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

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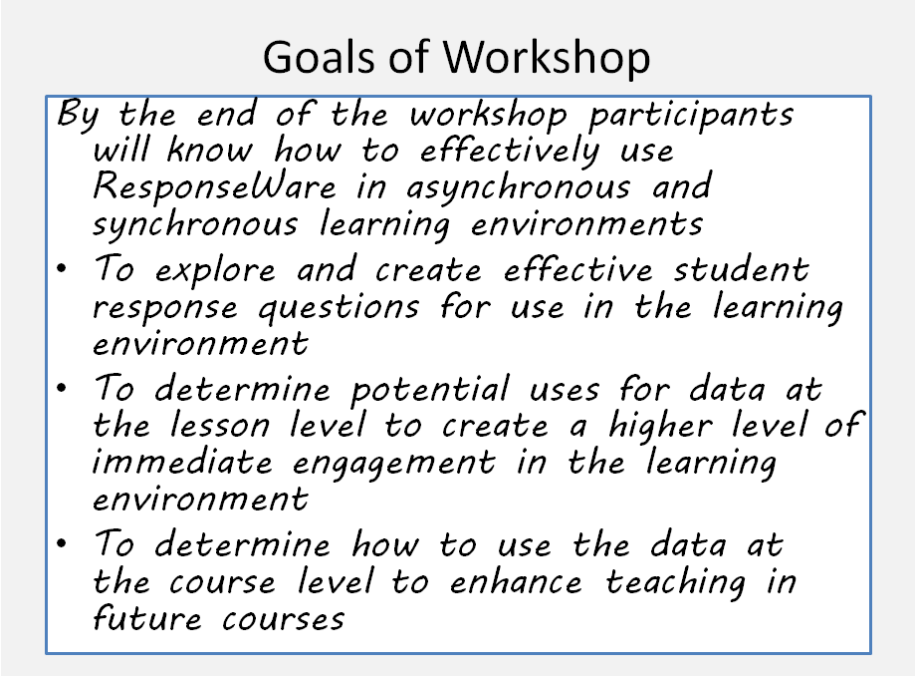



**Materials:**

- Participants will be using ResponseWare for an interactive learning session

**Methodology:**

- Simulation of learning environment using the responseware [data collection at this level for use in the next activity].
- In the second activity Participants will participate in "Think Pair-Share" and write a question that they think they could use in their classroom in the near future using effective questions (knowledge check, comprehension, application, synthesis, content review, remedial) for use in an interactive presentation [data collection at this level for use in the next activity].
- In the last activity, the data collected during the presentation from participants will be used for discussion of how the data collected could be used at both the lesson level and the course level to enhance student engagement to a higher level and how professors can use the data to shift from ***teacher-centered instruction*** to ***student-centered learning*** in a classroom comprised of "digital natives."

**Background:**

Imagine a world in which a society exists divided by two separate factions. One segment is the "teachers" those who have for 200 years been the "keepers of books." In this segment of society, there exists a hierarchy, and movement within that hierarchy is dependent upon various rights-of-passage, where only those who among them that strictly follow carefully laid down rules from the "ancestors" can move within the branches of that society or upward through the hierarchy of that society. Despite these divisional segments, the goal of the faction is clear: "impart the information in the books" to the other segment of their society "the learners" through the use of a methodology that has served the "keepers of the books" well for over 200 years. The "keepers of the books" have now gathered together to face a surmounting problem: Why does it appear that the information is not being absorbed by the "learners"—what is wrong with those "learners"?

Imagine further that through evolution the society of the "keepers of books" has remained much the same. Little change has been seen within this rigid society over its course of development. True, more and more books have been created with more and more information for the "keepers of books" to pass on, but they have remained true to their accepted methodology of passing on that information. On the other hand, the

"learners" are not constrained only to the knowledge that the "teachers of books" have to impart. They have within their society seen the development of numerous *sources* of information that is being disseminated to them at a faster and faster rate. The "learners" have morphed through rapid changes over two hundred years – *adapting* continuously to the changes within their environment, and rapidly *changing* their internal receptors to accommodate the various sources of information that is available to them. Although they would like to join the society of "the keeper of the books", they can't seem to absorb the information that the "keepers of the books" have to impart. What is wrong with those "keepers of books" they ask?

Like the melting of the glaciers, the traditional methods utilized by law school professors in their approach to teaching is slowly beginning to melt, but the thaw is slow, much too slow to accommodate the changes that are facing them. Law schools can no longer rely on the natural erosion or evolution of their traditional and archaic approach to teaching law and hope that through evolution or natural changes methodology will ultimately change to accommodate students. The climate of teaching has changed brought about by the emergence of the digital natives. The sudden arrival of the digital age has had a meteoric impact. The arrival of this digital age has caused huge clouds of dust in teaching blocking out traditional methods and has cleared the way for the evolution of teaching in the digital age. It is incumbent upon us as law school educators to squarely face the possibility of the extinction of traditional law school professors and their methodology. The survival of law schools is now dependent upon a mass exodus from traditional methods of teaching and a giant leap into the future digital world to address the needs of the existing "digital natives" through the use of technology both in the classroom and in online courses which also signals the change in the methodology of disseminating that information. Failure of the law schools to recognize this event will result in the extinction of law schools just as surely as the extinction of the dinosaurs. It is incumbent upon law school professors to accept the inevitability of a new approach to teaching this new emerging group of "digital natives."

