

# **Students' Perceptions Of Using An Electronic Voting System To Support Debates: Case Study**

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# Aim

To discuss the use of the Electronic Voting system (EVS) in supporting students debates, reflecting on the students' viewpoint and considering the implications for practice.

- Debates structure
- Use of EVS
- Student's viewpoint

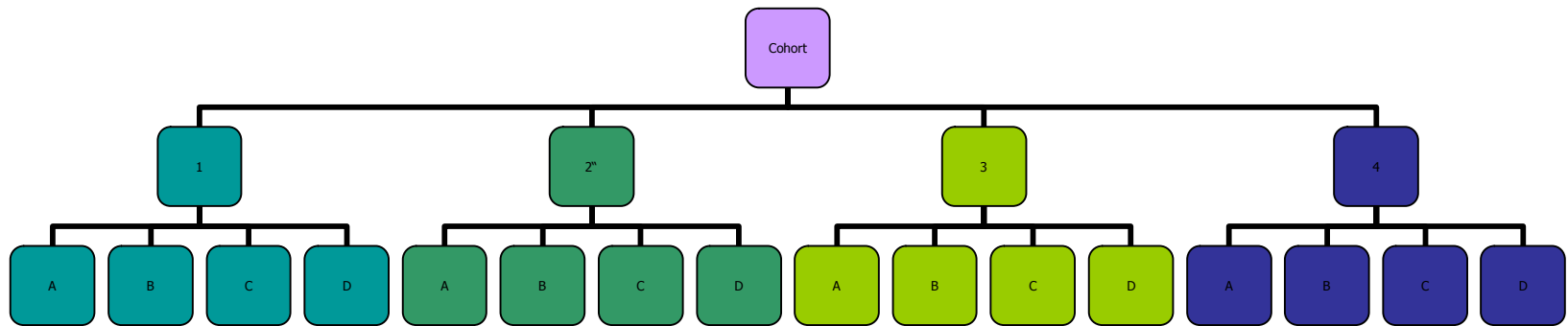
# Why Debates?

- Level 3
- Develop critical skills and ability to present a justified argument
- High level of student engagement
- EVS has been used in HE to test understanding in lectures

# Debates structure

- Students placed into groups
- Students work in groups and have group sites on StudyNet (M.L.E)
- Prepare presentations arguing for or against
- I produced spoof presentation to give them structure

