Mobile engagement
Phone voting in large lectures

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Background

This research was undertaken as part of the Faculty of the Professions project *Engaging Students in Large and Diverse Classes*. It involved the implementation of mobile phone voting in three lectures of Principles of Public Law, a 1st Year course with 400+ students.

Students voted on questions set on pre-readings for the lecture, and participated in small group work and whole lecture group discussions. An online survey was administered at the end of the course to explore whether mobile phone voting had enhanced students' engagement in lectures.

Action research results

- Significant adaptations in class required: more complex questions needed, danger of tediousness

- Little measurable impact on pre-reading, but observed increase in engagement and interaction

Survey responses

Votapedia lectures attended	(Strongly) Disagree	Neutral	Agree	Strongly Agree	Broad Agreement
1 (n=17)	5.9%	17.6%	52.9%	23.5%	**76.4%**
2 (n=52)	2.8%	11.5%	53.8%	30.8%	**84.6%**
3 (n=93)	1.1%	8.6%	41.9%	48.4%	**84.6%**

Percentage of students who agreed that they "found the lectures where Matt used *VotApedia* very engaging"

Open ended responses

Q: Please comment on the use of VotApedia *in Principles of Public Law Lectures.*

- "Made learning more interactive, allowed us to discuss reasons for and against certain answers and an opportunity to justify our own views with Matthew there to correct us."

- "I found I got a lot more out of the lecture because I had to apply my knowledge and actually think about it rather than just listening."

- "They are a great way to keep you engaged in the lectures."

VotApedia is free to use for both staff and students
www.urvoting.com

Habel, C. (2010). *VotApedia* for student engagement in academic integrity education. *ergo*, *2*(1), 15-25.

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