



Black Applied Behavior Analysts

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Can everyone see my slides?: Blending active student responding with synchronous instruction to evaluate response accuracy and student engagement

Abstract

Active student responding and opportunities to respond are appropriately referred to as best-practice instructional strategies for in-person learning. Many have shifted from teaching primarily in-person to either a hybrid or an online format over the past decade. The global pandemic hastened further shifts from in-person to online learning for many institutions of higher education. Given this rapid shift to online instruction, it is critical to evaluate evidence-based teaching practices in online formats. There is a robust body of literature that supports the effectiveness of embedding opportunities to respond and active student responding during in-person instruction. To date, there is limited to no data that evaluates embedding best teaching practices during online synchronous courses in post-secondary settings. Using an alternating treatments design, this study evaluated the effects of two active student response modalities on response accuracy for 17 students enrolled in a synchronous online graduate course. The results suggest that students performed more accurately on post-lecture queries following conditions that required a written active student response compared to response cards. Moreover, the accuracy of correct responding maintained across the exams and the cumulative final exam. Limitations and future implications are discussed.

Learning Objectives

- 1) Identify evidence-based teaching practices
- 2) Explain importance of student engagement during learning
- 3) Explain the effects of different active student responding modalities



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