

Transcript for Learning in action with Learning Catalytics

Terry Austin, Professor, Temple College:

A few months ago I brought Learning Catalytics into my classroom and while it is a personal response system, it's considerably more than that. It really is more like a **classroom intelligence system**.

Student 1: For Learning Catalytics I use my cell phone and I also use my Nook.

Student 2: I personally use a computer for Learning Catalytics.

Student 3: For Learning Catalytics I use my iPhone 5.

Terry Austin

There are several big differences between Learning Catalytics and other polling systems. Clearly it will do individual responses with multiple choice answers, but there's a wide variety of other question types.

Student 4: I like to attend lecture because I know we're going to be using Learning Catalytics and I prefer that method versus say a pop test during the class.

Student 5: You can answer questions immediately after the teacher poses the question to you.

Terry Austin

I'd ask an instructor watching this, **when do you know you've lost your students?** Typically the answer for that is on the first or second exam, when they tend to bomb it. For me, I would know that at maybe 9:30 in the morning in the middle of a lecture, because I see a little red line blip showing that the students have sent me a message that they didn't understand what I just said. And I'll change my lecture at that point to clarify.

Student 1: Learning Catalytics has enhanced my learning by a little button that you can push, "I don't understand this," and it doesn't disrupt class. When I say, "I don't understand this," he just knows, hey, I need to talk over this more.

Terry Austin

So having the chance to really **know the moment I've spoken that they are either with me or that I've lost them** is golden. I couldn't really get that from any other system.

Classroom participation is another fun part of this. Once I've asked a question and assigned students into groups, they take over the classroom in a very good way. **They're having discussions about the topic at hand, and often explaining the ideas in ways I never would have dreamed of.**

Student 4: Learning from other classmates helps me because they have different ways they can remember things, they have different ways they've learned things.

Student 5: We did have one time in Learning Catalytics where **the classroom percentage was at 19%**, and I knew the answer fairly well. And when we broke out into groups, I was able to talk to my group with the right answer and work them through how the process worked, and then going into another group, even outside just the group that the teacher gave us, and help them out. And **it raised the percentage up to 89%.**

Terry Austin

What I've seen in the classroom with Learning Catalytics is **my students truly are engaged with material.** They're having a good time. They're discussing, they're letting me know whether they understand the topic at hand.

Student 4: I personally love Learning Catalytics it's convenient for me. It's on my phone, so I always have it. It's always there with me so I can do that studying.

Student 3: I'd definitely recommend Learning Catalytics to any other instructor who's going to implement it in their class because it gets your class engaged.

Student 1: It's very easy to respond to questions. **If you can text, you can respond.**

Terry Austin

When I adopted Learning Catalytics what I really wanted to get out of it was a better classroom polling system. A system that let me do more than simple multiple choice and begin to push the edge of student understanding.

I wanted to challenge them, I wanted to assess their critical thinking skills, and Learning Catalytics really gives me that.