USING WEB BASED CONFERENCING AND PRESENTATION SOFTWARE TO IMPROVE TEACHING EFFECTIVENESS AND THE LEARNING ENVIRONMENT

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Focus: This session will be of interest to educators who value using formative feedback to improve their teaching delivery and are interested in forming working collaborations with other educators using similar approaches to improve student learning environments. The presentation will illustrate three examples of the use of presentation and web conferencing software to encourage student self-assessment. This anonymous assessment data can be used by students to evaluate their understanding of the presented material, or can provide vital information to instructors allowing them to modify presentation delivery or review incompletely understood concepts.

Introduction: Providing students with sufficient formative feedback in an information loaded curriculum can be a challenging task. The first example demonstrates the use of presentation software to create anonymous self assessment questionnaires that are inserted every 10 to 15 slides throughout a distributed didactic lecture. Students are able to evaluate their understanding of the presented material and prepare questions for the presenter to address in a later discussion period.

The second example illustrates the use of student polling by an instructor to immediately assess student understanding of the previously presented material. The instructor can then modify the presentation to respond to this data. The data is gathered anonymously from every student and when complete, the results are broadcast to the class. Compiling data in this manner eliminates gender biased questioning and ensures that the data is a valid and accurate representation of the whole class.

The third example discusses the use of a branching case scenario to encourage the use of problem solving skills. The path a student takes through the case is determined by their responses to information presented in a sequential manner, and can be different for every student, if the case is sufficiently complex. Anonymous student comparison of their path to an evidence based path allows them to determine deviation points and the information/decision making that prompted this deviation.

Evaluation: Positive quantitative data. Quantitative date unavailable at this time.

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