Using Nearpod to enhance Student Engagement and Formative Assessment in PGT Teaching
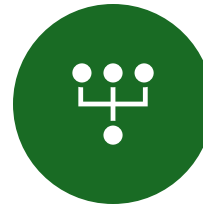
Helen Jopling and Phil Macdonald
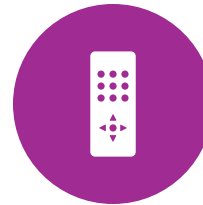
Student population

PGT students on aligned programmes

Home students, overseas students, part time students, remote students

Full time on campus students
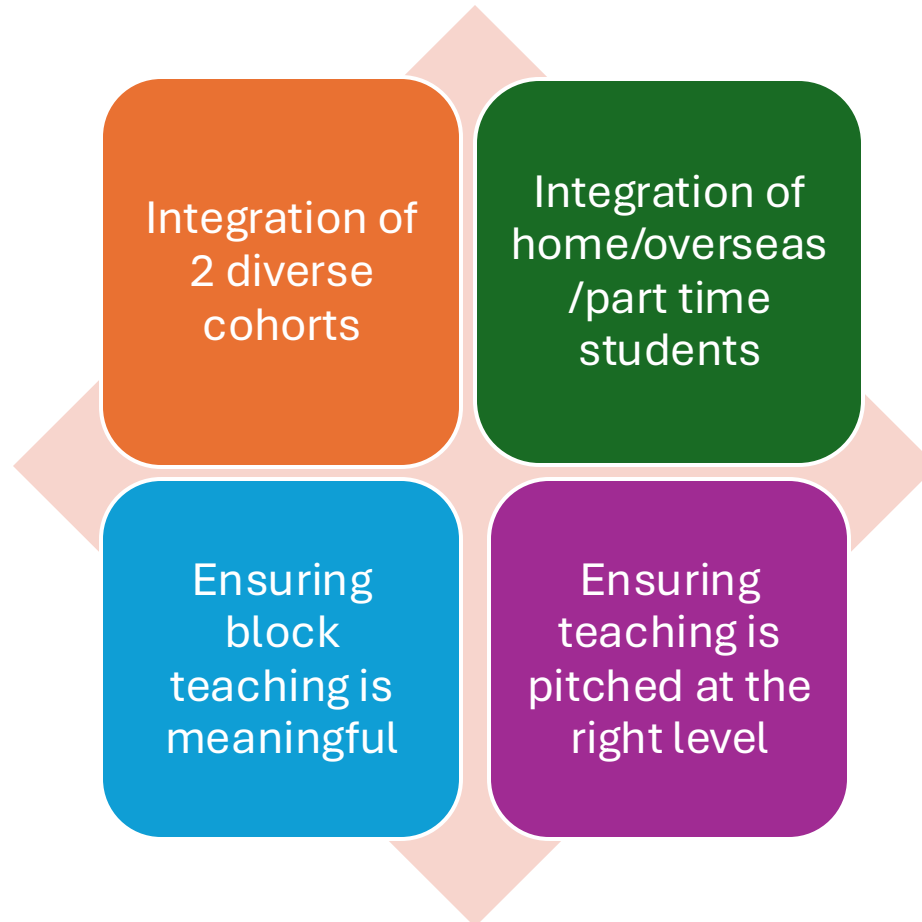
Remote NHS based students (STPs)

Block release from NHS

Small base of university staff

Challenges

Integration of 2 diverse cohorts

Integration of home/overseas/part time students

Ensuring block teaching is meaningful

Ensuring teaching is pitched at the right level

Engagement and Feedback

- Student engagement is key factor in student outcomes
- Influential factor in student engagement is formative feedback of learning (Parsons & Taylor, 2011)
- Disengagement from feedback is known to limit learning experience
- Major challenge is providing feedback in timely actionable fashion