# Cohort groups



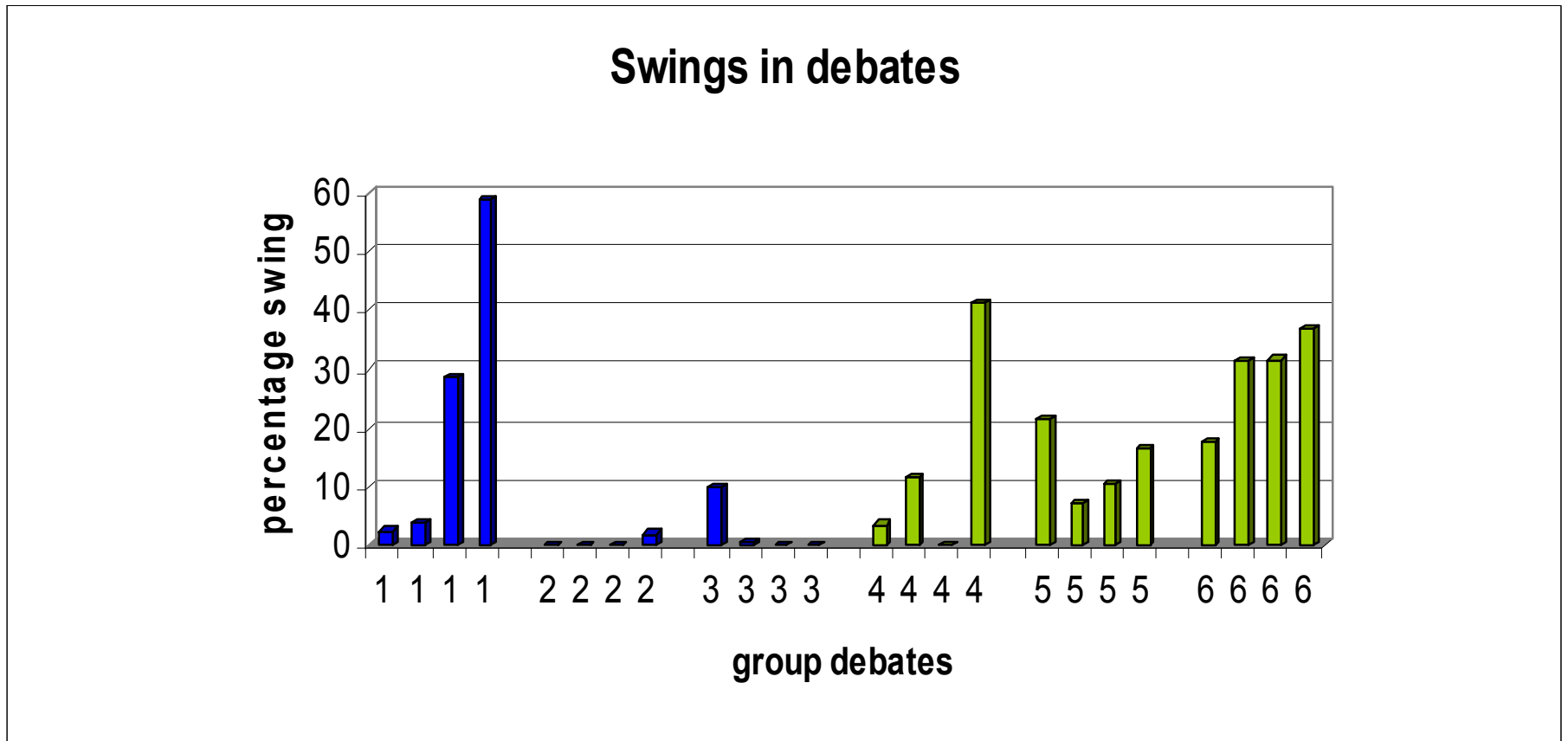
# Seminar session

- VOTE
  - Each group presents
  - General discussion
  - VOTE
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- Presentations and results of debate placed on the UH MLE (StudyNet)

# Evaluation

- 3 debates show of hands
- 3 debates using EVS
- Questionnaire
- Debate results
- Field notes

