

# Learning Catalytics - January 2017

## Joanne McDowell, University of Hertfordshire

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Gail Capper | Pearson

### Background

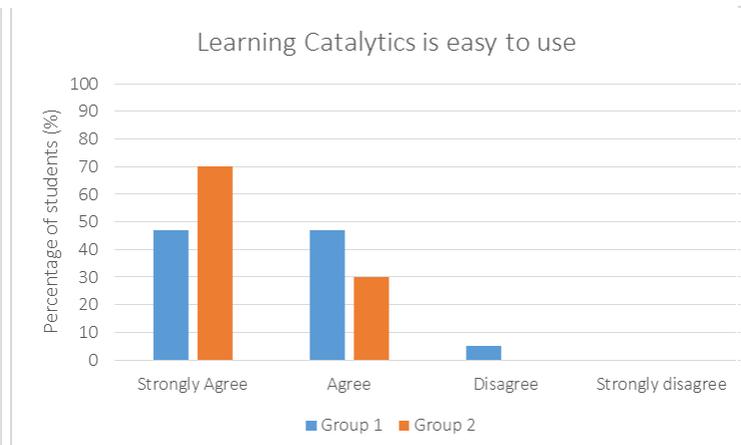
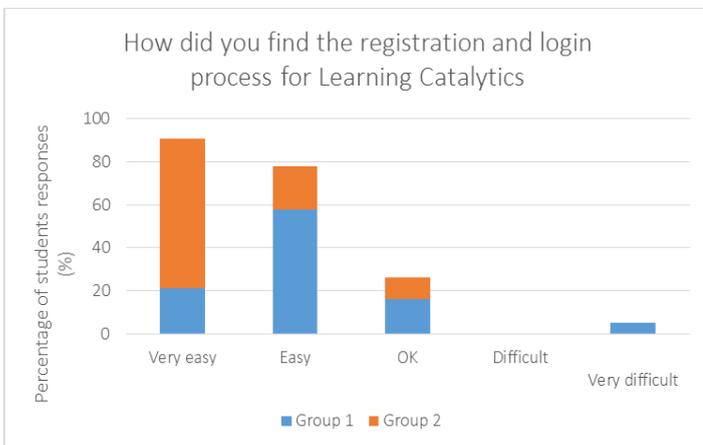
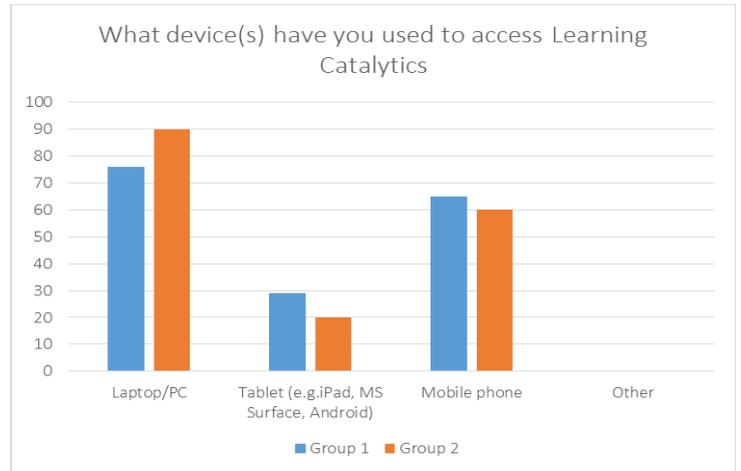
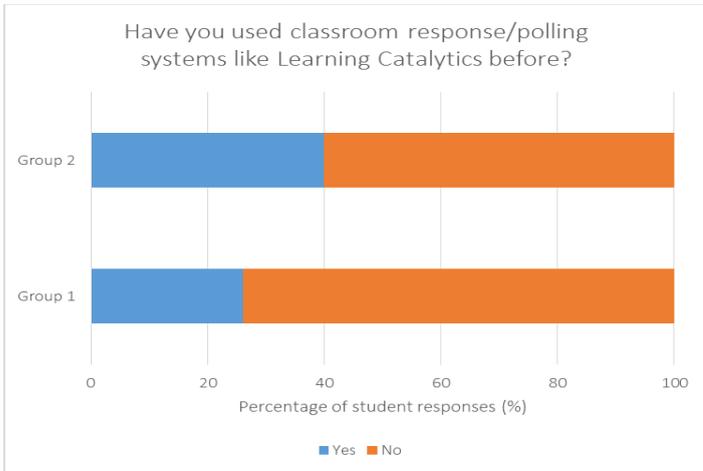
Learning Catalytics (LC) was used in September 2016 with two groups of students studying 'Language and Society'. Group 1 had responses from 20 students and Group 2 had 10 responses. The survey was optional and anonymous, designed in order to understand more about how students used the resource, how useful it was and whether it would be welcomed on more modules.

