

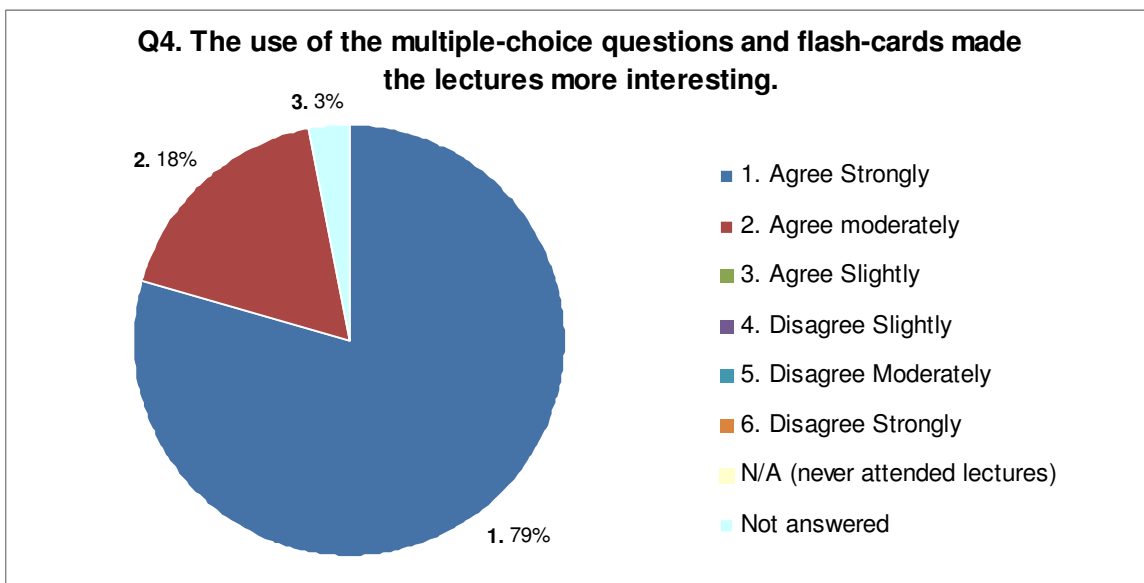
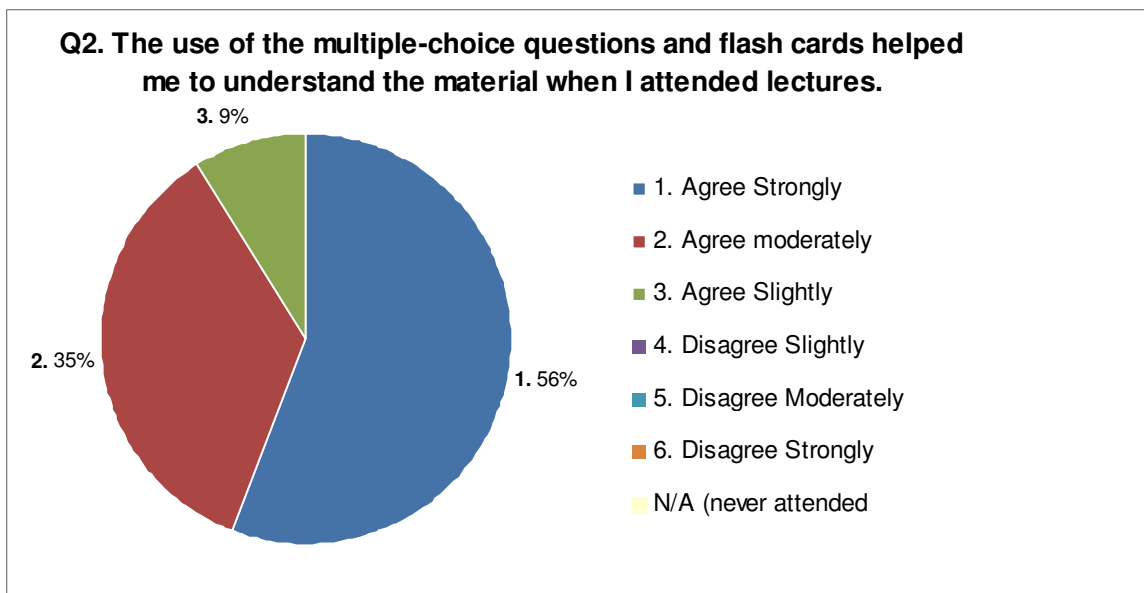
PHL1030: *Thinking: Analysing Arguments*. Monash University, School of Philosophy and Bioethics. Semester 1, 2006.

