



Chat Transcript for Session Topic: In class vs out-of-class work by students

Discussion of
Bali and Keaney "Collaborative Assessment Using Clickers"
Sharp and Sutherland, "Learning Gains...My (ARS) The impact of student empowerment using Audience Response Systems Technology on Knowledge Construction, Student Engagement and Assessment"

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Date/Time	Author	Comment
29/05/2007 14:00:02	Debra Macfarlane (Debra (Moderator))	Hi everyone and welcome to this session on 'In-class vs out-of-class work by students'. I would like to introduce Dr Steve Draper as the expert facilitator for this session. Also joining us to discuss their case studies are Maha Bali, Andy Sharp and Ange
29/05/2007 14:00:24	Terri Rees (trees)	Hello all
29/05/2007 14:00:24	Debra Macfarlane (Debra (Moderator))	Perhaps we could kick off with some responses from the case study authors and others to the case studies, Steve's discussion questions and case study reviews?
29/05/2007 14:01:05	Maha Bali (MahaBali)	shall I kick that off, then?
29/05/2007 14:01:13	Debra Macfarlane (Debra (Moderator))	Great!
29/05/2007 14:01:27	Maha Bali (MahaBali)	I'd really like to hear what the audience think... but as I was saying in the async discussion board...
29/05/2007 14:01:59	Debra Macfarlane (Debra (Moderator))	As a reminder, Steve's discussion questions were: 1) How much does in class / out of class matter? 2) What other techniques do this well? e.g. Just In Time teaching. 3) Is Steve's suggestion that the wrong kind (for learning) of collaboration could be goi
29/05/2007 14:02:06	Maha Bali (MahaBali)	I think the obvious answer to Q1 is that both in-class and out-of-class are important - otherwise, why have in-class? Why not do everything online and let the students collaborate in their own time?
29/05/2007 14:02:12	Steve Draper (SteveDraper)	(I feel an essay approaching .)
29/05/2007 14:02:15	Gillian Roberts (GillianRoberts)	Andy seems to be having problems he says hes online
29/05/2007 14:02:43	Catherine Owen (CatherineOwen)	Gillian - could you ask him to call me?
29/05/2007 14:02:45	Maha Bali (MahaBali)	(Steve hehe, no essay. almost done) Maybe the optimal thing is to connect the two; e.g. bring online discussion into class



29/05/2007 14:02:58	Catherine Owen (CatherineOwen)	Oh, he's here now!
29/05/2007 14:03:03	Debra Macfarlane (Debra (Moderator))	Hi Andy - we're glad you're here!
29/05/2007 14:03:04	Maha Bali (MahaBali)	hello Andy!
29/05/2007 14:03:37	Steve Draper (SteveDraper)	I'm sure the optimal thing IS to connect thre two
29/05/2007 14:03:52	Steve Draper (SteveDraper)	However many famous first year designs don't e.g Mazur's
29/05/2007 14:03:59	Quintin Cutts (QuintinCutts)	I like bvoth these designs forf how gthey link out of lecture with in lecture work - I've tried posting up results on the web with furgther input from me, along iwth a sicussion bboard, and very little happens (sorry abvout gtying) I cugt my finger agt
29/05/2007 14:04:01	Terri Rees (trees)	Excuse my ignorance, I'm pretty new to technology, can anyone describe clickers for me please?
29/05/2007 14:04:05	Steve Draper (SteveDraper)	On the other hand Just in Time Teaching does
29/05/2007 14:04:25	Maha Bali (MahaBali)	(sorry about your finger, Q)
29/05/2007 14:04:35	Quintin Cutts (QuintinCutts)	thanks!
29/05/2007 14:04:44	Steve Draper (SteveDraper)	Trees: look at www.psy.gla.ac.uk/ilig for how clickers are
29/05/2007 14:04:45	Maha Bali (MahaBali)	clickers are small devices, the size of cell phones
29/05/2007 14:04:54	Terri Rees (trees)	thanks steve
29/05/2007 14:05:02	Debra Macfarlane (Debra (Moderator))	Hi trees, they're the electronic voting systems that can be used in class by students and lecturers - a bit like 'Who wants to be a millionaire' type devices
29/05/2007 14:05:13	Terri Rees (trees)	thanks Maha
29/05/2007 14:05:20	Terri Rees (trees)	oh, ok
29/05/2007 14:05:49	Maha Bali (MahaBali)	although I am not entirely sure how they worked in the Sutherland/Sharp case study...
29/05/2007 14:06:05	Maha Bali (MahaBali)	as I am used to seeing them when the audience are located in close proximity
29/05/2007 14:06:15	Quintin Cutts (QuintinCutts)	I'm struck by how bvoth these case studies involve small numbers of students - would they scale...?
29/05/2007 14:06:15	Steve Draper (SteveDraper)	Maha, I think I've missed/forgotten how you do the link: care to correct me on this?
29/05/2007 14:06:18	Maha Bali (MahaBali)	(maybe their ARS does not use clickers)
29/05/2007 14:06:50	Maha Bali (MahaBali)	Steve, not sure what you mean - the link between???
29/05/2007 14:07:13	Andy Sharp (AndySharp)	Hi Maha ARS is clicker based
29/05/2007 14:07:25	Chris Hall (chrishall)	Many of the lectures i've spoken to who are considering using Clickrs, are thinking about them for large classes
29/05/2007 14:07:33	Chris Hall (chrishall)	250 + students
29/05/2007 14:07:36	Steve Draper (SteveDraper)	Maha: I understood the moviational effectd during the quiz; but to what extent did that change how much or what work they did outside?