### Survey Findings

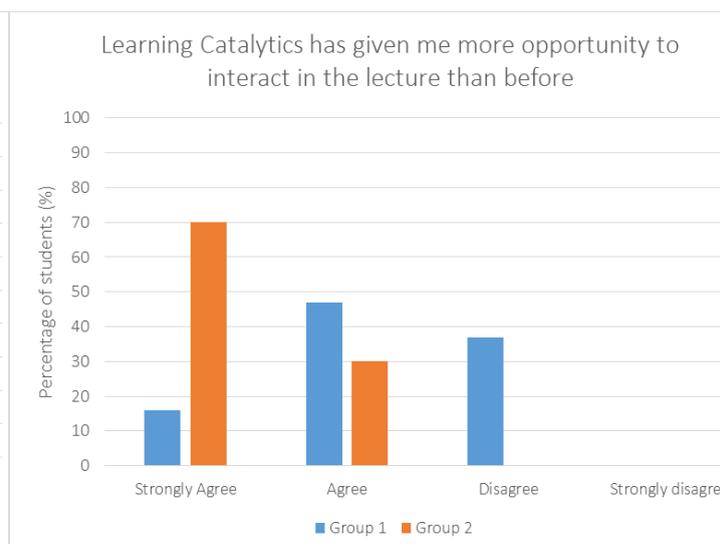
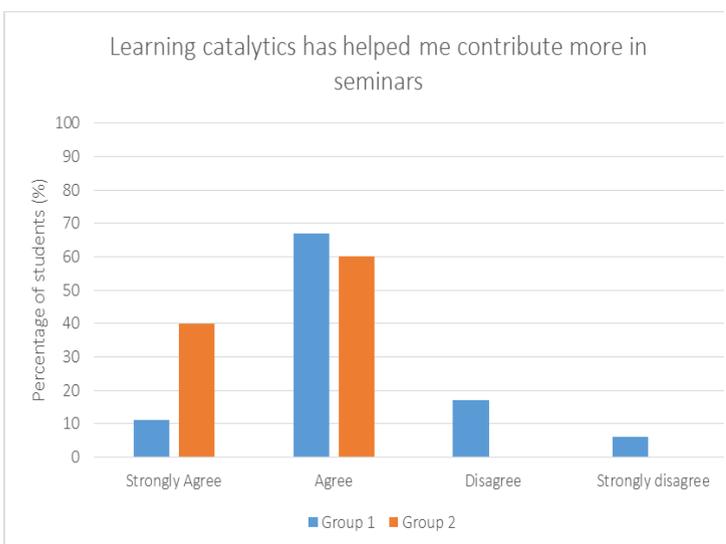
#### Summary

- 97.5% of students strongly agreed or agreed that Learning Catalytics (LC) was **easy to use**, no matter whether they had found it harder or easier to access initially
- 92.5% of students strongly agreed or agreed that LC **made the overall learning experience more engaging**
- 89.5% of students strongly agreed or agreed that LC had helped **improve their understanding**
- 89% of students strongly agreed or agreed that LC had helped them **to contribute more** in seminars
- 81.5% of students strongly agreed or agreed that LC had helped them to have **more interaction in lectures**
- 69% strongly agreed or agreed LC had **helped with revision**.
- The majority of students (68.5%) gave Learning Catalytics a score of between 8-10 when asked how likely they were to recommend it to others (10 being the highest) with positive feedback such as *"...I feel like I get more out of the lectures and the seminars. More students are engaged with the lectures and seminars, which improves everyone's learning..."*
- Group 2 recorded the highest levels of satisfaction with Learning Catalytics, scoring 60 on the Net Promoter Score (NPS) **Note:** the lowest possible score is -100, the highest is 100.

