TurningPoint®

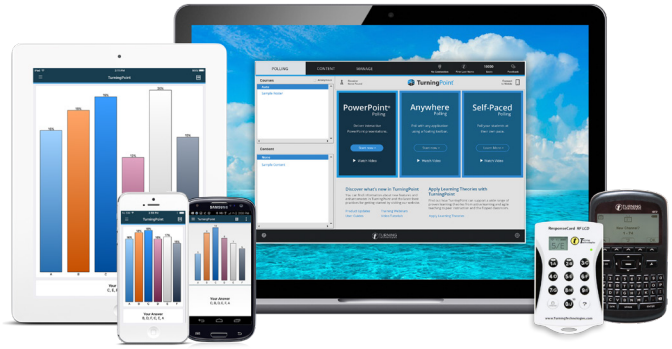
TurningPoint transforms presentation material into interactive, engaging conversations and training environments. Leverage PowerPoint presentations, poll audiences over top of any application, give self-paced tests and deliver scheduled surveys and assessments.

ENGAGE — MONITOR — MEASURE

Incorporate interactive questions to create a collaborative environment where all participants have a voice.

Assess understanding with real-time charts and modify material according to participant comprehension.

Track retention of information, validate progress and identify benchmark results.



Why TurningPoint?

Engage and interact like never before with little to no learning curve. Our engagement and evaluation solution is easy-to-use and supports a variety of proven theories to enhance learning.

BENEFITS

Web and desktop solutions

Save results online or to your desktop

Use clickers or mobile devices with both platforms

Enjoy our native PowerPoint integration for desktop and web

Real-time or self-paced

Deliver assessments with a wide range of question types

Evaluate learning with immediate feedback

Instantly grade quizzes and exams

Schedule homework and surveys*

Check learner comprehension prior to class

Easily track and report completion of mandatary trainings

Monitor progress and view asynchronous results in real time

**TurningPoint web only*

Mobile responding included

Leverage mobile devices for polling

Use mobile devices and clickers together

Collect remote responses

TURNING technologies

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Leverage TurningPoint Applications to Support Research-Based Learning Theories

Active Learning BONWELL & EISON

Involvement of learners directly and actively in the learning process itself. This means that instead of simply receiving information, students receive, participate and do.

APPLICATIONS
Add an answer option of "unsure" so learners will not guess and instructors can know that help is needed. Advanced response devices allow students to send the instructor questions and comments. Instructors can use on-the-fly or custom questions to then pose student questions for the entire group to respond.

FEATURES
On-the-Fly Questions, Custom Questions, Need Help Answer, Messaging

Agile Teaching BRUFF

The ability for the instructor to quickly adapt and change course pace, as well as alter course structure to suit the needs and abilities of the learner.

APPLICATIONS
Poll on-the-fly to enable flexible questioning. Build conditional branching slides that will automatically move to specific slides based on the learners' responses. Check for understanding and have learners self-evaluate their comprehension level using the moment-to-moment slide available within PowerPoint polling.

FEATURES
On-the-Fly Questions, Conditional Branching, Moment-to-Moment Slides

Assessment for Learning STIGGINS

Assessments of learning check to see if the learners have met required objectives. Assessments for learning, on the other hand, are designed to check if students are making progress toward meeting objectives during the learning process. One is for accountability, while the other is used to support learning.

APPLICATIONS
Learners can rank their confidence levels of comprehension by changing answers from 1 to 10 during instruction. Allow them to respond without the stress of grading. Uncheck "Show Results" when there is a potential for a large percentage of incorrect responses during a pre-test that may lead to discouragement. Provide pre- and post-questions within one session and display changes with the comparative feature.

FEATURES
Live Charts, Show Results, Comparative Feature, Anonymous Polling

Engagement PRENSKY

Implementing teaching strategies that can reach a younger generation that grew up with interactive technology as the norm. This includes providing meaningful and regular student involvement throughout the learning experience.

APPLICATIONS
Conduct a warm-up by having two to three questions related to previous materials in combination with fastest responder slides to involve students in their learning process. Priority ranking questions allow learners to identify several topics they are interested in learning more about.

FEATURES
Fastest Responder, Priority Ranking

Enhanced Lecture FAUST

This pedagogy encourages instructors to incorporate interactive teaching methods as part of a more traditional classroom environment in order to keep students engaged.

APPLICATIONS
Instructors can use interactive questions to engage students and spark discussions.

