How to Effectively Use ResponseWare in Asynchronous and Synchronous Environments to Meet the Needs of Digital Natives

Jalae Ulicki, Phoenix School of Law
How to Effectively Use ResponseWare in Asynchronous and Synchronous Environments to Meet the Needs of Digital Natives

Professor Jalae Ulicki
Methodology for Today’s Interactive Session:

- **Part I – Using ResponseWare for Data Collection**
  - We are going to simulate a learning environment using ResponseWare; we will collect the data to use in the next activity.

- **Part II - Think-Pair-Share & Present**
  - Collaborate with a partner and write a question that you think you could use in your own classroom in the near future using effective questions (knowledge check, comprehension, application, synthesis, content review, remedial). Once you have created your question, you can present your question to the group using the ResponseWare. (For an interactive presentation. We will collect the data to use for the next activity.)

- **Part III - Deciding How to Use Your Data**
  - We will use the data collected to discuss how the data could be used at both the lesson level and the course level to enhance student engagement to a higher level and how you can use the data to shift from teacher-centered instruction to student-centered learning in a classroom comprised of “digital natives.”
By the end of the workshop participants will know how to effectively use ResponseWare in asynchronous and synchronous learning environments.

Synchronous distance learning occurs when the professor and students interact in different places but during the same time to deliver on what we promise to deliver.

Asynchronous distance learning occurs when the professor and the students interact in different places and during different times.
Goals of Workshop:

By the end of the workshop participants will know how to effectively use ResponseWare in asynchronous and synchronous learning environments:

- Explore and create effective student response questions for use in the learning environment while using ResponseWare

- Determine potential uses for data at the lesson level to create a higher level of immediate engagement in the learning environment

- Determine how to use the data at the course level to enhance teaching in future courses
In the 21st century learning environment, allowing for the traditional classroom and beyond, student engagement is defined by demonstrating self-direction and accountability involving immersion, passion, enthusiastic individualization and exploration, and an investment in the individual learning process.
RESPONSEWARE LOGIN:

Channels: NA

Not Connected
STUDENTS TODAY DEMAND A HIGHER LEVEL OF ENGAGEMENT IN THE CLASSROOM
ResponseWare Objectives:

- Use various types of questions to create effective student response presentations to enhance engagement.
- Use data to modify the immediate learning environment to create a higher level of engagement in the classroom.
- Use the data to modify future course materials to enhance teaching.
Designing Q’s

- Q’s to enhance future performance
- Q’s to start practice skills
- Q’s grasping in class material
- Q’s About Reading
- Q’s to Solicit Opinions
- Q’s to Start Discussion

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Questions to Start Discussion Topic
Questions to Start Discussion

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Example: Learning Objectives

By the end of today’s class you should be able to:

1. Trace the history of public awareness of intimate partner violence;
How many people are stalked in the United States each year?

1. 850,000
2. 3.4 million
3. 5.2 million
4. 6.6 million
How many people are stalked in the United States each year?

1. 850,000
2. 3.4 million
3. 5.2 million
4. 6.6 million
How did the survey define “stalking?”

Expression of individual definitions of stalking

Students shared stalking experiences

Classroom Results of the Stalking Question
Questions to Elicit Opinions
Questions to Elicit Opinions

- Why Student Opinion Matters
- Results in Higher Return on Engagement
- Responsibility on Self-Learning
Example: Learning Objectives

By the end of today’s class you should be able to:

1. Be conversant with the rationale for mandating adult pre-marriage education classes before a marriage license is issued by a state;
Should premarital education be mandatory?

A. Strongly Agree
B. Agree
C. Somewhat Agree
D. Neutral
E. Somewhat Disagree
F. Disagree
G. Strongly Disagree
Questions About Reading
Modify Classroom Instruction at the Lesson Level

Q’s to Spot Check Grasp of Reading Material

Data

Time Mgt.

Emphasize Misunderstood Material

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Example: Learning Objectives

1. Let’s see what you remember from Chapter One.
A mortgage provides that: “the mortgage secures automatically all other present or future indebtedness owed to the mortgagee regardless of when it is incurred and whether or not it relates to the instant transaction” is an example of:

a. Mother Hubbard Clause
b. Dragnet Clause
c. Anaconda Clause
d. All of the above
A mortgage provides that: “the mortgage secures automatically all other present or future indebtedness owed to the mortgagor regardless of when it is incurred and whether or not it relates to the instant transaction” is an example of:

a. Mother Hubbard Clause
b. Dragnet Clause
c. Anaconda Clause
d. All of the above
Questions to Spot Check Grasp of In-Class Material
Questions to Spot Check Grasp of Materials Being Presented

- Move Quickly if Grasped
- Modify instruction at the classroom level
- Ability to set Classroom Pace
Example: Learning Objectives

By the end of today’s class you should be able to:

1. Be prepared to explain the alleged advantages of a covenant marriage, the limitations of a putative marriage, and any legal issues associated with proxy marriages;
Some states now offer engaged couples the option of either an ordinary civil (statutory) marriage or a covenant marriage. How does a covenant marriage differ from an ordinary civil (statutory) marriage?

