INTRODUCTION

Overview: This study explores the use of Audience Response System (ARS) and the Turning Point technology in particular, to investigate how this method affects engagement, academic performance and attention of postgraduate students coming from diverse educational and cultural backgrounds.

What is ARS? “ARS permit students to answer electronically displayed multiple choice questions using a remote control device. All responses are instantly presented, in chart form, then reviewed and discussed by the instructor and the class. Responses are always anonymous to peers.” (Kay R. and LeSage A. 2009)

The need for improvement:

- Module feedback for M002LON
- Strategy suggested that whilst students are happy with the use of case studies in seminars, they would like to experience a wider range of teaching methods.
- Low student engagement and class participation in Term 1 modules due to diverse cultural and educational background.

The response:

- The use of technology and the ARS in particular is becoming more common in academic settings to address the issue of low student engagement (Martyn 2007, Delialioglu 2012, Mason 2011, Sun & Rueda, 2012, Blasco-Arcas et al. 2013).
- ARS was used in three strategy seminar sessions to capture student attention and engagement in the classroom.
- The study collected data from 20 MBA students in Term 1 of their studies at CULC through questionnaire and informal conversations.
- Teaching Observation was conducted and peer feedback was provided.

RESULTS AND FEEDBACK

- Great enthusiasm demonstrated
- 100% participation and engagement
- Students placed the ARS before other teaching approaches used in the seminars.
- Students requested the use of ARS in every session.

CONCLUSIONS and FUTURE WORK

Conclusions

The results showed that the use of ARS in seminars:

- improved student performance and increased students’ engagement;
- provided a direct way for the tutor to check that learning is taking place and provide instantaneous feedback;
- was most effective in combination with other seminar activities (case studies and Breaking News sessions);
- could be challenging due to technical issues;
- should be further explored and tested.

REFERENCES

Hunt, L. and Chalmers, D. London: Routledge London, 3

Peer feedback: “The application of the voting device and system in the class is a teaching innovation. It can practically engage all the students. It also allows the teacher to give instant feedback to the students where necessary. Most importantly, students’ engagement and interaction can be measured by the number of response received.”

Peer feedback: “The knowledge that is supposed to be covered in this unit has been encoded into different questions. Every single student was engaged in the discussion because of the use of the technology (voting device) and the teacher’s ability to motivate them. Students managed to achieve a clear picture of what they need to know, what they are capable of doing and what they need to improve.”

Great enthusiasm demonstrated

Students placed the ARS before other teaching approaches used in the seminars.

Students requested the use of ARS in every session.

Student feedback: “Turning Point was interactive and helpful in revising material covered in the module. I want to do this again.”

Student feedback: “I had the confidence to participate in the session without worrying that I have the wrong answer.”