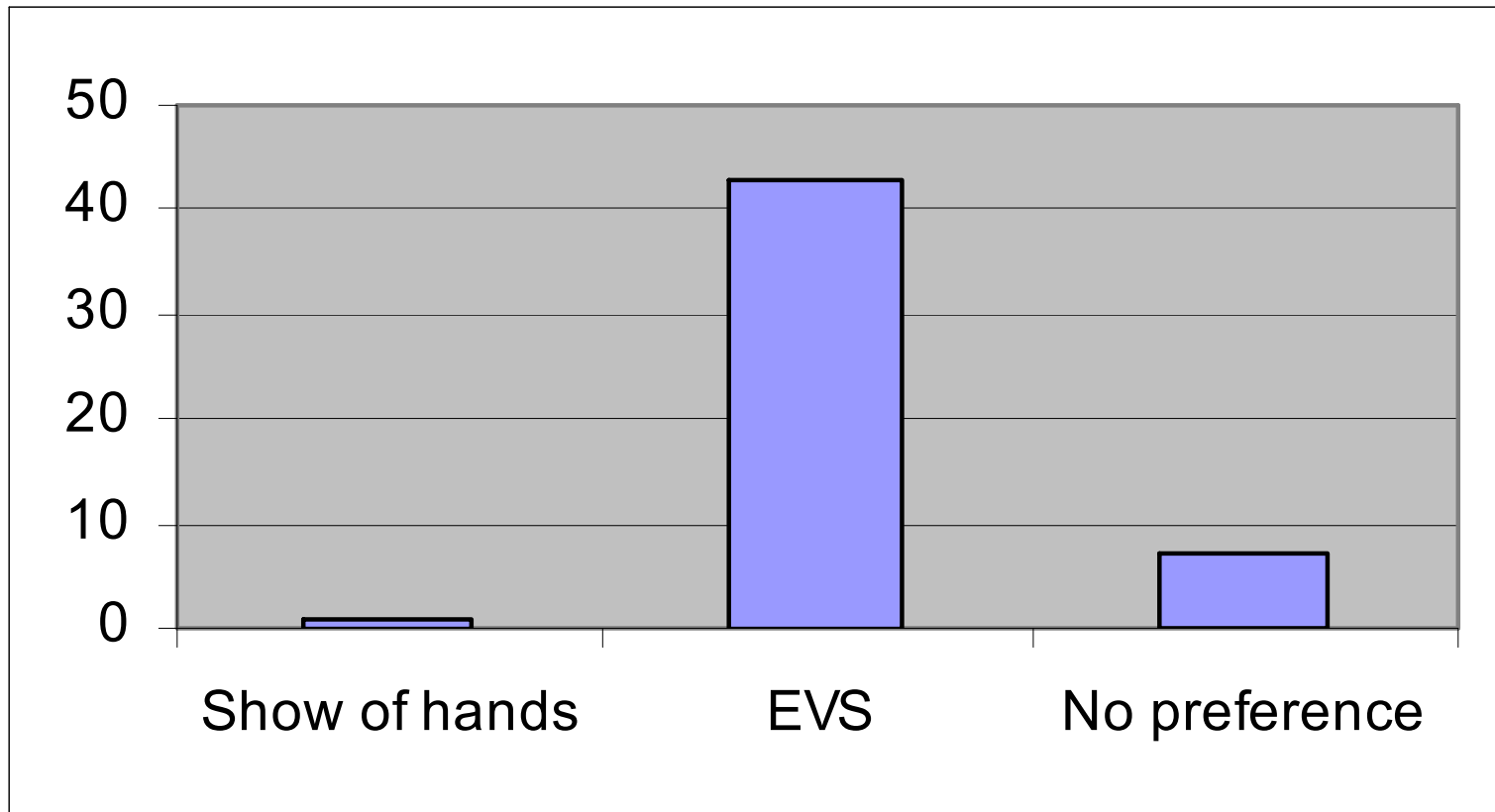
# Swings in debates