29/05/2007 14:07:39	Maha Bali (MahaBali)	Q- re: small numbers; all our classes are "small", but replicating the case study in several classes would help produce the "scale"
29/05/2007 14:08:00	Chris Hall (chrishall)	but i've not seen any case studies on the scalability
29/05/2007 14:08:25	Maha Bali (MahaBali)	Steve: because students had little time to "discuss" their 2nd response, they HAD to have put in lots of collab preparation time in order to use those 60 secs efficiently
29/05/2007 14:08:29	Maha Bali (MahaBali)	Does that make sense to you?
29/05/2007 14:08:49	Maha Bali (MahaBali)	although i would not consider our case study to be one that linked in-class and out-of-class that well - far from a perfect pedagogical design
29/05/2007 14:09:02	Nigel Lindsey (njlindse)	QC I think they would scale well (The audience in Millionaire looks quite largeto me) but the issue would be the cost of equipping a large teaching space.
29/05/2007 14:09:06	Steve Draper (SteveDraper)	(OK, yeah)
29/05/2007 14:09:07	Quintin Cutts (QuintinCutts)	It's not that I don't trust the result - just wondering how to structure it in a large group
29/05/2007 14:09:24	Gillian Roberts (GillianRoberts)	Chrishall -there will be some to follow from 1st year REAP projects in GCU
29/05/2007 14:09:39	Chris Hall (chrishall)	ok
29/05/2007 14:09:45	Terri Rees (trees)	GCU?
29/05/2007 14:09:54	Maha Bali (MahaBali)	well, in our case study, the students were grouped up in groups of 5, so it doesn't really matter how many "groups of 5" there are
29/05/2007 14:09:59	Quintin Cutts (QuintinCutts)	njlindse - but only some learning designs will work wigth large numbers of sgtudents - e.g. unsure if the Sharp style would - how would you getg all the presentations in?
29/05/2007 14:10:08	Maha Bali (MahaBali)	but yes, most clicker use in the U.S. is in large classes
29/05/2007 14:10:14	Gillian Roberts (GillianRoberts)	cost of equipmernt is an issue in large scale use but more important is staff development
29/05/2007 14:10:16	Steve Draper (SteveDraper)	Maha: good point
29/05/2007 14:10:33	Maha Bali (MahaBali)	re: cost of equipment, the clickers themselves are not expensive...
29/05/2007 14:10:43	Maha Bali (MahaBali)	it is the software that connects them that is more expensive and u only need one per class
29/05/2007 14:10:56	Maha Bali (MahaBali)	so cost-wise it actually scales well (economies of scale)
29/05/2007 14:11:01	Debra Macfarlane (Debra (Moderator))	Andy, Angela, could you comment on Quintin's point re presentations - is it scalable?
29/05/2007 14:11:04	Quintin Cutts (QuintinCutts)	Maha - how do you 'register' gthe groups of 5? Is this set in advance?
29/05/2007 14:11:29	Maha Bali (MahaBali)	Q: yes, we set those in advance, where the software knows which student is using which clicker...
29/05/2007 14:11:37	Chris Hall (chrishall)	maha i'm wondering about your activity running with say 50 groups of 5 users and tracking the teams results, i would suggest it would need to be changed slightly ?
29/05/2007 14:11:44	Maha Bali (MahaBali)	although if you want to keep things anonymous, you can set the groups when you start the presentation
29/05/2007 14:12:11	Maha Bali (MahaBali)	Chris - why so? It shows (real-time) the scores of the top 5 teams...