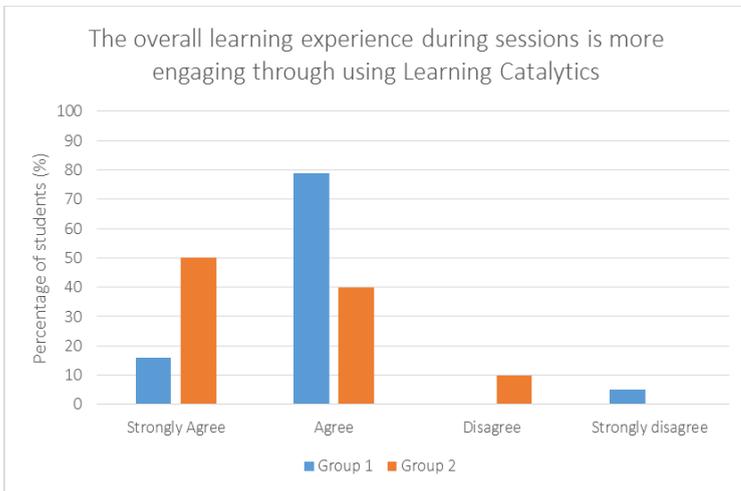
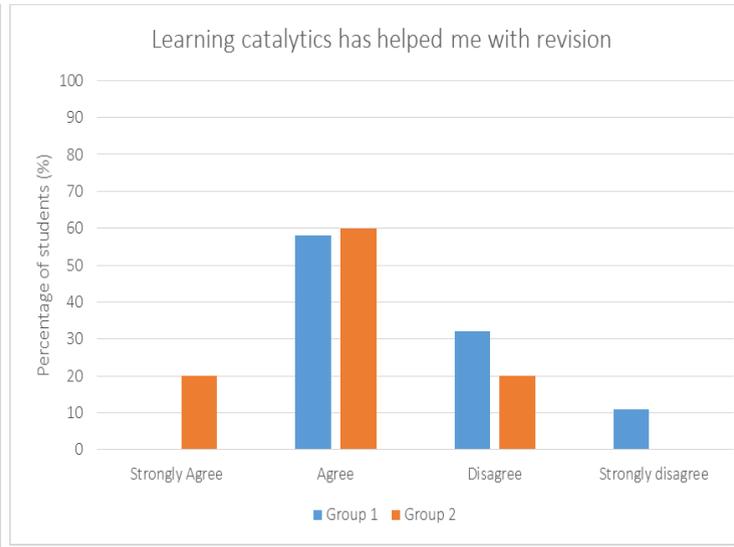
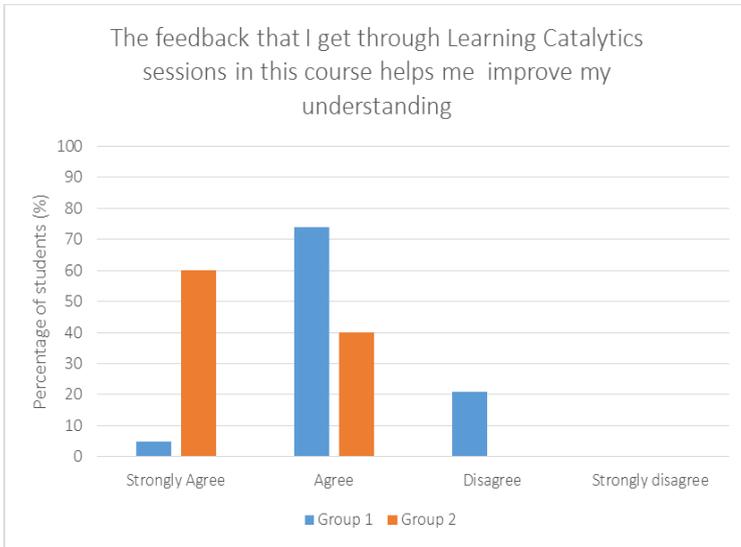
### Student Experience: Accessibility



