

Turning Technologies User Conference

09:30 – 10:00	REGISTRATION AND CONTINENTAL BREAKFAST
10:10 – 11:10	<p>KEYNOTE</p> <p>Dr Carlos Gonzalez Morcillo Academic Director University of Castilla-La Mancha</p> <p><i>From Gamify them all!: how to improve the teaching process using game mechanics</i> Video games have become an increasingly important part of our lives. On average, we spend almost 2 hours a day exploring virtual worlds in search of imaginary rewards. How do video game designers get players engaged to keep them sitting in front of a screen for so long? Can we use this types of techniques in other fields? How should rewards, distinctions and challenges be introduced into the teaching process to keep students' attention high?</p> <p>In this talk, Dr. Gonzalez-Morcillo will analyse some of the methods used by video game designers to get the player involved, as well as some real cases of success (and failure) in the use of "gamification". The approach will be based on the use of classroom response systems as a base technology, analysing how to use design techniques from digital entertainment in the field of face-to-face and online teaching.</p>
11:20 - 12:05	<p><i>Surfacing misconceptions to enhance peer instruction</i> Simon Lancaster Professor UEA, Norwich</p> <p>Peer instruction is a proven pedagogy for scalable effective active learning in a range of learning environments. Facilitated by the Turning Point platform it can have a dramatic impact on Higher Education across disciplines. Typically peer instruction depends on knowledge of potential student misconceptions. Recent additions to Turning Point have furnished us with the quizzing tools to surface hitherto unsuspected misconceptions. We will show how we can dynamically integrate these responses and further enhance the power and flexibility of peer instruction.</p> <p>We will of course engage the audience in the advocated pedagogy in a highly interactive session with extensive audience participation and indeed co-creation.</p> <p><i>The benefits of long-term use of interactive systems in education</i> Śławomir Binek Professor University of Silesia, Katowice, Poland</p> <p>Between 2013-2016 in polish secondary schools there were conducted a research on using personal response system in teaching physics. The effectiveness of the system was measured as well as the way it is perceived by the students. During the presentation it is</p>

	going to be presented the conduct of the research and the results obtained. Of particular interest are the conclusions drawn from the juxtaposition of the results from the three consecutive years.
12:05 – 13:30	LUNCH / NETWORKING
13:30 – 14:15	<p><i>Using Electronic Voting Systems Creatively in the Arts and Humanities</i> Christopher Wiley Senior Lecturer University of Surrey</p> <p>The potential application of electronic voting systems within the arts and humanities is currently under-explored, even though the generic uses identified in scholarly studies may apply to many different disciplines. Drawing on my academic practice as a music lecturer who has used Turning Technologies response technology for some ten years, this presentation explores its possibilities for enhancing University teaching beyond the STEMM and business disciplines. These include soliciting audience opinion to stimulate arguments for and against, asking subjective questions for which there are multiple valid answers to prompt debate, and polling the audience to generate material for semi-improvised creative art.</p> <p><i>Using Clickers to record attendance to lectures for undergraduate students</i> Dr Jenny Murdoch Senior Lecturer Royal Holloway University of London</p> <p>Monitoring of undergraduate student attendance is important to enable timely intervention when students are struggling to engage with their course. Low attendance is often one of the first signs of problems, prompting the need for support. Paper-based records are time-consuming to process and therefore slow to analyse. We have been using Clickers to monitor student attendance, for the past 5 years. While still requiring some manual intervention, we have developed a method to compile data across multiple modules, for all of our undergraduate students. We will describe our methodology, and discuss both the benefits and current constraints with this approach.</p>
14:15 – 14:30	BREAK
14:30 – 15:15	<p><i>Metrics for Pedagogical Effectiveness: Learning Gain and Confidence Gain Through Peer-Instruction and Self-Assessment</i> Dr Fabio Aricò Senior Lecturer in Macroeconomics University of East Anglia</p> <p>This presentation outlines a simple approach to measure student learning in the classroom, as well as the development of their meta-cognitive skills, such as students' ability to self-assess their performance, and build confidence in their own academic work. We demonstrate how the use of Response Cards can be employed to generate an active learning environment in the classroom that combines Peer-instruction and self-assessment. We then conclude by demonstrating how the data emerging from active learning sessions can be analysed to construct measures of learning gain and confidence gain as metrics for teaching effectiveness.</p>

Taking guesswork out of TurningPoint: Exploratory research into the joint use of TurningPoint clickers to reduce guessing and promote the verbalisation of reasoning.

Ross Parker

Learning Technologist

Julie Mulvey

Senior Learning Technologist

Durham University

This session explores ways to improve student engagement with TurningPoint, in particular to mitigate the risk that students guess the answers to Multiple Choice TurningPoint questions. We will initially present evidence on means to improve and sustain student engagement with TurningPoint questions. We will then explore how the joint use of clickers might improve the active engagement with TurningPoint questions and the verbalisation of arguments, drawing on surveys of three cohorts of international postgraduate students' experiences with the use of TurningPoint.