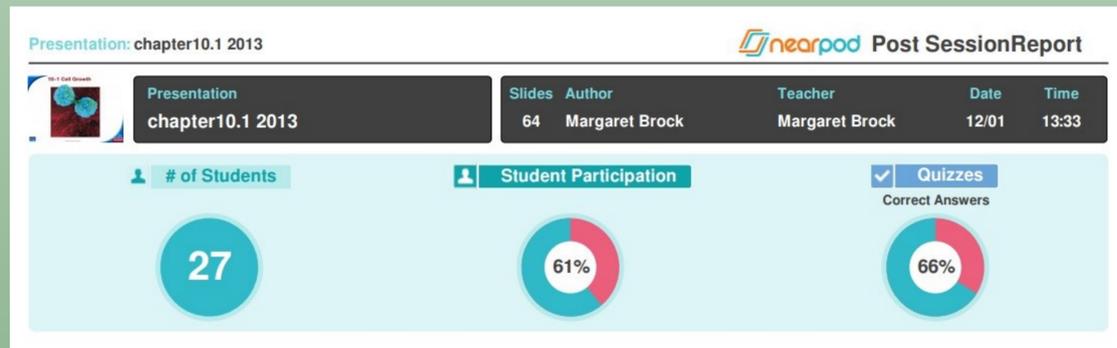


The Effect of Using Nearpod as an Active Learning Tool in the Science Classroom

Methodology:

Treatment classes received new information using Nearpod. Non-treatment classes received new information using PowerPoint. Both classes participated in the same active learning techniques, but those classes in treatment responded using their computers while those in non-treatment classes responded using traditional methods. The Nearpod program provided immediate, anonymous feedback while the traditional methods did not. Classes participated in both treatment and no-treatment units.



Sample Class Report from Nearpod.



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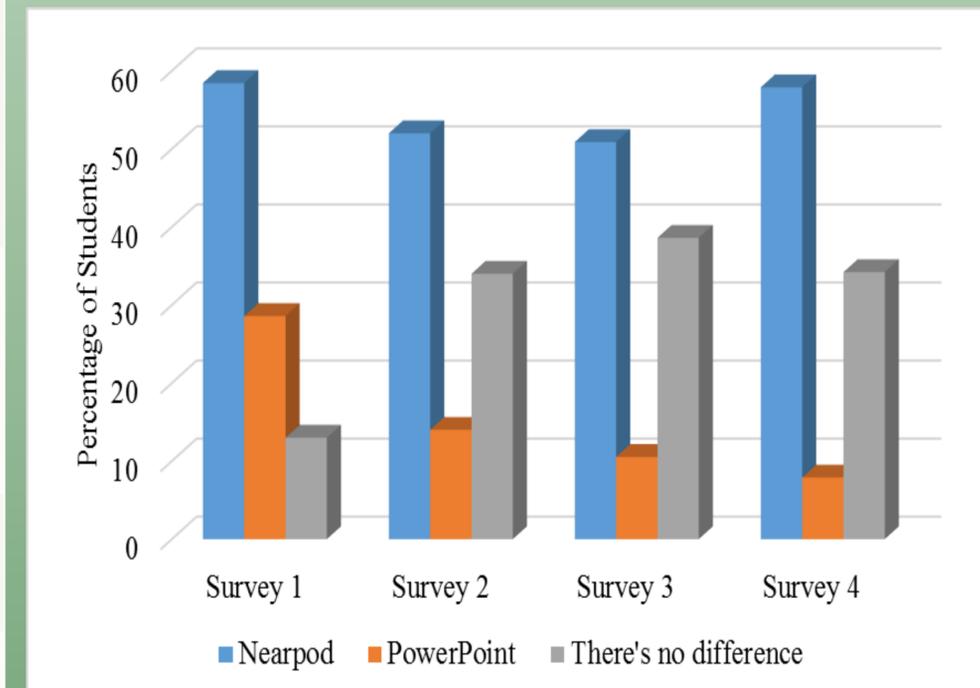
Introduction:

Students learn more when active in the learning process. Polling, questioning, and drawing are good strategies to reinforce learning. Many students do well with these types of activities but some shy students will not participate because they feel uncomfortable speaking in class. These strategies can require a great deal of time for the educator to determine if material needs to be retaught. Fortunately, computer programs are becoming available that incorporate formative assessments into presentations. Nearpod (www.nearpod.com) allows educators to address many issues but does it really make a difference in student performance?

Focus Questions	Data Source 1	Data Source 2	Data Source 3
Focus Question: What is the impact of utilizing Nearpod as an active learning tool with high school biology students?	Daily Student Quizzes (10 multiple choice question)	Pre-test and Post-test Grades	Student Surveys
How does student performance change when exposed to active learning with Nearpod?	Daily Student Quizzes (10 multiple choice questions)	Pre-test and Post-test Grades	Daily Assignments (laboratory reports, reinforcement activities, review exercises)
How do students respond to active learning with Nearpod?	Student Surveys	Student Daily Quizzes and Unit Test Grades	Teacher Journal
How does active learning with Nearpod affect my attitude and teaching style as a biology	Teacher Journal	Student Surveys	Interviews with Biology Department.

Results:

In this study there was no difference in grades between Treatment and Non-treatment classes. However students reported preferring Nearpod to PowerPoint during lectures as well as believing they retained more information with Nearpod. Students reported they liked having the opportunity to “interact with the teacher more” and “doing activities to help understand better.” Teachers using Nearpod appreciated the ease at which the program allowed interactive strategies to be incorporated into the classroom and the opportunity to analyze feedback from students in real time.



“I retain more information when notes are presented in _____”