Digital Technologies in Feedback

Facilitating real-time feedback

Increasing student engagement through interactive tools

Enabling personalized learning experiences

Collecting and analyzing data for informed instruction

Nearpod

Data Analytics

In-class immediate
responses
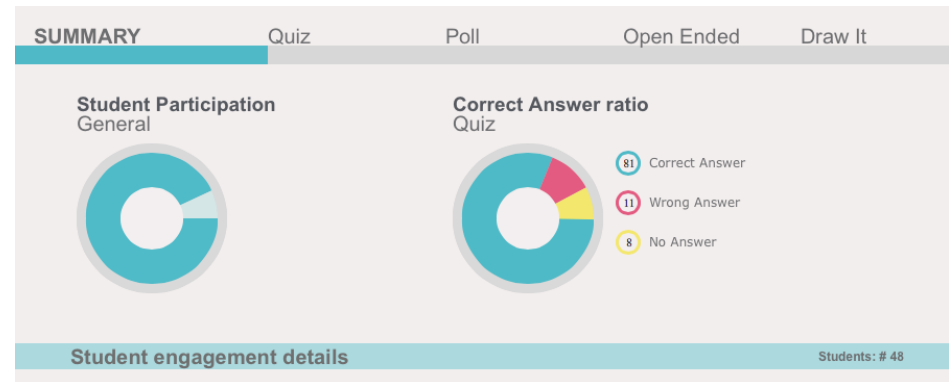
Post-lesson reports
(Summaries & Student reports)

Mentimeter	**nearpod** A Renaissance Company
Easy to design, multiple functionalities including homework setting	Easy to design, Multiple functionalities including homework setting
Quick to access for users	Slightly more clunky to access for users as it requires their name
Quiz questions, polls, rankings, opinions, free text comments	Quiz questions, polls, rankings, opinions, free text comments
Real time feedback to users – anonymous participation	Real time feedback to users – anonymous or named participation
Option to embed videos and images	Option to embed videos and images
Depending on activity can have limited character limit	High character limit

Background

- MSc Clinical Biochemistry requires application of theoretical knowledge to clinical cases

- Started using Nearpod for classroom teaching in 2014

- Well received by students and academics alike

Student Feedback on iPAD tutorials
(Scores out of 10)
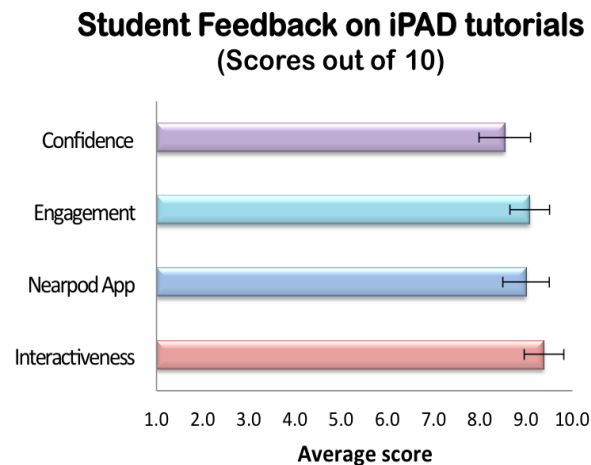
Initial study

Students

- 79% of students rated flipped learning sessions very good or excellent

- 86% of students strongly agreed that they interacted with lecturers more than during a normal lecture

- 85% of students strongly agreed that flipped learning sessions increased confidence with the course curriculum

Facilitators

- Facilitators were able to study the Nearpod report from the pre-sessional cases exercise which indicated that the number of students choosing the correct answer ranged from 48 to 80% depending on the question

A decade later....

