MANCHESTER 1824
The University of Manchester

Classroom Interactivity

Case Study

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Course: LAWS30711 Counter-Terrorism and Human Rights

Course: UG/Year 3/100+

What teaching and learning problem were you aiming to solve?

Reluctance of students to discuss sensitive issues relating to counter-terrorism openly with each other

How did the technology help you to solve the problem?

To open the first lecture with a slide show of media images of the May 22 Arena bomb and repercussions, followed by a student discussion of the images and their experiences of events.

Use anonymous online polling to show students that they are not alone in the views they hold and use the poll results as an opportunity to discuss their views openly

How successful was the solution?

Expected benefits: for students to open up and engage with each other and develop their knowledge and understanding of the dilemmas intrinsic to counter-terrorism policy and practice.

Actual benefits: perhaps as many as 20% of a class of 80 contributed to discussion, which was a significant improvement on previous years. Envisaged that once they start reading on the subject that engagement will improve further. This will mean that they are more focussed and will be listening actively which should make discussions more lively.

What did your students think?

Final question of the second lecture poll revealed that 84% of this cohort share the opinion that lectures are better as a result of online polling – see below!

Any tips?

Remember to save the poll results at the end of the session!