FEATURES
TurningPoint Questions, On-the-Fly Questions, Messaging, Priority Ranking, Countdown Timer

Flipped Classroom WALVOORD

A model in which students gain first-exposure learning prior to class and focus on the processing part of learning (synthesizing, analyzing, problem-solving, etc.) in class.

APPLICATIONS
Use interactive questions to instantly pinpoint areas where students need help and to spark debates that can serve as informal checks of student understanding. These can also support higher-level learning by promoting in-depth discussions and supporting collaborative questions.

FEATURES
On-the-Fly Questions, Priority Ranking, Live Charts, Show Results

Gamification PETTIT

Using competitive exercises, either pitting the learners against each other or encouraging them to challenge themselves in order to motivate better learning.

APPLICATIONS
Use multiple gaming slides and simultaneously have learners compete individually or as teams. Show leader boards frequently, and encourage ongoing competition by posting the team scoring reports on a weekly basis.

FEATURES
Team Slides, Team Scoring, Leader Boards, Speed Scoring, Reports, Fastest Responder

Immediate Feedback EPSTEIN

Providing students with immediate feedback when they answer a question inaccurately has been shown to increase test scores and retention of material.

APPLICATIONS
By providing a chart and correct answer indicator, learners and instructors get immediate results and awareness of the correct answer. To view learner-specific responses, use a split/dual screen to view the participant monitor only on the instructor's laptop. Provide each individual learner with their "Results by Participant" report as a study guide.

FEATURES
Correct Answer Indicator, Individual Reports, Participant/ Live Results Monitor

Learning Styles KEEFE

The theory of learning styles is not concerned with "what" students learn, but rather "how" they prefer to learn. This includes audio, kinesthetic and visual learning preferences.

APPLICATIONS
Use demographic slides to identify individual learning styles and compare student performance on different questions. Utilize images for visual learners and include video/audio files to appeal to additional learning styles. Set the chart settings to correct and incorrect to visually show a green/ red chart.

FEATURES
Demographics, Data Slicing, Insert Images, Answer Now, Chart Colors, Insert Video/Audio

Motivation KELLER

Attention, Relevance, Confidence and Satisfaction (ARCS) are four steps for promoting and sustaining motivation in the learning process. In order to encourage motivation, an instructor must capture learners' attention, clearly show the relevance of the material, build student confidence and illustrate a correlation between effort and results.

APPLICATIONS
Use a countdown timer to motivate learners to answer quickly and display response grids to motivate participation. Leader boards spaced throughout a session will encourage competition. Positive and negative point values can be used to encourage motivation based on total points.

FEATURES
Countdown Timer, Response Grids, Leader Boards, Gaming Slides, Point Values

Peer Instruction MAZUR

Learners are asked a question and formulate their own answers. They then discuss their answers in groups and attempt to reach consensus on the correct answer. This process forces the learners to think through the arguments being developed, and enables them (as well as the instructor) to assess their understanding of the concepts even before they leave the classroom.

APPLICATIONS
Ask the question initially without discussion. After discussion, ask the same question once again. Copy the question to show a comparative relationship between the first and second polling.

FEATURES
Repoll, Comparative Feature

Positive Reinforcement REID

Promotes the rapid questioning model and the positive reinforcement of correct responses. Encourages instructors to closely monitor learners' responses and expectation of learning mastery.

APPLICATIONS
Use the correct answer indicator and display fastest responders or leader boards to reinforce correct answer choices. Use all positive point values for both correct and incorrect answers. Incorrect choices can be set at a lower value.

FEATURES
Correct Answer Indicator, Point Values, Fastest Responders, Leader Boards

Socratic Questioning HAKE

Pose questions that are more meaningful than those a novice of a given topic might develop on his or her own. Create and sustain intellectually stimulating learning environments and acknowledge the value of the learner in that environment.

APPLICATIONS

A custom standards list allows for reporting based on the difficulty level of questions. Build on the learners' growing expertise by adding questions within a lecture with increasing difficulty. Use conditional branching to advance through material that has been mastered and monitor progress with the continue prior session feature.

FEATURES

Custom Standards List, Conditional Branching, Continue Prior Session

Spacing Effect GREENE

Learners easily remember or learn items when they are studied a few times over a long period of time.

APPLICATIONS

Continue prior session can be used to collect data from various questions spaced between class periods. Provide learners with "think time" by inserting an essay answer question that students can answer using advanced response devices.

