

Spotlight on: Learning Catalytics

Looking for ways to increase student engagement and encourage collaborative learning? Consider using Learning Catalytics in the classroom.

How can you help students engage in their own learning?

[University of Wisconsin–Milwaukee](#) adopted Learning Catalytics (LC) to hold students accountable for understanding the concepts covered in lecture before leaving class. It worked! Average exam scores improved 4 percentage points and final course scores increased 3 percentage points after LC was implemented (figure 1).

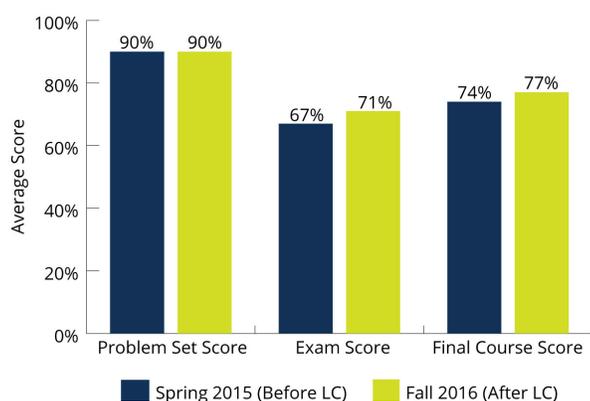


Figure 1. Average Problem Set, Exam, and Final Course Scores Before ($n=266$) and After ($n=290$) Implementation of Learning Catalytics

How do you incorporate peer-to-peer learning and teamwork in your class?

Using Learning Catalytics to log their responses, students at [Normandale Community College](#) worked in pairs at the onset of class to complete a multi-part problem, confirming that they completed the required pre-lecture assignments. Used in this way, Learning Catalytics also promoted cooperation and collaboration.

Survey says:

- 91 percent of students agreed that working in a group to answer Learning Catalytics questions was a good way to learn from other students.
- 89 percent of students agreed that Learning Catalytics made lecture more interactive and helped them focus on the material being covered.
- 93 percent of students agreed that they would recommend their instructor continue to use Learning Catalytics in the course.

How do you identify lecture topics your students struggle with?

At [Ohio State University](#), Learning Catalytics was used in lecture and recitation to help both instructors and students recognize which concepts they understood as well as those concepts they found challenging.

Students speak:

“I thought LC was a good way to check in during lecture and recitation to help us review.”

“I liked that it made me think about the material and test my knowledge. Makes it easier to remember important concepts on that day’s lecture.”

“I loved doing the problems with LC in recitation because it really helped me understand what I was doing and helped me prepare for the problems on the exams.”

How can students translate homework practice to exam success?

[University of North Carolina–Greensboro](#) adopted Learning Catalytics to help students bridge the gap between calculation-based homework problems and multiple-choice exams. What happened? Students who earned Learning Catalytics scores above average had significantly higher midterm and final exam scores than students who earned LC scores below average (figure 2).

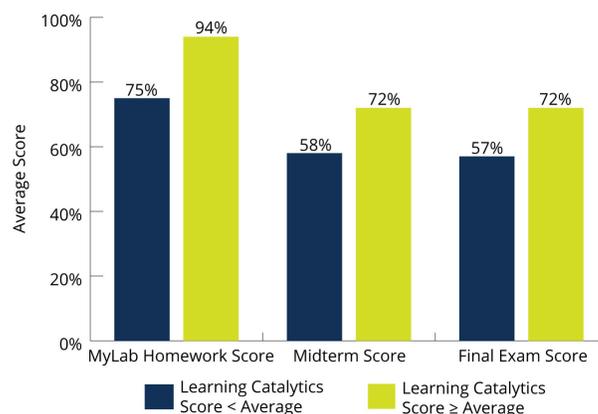


Figure 2. Relationship between Average Learning Catalytics Score and Average Homework, Midterm, and Final Exam Scores, Fall 2016 ($n=83$)

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