Description

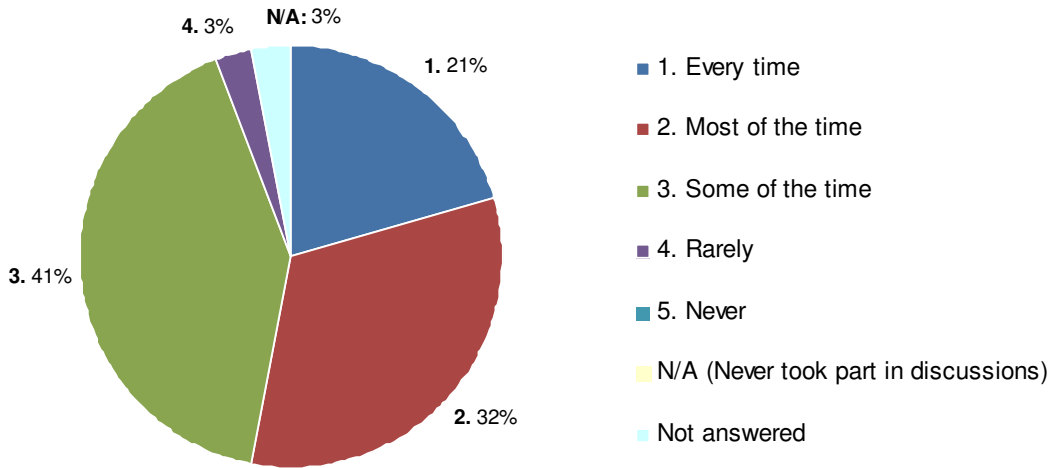
Approximately 4-6 questions were used in each one-hour lecture. 34 students completed the questionnaire. This represents 56% of the total enrolment of 61. However, given that typically about 25-30 students attended lectures, it is likely that this figure represents nearly all students who attended lectures.

Summary

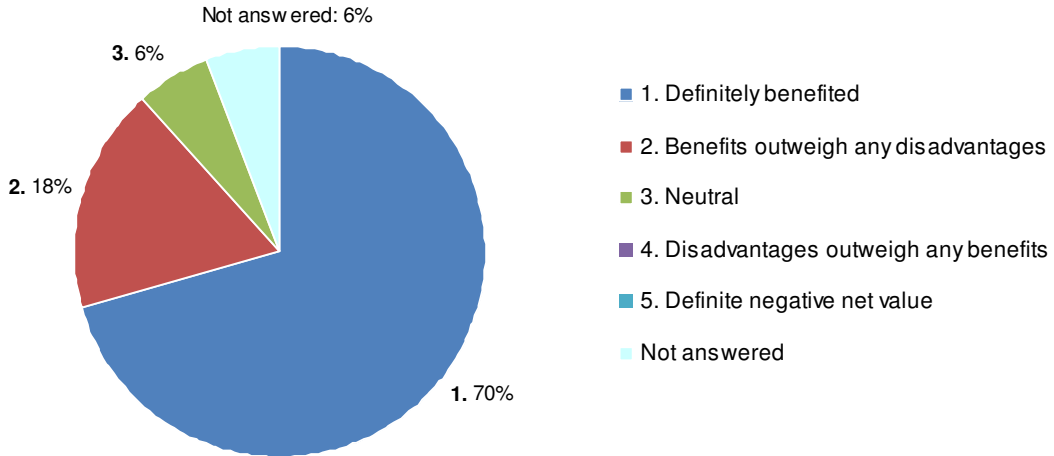
Below are the results from four key questions on the questionnaire.



Q6. The discussions with fellow students helped to improve my understanding of the topic



Q12. What (for you) was the balance of benefit vs. disadvantage from the use of the multiple-choice questions and flash cards in the lectures?



Sample comments

Benefits

Q10. What were the benefits (for you) of the multiple-choice questions and flash-cards (if any)?

Improved understanding (9 comments)

They consolidated the content of the lecture and helped build confidence that the things I was taking from the lecture were the right ones. ... They should be done in more classes.

They were a good way to reinforce the theory we were learning in the lectures. I wanted to do more of the multiple choice questions I felt they helped me understand the course material and gave me an opportunity to practice my critical thinking skills.

