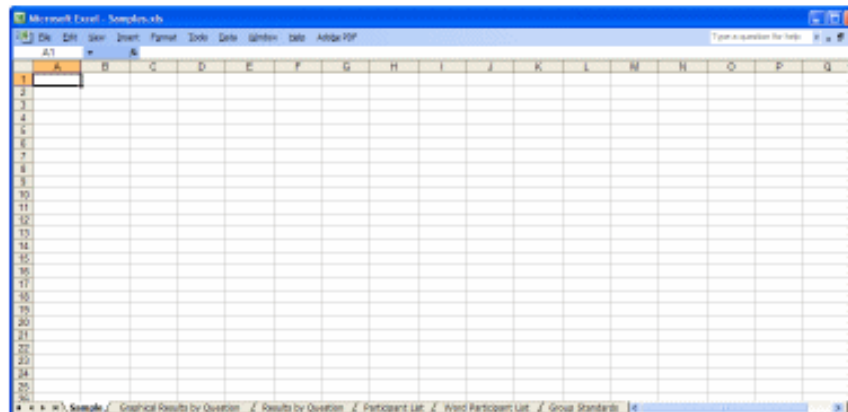
Cancel Done

Click to add notes

Please select the report(s) to generate

Reports by Category

- Results by Question Reports
- Demographic Reports
- Participant Results Reports*
- Results by Participant Reports*
- Standards Reports
- Comparative Scoring Reports
- Percentile Reports*
- Other Reports



Description and Report Sample

Report Description

Categories in italics have options

Change numeric responses to alphabetic responses (1 = A, 2 = B, etc)

Exit

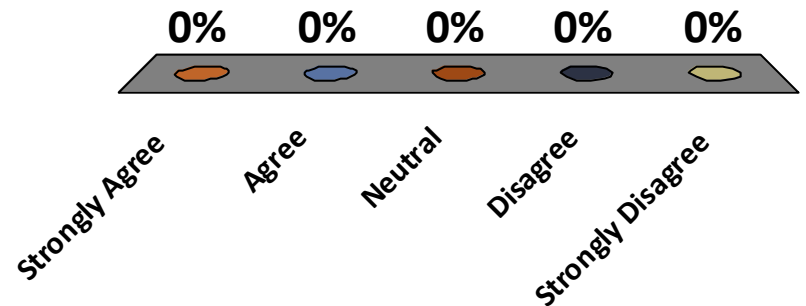
Generate Report

H	I	J	K	L	M	N	O
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4) The intermalleol	5) The ankle joint is	6) The two small po	7) The deep posteri	8) What is the inwa	9) Did you do bette	Total
3 c	4 i	3 i	1 i	2 i	1 c	4 / 9
2 i	4 i	1 c	3 c	1 c	3 c	6 / 9
3 c	1 i	3 i	3 c	2 i	1 c	5 / 9
1 i	3 i	1 c	3 c	1 c	1 c	7 / 9
4 i	3 i	1 c	3 c	1 c	1 c	7 / 9
1 i	3 i	1 c	3 c	2 i	1 c	6 / 9
2 i	3 i	1 c	3 c	2 i	2 c	5 / 9
1 i	3 i	1 c	4 i	2 i	1 c	4 / 9
3 c	2 c	1 c	3 c	1 c	1 c	9 / 9
1 i	2 c	1 c	3 c	2 i	1 c	7 / 9
3 c	4 i	1 c	3 c	2 i	1 c	6 / 9
2 i	2 c	4 i	3 c	2 i	1 c	5 / 9
1 i	2 c	1 c	3 c	1 c	1 c	7 / 9
2 i	4 i	2 i	1 i	2 i	2 c	3 / 9
2 i	1 i	2 i	3 c	1 c	3 c	5 / 9
2 i	2 c	2 i	3 c	2 i	1 c	6 / 9

I feel a student response system would be beneficial for my students.

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



Questions or Comments?

Thank you!