Innovative Classroom Interactions in the Mobile Era

uReply User Forum 2017

12 May 2017, Friday

Lecture Theatre 9, Yasumoto International Academic Park, CUHK

Organisers

uReply Team
Centre for Learning Enhancement And Research,
The Chinese University of Hong Kong

Clickers@PolyU
Department of Applied Social Sciences,
The Hong Kong Polytechnic University

Event page

http://web.ureply.mobi/event2017.php

Description

The uReply user forum is an occasion for teacher users to share innovative and effective teaching and learning strategies using the technology. The workshop will serve two purposes: 1) explore good pedagogy that promotes teaching and learning in the classroom, and 2) open up a window for teachers to learn tips and skills from each other.

uReply is a web-based and cross-platform student response system (SRS) developed at The Chinese University of Hong Kong. The system was designed to serve campus-wide usage from the very beginning and thus it is made to be fast and extremely user-friendly. Functionally, different question types are supported, including the MC questions, open-text questions, and fill-in-the-blanks. Gamification of the classroom activity is also possible in uReply through the running of a set of specially-designed activities such as speed challenge and group competition.

Programme

9:15 - 9:30 am	**Registration**
9:30 - 9:40 am	**Welcoming remarks** *Professor Paul LAM* *Associate Professor, Centre for Learning Enhancement And Research* *Dr. Kevin CHAN* *Project Leader of Clickers@PolyU,* *Research Assistant Professor, Department of Applied Social Sciences*
9:40 - 10:00 am	**Carrots and Sticks Received for Various Uses of uReply in Different Courses** *Ms. May YAM* *Lecturer, School of Life Sciences, The Chinese University of Hong Kong*
10:00 - 10:20 am	**Using uReply to Assess Peer Instruction in a Flipped Classroom Environment** *Dr. Alexandra SANDERSON* *Instructor, Department of Applied Social Sciences,* *The Hong Kong Polytechnic University*
10:20 - 10:40 am	**Using uReply to Enhance Learning of Medical History Taking** *Professor Rita SUNG* *Director, Kai Chong Tong Clinical Skills Learning Centre,* *Recipient of Education Award of Faculty of Medicine 2017,* *Faculty of Medicine, The Chinese University of Hong Kong*
10:40 - 11:00 am	**Coffee break**
11:00 - 11:20 am	**Audience Response System Usage in Tourism Education** *Dr. Denis TOLKACH* *Assistant Professor, School of Hotel Management and Tourism Management,* *The Hong Kong Polytechnic University*
11:20 - 11:40 am	**Active Learning in the Lecture and Practical for Health Profession Teaching with the Integration of uReply Platform** *Dr. Florence TANG* *Lecturer, School of Biomedical Sciences,* *The Chinese University of Hong Kong*
11:40 - 12:00 nn	**Conceptual Learning Using uReply Student Response System** *Professor Winnie YU,* *Professor, Institute of Textiles and Clothing, The Hong Kong Polytechnic University*

Presentations

Ms. May YAM

Lecturer,
School of Life Sciences, Faculty of Science,
The Chinese University of Hong Kong

Topic
Carrots and Sticks Received for Various Uses of uReply in Different Courses

Abstract
Having been using uReply since late 2012, the speaker has tried out using it for various activities in different courses. During the talk, the speaker will share with you what she has encountered when using uReply for various activities, namely, 1) Every now and then concept check during lectures; 2) Receiving students' questions/comments during tutorials; 3) Administrating "Question and Answer" session in student presentations; 4) Conducting peer evaluation for student presentations; and 5) Conducting mark-carrying in class quizzes. There have been carrots as well as sticks. The speaker will also raise concerns and make wishes for the uReply team to consider.

Dr. Alexandra SANDERSON

Instructor,
Department of Applied Social Sciences,
Faculty of Health and Social Sciences,
The Hong Kong Polytechnic University

Topic
Using uReply to Assess Peer Instruction in a Flipped Classroom Environment

Abstract
Peer Instruction (PI) is a pedagogy approach focused on learner-centric collaborative learning. A flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Using the student response system uReply we assessed whether PI can facilitate retention of information in large, flipped lectures.

Just fewer than 400 students, split over two classes, were posed two high level intellectual questions for which they had to answer with only their pre-class knowledge (no discussion or debate) using their mobile phone as a clicker devise. Students were then asked to discuss the questions amongst themselves, engaging in vibrant peer debate, before responding to the same questions over uReply.

