

---

---

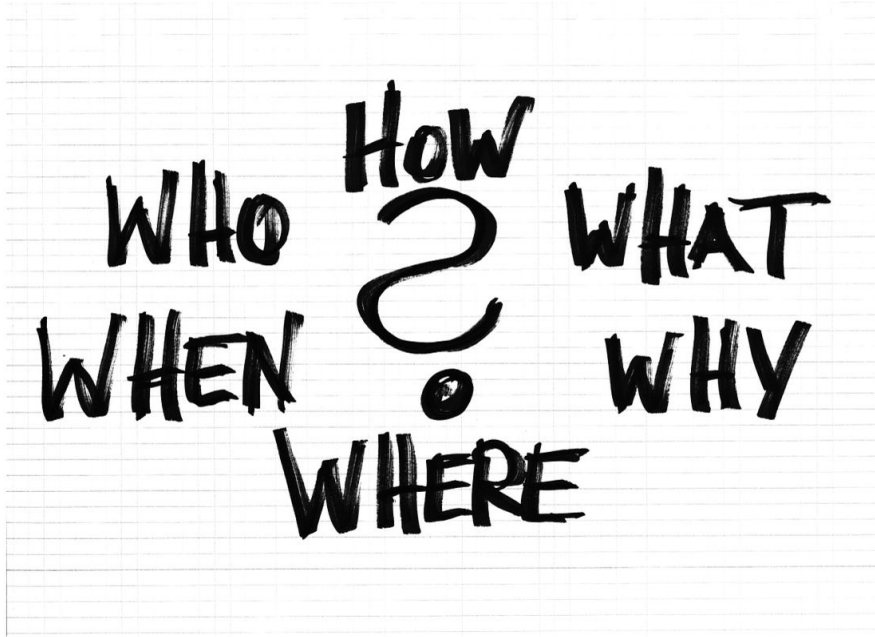
# Five years of Poll Everywhere at Westminster: The impact on staff and students.

— Ade Bamigbade & Yanna Nedelcheva —  
*University of Westminster*

---

---

# Why Poll Everywhere and Pedagogical Considerations



- Interactive classroom response system that utilizes SMS text or web messaging to collect & track responses
- Inclusive technology - NO student is left behind because they cannot afford the technology (BYOD)
- Easy Administration (multiple admin accounts)
- Large group engagement and 22000 responses in a poll
- Fantastic support materials (Introducing Poll Everywhere Video) :)

# Why Poll Everywhere and Pedagogical Considerations

- ❖ Spark Enthusiasm and Active thinking & improve student satisfaction
- ❖ Use as a icebreaker/brainstorming tool in large classes
- ❖ Active and Meaningful Student Engagement
- ❖ Check for understanding after a difficult lesson
- ❖ Review material before moving on
- ❖ Check for prior knowledge before introducing a new topic
- ❖ Assign as a homework assignment
- ❖ Use as a formative evaluation tool for your course

Total users

137

Total polls

1685

Total results

37385

# Mobile learning FST (Faculty of Science and Technology).

Students (Level 4, 5 & 6) and Staffs were provided with iPads for the purpose of “Learning through collaboration and greater connectivity”

The iPads will enable students to work more closely with lecturers, and learn collaboratively thanks to greater connectivity. Student and staff will be able to share content across the tools available on the iPad and will interact through video and audio content, which will offer an effective and dynamic way of learning.