29/05/2007 14:12:29	Chris Hall (chrishall)	ahh only the top 5
29/05/2007 14:12:33	Maha Bali (MahaBali)	but it stores the results of everyone anyway...so you still get them
29/05/2007 14:12:41	Maha Bali (MahaBali)	after you finish, i mean
29/05/2007 14:12:55	Chris Hall (chrishall)	i was thinking of looking at 50 different teams up on a screen, and wondering how you'd be able to read them :)
29/05/2007 14:12:56	Maha Bali (MahaBali)	Angela - you want to go ahead and answer that question that was for you?
29/05/2007 14:13:19	Maha Bali (MahaBali)	(Chris - lol, impossible of course; with only 2 eyes, i mean!)
29/05/2007 14:13:27	Chris Hall (chrishall)	as this was assessed, what did you do for the student who was away on the day?
29/05/2007 14:13:45	Andy Sharp (AndySharp)	YES but it would be done via smaller sessions such as seminars the number of the seminar groups would be determined by the number of students on the module
29/05/2007 14:14:06	Maha Bali (MahaBali)	Chris, i have no idea what the instructor did! Good question :o) I will ask her!
29/05/2007 14:14:17	Maha Bali (MahaBali)	Andy - that makes a lot of sense; seminar groups
29/05/2007 14:14:23	Debra Macfarlane (Debra (Moderator))	Going back to in vs out of class, I was interested in the comment in the Sharp and Sutherland case study that ARS is a scaffold for an enlarged student discourse. Is this always the case with EVS or do other factors need to be present? If so, what?
29/05/2007 14:14:29	Nigel Lindsey (njlindse)	QC The presentations can be scaled up I do a poster presentation with 150+ students in groups of 5
29/05/2007 14:14:42	Quintin Cutts (QuintinCutts)	So gthe limit is really set by how many presentations you can see in your collecgtive seminar slots
29/05/2007 14:15:10	Terri Rees (trees)	EVS?
29/05/2007 14:15:18	Maha Bali (MahaBali)	Electronic Voting System
29/05/2007 14:15:25	Maha Bali (MahaBali)	also ARS, PRS, clickers...
29/05/2007 14:15:27	Terri Rees (trees)	ok, thank you
29/05/2007 14:15:35	Angela Sutherland (angela.sutherland)	audio reponse systems
29/05/2007 14:16:00	Debra Macfarlane (Debra (Moderator))	Could we have a little time for Andy to answer the questions - he has been having technical problems!
29/05/2007 14:17:09	Quintin Cutts (QuintinCutts)	Debra, I think it depends on how good the lecturer is as a 'game show host', and how good gthey are at interpreting answer graphs up on the screen in real time
29/05/2007 14:17:19	Andy Sharp (AndySharp)	I would say that ARS scaffold needs to be part of a design to help engage students in group work as part of presentations. Questions are a fantastic way of allowing students to engage in dialogue which helps surface individual and group knowledge around
29/05/2007 14:17:57	Chris Hall (chrishall)	the unexpected outcome from the sharp and sutherland case study, of the learners beinging to value their peers as useful sources, was something that grabbed my attention
29/05/2007 14:18:13	Chris Hall (chrishall)	oops that was beginning



