

# Turning Technologies Poland User Conference

## Conference Agenda

09:00 – 09:30	REGISTRATION AND CONTINENTAL BREAKFAST
09:30 – 11:00	<p><b>KEYNOTE</b></p> <p><b>Dr. Eric Mazur</b> Balkanski Professor of Physics and Applied Physics, Harvard University and Area Dean of Applied Physics, Author of Peer Instruction: A User's Manual</p> <p><i>From Questions to Concepts</i></p> <p>Over the years, Dr. Mazur discovered that students in his introductory Physics course were passing exams without having understood the fundamental concepts he was trying to teach. In response to this problem, Dr. Mazur developed a variety of interactive techniques linked to each other in ways that helped his students learn basic concepts in a much more effective manner than before. He developed a strategy that incorporates "just-in-time" teaching with short lectures punctuated by conceptual questions posed to students – better known as Peer Instruction. The Peer Instruction method engages students through activities that require each learner to apply the concepts being presented. Students then explain those concepts to fellow learners, therefore involving the entire group. Questions are asked, discussed and then displayed using classroom response technology, providing continuous assessment and feedback – thus forcing students to learn from each other whilst in the classroom. Dr. Mazur's ultimate goal is not for students to memorise material for tests, but to create lifelong understanding.</p>
11:15 – 12:15	<p><b>KEYNOTE</b></p> <p><b>Sydney Beckman</b> Professor of Law Lincoln Memorial University Duncan School of Law</p> <p><i>The Magic of TurningPoint</i></p> <p>Technology has progressed in leaps and bounds over the past decade. Students are more adept at using technology than ever before. TurningPoint is but one implement in an arsenal of technological tools that can reach learners in new and engaging ways. The real magic of TurningPoint can be seen when various tools are combined in the educational setting. For example, embedded videos combined with interactive questions; instant messages to the instructor during class that reflect on the subject matters discussed; and fire-eating (okay, no fire-eating). Additionally, using TurningPoint with "old-school" traditional hands-on learning tools can create a thriving environment in the classroom. This presentation will demonstrate how to effectively integrate old and new tools into an interactive environment cradled by the magic of TurningPoint.</p>
12:15 – 13:15	LUNCH

13:15 – 14:00	<p><b>CONCURRENT SESSIONS</b></p> <p><i>The Birmingham Journey</i>  <b>Paul Foxall</b>  University of Birmingham</p> <p>This session aims to reflect on the trials and tribulations of our journey to move from clickers towards web based polling. The University of Birmingham has been using clickers for a number of years. Following a visit to the Manchester User Conference in 2014, it was decided to trial ResponseWare. We will cover our experiences of using ResponseWare with academics, the issues encountered and lessons learnt. There will also be a look at our future plans for ResponseWare, including a wider roll out and VLE integration. We hope to incorporate a live video link with colleagues in Birmingham.</p> <p><i>The QT Saved Me</i>  <b>Dr. Meshagae HunteBrown</b>  Drexel University</p> <p>There were multiple challenges with testing in our department especially for classes of up to 700 students including a decision to discontinue our Scantron service. For a new spin on an 'old' technique, I began using clickers for testing. This method satisfied 'today's' students as grades are available immediately and fit within the needs of the faculty. The protocol developed is efficient for small and large class sizes and removed two of the primary burdens of testing; grading and grade dissemination. This, while simultaneously removing opportunities for cheating and ensuring alternatives in the event of technology failure.</p>
14:15 – 15:00	<p><b>CONCURRENT SESSIONS</b></p> <p><i>Peer Instruction at Toulouse, France: From 12 to 24 Year Old Students</i>  <b>Jean-Francois Parmentier</b>  Université Paul Sabatier</p> <p>Peer Instruction is a well-known active learning strategy used in introductory physics classrooms at university. However, it remains almost totally unknown in France. We report on the introduction of Peer Instruction at Toulouse into multiple contexts: from 12 year old pupils to 24 year old students at university, for various topics: physics, mathematics and computer science. A rigorous experiment made on first year students at the Université Paul Sabatier has shown evidence that students following lectures using Peer Instruction outperform other students in conceptual understanding of Newtonian principles. However, gains obtained were significantly lower of those obtained in the American context.</p>

	<p><i>Final Results of a Research Study that Compared Two Response Systems in a College Classroom</i>  <b>Dr. Stephen Firsing III</b>  Coastal Carolina University</p> <p>This session will present final results of a research study designed to compare two popular response systems (TurningPoint and Poll Everywhere) in the classroom at Coastal Carolina University, South Carolina. Four professors used each response system for half an academic semester (Fall 2014 and Spring 2015) in a total of 17 courses. Data were collected at two observation points (mid and end of semester) using a response technology questionnaire and other items developed for this research study. Both quantitative and qualitative findings revealed that students heavily favoured the TurningPoint system over the Poll Everywhere system in the classroom.</p>
15:00 – 15:15	BREAK
15:15 – 15:30	<p><i>A Portable Device to Couple Student's Card to Clickers by Means of NFC Chip</i>  <b>Eric Guerci</b>  University of Nice Sophia Antipolis - Institute of Science Economics &amp; Math</p>
15:45 – 16:30	<p>CONCURRENT SESSIONS</p> <p><i>Polling on a University Mathematics Lecture</i>  <b>Dr. Jokke Hasa &amp; Julie Mulvey</b>  Durham University</p> <p>During the last academic year, Turning Technologies' online ResponseWare polling solution was piloted on a pure mathematics course in Durham University, UK. It is quite rare to find mathematics lectures that differ from the traditional teacher led note taking sessions. We discuss how to introduce polling to a mathematics lecture, what technological requirements there are when teaching mathematics and how we might overcome students' conservative learning habits. The presentation is led by Dr Jokke Hasa from the Department of Mathematical Sciences and supported by Julie Mulvey from the eLearning team at Durham University.</p> <p><i>European Research Universities on (TurningPoint) Cloud Nine</i>  <b>Quentin Vicens</b>  University of Strasbourg - Institut de Biologie Moléculaire et Cellulaire</p> <p><b>Iannis Aliferis</b>  University Nice Sophia Antipolis</p> <p>Instructional change from traditional lecturing to student-centered teaching is typically slow at research universities. Our efforts in disseminating TurningPoint-based Peer Instruction at several European universities illustrate that the two main determinants of clicker adoption by an instructor are a positive perception of the benefits of active learning and a successful hands-on evaluation in a real situation. Hence, faculty development approaches may be most effective when they only serve to guide faculty toward meeting their most immediate needs as teachers using evidence-based teaching strategies and technologies.</p>