

# Background

## Name

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## Discipline/Teaching Area

Department of Management. I teach 800-1000 students Intro to Business. This course is divided into two large lecture halls (2 x50 minute lectures a week per section). The class is further broken down into 22 active learning seminars, consisting of 40 students that meet for 2 hours each week.

# Questions

## 1. How would you describe your teaching philosophy?

My teaching philosophy is centered on engaging students in a dynamic learning process that progresses through the four phases of experiential learning and ascends through Bloom's taxonomy, fostering abilities from basic recall to creative application. I employ high-impact teaching strategies including role play, flipped classrooms, and the case method to immerse students in real-world scenarios, enhancing their learning experience.

In my curriculum, students step into the shoes of corporate employees, apply theoretical concepts to real-life organizations, and tackle ethical dilemmas. This approach not only grounds theoretical knowledge in concrete experience but also encourages critical thinking and ethical reasoning. Lectures, supplemented by i>clicker technology, online quizzes, and midterms, cater to diverse learning styles, ensuring that visual, auditory, read-write, and kinesthetic learners are equally engaged.

Seminars further this engagement, providing a platform for abstract conceptualization and practical application of learned theories to assigned companies. This not only deepens understanding but also prepares students for the complexities of the workplace. The curriculum's design, reflecting a commitment to meeting diverse learning needs and fostering community, ensures that students are not just passive recipients of knowledge but active participants in their learning journey. Through this immersive, multi-faceted approach, I aim to inspire, motivate, and equip students with the knowledge and skills necessary for lifelong learning and success in their future careers.

## 2. What types of technology do you use in your teaching practice?

i>clicker, on-line quizzing through courselink, Socrates, Kahoot

## 3. How long have you been incorporating iClicker Cloud into your teaching practice?

I have used iClicker (not cloud) for several years. This tech was supported by the University of Waterloo for easy use in every classroom. I also used the wired clicker technology for several years at Guelph. I kept away from iclicker cloud as I felt at the time that the use of handhelds would distract from learning.

## 4. What motivated you to start using iClicker instead of a different student response system technology?

Remotes were no longer being sold and the iclicker base was not supported for U of G classrooms. The cost of the remote was also high at \$90. I switched to cloud in Fall of 2023. It was a low cost of entry for students.

**5. How did you introduce iClicker Cloud to your students?**

This is in-class participation opportunity for all students in a large lecture hall. It provides a check in to see your level of understanding prior to launching into a new topic, it allows me to test your understanding after delivering a topic. It gives a mental break for students during the lecture, as they are allowed to talk to discuss correct answers. It provides class room statistics, which students are very interested in. They gain participation marks (1.0 for participating regardless of right and wrong answer, and 1.0 pt for each correct answer). They are allowed to miss 5 clicker sessions without losing any grades- so they are told to manage wisely, do not email me if you are sick.

**6. What delivery method is being used in the course(s) where you are leveraging iClicker Cloud (e.g., fully on-site, fully online, hybrid/blended, hyflex)? How well did the use of iClicker cloud work in this modality?**

Full on-site

**7. What types of activities do you use iClicker Cloud for (e.g., attendance, anonymous polling, graded quizzes, assignments)?**

Anonymous polling, graded multiple choice questions in lecture only!

**8. What are some examples of iClicker Cloud activities that you used?**

Multiple choice questions.

**9. What are some of the challenges you have had with iClicker Cloud?**

Geo-location could not be activated here on campus (not sure why, as such students could log-in elsewhere once class started). Internet was not strong enough initially in the lecture halls. With 500 students in a lecture- each with 2-3 devices this often resulted in some students not being able to connect. However, CCS did try and come in the room to correct. Improvements were made.

**10. Have you received any feedback from your students about the use of iClicker Cloud in your course(s)? If so, was the feedback generally positive or negative? Did you notice any trends or themes in the feedback?**

Overall positive, students loved the chance to engage and interact with classmates during the course. They liked the price point of \$19. A limited fee said they did not like to buy. The attendance feature was invalid for my use, as the grade sync is what dictated attendance for my purposes. I am not sure how the attendance feature worked, but several students were confused why their ap showed them as absent as opposed to in attendance.

**11. What recommendations do you have for instructors who are considering using iClicker Cloud?**

It easier than you think. Rely on iClicker support team- they can walk you through anything- let students talk during response time- it takes the stress away and make participation count toward grades. If student attended, paid attention and participated they received close to 100%.

**12. What resources would you recommend to instructors thinking about using iClicker Cloud or a student response system technology?**

Talk to the providers- for the most part they are very helpful. Organization like TOP Hat- are concerning- as they house all student data and grades- I believe this to be a conflict of interest.