29/05/2007 14:18:56	Debra Macfarlane (Debra (Moderator))	Yes, does this peer value mean the lecturer needs to be less of a game-show host?
29/05/2007 14:19:15	Maha Bali (MahaBali)	I have a question - was most of the polling "opinion polling" (like the example you posted in the async discussion) or was it a combination of opinion and content-based questions?
29/05/2007 14:19:15	Terri Rees (trees)	maybe as time progresses?
29/05/2007 14:19:26	Andy Sharp (AndySharp)	Chris What was also fantastic to notice is that students had a fantastic awareness of where peers were at and what would be the right level at which to pitch questions particularly as discussion starters
29/05/2007 14:19:30	Angela Sutherland (angela.sutherland)	a very poignant reflection from the students' perspective too! Students felt that they did not regard colleagues as rivals, but as more of a scaffold in helping each other learn more about the topics.
29/05/2007 14:19:31	Quintin Cutts (QuintinCutts)	As long as the lecturer creates an environment where students will talk to each other -
29/05/2007 14:20:14	Angela Sutherland (angela.sutherland)	Hence the purpose of ARS in the presentations / learning experience
29/05/2007 14:20:17	Maha Bali (MahaBali)	(did the students know each other informally prior to the course?)
29/05/2007 14:21:03	Sean McKitrick (SeanMcKitrick)	It appears to me from the case study and comments on this session that the ability of the instructor to encourage group participation was vital--did anyone else sense this as well, or is this less important than other factors?
29/05/2007 14:21:03	Terri Rees (trees)	Q has a point - did you have to do any icebreaking sessions
29/05/2007 14:21:15	Debra Macfarlane (Debra (Moderator))	Angela, Andy, they have to be quite sophisticated to be aware of their peers level of learning. How is this engendered? Is it because they know each other?
29/05/2007 14:21:27	Chris Hall (chrishall)	do you think this was a direct relation to the way the module was structured? not just the tools ?
29/05/2007 14:22:02	Andy Sharp (AndySharp)	Maha students were asked to do the presentation as part of them delivering a workshop they were interested in opinion answers as well as straight content based answers i.e theory right or wrong
29/05/2007 14:22:38	Nigel Lindsey (njlindse)	In large groups will students perception of each others ability and there interactiveness decrease? How effective would this be in a more impersonal group?
29/05/2007 14:22:44	Angela Sutherland (angela.sutherland)	Students did not work together previously as the student friendship groups were deliberately reconstructed to stimulate and reflect on realistic group dynamics
29/05/2007 14:22:44	Alison Muirhead (AlisonMuirhead)	Andy/Angela, how did the questions compare to the kind of questions you would have asked as lecturers?
29/05/2007 14:22:57	David Nicol (DavidNicol)	there are two good studies in the literature of students creating mcqs and of how this develops their own learning - constructing questions including wrong answers
29/05/2007 14:24:36	Debra Macfarlane (Debra (Moderator))	Andy, Angela, could you answer njlindse question and then Alison's?
29/05/2007 14:24:51	Steve Draper (SteveDraper)	AM: my answer to this from having seen one (only) session of Andy's students presenting, was that the quality of their questions was about like a teacher using EVS the first time. But of course as we know, an essay I write may be of indifferent quality t



29/05/2007 14:25:02	Angela Sutherland (angela.sutherland)	Very similar in nature but students acknowledged that they tried to use a variety of questions which would stimulate class discussion - which is similar higher order learning techniques used by teaching staff
29/05/2007 14:25:39	Maha Bali (MahaBali)	but if the students' use was like a lecturer for first time, that is really good
29/05/2007 14:25:45	Andy Sharp (AndySharp)	Debra they spend a lot of time together as a group across their degree programme. However the sophistication you suggest I believe appears to be an indication of higher order thinking and being able to place themselves in in the shoes of the lecturer. St
29/05/2007 14:26:21	Chris Hall (chrishall)	was this something that was encouraged, or something they came up with on their own?
29/05/2007 14:26:53	Terri Rees (trees)	I am still unclear about how students were motivated to work well together
29/05/2007 14:27:13	Angela Sutherland (angela.sutherland)	In relation to njlindse's question we purposely kept the groups small enough to ensure that communication and thus perceptions of group members would be effective
29/05/2007 14:27:42	Andy Sharp (AndySharp)	Njindse I would agree that the level of group awareness would definitely be more challenging in a larger setting. I would think that a group of 20 -24 students in a seminar setting would be the limit to ensure reasonable group dynamics
29/05/2007 14:29:45	Debra Macfarlane (Debra (Moderator))	Coming back to Steve's original question - how much does in class vs out of class matter?
29/05/2007 14:29:56	Terri Rees (trees)	Maha, please see my point above
29/05/2007 14:30:46	Chris Hall (chrishall)	i would think that if students collaborate in class they would be more likely to collaborate out of class
29/05/2007 14:30:51	Chris Hall (chrishall)	but they need to be motivated
29/05/2007 14:30:55	Quintin Cutts (QuintinCutts)	Question on Maha's paper: I was interested by the analysis of the orange group, with the strong student A. Did you analyse the others? i tried this with Mazur style questions, to see if I'd find 'obstinate' students who stuck to the wrong answer, but
29/05/2007 14:31:11	Maha Bali (MahaBali)	trees: students in our case study were asked to prepare together as a team... then in the class, they answered each question twice: once on their own, another time after conferring with their group. They got a composite grade (70% individual answer, 30% g
29/05/2007 14:31:17	Angela Sutherland (angela.sutherland)	Debra, during the feedback session students conveyed that when they felt their peers were struggling in comprehending a particular area of their chosen topic, they helped each other so that all reached the same level of understanding. This was carried out
29/05/2007 14:31:38	Andy Sharp (AndySharp)	trees they were asked to complete log books which specified details of discussion and meeting times. The other factor was that they knew that these topics would be covered in the final unseen written exam. Also students were shown stats about knowledge
29/05/2007 14:31:52	Nigel Lindsey (njlindse)	It seems to me that, for the tutor, a big benefit is a rapid way of understanding the level of knowledge and understanding of the topic enabling the tutor to adapt the teaching to fit strengths and weaknesses of the cohorts comprehension
29/05/2007 14:31:55	Maha Bali (MahaBali)	QC: in this particular class, I found most groups similar to the orange group (just visually looking at the pattern of responses)
29/05/2007 14:32:14	Terri Rees (trees)	Thanks Andy, will do