FEATURES

Continue Prior Session, Essay Slide

Team-Based Learning MICHAELSEN

A collaborative strategy designed around "modules" of instruction taught in a three-step cycle: preparation, in-class readiness assurance testing and application-focused exercise. The tests consist of an individual readiness assurance test (IRAT) which students complete on their own and a team readiness assurance test (TRAT) that they complete as part of a collaborative team.

APPLICATIONS

Through real-time engagement and interactive assessments, students will receive frequent and immediate feedback during class. Students can be held accountable for individual work and team work by using team-based slides.

FEATURES

Team Assignment, Participant Leader Board, Team Leader Board

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4 Steps to Integrate TurningPoint® into Your Lecture

Once you are comfortable using response technology, consider these four steps when creating TurningPoint questions.

1 Establish Lecture Objectives

When creating TurningPoint questions, have specific objectives in mind. Establishing a goal will help you create effective questions, as well as provide you with data that will help to enhance your class.

Modify lectures based on class responses

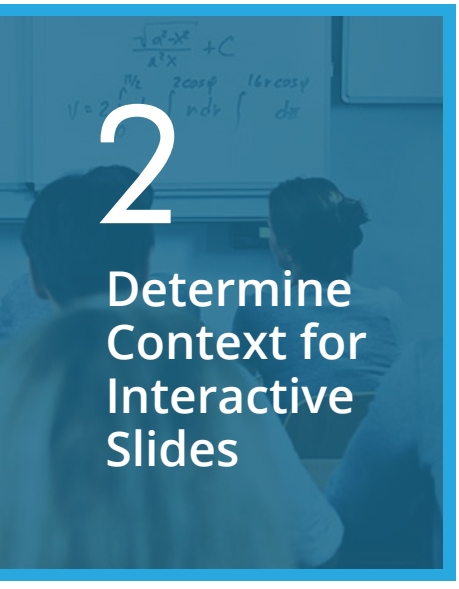
Improve lecture style from analyzing collected data

Recognize students' misconceptions or preconceptions

Extract and discuss diverse points of view on controversial subjects

Evaluate mastery of content or concepts

Observe students' ability to analyze and break down material



2 Determine Context for Interactive Slides

Generally, there are three contexts in which to use your questions. Your lecture objectives and what you want to accomplish by using TurningPoint will help you decide what contexts best fit your needs.

Pre-assessments for prior knowledge

Mid-topic assessment for current understanding

Post-assessment to judge the students' ability to solve problems

3 Create Questions and Presentation

While creating your questions and putting them into your presentation, remember the objectives and contexts that you decided upon.

Simplify sentences and questions

Use images to enhance questions

Survey for opinions and feelings

Intersperse questions throughout your presentation

Pose questions with no clear answer

Consider delaying the answer choices

4 Integrate TurningPoint Questions

Just as there are many strategies for creating questions, there are multiple approaches to integrating questions into a lecture.

Assign demographics to track how specific student groups respond

Allow the students to steer the lecture

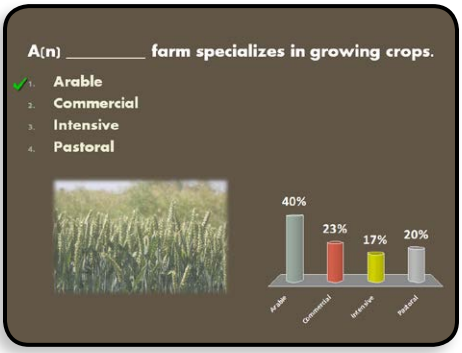
Ask review questions that cover similar points for comparative analysis

Ask a question to start daily discussion

Use for participation or attendance

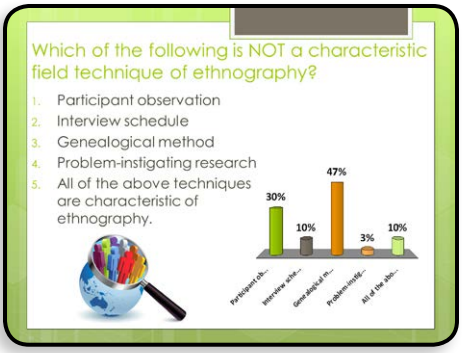
Create competitions and teams for review or discussion

12 Ways to Ask Effective Questions



The key to keeping participants engaged and involved is asking the right questions. Audience response technology can provide the tools for interactive presentations, but utilizing the system to its full potential takes more than "yes" and "no" responses.

