

CASE STUDY

University of Manchester

TurningPoint and ResponseWare at the Faculty of Humanities



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It's advantageous to incorporate this technology into lectures, but in my opinion, the best uses are the surprising ones, or the ones that lecturers develop over time.

RECENT EXAMPLES INCLUDE:

A dissertation advice session.

Anonymously allowing students to benchmark their current progress, and identify problem areas they can be advised on.

Research skills workshops.

Looking at quantitative analysis techniques, using TurningPoint to generate live data collection.

Student societies.

An investment and trading society provided market demonstrations through gaming and simulations.

Revision sessions.

We recently began incorporating competitive elements by dividing the lecture room into teams.

SUMMARY

The Faculty of Humanities eLearning team conducted a pilot of TurningPoint and ResponseWare, in response to academic demand by staff seeking a system that would provide the same benefits of a standard classroom response system, but utilising the advantages of student owned mobile devices.

SOLUTION

Turning Technologies develops educational technology aimed at increasing interactivity and engagement in face-to-face teaching by allowing instructors to pose questions within their lecture to drive two-way feedback and discussion.

ResponseWare interfaces and builds upon the TurningPoint polling software and ResponseCard keypads that University of Manchester faculty and staff already have in place. ResponseWare allows students to respond through their own mobile devices as an alternative to the keypads.

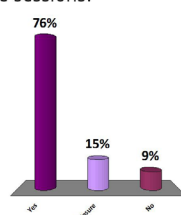
OUTCOMES

This project found that ResponseWare easily fits within existing teaching practices. The PowerPoint® integration provides for ease of use, faculty licensing capabilities support the university's purchase model and the integration with existing ResponseCard keypads upholds inclusivity.

Evidence collected through surveys of students in Dr Paul Middleditch's Macroeconomic Principles, ECON10042 with 633 enrolled students indicate that students see this tool as providing an enhancement to satisfaction and learning.

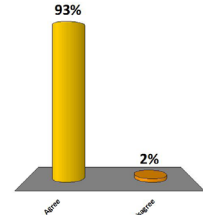
Do you think it was useful to use your own device in the sessions?

- A. Yes
- B. Unsure
- C. No



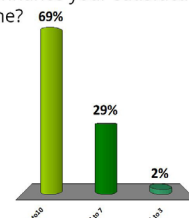
The voting system has enhanced my level of satisfaction with the programme.

- A. Agree
- B. Disagree



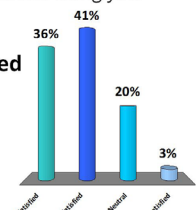
How strongly (1-10) do you believe that the system will enhance your satisfaction of the programme?

- A. 8 to 10
- B. 4 to 7
- C. 1 to 3



How satisfied are you to receive feedback in this manner using your own device?

- A. Very Satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied



"Brilliant idea. We often turn to our phones when we lose concentration, interest or when the lecture becomes incomprehensible, so I think including our devices will keep us alert and participating, as well as checking if our understanding is correct."

- University of Manchester student