29/05/2007 14:32:20	Maha Bali (MahaBali)	QC: in an earlier analysis of another class (Chemistry) i did find that some students became more confident of their answers regardless of wrong/right
29/05/2007 14:33:14	Angela Sutherland (angela.sutherland)	Students appeared to be equally motivated working outwith the class, if not more motivated because they were in effect 'in charge' and complete owners of their presentations
29/05/2007 14:33:20	Quintin Cutts (QuintinCutts)	Positively reinforced into the wrong answer!! Yes, I think one or more strong group members can do that
29/05/2007 14:35:03	Debra Macfarlane (Debra (Moderator))	To bring the two cases togetyher. Coming back to Angela's point - could what happens outside class be more important? Would students reflect, for example, on having been positively reinforced into the wrong answer and learn from that too?
29/05/2007 14:35:11	Maha Bali (MahaBali)	QC: well, the good news is, when you're using clickers, you can correct misconceptions quickly
29/05/2007 14:36:07	Maha Bali (MahaBali)	Debra, in that sense, yes
29/05/2007 14:36:09	Nigel Lindsey (njlindse)	Does the software cope with confidence based assessment where the student not only answer teh question but also say how confident they think they are correct where they get high marks for confident and correct but minus marks for confident and wrong
29/05/2007 14:36:34	Quintin Cutts (QuintinCutts)	Debra - only if an environment is created where they can do that reflection outside
29/05/2007 14:36:36	Chris Hall (chrishall)	i can see one possible disadvantage, in that someone could strongly influence everyone to vote for one thing, while voting for the correct one themselves, but with the individual marks higher, its not so much of an issue, ...
29/05/2007 14:36:46	Maha Bali (MahaBali)	Njindse: you can program it to ask a confidence question; and you could work around it to change the score based on confidence
29/05/2007 14:36:54	Terri Rees (trees)	Does anyone have any suggestions as to how the technology might be used in the teaching of practice based courses such as postgrads undertaking teaching certs?
29/05/2007 14:37:10	Alice Lau (amslau)	definitely Debra, I would assume that students from these two case studies would be discussing about what they learnt outside their 'in class' hours compared to other sessions that do not use EVSs
29/05/2007 14:37:11	Debra Macfarlane (Debra (Moderator))	Steve, from your reseach into EVS, can you comment?
29/05/2007 14:37:41	Sean McKitrick (SeanMcKitrick)	trees--might you have an example?
29/05/2007 14:37:45	Maha Bali (MahaBali)	trees: i would start with the pedagogy and then see how the technology might fit in; just learn what the capabilities are
29/05/2007 14:38:34	Terri Rees (trees)	I don't have an example, but I'll definitely be thinking about it. And thanks for that Maha
29/05/2007 14:38:45	Maha Bali (MahaBali)	(admittedly, the instructor in our case study just wanted to "engage" students in a "new" way)
29/05/2007 14:39:07	Sean McKitrick (SeanMcKitrick)	from an accreditation standpoint, I see great potential in using these to run a focus group of some sort about the school of education, confidence in teaching, etc.
29/05/2007 14:39:15	Quintin Cutts (QuintinCutts)	trees - as Maha says, look for your biggest problem in student progress, and then see if bveing able to ask quesions and getting reasonably reliabvle responses would help.
29/05/2007 14:39:16	Chris Hall (chrishall)	with the focus on engagement in the classroom?
29/05/2007 14:39:23	Terri Rees (trees)	I don't have an example yet, but I'll be thinking about it. And thanks for that Maha



