

DES MOINES UNIVERSITY



Poll Everywhere Workshop

June 2, 2015



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Today's Objectives

- Participate in a variety of polls to experience the Poll Everywhere tool
- Discuss applications of using it, including pilot testing faculty experiences
- Try it out yourselves



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What is Poll Everywhere?

- Audience Response System (“clickers”)
- Alternative to Turning Point being considered for fall 2015 (presented to Faculty Org. 5-12)



How it works

This is how it works



1 Ask your audience a question with the Poll Everywhere app



2 Audience answers in real time using mobile phones, Twitter, or web browsers



3 See your response live on the web or in a PowerPoint presentation

4 Types of Questions (MC, Open-Ended, Brainstorm, Clickable Image)

Lots of options: Design formats, correct answers, timed, link/embed, reports, settings, ...

More details will be shown through the upcoming demonstration.



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Why use it?

- Students can learn by considering a question
- Breaks up lecture
- To increase participation, discussion and attendance
- To assess student preparation and ensure accountability (especially in flipped class)
- Lets you see inside their heads – allows rapid feedback while teaching
- Check for understanding (formative mainly)
- Address student misconceptions – removal of “house of cards effect”
- Practice problems
- Guide thinking, discussion, or review
- Anonymity and privacy in responses
- Students learn more deeply by teaching each other (Peer Instruction)



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Best Practices

- Ask several times during lecture (2 – 3 per hour)
- Ask challenging, meaningful questions tied to learning goals
- Make it clear why you're using polls
- Emphasize reasoning in discussion of right **and wrong** answers
- Allow enough time
- Encourage peer discussion and learning (stats)
- Summarize discussion in wrap-up
- Show students you value their ideas – culture of respect
- Don't always show the histogram immediately
- Have a catch-all poll ready to use



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Steps & Tips for Implementation

1. Choose a learning goal to assess
2. Develop open-ended thought question
 - Use real-life scenarios, clinical examples, or cases
3. Use groups to answer and discuss
 - Choose group to present rationale to class
 - Revote as needed
4. Listen carefully for misconceptions and address them



Faculty Pilot Test Results

- Laura Delaney
- Gretchen Tighe
- Greg Kolbinger
- Martin Schmidt



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Group Effort:

LET'S CREATE A POLL TOGETHER



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Converting Polls from Turning Point

- Remove non-poll slides
- Save As RTF format
- Remove hard returns, choices after Q separated by commas
- Copy/Paste into PollEverywhere
- Adjust as needed
- Insert into PPT slides or D2L courses



Resources

- Clicker resources, U Of British Columbia:
<http://www.cwsei.ubc.ca/resources/clickers.htm>
- Clickers in the Large Classroom: Current Research and Best Practices Tips:
<http://www.lifescied.org/content/6/1/9.full>



Upcoming Events:

- June 8 Webcast: What's Up, Doc? Leading Technology-Based Innovations in Medical Education
- June 17: Sneak Preview of Faculty/Staff Presentations for D2L Conference
- July 23: Curriculum Mapping to Foster Competency, Stebbins & Belloff
- DMU Library Nerdfest: CME for Faculty & Staff during July 2015. Details and Registration at <https://cme.dmu.edu/nerdfest>
- August Faculty Showcase – Consider RFP