Top Hat @ IU

Evaluation Report of the Pilot Implemented in 2016

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Top Hat is a student response system that allows students to engage with in-class collaboration and assessment activities using their own devices. Top Hat was added to Next.IU pilot list in spring 2016 semester as one of the student response systems.

In April & October of 2016, an online survey was sent to instructor and student users of Top Hat to evaluate its quality and utility and to share their experiences with Top Hat.

Key Faculty Findings (N = 24; Response Rate = 39%)

- All but one faculty respondents indicated that they used Top Hat in face-to-face classes. The faculty used Top Hat in a blended/hybrid class. The majority (83%) of the faculty indicated that used Top Hat at least 5 times in the semester.

- When asked to rate their overall satisfaction with Top Hat on a 4-point scale (*1 – Strongly Disagree*, *4 – Strongly Agree*) the majority of faculty respondents agreed with the following statements (% value combines *Agree* and *Strongly Agree*):
    - It was easy to use (95%)
    - It was useful for my teaching (90%)
    - I would use it in future courses (86%)
    - I would recommend it to a colleague (86%)
    - It was easy for my students to use (71%)

- In terms of Top Hat's impact on teaching and learning, faculty respondents indicated on a 4-point scale (*1-Strongly Disagree,4-Strongly Agree)* the majority of faculty agreed with the following statements (% value combines *Agree* and *Strongly Agree*):
    - It increased student engagement in my course (85%)
    - It increased my effectiveness as an instructor (82%)
    - It enabled me to do what I wanted to do in my course (82%)
    - It has been beneficial to my student's success (68%)
    - It increased my efficiency as an instructor (68%)
    - It increased the sense of community and social presence in my course (59%)

- Of the five listed Top Hat features, the majority of faculty respondents reported the following features as moderately or very useful (% value combines *Moderately Useful* and *Very Useful*):
    - Ability to run on mobile devices (100%)
    - Attendance and participation tracking (70%)

- The most frequently used question types that Top Hat afforded were multiple choice questions (both single answer and multiple answer), short open-ended response type, and true/false questions.

- Faculty indicated through open-ended responses to be most pleased with Top Hat's attendance tracking ability, ease of use, and the ability for students to access it on their own devices.

- When asked what they liked least about Top Hat, faculty commented on issues with Canvas and PowerPoint integration, connection problems and slowness at times.

- 19% of the faculty reported having technical difficulties most of the time or always while another 29% never had any difficulty.

- Six out of 18 respondents reported using Turning Point (old) system in their classes before. Among these users, four preferred Top Hat while the other two indicated no preference.

Key Student Findings (N = 567; Response Rate = 16%)
- Most of the student respondents (91%) were undergraduate. Graduate students made up another nine percent of the respondents. Eighty-two percent of the students indicated that they were at least somewhat comfortable with technology.

- Almost all of the students (94%) reported using Top Hat at least five times in the semester; the majority of the students (72%) reported using Top Hat more than 10 times in the semester.

- As Top Hat was intended to use on mobile devices, students were asked which device they used it with. 69% of the students used Top Hat on their smartphones most of the time or always while 33% used it on their laptop computers at the same frequency.

- Students were asked, on a 4-point scale (*1-Strongly Disagree, 4-Strongly Agree),* to indicate their agreement with the ease and utility of Top Hat. Most of the students (82%) reported that Top Hat was easy to use. The majority of respondents also agreed with the following statements (% value combines *Agree* and *Strongly Agree*):
    o Top Hat was useful for my learning (57%)
    o I have enjoyed using Top Hat (57%)
    o I would recommend Top Hat for use in other classes (58%)

- The majority of student respondents (58%) agreed that using Top Hat increased their engagement in the course. On the other than, they were split for the following statements:
    o It enhanced my understanding of the course material
    o It helped me collaborate with my classmates
    o It was beneficial to my overall learning in the course

- The following Top Hat features were rated highest by the students in terms of usefulness (% value combines *Moderately Useful* and *Very Useful*)
    o Ability to run on mobile devices (74%)
    o Attendance/participation tracking (70%)

    However, approximately one-fourth of respondents did not find the Canvas/LMS or Power-point integration useful, (22% and 23% respectively).

- When asked what they liked most about Top Hat, students commented on its ease of use and its ability to work on mobile devices. Student also liked Top Hat when it was used for review and interactive activities during the class.

- When asked what they liked least about Top Hat, students reported that they encountered issues with connecting to the network, lagging in submitting answers and receiving

feedback, and remaining connected to the network. Student also noted that they did not like when Top Hat use was limited to only tracking attendance in the class.

- 23% of the student respondents reported having technical difficulties with Top Hat most of the time or always. In comparison, 17% of the students indicated that they never had technical problems with the tool.

- In the fall 2016 survey, students were also asked if they ever used TurningPoint system in their coursework before. Only 19% of the students reported using TurningPoint systems. Half of these students preferred TurningPoint while 41% voted for Top Hat system. Those who preferred TurningPoint indicated that TP system is easier and works more consistently (less connection issues).