29/05/2007 14:40:00	Andy Sharp (AndySharp)	trees:We are designing post graduate modules now which embed the process we used. The technology is a catalyst for generating disucssion around questions. I would almost be tempted to start with what questions we need students to be able to answer and b
29/05/2007 14:40:04	Maha Bali (MahaBali)	Sean: we did that!!! We would go into a class, take feedback of students orally, then create "on the fly" questions to confirm % of people agreeing with certain views others had said
29/05/2007 14:40:26	Steve Draper (SteveDraper)	Trees: well, they could quiz on facts; the teacher could set up discussion debates; but in additoin on your type courwses, you could have each student in turn describe a critical incident and then have anonymous voting on how the class judge it or would
29/05/2007 14:40:31	Terri Rees (trees)	Thanks too, Sean, Q and Andy
29/05/2007 14:40:46	Maha Bali (MahaBali)	trees - i would be willing to discuss different uses with you later by email (we have done several different ones)
29/05/2007 14:41:12	Terri Rees (trees)	Steve, yes, we do that currently with verbal feedback
29/05/2007 14:41:22	Alison Muirhead (AlisonMuirhead)	that's a lovely idea Maha (course feedback) - did you find there was agreement
29/05/2007 14:41:33	Sean McKitrick (SeanMcKitrick)	MahaBali--interesting! Our school of education needs to assess teacher candidates' confidence in teaching, but use of this technology could prompt a focus group facilitator to get to deeper points...
29/05/2007 14:41:49	Terri Rees (trees)	That would be good Maha
29/05/2007 14:41:52	Maha Bali (MahaBali)	Alison: actually, more often than not, you would discover that 2 loudly-voiced students had minority opinions
29/05/2007 14:41:58	Maha Bali (MahaBali)	Alison: It made me feel
29/05/2007 14:42:04	Sean McKitrick (SeanMcKitrick)	thanks maha
29/05/2007 14:42:21	Chris Hall (chrishall)	andy, angela, i may have missed it, but were students only graded as a group, or was there individual marks too?
29/05/2007 14:42:25	Maha Bali (MahaBali)	Alison made me feel that without it, you would be getting a terribly WRONG impression of what the overall class was thinking
29/05/2007 14:42:46	Angela Sutherland (angela.sutherland)	what about coming at it from a student perspective? In our focus groups, having learned about the topic area in the first instance, students asserted that they developed questions specifically on the areas that they found hardest to comprehend. That way,
29/05/2007 14:43:01	Alison Muirhead (AlisonMuirhead)	Maha - which really shows it's value then!
29/05/2007 14:43:29	Maha Bali (MahaBali)	Alison: yes, exactly!!!
29/05/2007 14:43:50	Maha Bali (MahaBali)	Angela: that is very interesting - they say students are much better at knowing the kind of misconceptions their colleagues will have than the instructors!
29/05/2007 14:44:07	Maha Bali (MahaBali)	because for the instructors (experts) it all seems so clear by the time they are teaching it!
29/05/2007 14:44:14	Maha Bali (MahaBali)	one of the cases given for "peer instruction"
29/05/2007 14:44:25	Debra Macfarlane (Debra (Moderator))	Angela, yes, that's what we would try to do as teachers, but Maha may be right peers might do it better



29/05/2007 14:44:43	Angela Sutherland (angela.sutherland)	students were unanimous in asserting the usefulness of this technology in being fundamental to their learning, in adopting a proactive approach by learning the topic in the first instance and enforcing reflection by deciding on appropriate questions
29/05/2007 14:44:49	Maha Bali (MahaBali)	if only all of us had kept a learning journal when we were undergraduates...
29/05/2007 14:44:59	Maha Bali (MahaBali)	we would remember ALL those things we had misunderstood back then
29/05/2007 14:45:00	Andy Sharp (AndySharp)	Maha should not be a surprise they spend so much time together and in general terms they have similar age etc profiles
29/05/2007 14:45:14	Steve Draper (SteveDraper)	I have a paper on alternative functions for using EVS including getting class feedback, though not covering quite all the ideas mentioned in this chat; at http://www.psy.g
29/05/2007 14:45:44	Terri Rees (trees)	I'll have a look at that Steve
29/05/2007 14:45:58	Maha Bali (MahaBali)	there are also some paper on www.educause.edu
29/05/2007 14:46:08	Nigel Lindsey (njlindse)	Has the students perception of the areas they found to grasp influenced the way you approach teaching the topic.
29/05/2007 14:46:12	Jim Baxter (Jim Baxter)	I wonder if this would be a particularly useful system for new lecturers to use, or for 'old' ones to use on a new course. after all, once you've read through an end of year exam you get a good idea of what your class has trouble with, except that it's t
29/05/2007 14:46:22	Colin Mason (cactuscolin)	Hi all - coming in late - apologies for breaking etiquette. We have used the voting system with staff (courses and away days) and asked them to vote on meeting aims, what they liked etc - as a way of demo-ing the use of course evaluation. They often rem
29/05/2007 14:46:46	Colin Mason (cactuscolin)	I guess - prior to giving us low scores!#
29/05/2007 14:46:57	Andy Sharp (AndySharp)	Debra I think when students feel valued as members of a community rather than just students they have tremendous ability to add value
29/05/2007 14:47:23	Maha Bali (MahaBali)	clickers are great for "pre-testing" before you start a lecture...
29/05/2007 14:47:29	Terri Rees (trees)	We have so much evaluation now. This would be great to use!
29/05/2007 14:47:45	Maha Bali (MahaBali)	so you can vary the lecture according to the kind of responses you get (e.g. misunderstandings)
29/05/2007 14:47:54	Alice Lau (amslau)	Jim, good point, I think it will act as a great self monitoring system for new lecturers! But how would you engage the 'old' lecturers to use them?
29/05/2007 14:47:58	Colin Mason (cactuscolin)	Agreed Maha - especially on staff events too!
29/05/2007 14:48:05	Debra Macfarlane (Debra (Moderator))	Andy, your case reinforces that and your practice seems to support the development of learning communities - one of David Nicol's new principles
29/05/2007 14:48:15	Angela Sutherland (angela.sutherland)	Another point - students reflected on skills that were enhanced as a result of using ARS, such as improved communication, negotiation, assertiveness skills as well as being able to think about things from others' perspective - a point not contemplated on
29/05/2007 14:48:22	Andy Sharp (AndySharp)	Maha we found students engaging in pre and post testing of their colleagues when doing presentations
29/05/2007 14:48:50	Maha Bali (MahaBali)	Angela: good one about seeing things from another's perspective. key for critical thinking



