

# Interactive teaching with **eduVote**



## Interaction in teaching

Interactive voting and participation formats promote attention, critical thinking, and lively discussion of the content. This means that students are not just listeners, but actively participate in shaping the learning process.

## How can eduVote be used in a course?

EduVote contributes to active participation through surveys and polls that are easy to create. The application runs in a web browser, as a desktop client, and as an add-in for direct integration into PowerPoint presentations. EduVote offers three key functions.

# 1

## Surveys and polls

With eduVote, teachers can easily integrate live polls into their classes and share the results directly with students. This turns lectures into interactive experiences that encourage active participation and engage learners in a targeted way.

# 2

## Presentation of results

The results of the poll are automatically evaluated and presented in different types of diagrams, such as bar or pie charts. Thanks to an easy-to-install PowerPoint add-in, these presentations can be integrated directly into the presentation and displayed live.

# 3

## Anonymous and spontaneous feedback

With the help of various question options, students can respond anonymously and spontaneously to questions or give their own feedback. This lowers the inhibition threshold for participation and makes it possible to obtain honest feedback on content, understanding, or the event itself.

This overview was created as part of the joint project Co<sup>3</sup>Learn of the TU Braunschweig, Georg-August-Universität Göttingen, and Gottfried Wilhelm Leibniz University Hannover (duration 01.08.2021 - 31.12.2025). The contents correspond to the current version of the eduVote software and do not claim to be complete (as of July 2024). You may use this material under the terms of the CC BY-NC-SA 4.0 license.

1

## Surveys and polls

### Assessing prior knowledge

At the beginning of a course or session, instructors can use single-choice or multiple-choice questions to assess and classify students' prior knowledge of a topic. This allows them to dive right into a topic and gain insight both into existing knowledge and knowledge gaps.

- helps assessing the level of knowledge of a learning group

### Attention during a lecture

By using true/false or multiple-choice questions during a lecture, the most relevant learning objectives and content can be emphasized and repeated. This directs the audience's attention and encourages active engagement with the content.

- enables quick feedback on understanding of what has been heard

### Opinion poll to stimulate discussion

A scale question (e.g., agreement from 1 to 5) or a decision question (e.g., "Would you agree with this statement?") can be used to assess the mood in the plenary session. This can form the basis for a subsequent discussion.

- makes different positions visible as a basis for discussion

## Use cases

2

## Presentation of results

### Involvement of all participants in hybrid teaching formats

The results of ongoing surveys can be integrated live via the PowerPoint add-in and displayed both in the lecture hall and in the online stream. This creates a shared learning experience for all participants, regardless of location.

- enables participation and involvement in hybrid scenarios

### Spontaneous discussion of results through visualization

The automatically generated bar or pie charts with the results of a survey serve as a basis for discussion in the plenary session, especially in the case of surprising or controversial results. Direct visualization enables quick and data-based reflection.

- makes differences in opinion and knowledge levels visible

### Regular evaluation

In addition to teaching evaluations conducted by universities, it can be helpful for instructors to regularly ask students simple questions (e.g., "Do you feel overwhelmed?") to assess their views on the course in general.

- provides a compact visual overview of feedback



3

## Anonymous and spontaneous feedback

### Anonymous feedback after presentations

Students can provide anonymous feedback on open questions after a presentation or course. Anonymity lowers the inhibition threshold for honest criticism.

- enables differentiated feedback without social barriers

### Capture spontaneous questions or comprehension issues

With the help of an activated input function, students can submit anonymous questions at any time during the presentation. This allows for a targeted response to possible comprehension issues without students having to expose themselves. It is also possible to track the results via a second screen.

- makes open questions visible to teachers

### Interim feedback during the seminar

A short spontaneous survey (e.g., "How clear was the last explanation?") in the form of an open question or scale question can be used to obtain direct feedback on the learning process and teaching. The course can then be flexibly adapted.

- enables honest feedback on course design