

FER – Experiences with ARS



AQUILONIS d.o.o.

SREDNJA EKONOMSKA ŠOLA
IN GIMNAZIJA MARIBOR

SVEUČILIŠTE U ZAGREBU
FAKULTET ELEKTROTEHNIKE I RAČUNARSTVA

TARTU KUTSEHARIDUSKESKUS
ZAVOD ANTONA MARTINA SLOMŠKA MARIBOR



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ACTIVE LEARNING THROUGH IMPROVED INTERACTIVITY

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Context

- University of Zagreb, Faculty of electrical engineering and computing
- 1st semester undergraduate obligatory course with ~700 students
Communication skills
- 1st semester graduate elective course with ~50 students
Digital signal processing



Motivation

- *Communication skills*
3 groups of ~220 students in lectures
How to engage them and make them follow the lecture?
- *Digital signal processing*
~35 students in problem solving sessions exercises
How to assess their understanding of DSP problems?



Methods

- *Communication skills*
 - Free text response questions – to engage the audience
 - MCQ questions – to assess basic following of the lecture
- *Digital signal processing*
 - Free text response questions – for anonymous questions
 - MCQ questions – to assess understanding of the course content
- Experiments with different ARS tools



Results (1/2)

- *Communication skills*
students praise it: it gives them a voice in the lecture, forces them to follow the lecture, and helps them re-focus
- *Digital signal processing*
helpful for the lecturer: do I need to solve this problem or can students do that by themselves?



Results (2/2)

- MCQ and free text response question types suffice for a large number of questions/scenarios/situations
- Requires time - sometimes more than it is needed to solve the problem
- Occasionally students submit textual answers for fun or unrelated to the question



Thank you for your attention!



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