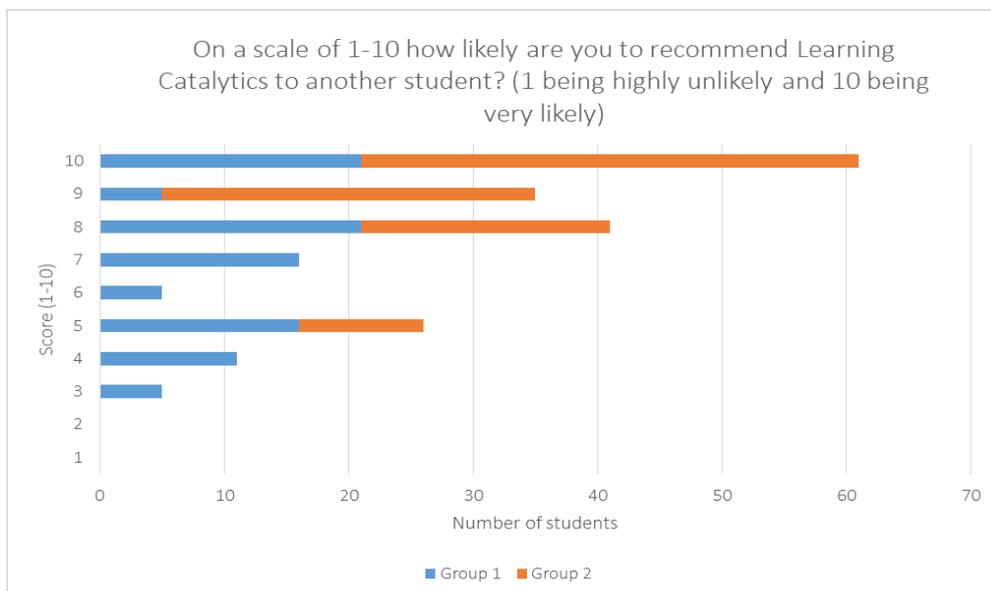
### Student Engagement



### Student Experience: Learning



### Student Satisfaction



**Verbatim Student Feedback (categorised):**

*“Would you like to use Learning Catalytics on any other modules?”*

**Positive (21 responses):**

- Yes, I would like to use LC for all ELC modules (language in society, language and species and English grammar for level 5), because **I feel like I get more out of the lectures and the seminars. More students are engaged with the lectures and seminars, which improves everyone's learning.** Normally during lectures and seminars no one really says anything, but with LC we get to compare more answers.
- **lang and species, grammar**
- Yes - Any other module which is with discussions
- Yes, I also think it will be good in **Philosophy**
- Yes! **All modules**
- Yes: **Media Cultures, ELC Research Methods, Grammar**
- Any **English language** module.
- Yes! I think it would be very helpful in my **English Grammar** module, or **Religious philosophy** module.
- Yes, **Film**
- Yes. **Public History.** And **English Grammar.**
- Possibly, **any module that encourages students to speak out during the lecture/seminar it could be useful in. all modules**
- **Media**
- Yes please. It would be very nice for **Forensic Linguistics** or possibly **Languages** so that the lectures are not always passive.
- Yes. **Research Methods.**
- **Communication and cultures, Language and mind, Global Englishes, English grammar**
- I would say yes because when I did not understand what I was expected to answer, seeing other students' answers helped me understand them.
- Yes, I believe it would be helpful in areas such as **math and science**
- **English Grammar**
- **modules where there is a lot of discussions, such as language and species. Other modules where there can be different opinions so that you could gather different point of views anonymously.** **Journalism** would be good too, so you can share different ideas and viewpoints too.
- I think learning catalytics would good for **journalism** for when the class are writing their own titles.
- Yes

**Neutral (2 responses)**

- Why not - but in a course, where **a good and quick Internet connection** is provided! :D
- At the moment i use it in two of my most important classes the other is mandarin which i think should be more hands on rather than electronic but if i had other **written based theory based classes i would want to use it in them for sure**

**Negative (6 responses)**

- No x 5
- No, **I don't like the non-speaking**