- Nearpod used both in classroom and as homework to allow student self-paced learning and assessment

- Used in multiple units in MSc Clinical Sciences and sister programmes with class sizes ranging from 25 to 70 in each unit

- All sessions are designed to incorporate formative assessment

- Post session reports are analysed to identify students who require a personal learning plan which is introduced via the academic advisor

- Student-paced sessions are provided after the session

- Annual analysis of teaching intervention through Nearpod engagement analysis, student questionnaire scored on Likert scale and thematic analysis of academic advisor, facilitator and student comments
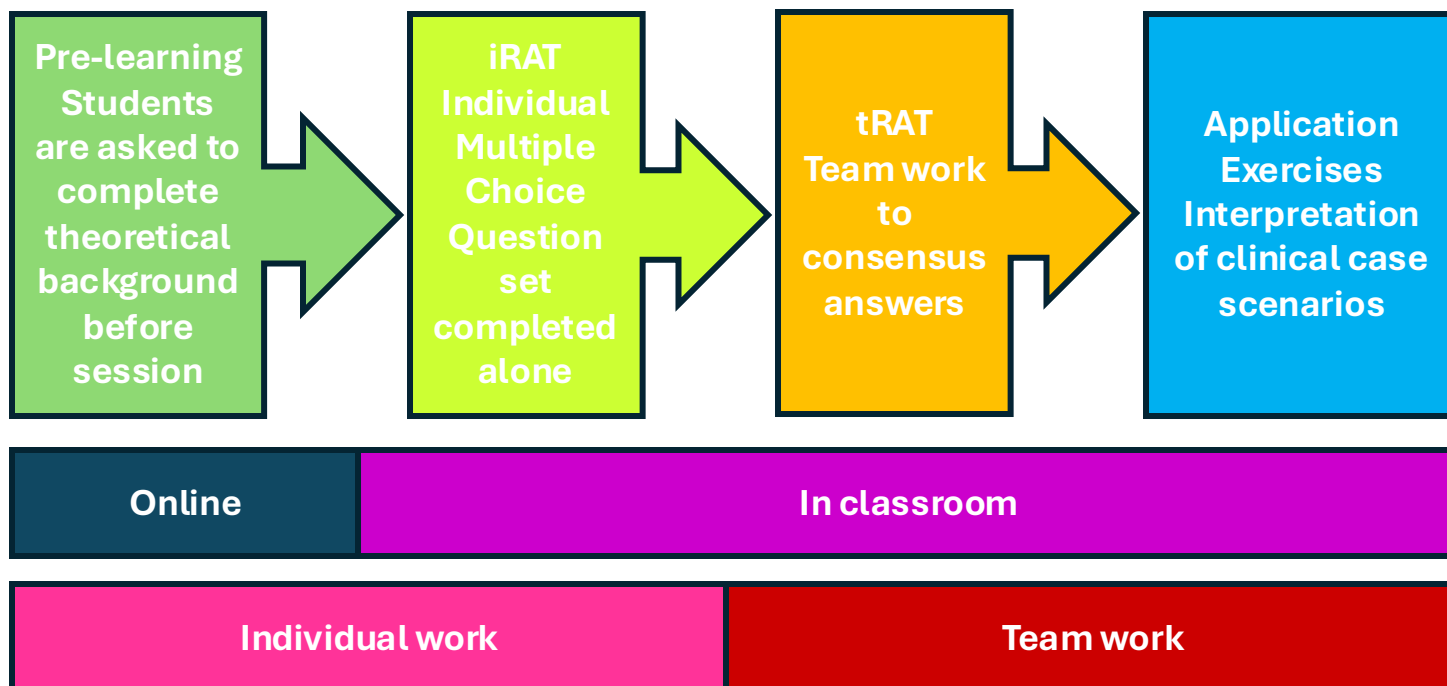
A decade later….