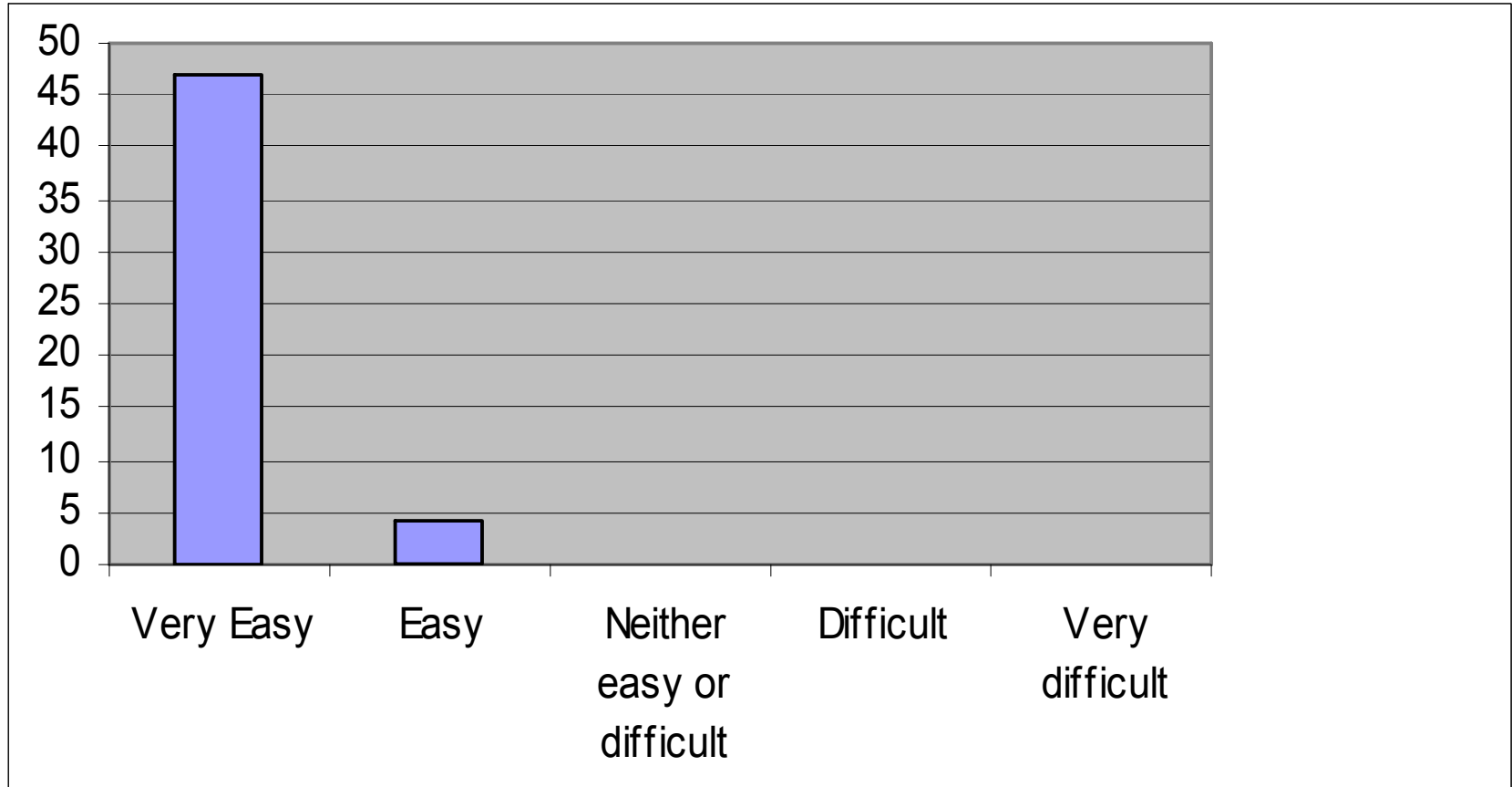
# Which do you think the students preferred?