They helped to ensure that I understood the concepts being taught and could put them into practice.

They made me think about the question properly, and come up with an answer. I had to utilise the stuff that was being taught immediately, rather than simply remembering it and trying to use it later on when I've forgotten half of it. It definitely helps with remembrance, and ability to use the skills being taught.

Interaction and engagement (9/24 comments)

I enjoyed the interactiveness that they brought to the lectures and the general discussion that usually ensued for the trickier questions....

It made lectures interactive and also gave me an opportunity to demonstrate if I had or hadn't grasped the material just taught and then if so, to clarify them ... they're fun and interesting!

Made the lecture much more interesting than most of the other lectures I've been to.

I enjoyed being able to test my knowledge and ability to apply that knowledge right there in the lecture. It also broke up the lecture and gave us something to actively do instead of just passively listening and taking in the information. ... I wish more lecturers would use this method - well done!

Useful feedback (7/24 comments)

Cleared up misunderstandings. Sometimes I thought I understood and the flash cards showed that I hadn't...

Allowed me to see how I was doing in comparison with others in the class. I was not put down by being wrong, because I could see that at least I was not the only one who answered in a particular way. Also allowed the lecturer to address where and why people went wrong in their reasoning without singling out individuals.

... gave me an opportunity to demonstrate if I had or hadn't grasped the material just taught and then if so, to clarify them ...

...It also made me feel less stupid when I knew I wasn't the only one with the wrong answer.*

Improved attention (5/24 comments)

Made me more alert during lectures. Helped sustain my attention and interest during the lecture. ... Good, innovative approach.

They kept my attention in lectures and also allowed me to associate certain principles with examples.

Broke up lectures a bit, kept me alert and focusing on the material.

Disadvantages or problems

Q11. What were the disadvantages (for you) of the multiple-choice questions and flash-cards (if any)?

No disadvantages (10/19 comments)

I found no disadvantages.

None.

There were none, it was great, we should have that for every class

None really. If I wasn't sure of the answer I just abstained. Anyone uncomfortable with voting in front of everyone else could do the same, I suppose.

Too easy to vote with the majority (4/19 comments)

Very easy to vote according to how the rest of the class votes.

I reckon some people voted deliberately in conformity with the rest, which is a disadvantage of being able to see what everyone else is voting for.

Not enough time given to think (2/19 comments)

I was not given enough time to think about the answer. Because of this, I ended up voting with the majority of people because I was unable to answer the question myself in the time given.

Sometimes too quick.

Embarrassed if answered incorrectly (1/19 comment)

Sometimes if I was unsure of an answer it was embarrassing holding up the flash cards when others could see my answer, especially if I got it wrong!

Not as effective when listening to recordings (1/19 comment)

I listen online and they are not as effective this way.

Too many questions (1/19 comment)

Sometimes when we did 5 or 6 in a row I lost interest. But I am a bit of a short attention student.

Other comments

Positive (18/18 comments)

The cards help you understand the material because they force you to actually work out the answer. It's too easy to sit and watch a lecturer tell you the answer when you might not really be paying much attention, but if you're forced to participate then you have motivation to get it right.

They're great! They are also good because they highlight times when a particular part of a concept hasn't been fully explained (or where people have misinterpreted the lecturer). I wish more lecturers would use this method - well done!

Multiple choice questions throughout the lecture were very good in terms of practically using and understanding what he had just learnt about and consolidated my learning. I also think that they make [the lecturer] feel good about his teaching because it always seems like most people are paying attention and learning stuff! Flash

cards are fun!

they were awesome!!!!!!!!!!!!!!

All lecturers should try incorporate them into their lectures. Its a great idea and kept us active during the lecture. Would definitely help with the 'boring' factor a LOT of other lectures have.

They're fun and interesting!

The use of flash cards deals with what I believe would be one or the biggest hurdles for lecturers, to overcome the apathy of students to volunteer to give responses. Students have a tendency to not participate if they are singled out to give a response, but with everybody responding simultaneously, it creates a more dynamic and engaged studying environment. I hope it continues to be used, perhaps it will spread to the other subjects, and perhaps eventually they will build electronic multiple choice buttons built into the chairs :) .

More lecturers should use them. Keep it up.

They are good. It was really good how we gave our initial answer and then tried to 'sell it' to each other and then revote.

Good, innovative approach.

Neutral (0/18 comments)

Negative (0/18 comments)