

The good example

- Introduction to VIB

Student Response Systems in large classes

This example falls under the entry point: [Face to face teaching](#) in VIB, and it is based on experiences from Poul Aaes Nielsen, assistant professor at the Department of Political Science and Public Management, SDU. For his Lecturer Training Programme e-learning project Poul chose to test, if Student Response Systems (SRS) could facilitate more active reflection and participation in the discussions during two of his guest lectures.

Pedagogical challenge: Active learning in large classes

It can be difficult to motivate students to participate actively in guest lectures. Therefore Poul wants to make his teaching more active, to give his students a greater learning outcome. In relation to this he tested SRS combined with cases and decision scenarios.

Two student response questions via Shakespeare

Poul applied Shakespeare as SRS, which integrated the questions and responses in his Powerpoint slides. The first question focused on a well-known sector, and the second question focused on a more specific decision scenario:

1. Question: "*Should the police and their results be measured on the number of arrests or on the crime rate in the society?*" (Options: Number of arrests; rate of crime; 'it depends on...'; you should not measure)
2. Question: "*As a budget bureaucrat you have been asked to prepare next year's municipality budget allocations to the schools in the light of the result information. What do you suggest?*" (Options: Give more money to the high performing schools/... low performing schools; no changes to the budgets)

With these questions the students should actively decide and explain their choice, and the responses were shared for the following class discussion. Moreover, the questions were designed to make the students reach different responses.

From lecturer to facilitator

Poul experienced that the questions and responses created a more natural flow in the class discussions and enhanced the students' understanding. In doing so, Poul acted more as a facilitator for the students reaching the points by themselves rather than as a lecturer providing the students with the points.

In short

Evaluation and conclusion

By applying questions and responses via the Student Response System Shakespeare, Poul succeeded in creating an enhanced engagement and participation in the class discussions, even within the framework of guest lectures, which naturally have a larger distance between the teacher and the students.

Poul experienced that the discussions became more specific, and there were a stronger link between theory and practice.

Compared to previous courses with similar case tasks, Poul assesses that the implementation of a Student Response System has had a clear positive effect on the students' learning outcome.

The Centre for Teaching and Learning runs the course [Use Student Response Systems in your teaching](#) the 11th November 2015 and 24th February 2016.

Find more information and sign-up [here](#).

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