Bournemouth University

Effect of CPS on Learning: Case Study 3

Theme:
collaborative learning in large groups

The project

The project aimed to enhance interaction and active participation in large lecture groups through the introduction of Classroom Performance System (CPS). The academic hoped to encourage engagement, increase feedback to both students and tutors and enhance deep learning.

With the CPS the large group lectures became more interesting with students benefiting from interactive lectures, discussion and learning from their peers. Students claimed they learnt more with the use of the CPS and their feedback overwhelmingly supported it. Students also seemed visibly happier and engaged.

In large group lectures there is often the problem of surface learning, low student satisfaction and poor motivation. However large group teaching is essential in Nursing and it can be very difficult to teach essential and complex topics such as Anatomy and Physiology to large groups. The use of CPS systems provides a good environment for improving student satisfaction, learning and motivation.

One issue was the lack of sufficient handsets for all students so they had to share. However, this did contribute to peer learning as students had to discuss answers between themselves before responding. Student feedback in evaluations suggested students learnt from each other.

Learning activity

- over six weeks, to evaluate the effect that a Classroom Performance System has on learning and student satisfaction

e-Tools

- Classroom Performance System
- Virtual Learning Environment (Blackboard)

e-Resources

PowerPoint materials linked to CPS

Keywords

Classroom Performance System, deep learning, large groups, VLE

Programme: Adv Dip/BSc Pre-Registration Nursing

Unit: Anatomy and Physiology

Level: Level C (Year 1)

Number of students: 240

"Large group teaching is essential in nursing….and CPS provides a good environment for improving satisfaction and motivation" (Joy/Nickless)

eRes

Support and development

The academic required technical support to set up the equipment in the lecture theatre and to learn how to create and use a CPS database as well as evaluate the results.

Students required an explanation and some support on CPS from the lecturers. There were also some manual dexterity issues.

Learning points

• academics: require training on the equipment

• equipment: check before use and ensure there are enough handsets for all students

Reading for a degree in an e-environment

The use of CMS increased interactivity, engagement, peer discussion and feedback.

"Feedback was overwhelmingly in support of the system"
"Seeing students engaged gives you a buzz" (Joy/Nickless)

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References

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