Background

Learning Catalytics (LC) was used in September 2016 with two groups of students studying the same module at the University of Hertfordshire. Group 1 had responses from 20 students and Group 2 had 10 responses. The survey was optional and anonymous, designed in order to understand more about how students used the resource, how useful it was and whether it would be welcomed on more modules.

Survey Findings

Summary

- 97.5% of students strongly agreed or agreed that Learning Catalytics (LC) was easy to use, no matter whether they had found it harder or easier to access initially

- 92.5% of students strongly agreed or agreed that LC made the overall learning experience more engaging

- 89.5% of students strongly agreed or agreed that LC had helped improve their understanding

- 89% of students strongly agreed or agreed that LC had helped them to contribute more in seminars

- 81.5% of students strongly agreed or agreed that LC had helped them to have more interaction in lectures

- 69% strongly agreed or agreed LC had helped with revision.

- The majority of students (68.5%) gave Learning Catalytics a score of between 8-10 when asked how likely they were to recommend it to others (10 being the highest) with positive feedback such as “…I feel like I get more out of the lectures and the seminars. More students are engaged with the lectures and seminars, which improves everyone’s learning…”

- Group 2 recorded the highest levels of satisfaction with Learning Catalytics, scoring 60 on the Net Promoter Score (NPS) Note: the lowest possible score is -100, the highest is 100.
Student Experience: Accessibility

Have you used classroom response/polling systems like Learning Catalytics before?

- Group 2: Yes 20%, No 80%
- Group 1: Yes 80%, No 20%

What device(s) have you used to access Learning Catalytics?

- Laptop/PC: Group 1 80%, Group 2 60%
- Tablet (e.g., iPad, MS Surface, Android): Group 1 50%, Group 2 30%
- Mobile phone: Group 1 10%, Group 2 20%
- Other: Group 1 10%, Group 2 5%

How did you find the registration and login process for Learning Catalytics?

- Very easy: Group 1 50%, Group 2 40%
- Easy: Group 1 30%, Group 2 20%
- OK: Group 1 10%, Group 2 10%
- Difficult: Group 1 10%, Group 2 20%
- Very difficult: Group 1 5%, Group 2 10%

Learning Catalytics is easy to use

- Strongly Agree: Group 1 60%, Group 2 50%
- Agree: Group 1 30%, Group 2 20%
- Disagree: Group 1 10%, Group 2 20%
- Strongly disagree: Group 1 5%, Group 2 10%

Student Engagement

Learning catalytics has helped me contribute more in seminars

- Strongly Agree: Group 1 30%, Group 2 20%
- Agree: Group 1 50%, Group 2 40%
- Disagree: Group 1 10%, Group 2 20%
- Strongly disagree: Group 1 5%, Group 2 10%

Learning Catalytics has given me more opportunity to interact in the lecture than before

- Strongly Agree: Group 1 50%, Group 2 40%
- Agree: Group 1 30%, Group 2 20%
- Disagree: Group 1 10%, Group 2 20%
- Strongly disagree: Group 1 5%, Group 2 10%
**Student Experience: Learning**

The feedback that I get through Learning Catalytics sessions in this course helps me improve my understanding

![Graph showing percentage of students' agreement with the statement](image1)

The overall learning experience during sessions is more engaging through using Learning Catalytics

![Graph showing percentage of students' agreement with the statement](image2)

**Student Satisfaction**

On a scale of 1-10 how likely are you to recommend Learning Catalytics to another student? (1 being highly unlikely and 10 being very likely)

![Graph showing student satisfaction scores](image3)
Verbatim Student Feedback (categorised):

“Would you like to use Learning Catalytics on any other modules?”

Positive (21 responses):
- Yes, I would like to use LC for all ELC modules (language in society, language and species and English grammar for level 5), because I feel like I get more out of the lectures and the seminars. More students are engaged with the lectures and seminars, which improves everyone's learning. Normally during lectures and seminars no one really says anything, but with LC we get to compare more answers.
- Yes, I also think it will be good in Philosophy
- Yes! All modules
- Yes: Media Cultures, ELC Research Methods, Grammar
- Any English language module.
- Yes! I think it would be very helpful in my English Grammar module, or Religious philosophy module.
- Yes, Film
- Possibly, any module that encourages students to speak out during the lecture/seminar it could be useful in all modules
- Media
- Yes please. It would be very nice for Forensic Linguistics or possibly Languages so that the lectures are not always passive.
- Yes. Research Methods.
- Communication and cultures, Language and mind, Global Englishes, English grammar
- I would say yes because when I did not understand what I was expected to answer, seeing other students’ answers helped me understand them.
- Yes, I believe it would be helpful in areas such as math and science
- English Grammar
- modules where there is a lot of discussions, such as language and species. Other modules where there can be different opinions so that you could gather different point of views anonymously. Journalism would be good too, so you can share different ideas and viewpoints too.
- I think learning catalytics would good for journalism for when the class are writing their own titles.
- Yes

Neutral (2 responses)
- Why not - but in a course, where a good and quick Internet connection is provided! :D
- At the moment i use it in two of my most important classes the other is mandarin which i think should be more hands on rather than electronic but if i had other written based theory based classes i would want to use it in them for sure

Negative (6 responses)
- No x 5
- No, I don't like the non-speaking