

Interactive Lectures and the Student Voice



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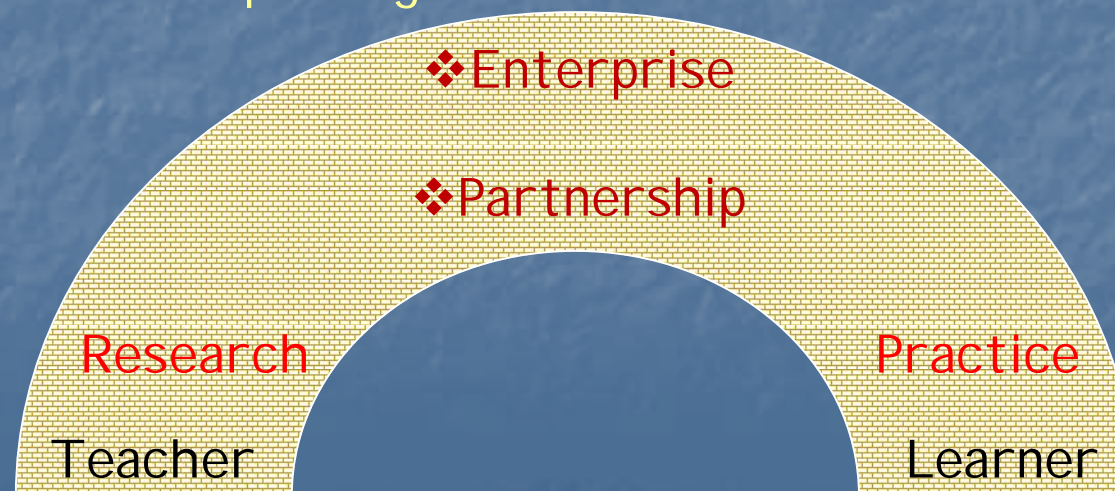


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AI D4Assessment

- ❖ Activexpression Interactive Devices for Assessment
- ❖ my SLTF response to the MMU "Challenging Assessment" initiative
- ❖ enterprise/partnership bridge:



The main purposes of the project . . .

- to trial Activexpression response devices across a variety of learning contexts and environments
- to provide research opportunities for MMU colleagues that might impact on “assessment for learning” practices
- to build a bridge between research activity and education practice through enterprise partnerships (Promethean and LEB)

The AI D4A Project

- ❖ PCE secured 400 devices + small amount of funding + training and support
- ❖ 12 research projects across the university . . .
 - One-year projects (Sept 08 – Aug 09)
 - Variety of contexts and environments:
 - ITT (Secondary, Primary and Post-compulsory)
 - Humanities
 - Law
 - Science and Engineering
 - Biological Sciences
 - Business
 - Library
 - CeLT
 - ICTS

Some AE uses

- ❖ Paired and group work; stimulus for discussion (a before and after approach sometimes used)
- ❖ Student texting . . . tutor checking for:
 - ❖ existing knowledge/understanding/confidence
 - ❖ formative understanding (some ad hoc usage)
 - ❖ identifying where individual help is needed
 - ❖ effectiveness of teaching
- ❖ Texting and various MCQs; tutors “hearing” all students’ voices and saving results for future differentiated provision (reinforcement and enrichment)
- ❖ Fieldwork, small seminars, groups of students ranging from 10-300+

Some Findings

- ❖ Tutor training needs have been minimal;
- ❖ Early emergence of a genuine community of practitioners;
- ❖ Learner responses have been overwhelmingly positive;
- ❖ Assessing individual learners, regardless of numbers, " . . . takes on a new dimension";
- ❖ AE stands up to the "400 test" and the weather!
- ❖ Dongles and bags have created some interesting situations!!
- ❖ Considerable numbers of tutors outside the projects are engaging with the devices.

and underpinning all . . .

the whole project team together, constructed a . . .