1. The parties agree to counseling prior to the marriage, counseling prior to getting a divorce, and restricted grounds for divorce.
2. The parties agree to never divorce.
3. The parties covenant to make faith an important part of their marriage.
4. The parties covenant never to divorce if there are children born of the marriage.
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4. The parties covenant never to divorce if there are children born of the marriage.
Questions to Start Practice Skills
Questions to Start Practice Skills

- Class/Future
- Practice Exercises
- Team/Self
Example: Learning Objectives

By the end of today’s class you should be able to:

1. Locate the various court forms used in the State in which you will
How many family law related court forms are there are court websites?

A. 1,000  
B. 2,000  
C. 3,000  
D. 4,000
How many family law related court forms are there on court websites?

A. 1,000  
B. 2,000  
C. 3,000  
D. 4,000  

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**Total Forms:** 4,340

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**Family Court Form Links**

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**Total Forms:** 4,340

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**50 courts 4340 Forms**
Questions to Improve Future Performance
How Much Time Did you Spend Preparing for Today’s Class?

A. 30 minutes  
B. 45 minutes  
C. 1 hour  
D. 1.5 hours  
E. 2 hours or more
Other Possible Uses

- Prepare questions for practice exam to use in class – revisit areas of the most difficulty
- Can you suggest some??
Methodology for Today’s Interactive Session:

- **Part I – Let’s Look at the Data From Your Answers**
- **Part II - Think-Pair-Share & Present**
  - Now, collaborate with a partner and write a question that you think you could use in your own classroom in the near future using effective questions (knowledge check, comprehension, application, synthesis, content review, remedial). Once you have created your question, you can present your question to the group using the ResponseWare. (For an interactive presentation. We will collect the data to use for the next activity.)
DATA USAGE

MODIFY FUTURE COURSE MATERIAL

USE DATA TO CREATE MATERIAL FOR SYNCHRONOUS LEARNING ENVIRONMENTS
By recognizing that nearly half the class chose a wrong answer I was able to use that information the next semester to modify and change both my treatment of the material and the time devoted to that particular topic.

Nearly half the class chose the incorrect answer.³

³b) is the correct answer.
In teaching one of the cases for property on nuisance, the court balances the gravity of harm against the utility of conduct. The court sets out specific objective elements for each of those categories. However, I wanted my students to grasp the fact that the application of the facts to those objective elements is really a subjective application by the court. In order for them to understand the process involved I had them weigh the elements themselves.
Often times students are unable to apply, analyze and hypothesize information obtained from a previous topic to a new but similar situation. To help build their skills, I sometimes utilize the questions comparison data to lead into the class discussion. For example, I may ask them questions like what did you see differently in Answer 2 in Question 2 than you did in Answer 2 in Question 1? This usually opens up the discussion on why they chose whichever answer and provides me with an opportunity to direct their analysis to reach the ultimate correct answer.
**Objective:** To help students learn synthesis and application.

**Outcome:** I will need to design reoccuring questions after application of this process to determine whether it met its objective.
Objective: To ascertain whether students were fully grasping the material being presented at the moment and to determine whether students were able to distinguish the content material from other topic areas previously covered in class.

Outcome: The students were able to visually see in the classroom the class response data. This enabled them to compare their own performance as against the entire class, to reinforce their own preparation of that day's topic or to recognize that they needed to change their preparedness for future classes. It enabled me to gauge whether I needed to immediately change the presentation of the material and/or discussion. In this instance, 69% of the class got the question right which led me to believe that they were grasping the material. This also gave me the opportunity to explain why the wrong answers were wrong and to direct the students to pages in their book for review of this information.
Misconceptions
Methodology for Today’s Interactive Session:

- Part II – Let’s Look at the Data From Your Answers
- Part III - Deciding How to Use Your Data
  - Let’s discuss how the data could be used at both the lesson level and the course level to enhance student engagement to a higher level and how you can use the data to shift from teacher-centered instruction to student-centered learning in a classroom comprised of “digital natives.”
Questions?

A. Yes
B. No
THANK YOU FOR YOUR TIME!

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