- A = Show of hands
- B = EVS
- C = No preference

# Which method did you prefer?



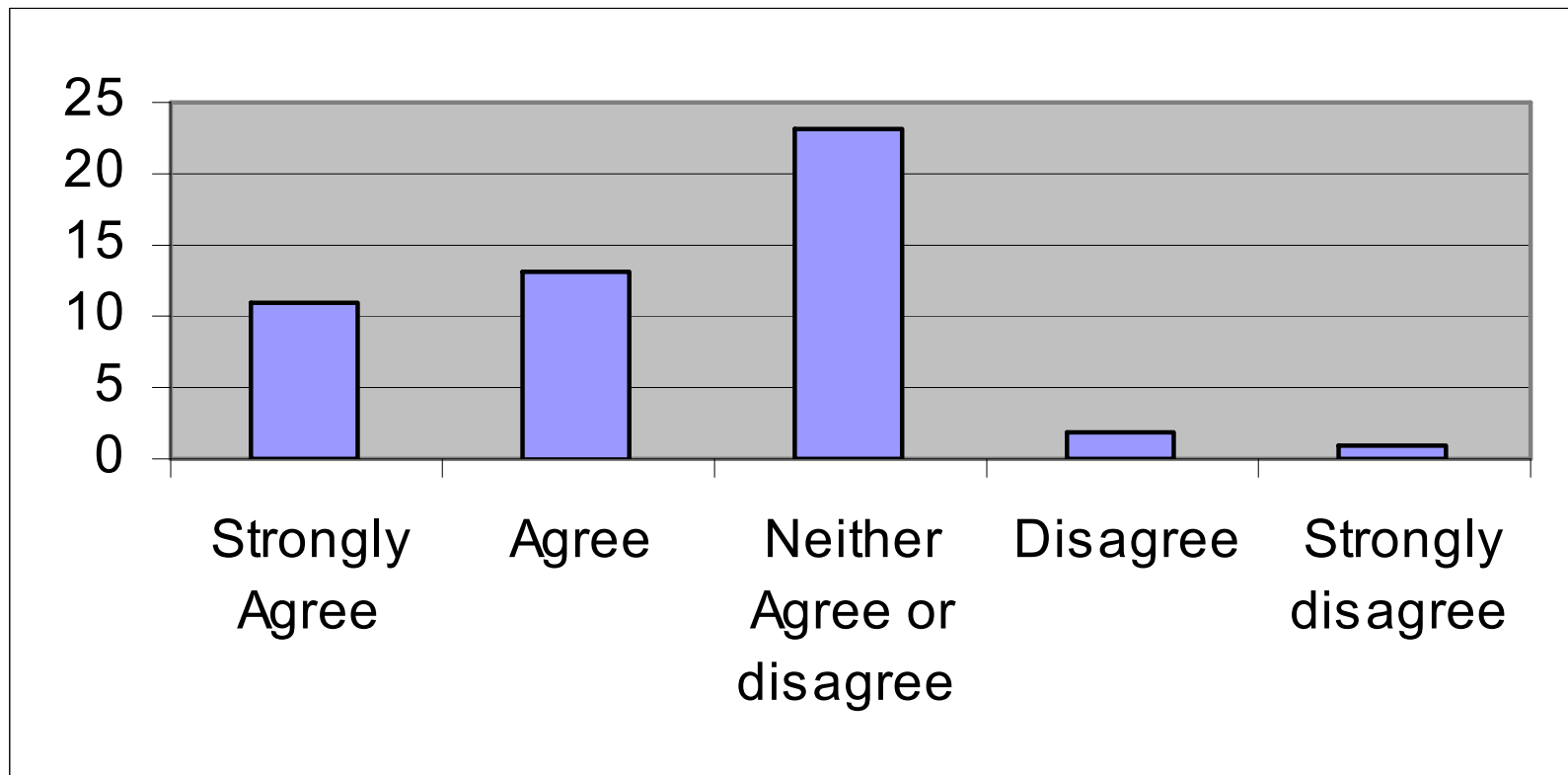
# How easy to use did you find the handsets?



