SUPPORT RESEARCH-BASED PEDAGOGICAL LEARNING THEORIES WITH TURNINGPOINT

ACTIVE LEARNING

Involvement of learners directly and actively in the learning process itself. This means that instead of simply receiving information, students receive, participate and do.

RESEARCHERS BONWELL & EISON

AGILE TEACHING

The ability for the instructor to quickly adapt and change course pace, as well as alter course structure to suit the needs and abilities of the learner.

RESEARCHERS BRUFF

ASSESSMENT FOR LEARNING

Assessments of learning checks to see if the learners have met required objectives versus assessments for learning which are designed to check if the learner is making progress toward meeting objectives during the learning process. One is for accountability, while the other is used to support learning.

RESEARCHERS STIGGINS

ENGAGEMENT

Depict learner's psychological investment in learning. It is also used to describe meaningful student involvement throughout the learning environment.

RESEARCHERS PRENSKY

GAME BASED LEARNING

Game based learning uses competitive exercises, either pitting the learners against each other or encouraging them to challenge themselves in order to motivate better learning.

RESEARCHERS DEDE

IMMEDIATE FEEDBACK

Involvement of learners directly and actively in the learning process itself. This means that instead of simply receiving information, students receive, participate and do.

RESEARCHERS EPSTEIN

LEARNING STYLES

Learning styles are not concerned with "what" learners learn, rather "how" they prefer to learn to include audio, kinesthetic, and visual learning preferences.

RESEARCHERS KEEFE

MOTIVATION

Attention, Relevance, Confidence, and Satisfaction (ARCS) – four steps for promoting and sustaining motivation in the learning process. For a learners' attention to be aroused and sustained, there must be relevance of what is being learned, confidence built and a correlation between effort and results.

RESEARCHERS KELLER

PEER INSTRUCTION

Learners are asked a question and formulate their own answers; they then discuss their answers in groups attempting to reach consensus on the correct answer. This process forces the learners to think through the arguments being developed, and enables them (as well as the instructor) to assess their understanding of the concepts even before they leave the classroom.

RESEARCHERS MAZUR

POSITIVE REINFORCEMENT

Promotes the rapid questioning model and the positive reinforcement of correct responses. Closely monitor learners' responses and expectation of learning mastery.

RESEARCHERS REID

SOCRATIC QUESTIONING

Pose questions that are more meaningful than those a novice of a given topic might develop on his or her own. Create and sustain intellectually stimulating learning environments and acknowledge the value of the learner in that environment.

RESEARCHERS HAKE

SPACING EFFECT

Learners easily remember or learn items when they are studied a few times over a long period of time.

RESEARCHERS GREENE

TURNING technologies

LEARNING THEORIES AND APPLICATIONS

ACTIVE LEARNING

Add an answer option of "unsure" so learners will not guess and notify the instructor that help is needed. Use the on-the-fly or custom questions for learners to pose questions for the entire group to respond. ResponseCard NXT or ResponseWare users can utilize feedback features to notify the instructor of questions and comments.

APPLICATIONS: On-the-Fly Questions, Custom Questions, Need Help Answer, Messaging

AGILE TEACHING

On-the-fly questions can be polled enabling flexible questioning. Build conditional branching slides that will automatically move to specific slides based on the learners' responses. Check for understanding using the moment-to-moment slide available within PowerPoint polling having the learner self-evaluate their comprehension level.

APPLICATIONS: On-the-Fly Questions, Conditional Branching, Moment-to-moment Slides

ASSESSMENT FOR LEARNING

Learners can change answers from 1 to 10 based on their comprehension level during instruction. Allow them to respond without the stress of grading. Uncheck "Show Results" when there is potential for a large percentage of incorrect responses during a pre-test that may lead to discouragement. Provide pre- and post-questions within one session and display changes the comparative feature.

APPLICATIONS: Live Charts, Show Results, Comparative Feature, Anonymous Polling

ENGAGEMENT

Conduct a warm-up by having 2-3 questions related to previous materials in combination with fastest responder slides. Involve learners in their learning process. Priority ranking questions allows learners to identify several topics they are interested in learning more about.

APPLICATIONS: Fastest Responder, Priority Ranking

GAME BASED LEARNING

TurningPoint allows for the use of multiple gaming slides. Simultaneously have learners competing individually and as teams. Show the leader boards frequently, and encourage ongoing competition by posting the team scoring reports weekly.

APPLICATIONS: Team Slides, Team Scoring, Leader Boards, Speed Scoring, Reports, Fastest Responder

IMMEDIATE FEEDBACK

By providing a chart and correct answer indicator, learners and instructors are provided with immediate results and awareness of the correct answer. To view learner specific responses, use a split/dual screen to view the participant monitor only on the instructor's laptop. Provide learners with the "Results by Participant" report as a study guide.

APPLICATIONS: Correct Answer Indicator, Individual Reports, Participant/Live Results Monitor

LEARNING STYLES

Use demographic slides to identify individual learning styles and compare student performance on different questions. Utilize images for visual learners and include video/audio files to appeal to additional learning styles. Set the chart settings to correct and incorrect to visually show a green/red chart. Use a Prompt to visually remind learners to response to a PowerPoint slide.

APPLICATIONS: Demographics, Data Slicing, Insert Images, Answer Now, Chart Colors, Insert Video/Audio

MOTIVATION

Use a countdown timer to motivate learners to answer quickly and display response grids to motivate participation. Leader boards spaced throughout a session will encourage competition. Positive and negative point values can be used to encourage motivation based on total points.

APPLICATIONS: Countdown Timer, Response Grids, Leader Boards, Gaming Slides, Point Values

PEER INSTRUCTION

Ask the question initially without discussion and then after discussion ask the same question once again. Copy the question to show a comparative relationship between the first polling and second polling.

APPLICATIONS: Repoll, Compartive Feature

POSITIVE REINFORCEMENT

Use a correct answer indicator, and display fastest responders or leader boards to reinforce correct answer choices. Use all positive point values for both correct and in-correct answers. Incorrect choices can be set at a lower value.

APPLICATIONS: Correct Answer Indicator, Point Values, Fastest Responders, Leader Boards

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SOCRATIC QUESTIONING

A custom standards list allows for reporting based on the difficulty level of questions. Build on the learners growing expertise by adding questions within a lecture with increasing difficulty. Use conditional branching to advance through material that has been mastered, and monitor progress with the Continue Prior Session feature.

APPLICATIONS: Custom Standards List, Conditional Branching, Continue Prior Session

SPACING EFFECT

Continue prior session can be used to collect data from various questions spaced between class periods. Provide learners with "think time" by inserting an essay answer question that can be responded to with ResponseWare and ResponseCard NXT clicker.

APPLICATIONS: Continue Prior Session, Essay Slide

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