Firstly, we conclude that uReply is a useful and efficient tool for lecturers and students to use when assessing knowledge gain in large lectures. Secondly, social reinforcement from peers and a co-operative learning environment facilitates learning and retention in large, flipped lectures.

Professor Rita SUNG[1] and Ms. Jenny FANG*[2]

*Presenter
[1] *Director, Recipient of Education Award of Faculty of Medicine 2017*
[2] *Deputy Director*
Kai Chong Tong Clinical Skills Learning Centre, Faculty of Medicine,
The Chinese University of Hong Kong

Topic
Using uReply to Enhance Learning of Medical History Taking

Abstract
Under the current medical curriculum in Hong Kong, students spend 2 to 3 years learning a vast amount of basic medical knowledge and then attach to wards or clinics to acquire the essential skills of a clinician. Amongst all the clinical skills, taking a history from the patient is the first and probably the most important step in finding out what the patient's problem is. History taking used to be taught by experienced clinicians in large lecture theatres and smaller group tutorials. Afterwards, students were sent to various hospitals and wards to approach patients and practice this skill on their own. In Hong Kong the demand for public hospital beds is great and the patient turnover rate is high, so it is difficult for medical students to build rapport and obtain a detailed history of illness from patient. With the increased intake of medical students over the past 5 years, the situation is getting worse. In view of this and the availability of uReply in the Chinese University, we aspire to try to use this app to accelerate our students' learning of history taking. More details to be presented in the workshop.

Dr. Denis TOLKACH

Assistant Professor,
School of Hotel Management and Tourism Management,
The Hong Kong Polytechnic University

Topic
Audience Response System Usage in Tourism Education

Abstract
There is a widely acknowledged need for integrating interaction into higher education across various fields of study, including tourism. Tourism education is largely based on discussions, debates, case studies and applied problem solving. There is rarely a one correct answer to problems related to tourism management and development. In this setting, audience response systems, such as uReply, assist in soliciting opinions from students and commencing discussions. Multiple choice questions as well as open-ended questions are used for such purpose. The present talk will make the case of uReply usage in the subject titled Contemporary Issues in Tourism. Functionality of the uReply system is discussed. While uReply is a relatively easy system to learn and to manage, some improvements could be useful. For example, if open-ended questions are asked, the results can be only displayed back to students after downloading a report in an Excel spreadsheet. Multiple choice questions seem to have few options, for example it is not possible to select several answers or rank options in importance. It is also not possible to use a demographic question and a follow-up question to split the respondents into cohorts. Such functions are available in some other Audience Response Systems such as Turning Point.

Dr. Florence TANG

Lecturer,
School of Biomedical Sciences, Faculty of Medicine,
The Chinese University of Hong Kong

Topic
Active Learning in the Lecture and Practical for Health Profession Teaching with the Integration of uReply Platform

Abstract
Blended learning, an integration of e-learning along with the face-to-face tutorial period, is increasingly adopted in tertiary education. Its effectiveness to facilitate learning efficiency and stimulate study motivation among students has been robustly evidenced. uReply is utilised in the didactic teaching both lecture and practical for Anatomy, where there will be few roundup questions after each topic during the class period.

One prominent observation with the adoption of uReply was that it enabled to facilitate class discussion and reflection by reviewing essential questions. With this interactive platform, students easily stay engaged, grasped the key points, and improve concentration period. A scoping question reported a general agreement that the real-time interactive process between teacher and students could foster their understanding in spatial structures either microscopic or macroscopic Anatomy.

uReply is nevertheless challenged by the poor built-in network stability in the building. There is an urge to improve the range of wireless networking to increase the maximum capacity of students' access.

Professor Winnie YU

Professor,
Institute of Textiles and Clothing,
Faculty of Applied Science and Textiles,
The Hong Kong Polytechnic University

Topic
Conceptual Learning Using uReply Student Response System

Abstract
Conceptual learning focuses on the student abilities to apply the essential concepts to any new situations. In the undergraduate subject "Intimate Apparel Fitting", students should learn the fundamental concept of bra fitting by developing their sense of 3D, stretch, force, curve, and shape. Both the sense and concept are so abstract that they are difficult to be presented by words or numbers. Various types of questions in the U-reply student response system with picture presentation were useful to stimulate students' critical analysis of the complex bra fitting symptoms and solutions. Different students looking at the same picture and same questions could have different conceptual thinking and find different answers to the questions. The distribution of individual students' answers was shown in a map or a histogram. Then the students did peer-instructions and answered the question again. The percentage of correct answers was much increased. This clearly shows that peer-instruction was an effective way to correct students' misconceptions and enhance their learning engagement.