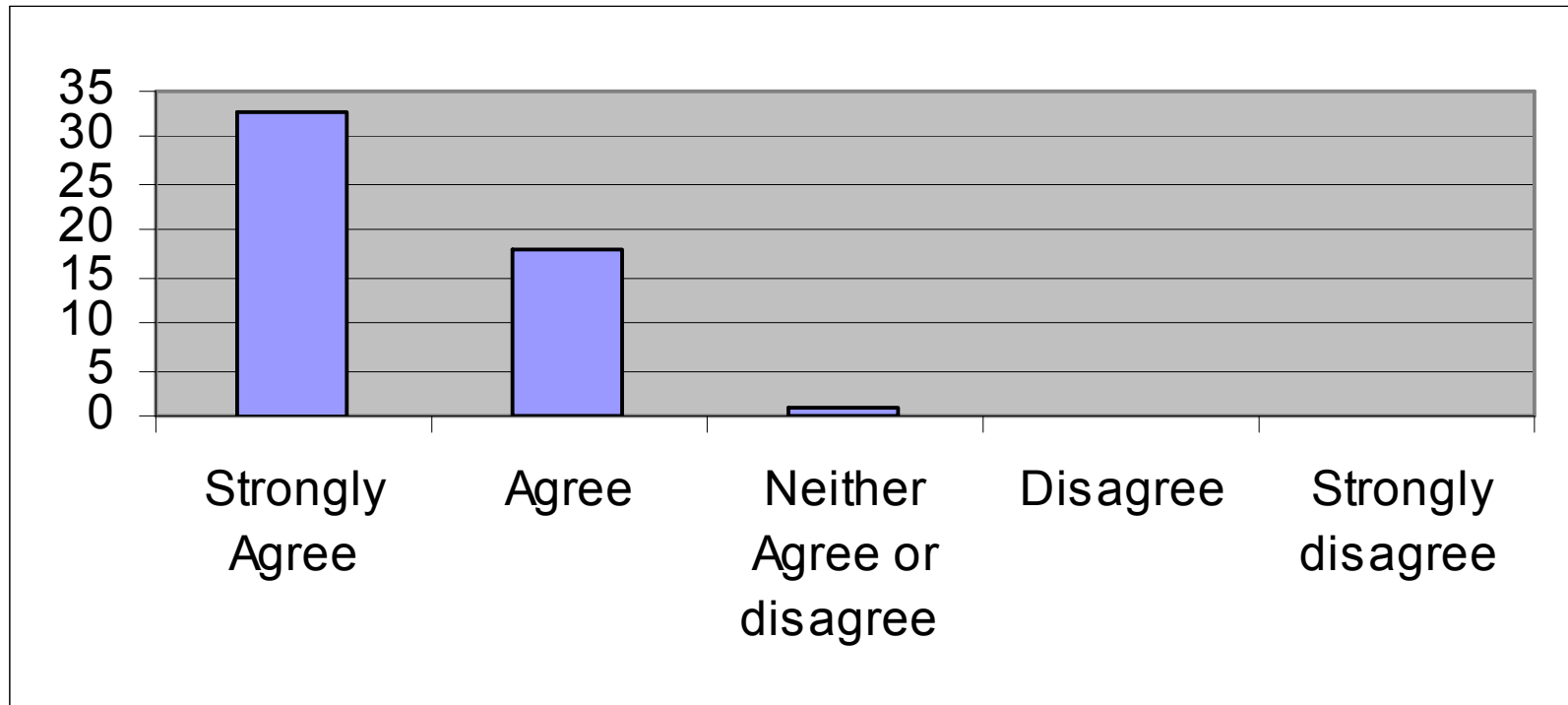
# Being able to give my response anonymously was important to me

- A = Strongly agree
- B = Agree
- C = Neither agree or disagree
- D = Disagree
- E = Neither agree or disagree

