Faculty Development Workshop

March 7th and 8th, 2013
Presented by Mary Frances Ypma-Wong, Ph.D.
Using Audience Response Systems effectively in Large and Small Classes

Created by Mary Frances Ypma–Wong, Ph.D. along with the Student/Faculty Teaching Enrichment Task Force
Learning Objectives for Today

1) Explain the advantages of using ARS.

2) Name 5 tips for best practice when using ARS.

3) Know common pitfalls of teaching with ARS.

4) Construct class scenarios where ARS would be useful.

5) Be able to describe 3 features of LiveClassTech
Assessment Learning Cycle

1. Define intended learning objectives
2. Measure selected learning outcomes
3. Compare outcomes with intended objectives
4. Redesign program to improve learning

During Class Session
Advantages

- Monitor students’ understanding of content in real time, in order to identify and address areas of confusion as well as misconceptions.
- Provide students with instant feedback on their comprehension.
- Elicit student engagement to prompt deeper thinking about a particular question or problem.

What is it that you think the medical student should demonstrate that he/she knows or knows how to do?

This should be an objective from your presentations.
Advantages

- Spark discussion among students as they compare, justify, and (perhaps) modify their answers.

- Efficiently deliver and grade in-class quizzes, to hold students accountable for readings and lecture material and assess basic factual knowledge.
Challenges for Faculty

- Takes time from class—however time well spent!
- Monitoring students’ understanding and responding appropriately requires on-the-fly flexibility and some loss of some predictability when delivering lectures.
- Creating good concept questions (in particular, questions that help you diagnose misconceptions) can be challenging.
Blooms Taxonomy Clarifies Question Type and Verb Choice for Cognitive Skills

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Higher Order Thinking Skills

Lower Order Thinking Skills
Tips for Successful Use of ARS

1) Keep questions short
2) No more than 5 answers
3) Keep voting straightforward
4) Allow time for discussion
5) Rehearse your presentation (see next slide)
6) Provide clear instructions to audience
7) ARS isn’t appropriate for all sessions
Test Run using LiveClassTech with a proxy student.

Log in to LiveClassTech.com using your course account—email me if you don’t have it.

1) Start a “Presentation” (not a class) on your computer.

1) Join the “Presentation” as a student by entering the code. (no log in required)
In Fall and early Winter, seniors are vaccinated against influenza primarily to:

A) create life long immunity
B) create immunity against the strains predicted for the year
C) create immunity against the previous year’s most pathogenic strains
D) prevent severe gastroenteritis
Which of the following has the greatest potential of creating “antigenic shift” (versus drift)?

A) Recombination between genomic RNA segments of a H1N1 strain
B) Reassortment between avian and swine viruses
C) Error-prone swine influenza RNA polymerase
D) Overuse of Tamiflu in industrialized countries
Which of the following statements about treatment with anti-influenza drugs is most likely to be correct?

A. Treatment is reserved for patients <65 years old

B. Treatment is effective only if started within 5 days of symptom onset

C. Treatment reduces the duration of symptoms by an average of 1 day

D. Amantadine and rimantadine are only active against influenza B and not influenza A
4. Start class discussion on difficult or controversial topics

Should hospital workers be required to have a flu shot?

A. Yes
B. No
C. Not sure
5. Peers can give anonymous feedback on peers’ presentations

How well has the learning objective “Know common pitfalls of teaching with ARS” been addressed?

A. Below expectations
B. Met expectations
C. Above expectations
1. Questions too long.
2. Too many/complex answers.
3. Do not allocate enough time for discussion and feedback
4. Not trying out the technology before you begin
5. Assuming your class is a race against time
During which year did antigenic shift most probably occur?

A. 1900       B. 1915       C. 1930
Tour of LiveClassTech

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Create Question Bank

- Add questions to question bank
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Use of Live Class Ad hoc feature

What would you like for me to explain during the next hour of our lecture?
Use of Live Class Quiz Feature

You can create and launch a quiz.
Questions?

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