29/05/2007 14:49:19	Chris Hall (chrishall)	andy, angela, i wasn't sure, was the final presentation done in groups or individually?
29/05/2007 14:49:23	Colin Mason (cactuscolin)	amslau - get them using the sutem as students - see above
29/05/2007 14:49:23	Maha Bali (MahaBali)	Andy: that is great - they picked up on that! They seem to also be good "presenters" because it is a good way to engage the audience when you are presenting
29/05/2007 14:49:54	Alice Lau (amslau)	oh - sorry cactuscolin - too much going on - missed that!
29/05/2007 14:50:09	Quintin Cutts (QuintinCutts)	Andy/Angela - I'm guessing you must have given the students a crib sheet to assist them in developing good questions - is that freely available? I'd like to build from it!
29/05/2007 14:50:18	Andy Sharp (AndySharp)	Debra I agree with this idea strongly members have rights and responsibilities to other members. I think when we can get away from status issues education becomes more beneficial as I can recognise that I have a lot to learn from my students. Especially
29/05/2007 14:50:24	Terri Rees (trees)	Maha, did you not find that it sort of broke concentration?
29/05/2007 14:50:34	Angela Sutherland (angela.sutherland)	Another point which reinforces the benefit of using this system for learning, students 'thoroughly enjoyed' the whole experience and would recommend that it be used in ALL MODULES!
29/05/2007 14:51:06	Terri Rees (trees)	from the presentation I mean
29/05/2007 14:51:11	Andy Sharp (AndySharp)	Chrisal if was done in groups
29/05/2007 14:51:18	Colin Mason (cactuscolin)	Ok angela - but what about the 'novelty' effect wearing off after a while - when they are doing it frequently with all modules?
29/05/2007 14:51:37	Chris Hall (chrishall)	for marking purposes, one mark per group?
29/05/2007 14:51:37	Maha Bali (MahaBali)	trees: no one can really concentrate for a full hour straight - it actually helps keep students on their "toes" to know a question will come up in the middle of a lecture
29/05/2007 14:51:49	Debra Macfarlane (Debra (Moderator))	What about Steve's Q3 re students seeing other perspectives. Should we discuss? Is Steve's suggestion that the wrong kind (for learning) of collaboration could be going on in the Bali & Keaney case worth taking seriously, or misguided? Andy and Angela
29/05/2007 14:51:57	Jim Baxter (Jim Baxter)	Maha,
29/05/2007 14:51:58	Terri Rees (trees)	good point Maha
29/05/2007 14:52:21	Maha Bali (MahaBali)	cactuscolin: novelty wears off, pedagogy kicks in
29/05/2007 14:52:26	Jim Baxter (Jim Baxter)	I agree. a break of some kind, even an anecdote, resets their concentration.
29/05/2007 14:52:43	Maha Bali (MahaBali)	if it is a good pedagogic design and really helps learning, it will shine through :o)) As I think is the case in Angela/Andy's design
29/05/2007 14:52:50	Andy Sharp (AndySharp)	Quintin we put a very quick crib sheet together which we can email to you.
29/05/2007 14:53:03	Quintin Cutts (QuintinCutts)	thanks



