

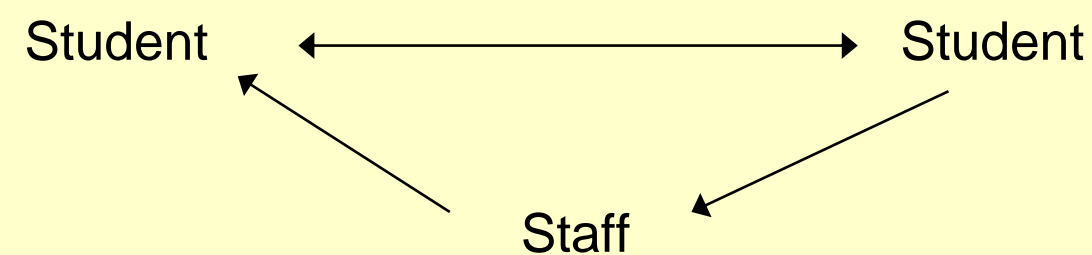
R³ - Rapid Response and Reaction

The in-class use of mobile technologies to support diagnostic and formative assessment

Aim

The aim of this Higher Education Academy funded project is to conduct research on the in-classroom use of mobile technologies to support diagnostic and formative assessment. Mobile technologies used are Electronic Voting Systems, Tablet PC's, Interactive tablets, i-pods and mobile phones.

In-class interaction and feedback patterns:



Students: focus their learning on areas of weakness - fewer misunderstandings

Staff: identify students' misconceptions & challenging components - adapt teaching practices

- Enhancing learning
- Enhancing assessment and feedback
- Enhancing teaching

Preliminary Findings

Student agree that the in classroom use of mobile technologies:

- ❖ made the module more enjoyable to attend – 86%
- ❖ made the classroom sessions more interactive – 94.7%
- ❖ had an impact on their motivation to study - 58.8%
- ❖ was useful for feedback on their understanding – 77.4%
- ❖ gave them information about their understanding of components – 70.4%
- ❖ had a positive impact on their understanding of the material – 75.4%
- ❖ was a positive experience overall – 86.1%

Students (51.7%) agree that the feedback they received assisted them in focusing their study efforts

Students (83%) would like other lecturers to use the technologies in their modules

Students (93%) would advise their lecturer to keep using the technologies

Methodology

A mixed-methods methodology is used to collect data from academic staff (questionnaires, interviews, reflective journals, classroom observations), students (questionnaires, focus groups), and mentors (interviews, reflective journals). In addition, attendance records, assessment strategies, assessment tools and assessment records are compared with those from the previous year. Data is collected prior, throughout and at the end of the project.

Future Plans

Further data analyses will be undertaken this summer and additional data will be collected during the 2008-2009 academic year.

The thirteen academic staff who participated in this project will take on the role of a mentor within each of the seven faculties at the university.

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Web site: <http://staffnet.kingston.ac.uk/~ku36708/RRR/>