Online teaching denotes a shift from ***teacher-centered instruction*** to ***student-centered learning***. [1] It affords law professors the opportunity to reflect not only on their own teaching methodology but to reflect on the changes and opportunities brought into the law school environment by technology. Both online teaching and the classroom environment require active participation by digital learners. Using responseware is one method which increases active engagement by students and affords the professor an opportunity to make both immediate changes in the learning environment at the lesson level and provides them with an opportunity to reflect and incorporate changes in the course level.

Following is a sample of what we will work on during this workshop using ResponseWare:

1 McQuiggan, CA (Fall 2007), "The role of faculty development in online teaching's potential to question teaching beliefs and assumptions", http://www.westga.edu/~distance/ojdla/fall103/mcquiggan103.htm *Online Journal of Distance Learning Administration*, retrieved January 22, 2012

## ResponseWare – Objectives - Data

- *Use data to modify the immediate learning environment to create a higher level of engagement in the classroom*
- *Use data to modify future course materials to enhance teaching*

## ResponseWare – Objectives-Questions

*Use various types of questions to create effective student response presentations*

- *Questions to Start Discussion Topic*
- *Questions to Solicit Opinion*
- *Questions to Spot Check Students' Grasp of Assigned Reading for Class*
- *Questions to Spot Check Students' Grasp of Material Being Presented in Class*
- *Questions to Start Practice Skills*
- *Questions to Improve Future Performance*

### Questions to Start Discussion Topic

❑Starting with an "ice-breaker" question gets students actively engaged and looking forward to discussion on the topic even ***before*** the discussion begins

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

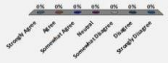
### Questions to Elicit Opinions

Why student opinions matter:

❑*Valuing student opinion results in a higher return on engagement*

Should premarital education be mandatory?

A. Strongly Agree
B. Agree
C. Somewhat Agree
D. Neutral
E. Somewhat Disagree
F. Disagree
G. Strongly Disagree



### Questions to Spot Check Grasp of Assigned Reading

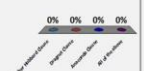
❑Benefits=ability to modify classroom instruction at the lesson level

❑Ability to emphasize material that wasn't understood

❑Avoid wasting time on material that was thoroughly understood

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




### Questions to Spot Check Grasp of Materials Being Presented

❑Benefits=ability to modify classroom instruction at the lesson level

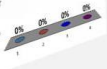
❑Ability to set the pace in the classroom

❑ Revisit material not being thoroughly understood

❑Move on if being understood to keep students attention

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 never to 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 to the marriage.



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The Elements of Great Managing (Gallup Press, Dec. 2006)

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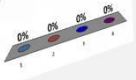



# Using Data to Modify Future Course Material to Enhance Teaching
# Using Data for Asynchronous Learning Environments

# DATA USAGE

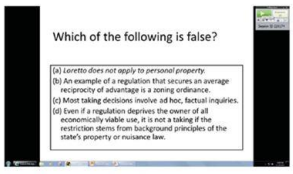
In the following example, I was able to determine that students had some misconceptions remaining following coverage of class material.

12/6/2012

**11.) Question 11 (Multiple Choice)**

| Responses | |
|---|---|
| Percent | Count |
| Answer 1 50% | 11 |
| Answer 2 40.91% | 9 |
| Answer 3 9.09% | 2 |
| Totals 100% | 22 |

| Question Statistics | |
|---|---|
| Mean | 1.59 |
| Median | 1.50 |
| Variance | 0.42 |
| Standard Deviation (s) | 0.63 |




Nearly half the class chose the incorrect answer.[3]

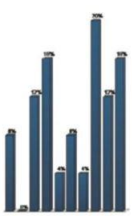
[3] b) is the correct answer.

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

10/10/2012

**5.) Thomsen v Greve: Gravity of the Harm(s) The burden on the person harmed of avoiding the harm (Multiple Choice)**

| | Responses | |
|---|---|---|
| | Percent | Count |
| 1 | 8% | 2 |
| 2 | 0% | 0 |
| 3 | 12% | 3 |
| 4 | 16% | 4 |
| 5 | 4% | 1 |
| 6 | 8% | 2 |
| 7 | 4% | 1 |
| 8 | 20% | 5 |
| 9 | 12% | 3 |
| 10 | 16% | 4 |
| Totals | 100% | 25 |



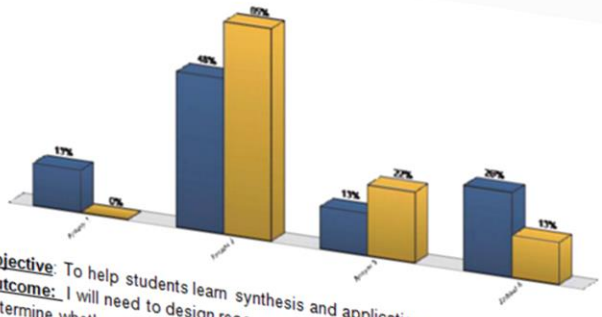

In teaching one of the cases for property on nuisance, the court balances the gravity of harm against the utility of conduct. The court sets out specific objective elements for each of those categories. However, I want students to grasp the fact that the application of the facts to those objective elements is really a subjective application by the court. In order for them to under the process involved I have them weigh the elements themselves.