29/05/2007 14:53:13	Angela Sutherland (angela.sutherland)	Sorry, didn't mean to press the enter button - students mentioned an important aspect, which we didn't consider that pertinent at the time; that of trust, in being able to trust your buddies' assertions as being the correct answer. This issue was raised
29/05/2007 14:53:17	Maha Bali (MahaBali)	RE: Steve's Q3 - I would like to hear what everyone has to say about that. It is a good question, and one I have asked myself
29/05/2007 14:53:26	Alice Lau (amslau)	Agree, Maha - imagine every students going away buzzing after every class...
29/05/2007 14:53:56	Nigel Lindsey (njlindse)	Could the crib sheet be posted to the discussion so we all could see?
29/05/2007 14:54:09	Maha Bali (MahaBali)	Andy: looking forward to the crib sheet - will even give it to our instructors, if you don't mind!!!
29/05/2007 14:54:30	Chris Hall (chrishall)	re: Q3, i saw the bali and keaney study as showing a way to motivate group work outside the class,
29/05/2007 14:54:33	Maha Bali (MahaBali)	will reference you, of course!
29/05/2007 14:54:42	Chris Hall (chrishall)	therefore i couldn't see that as bad collaboration from a learning perspective
29/05/2007 14:55:24	Andy Sharp (AndySharp)	Crib sheet has been found will consult over what is the best way to post it so it can be easily accessed any suggestions?
29/05/2007 14:55:42	Quintin Cutts (QuintinCutts)	Steve's Q3: The idea behind Mazur is that students will did to the first principles to persuade others - and I can see that this 'might' not happen here - but perhaps in the short time it is possible to point back to things said in preparation, first pr
29/05/2007 14:55:47	Catherine Owen (CatherineOwen)	On the message board forum please Andy.
29/05/2007 14:56:00	Quintin Cutts (QuintinCutts)	'dig' not 'did'
29/05/2007 14:56:02	Maha Bali (MahaBali)	Andy: if discussion board allows attachments, or if you can cut&paste there, would be great
29/05/2007 14:56:47	Maha Bali (MahaBali)	yes, and Mazur's case is not graded, either, so students take the time, i think, to explain to each other...
29/05/2007 14:57:03	Maha Bali (MahaBali)	in our case, the students should ahve invested time to explain to each other BEFORE the activity
29/05/2007 14:57:21	Maha Bali (MahaBali)	in order to be able to (quickly) agree on a 2nd answer in only 60 secs
29/05/2007 14:57:23	Andy Sharp (AndySharp)	Catherine where is the message board please?
29/05/2007 14:57:35	Maha Bali (MahaBali)	if they had not collaborated, it would not be easy to do this; they ended up discussing and arguing up to 50 seconds
29/05/2007 14:57:38	Catherine Owen (CatherineOwen)	Below this window - scroll down to see!
29/05/2007 14:57:39	Quintin Cutts (QuintinCutts)	So they really are a team on entry to the classroom, potentially unlike in a Mazur situation.
29/05/2007 14:57:50	Maha Bali (MahaBali)	so from observation, they did not just follow the "most confident"
29/05/2007 14:58:12	Debra Macfarlane (Debra (Moderator))	We are almost near the end of our scheduled session, are there any closing questions?
29/05/2007 14:58:14	Maha Bali (MahaBali)	yes, unlike Mazur... because this was also graded; it would be unfair to grade on an ad-hoc team, i think
29/05/2007 14:58:15	Debra Macfarlane (Debra (Moderator))	We are almost near the end of our scheduled session, are there any closing questions?
29/05/2007 14:58:20	Quintin Cutts (QuintinCutts)	Reminds me strongly of "university challenge", the TV programme



29/05/2007 14:58:51	Maha Bali (MahaBali)	QC: haven't seen that; we graduated from a "millionaire" design to the one we ended up implememnting
29/05/2007 14:59:44	Debra Macfarlane (Debra Moderator))	I would like to close this session by saying thanks to our facilitator and authors and to you for your input into this session. Please do continue the discussion or post any unanswered questions in the conference discussion boards which have some of the q

- TRANSCRIPT ENDS -

We apologise that owing to the limit on storage of individual messages within the chat software, particularly long messages have been truncated. Unfortunately, we are not able to recover these.

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