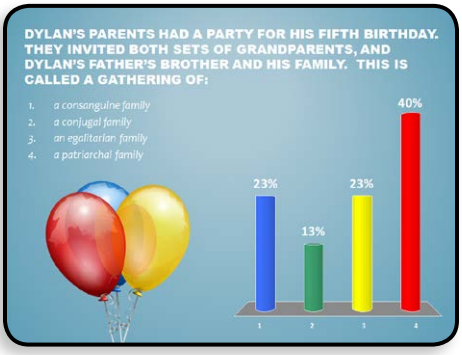
Asking meaningful questions that permit attendees to employ critical thinking or reveal interesting results will not only keep audiences awake, but will also encourage interaction, collaboration and communication. Seeing instant feedback will allow speakers to understand and address the needs of audiences in real time.



RECALL QUESTIONS

Ask participants to recall facts or concepts.

- Used for assessing participant understanding of presented material.
- Conduct pre- and post-testing to gauge presentation effectiveness.
- Ensure participants have base understanding before moving on to next topic.



CONCEPTUAL UNDERSTANDING

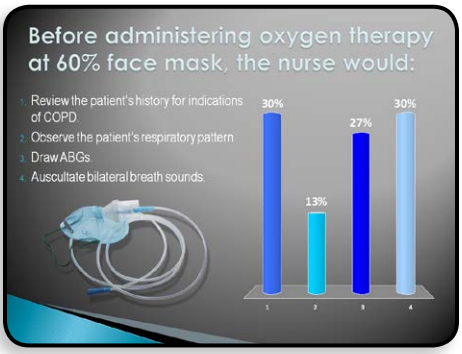
Asks participants to not only recall definitions but understand concepts associated with definitions.

- Base incorrect answers on common misconceptions to spark rich discussion.
- Learn what participants do NOT understand about concepts or content.
- Responses that are split among answer choices allow for further conversation.
- Promotes long-term understanding versus short-term memorization.
- "Which of the following is NOT an example or characteristic of concept X?"
- "Which of the following statements best explains the concepts of X?"

APPLICATION QUESTIONS

Asks participants to apply knowledge and understanding of concepts to particular situation or context.

- Predict ways participants will misapply a concept and integrate into answer choices.
- If significant number answer incorrectly, ask for an explanation of reasoning.
- Particularly useful when discussing case studies, allow for argument of choices.
- "What would your response to a situation be if you had the role of X?"

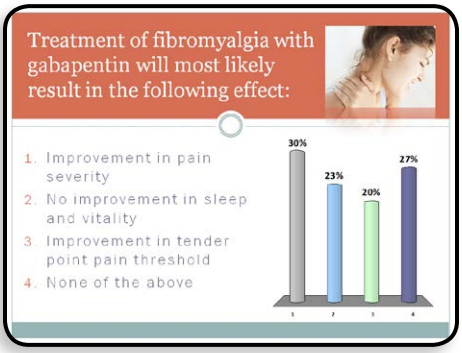


PROCEDURAL QUESTIONS

Asks participants to apply knowledge of a procedure or technique to a problem or situation.

- Focus on the outcome of the procedure or the procedure itself.
- Reveal parts of the procedure that participants do not understand.
- "In this scenario, what step or steps would you take next?"

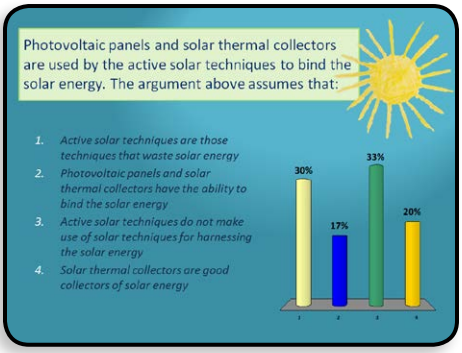
12 Ways to Ask Effective Questions



PREDICTION QUESTIONS

Asks participants to predict the result of an experiment or procedure.

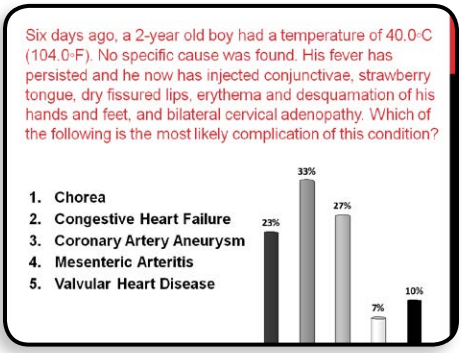
- Committing to a prediction beforehand allows participants to be invested in answers.
- The larger the percentage of error, the more the participants will want to hear the explanation.
- Creates a "time for telling" in which participants are ready and interested to learn.
- Helps participants make sense of a concept, allows speakers to see if the concept is understood.
- "How will adding X affect the outcome of the situation?", "What will happen if we add X?"