Overall

- 78 – 100% cohort engagement with Nearpod in live teaching sessions

- Student paced sessions very variable (2 to 34%)

- Engagement in free text questions is lower than MCQ style assessment

- Likert scale continues to indicate satisfaction of greater than 4.6 out of 5 (participation ranging from 10.5 to 48.5%)
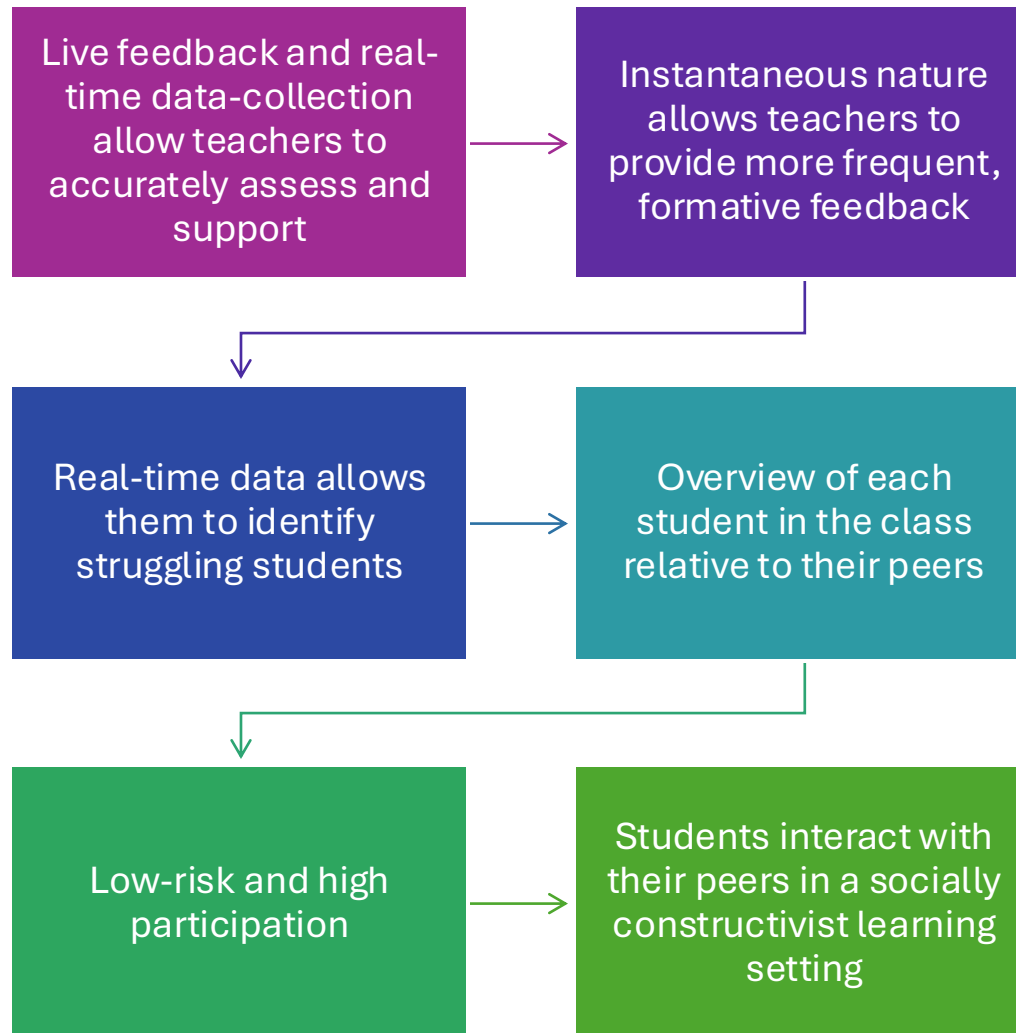
Comments

- Alignment with final assessment works better in some units than others

- Personal learning plans has been extremely useful for diverse student population which is a major issue in PGT

Developments

- Teams Based Learning
- Online sessions for remote learners
- Correlation of formative results with summative results

Summary

Live feedback and real-time data-collection allow teachers to accurately assess and support

Instantaneous nature allows teachers to provide more frequent, formative feedback

Real-time data allows them to identify struggling students

Overview of each student in the class relative to their peers

Low-risk and high participation

Students interact with their peers in a socially constructivist learning setting

Thank you!