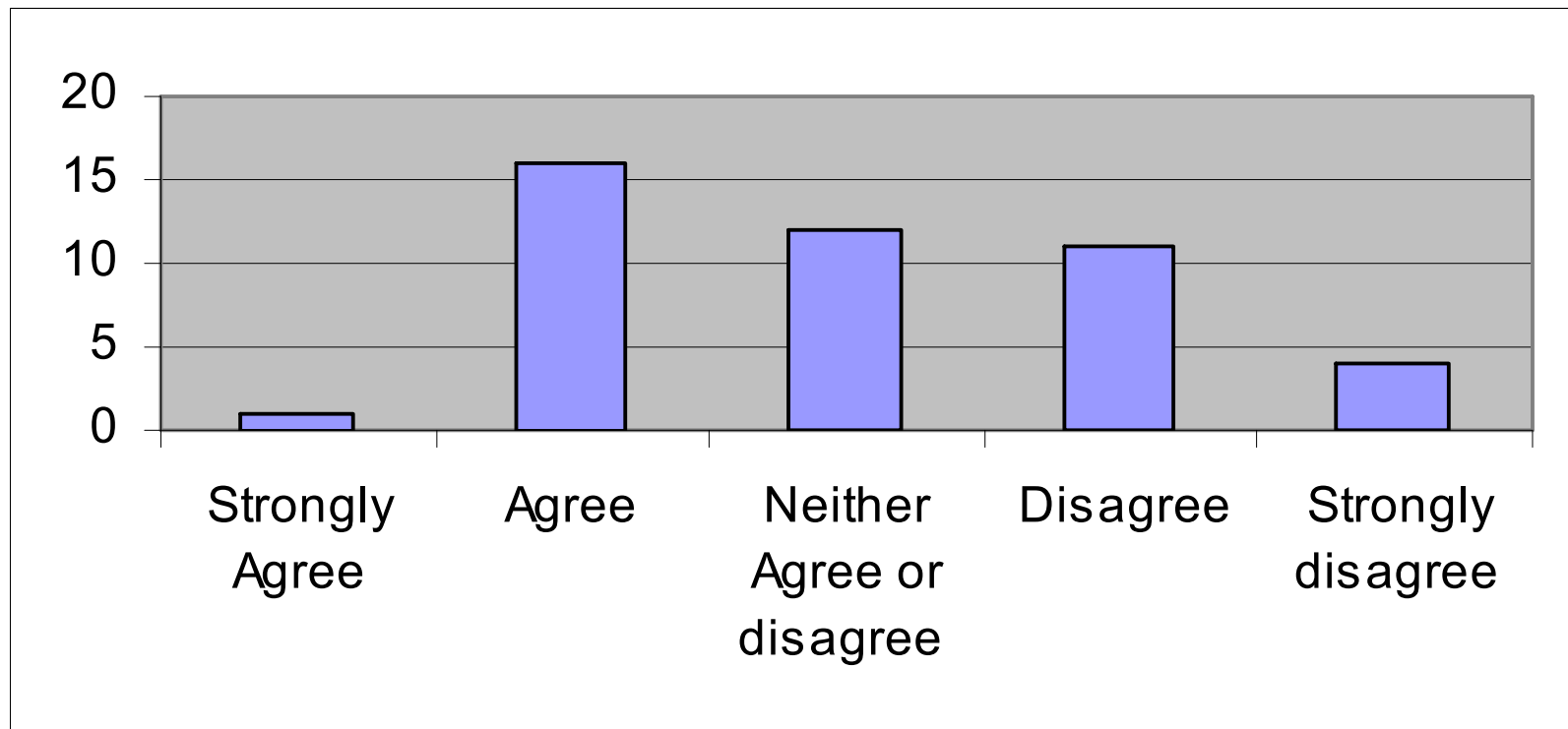
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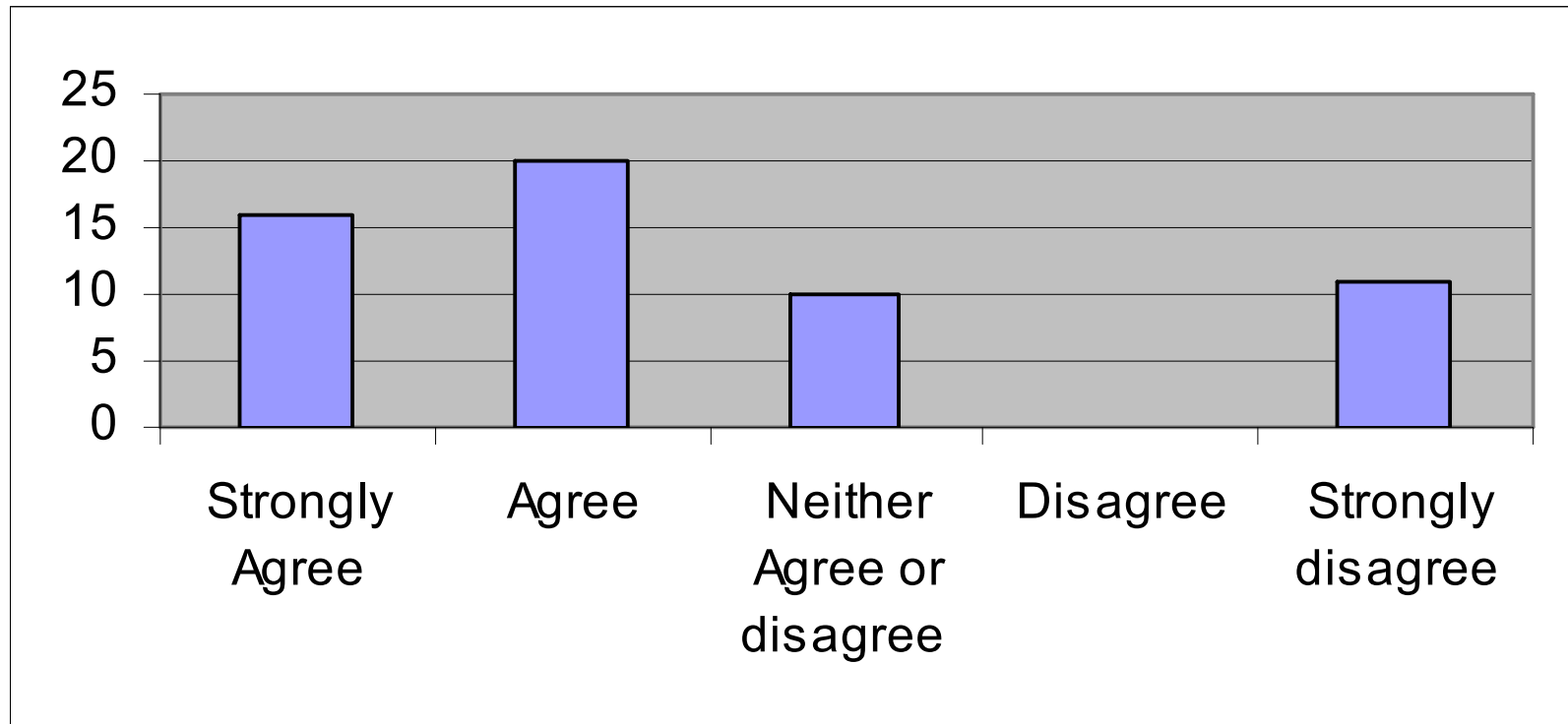
# With the EVS I was able to give my response anonymously?