CRITICAL THINKING QUESTIONS

Asks participants to analyze relationships among multiple concepts or make evaluations based on particular criteria.

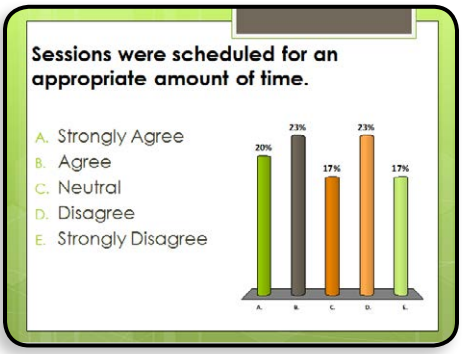
- Think critically about complex questions and suggested answer choices.
- Follow-up results with discussion regarding reasoning behind answer choices.
- Re-vote after discussion has taken place to see if answers have changed.
- Construct follow-up questions on-the-fly, focus on why answers were chosen.



ONE BEST ANSWER QUESTIONS

Asks participants to answer multiple-choice questions that do not have a single correct answer. Calls for critical thinking versus recalling facts.

- Think critically about the best answer among several defensible ones.
- Often applied in medical scenarios, asking for the best treatment of a patient.
- Allows for discussion of choices among participants, engaging versus assessing.
- Ask a question, allow participants to suggest their own answers and vote for the best one.



PRESENTATION ASSESSMENT QUESTIONS

Ask participants to evaluate presentations, sessions or events. Provides valuable feedback, especially when planning for future events.

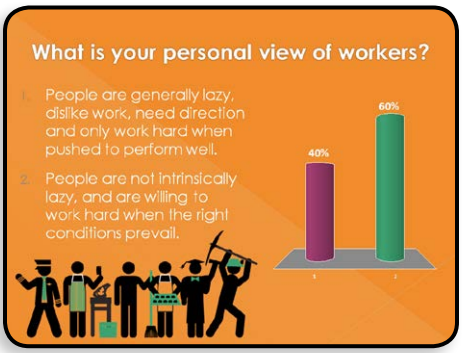
- Offer multiple levels of quality or satisfaction in several categories.
- Create questions based on pre-determined, pertinent objectives.
- Keep surveys short and sweet, provide a mid-point for ranking.
- Balance different question types within survey, define necessary terms.

12 Ways to Ask Effective Questions

OPEN-ENDED QUESTIONS

Ask participants to answer open-ended, free response questions. For use with mobile responding and QT or QT2 devices.

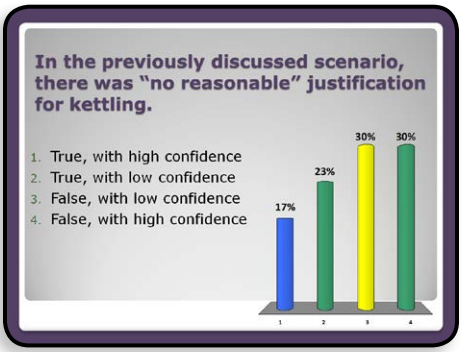
- Elicit multiple responses, for use if unsure how participants will respond.
- For use if there is a large amount of possible responses, supports brainstorming.



PERSPECTIVE QUESTIONS

Ask participants questions designed to surface perspectives versus assess knowledge of subject. Help to get to know audiences and base direction of presentation on results.

- Gather useful information about audiences, tailor presentation to audience answers.
- Learn where audience members stand on sensitive topics, do not rely on assumptions.
- Anonymous polling works best with perspective questions, to collect honest answers.
- Collect participant demographic information, opinions and personal experiences.
- Make topics relatable, and open up discussions when similar experiences are shared.



CONFIDENCE LEVEL QUESTIONS

Ask participants to clarify level of confidence along with answer choices.

- Including confidence level will assess participant knowledge and discern participants "guessing."
- Ask participants to assess confidence when completing a task, "How confident would you be X?"
- Ask participants' confidence level at the beginning to identify needs or material that should be covered.

MONITORING QUESTIONS

Asks participants to gauge progress so speakers can monitor effectiveness of presentation or training.

- Create a benchmark for speakers to compare participant progress.
- See what methods are working or strategies are being implemented.

Definitions and Examples Taken from the Following Sources:
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