This would be achieved through the use of different technologies that can be used in the classroom such as nearpod, zeetings, google forms, padlet, explain everything and many more



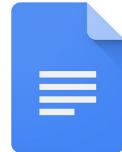
EXPLAIN EVERYTHING



NEARPOD



PADLET



GOOGLE FORM

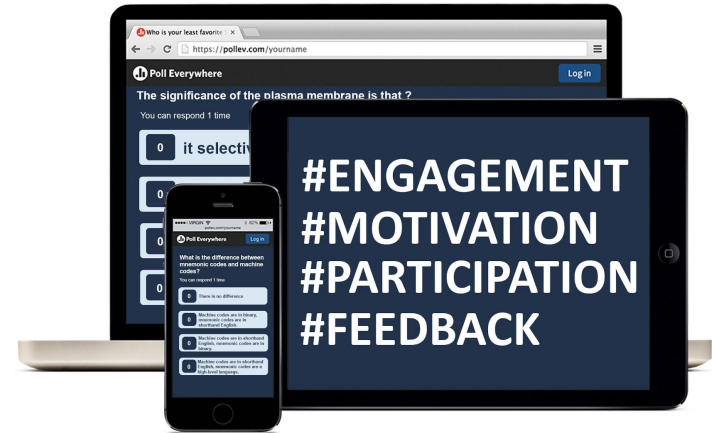


ZEETINGS

# Transforming your teaching

Getting academics to start using these technologies in class wasn't easy as it changes what they were used to (According to the **SAMR model**, this is just substitution.)

Out of all the technologies, Poll Everywhere seemed as the easiest to get started with. Note that, **no technology automatically enhances learning; rather, it must be used thoughtfully and deliberately to advance the learning objectives of a particular course.**



## What Is Poll Everywhere

Poll Everywhere is a web-based application that is simple to setup and use. It allows you to engage with your students by creating polling questions (multiple-choice or open-ended questions). Polls update seconds after students enter their votes using their mobile phones, laptops or mobile devices. This makes it a fast, easy and fun way to gather live responses to in order to gauge students understanding.

### To Find Out More

Contact Ade Bamigbade  
A.Bamigbade@westminster.ac.uk | 020 3506 4076



*part of the Mobile Learning Project*

# Why is the tool so appealing to academics?

- ❑ Engage students from the outset of the lecture
- ❑ Instant
- ❑ Accessible
- ❑ Easy to Use
- ❑ Dynamic Interface
- ❑ Live time results



# Students

## What is your opinion about Poll Everywhere and its usage in teaching?

"I think its an interactive way of teaching, making lectures and seminars more engaging and interesting"

"I have enjoyed using this service to participate in lecture as it has made it more interesting and interactive, more lecturers should do this to make their lectures better"

"I feel like it helps in terms of making class or exam date arrangements as well as meeting arrangements however i feel like most polls don't give a descriptive answer unlike face to face communication which can have follow up questions"

"An interesting tool to engage with students in another way. To understand students' in class and their absorption to what has been mentioned and learnt. A way to interact between lecturers and students rather than using traditional methods of hands up or paper and pen. Usage in teaching? Would like to see more of it. To be honest, I experienced it only for a short time last year (2015/16) and a bit in Semester one. I feel that when the use of app was "hot" on campus, there was an influx of using this but now it seems to have died down... It is the consistency of using online tools across all modules. Would be good to hear more about the challenges and barriers faced by academics of using other things other than powerpoints"

# Other examples

- **Psychology** - large group of students - ice breaker, improving student engagement in a lecture checking levels of attention and understanding
- **Engineering** - Small tutorial groups making sure students have the needed knowhow and are prepared to the challenges the final year project would throw at them.
- **Construction** - feedback on how students are finding module as it progresses, quizz, recap of the day- based on subject specific questions. Belbins Team theory, to provide students with an outcome that would allow them to consider what time of learner/ team contributor they are.
- **Finance, Law** - small seminar groups, problem based learning, etc
- **Odd one** - Consultation with students regarding lecture capture



## Guess what is the preferred method of students answering polls at University of Westminster?

 Respond at **PollEv.com/wmintel**  Text a **CODE** to **020 3322 5822**

 Tweet **@poll** with a **CODE**

 Answers to this poll are anonymous

Twitter	669251
---------	--------

SMS	669252
-----	--------

Web link (mobile device, laptop)	669253
----------------------------------	--------

Survey	669254
--------	--------

Total Results: 0

# Any Questions