# When I had to put up my hand in the debates I felt pressured to vote in a particular way?



# Using the EVS was a useful teaching tool?



# Advantages

- Anonymous – decreased peer pressure
- Graphical representation
- Accurate
- Fun
- Increased engagement

# Comments

- Anonymous and reduces peer pressure (26)
  - “If you have friends in both teams and want to give an honest opinion, then EVS is the best way of doing this without anyone else knowing which team you voted for”
  - “Enabled students to develop own ideas without being influenced”
  - “People can vote without being influenced”

# Comments

- Graphical representation (10)
  - “Transfers data into a graphical representation”
  - “Good visual feedback”
  - “Could see percentage rather than just number of people”
- Accurate (9)
  - “Fair voting”
  - “Represents votes more accurately”

# Comments

- Fun (12)
  - “Easy to use enormous fun”
  - “Futuristic – cool!”
  - “It was fun as well as being educational”
- Engagement (8)
  - “Made the debate seem more important”
  - “Tend to participate more (listen better) as it feels more professional”

# Less positive

No difference (3)

- “I don’t think the group was influenced by others”
- “Didn’t make any real difference”

Waste of time (1)

*There maybe gender differences in the importance of anonymity*

# Conclusion

- EVS supports the use of debates as a teaching method
- Valued by students
- Anonymity is very important
- Made debates more effective as a teaching method

# I can see how the EVS can support debates?

- A = YES
- B = NO
- C = Yet to be convinced