D. Answer 4

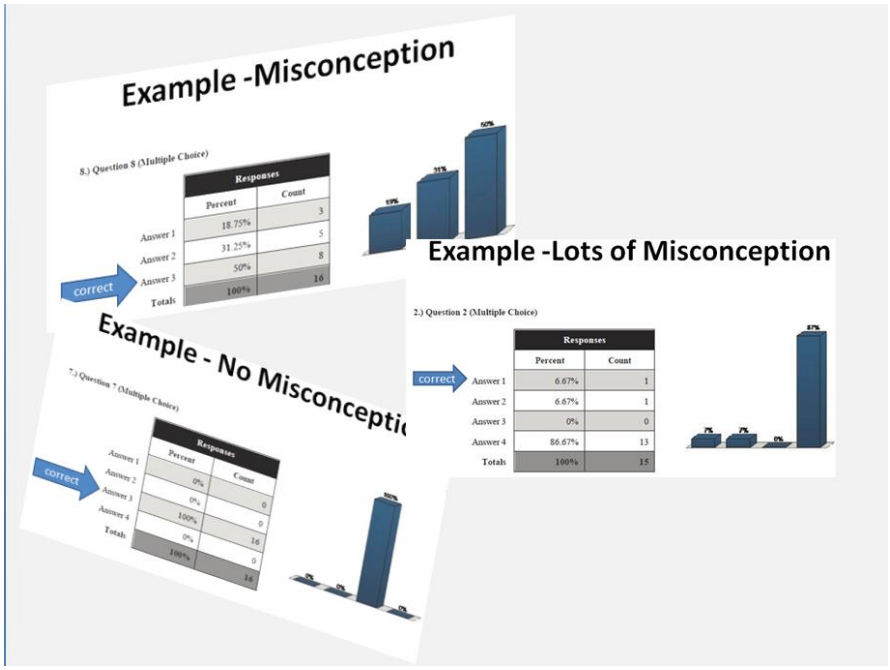
| | First Question | | Second Question | |
|---|---|---|---|---|
| | Percent | Count | Percent | Count |
| Answer 1 | 13.04% | 3 | 0% | 0 |
| Answer 2 | 47.83% | 11 | 65.22% | 15 |
| Answer 3 | 13.04% | 3 | 21.74% | 5 |
| Answer 4 | 26.09% | 6 | 13.04% | 3 |
| **Totals** | **100%** | **23** | **100%** | **23** |

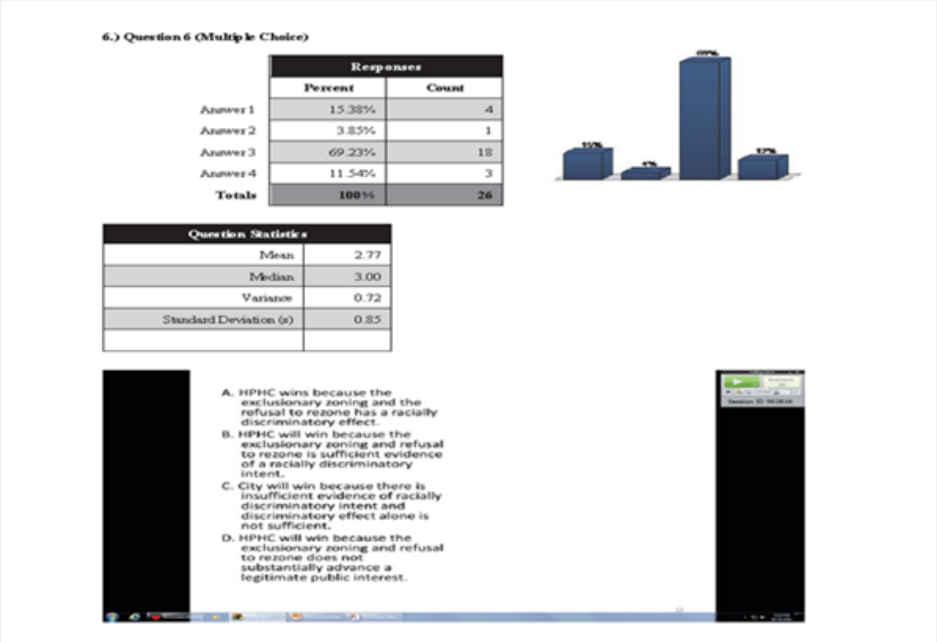
First Question  Second Question

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 Question1? 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 reoccurring questions after application of this process to determine whether it met its objective.




**Objective:** To ascertain whether students were fully grasping the material as 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 need 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.