TurningPoint Cloud User Guide

Contents

Introduction

Welcome!

This guide is intended as a resource for everybody who is interested in using *TurningPoint Cloud* , an interactive polling software, in their teaching at Lancaster University.

Part I focuses on the technical aspects of how to get *TurningPoint Cloud* up and running on your computer. It explains the process of receiving a *TurningPoint* license and user account and how to install and use *TurningPoint Cloud* on both Windows and Mac computers.

Part II provides suggestions for pedagogical applications of *TurningPoint Cloud*'s main features in different teaching contexts.

Part I Getting Started

1. What is TurningPoint Cloud?

TurningPoint Cloud (hereafter simply referred to as *TurningPoint*) is a software which enables students in lectures and seminars to answer questions or vote in polls which the lecturer has previously added to their PowerPoint presentation.

People in the audience can poll by using the free *TurningPoint* app, or via a the webpage www.responseware.eu using their own digital devices (phones, laptops, tablets,…). *TurningPoint* may also be used with handsets, this manual, however, focuses on the use of *TurningPoint* via app and webpage.

In order to use TurningPoint in your teaching you need:

1) A *TurningPoint* **licence**
2) A *TurningPoint* **account**
3) *TurningPoint* **software** on your computer. The software is necessary for both preparing and running a teaching session with *TurningPoint* content. For Windows users *TurningPoint Cloud* is available via AppsAnywhere (see Chapter 3.)

Please see Part II of the manual for an overview of *TurningPoint*'s main features and further suggestions on how to incorporate them into your teaching.

2. Getting a TurningPoint license and account

In order to be able to create *TurningPoint* content, you first need a license. Licenses can be requested via ISS (*iss-service-desk@lancaster.ac.uk*). ISS will create your account at the same time they issue your license. The confirmation email by *TurningTechnologies* provides you with a link to verify your account, using **your university email address**.

Participants do not need a license or account to access a poll via the <u>TurningPoint</u> app or the *TurningPoint* website.

3. Using TurningPoint on your computer

TurningPoint software is run via AppsAnywhere. AppsAnywhere is a service which allows you to use a wide range of software applications on any computer on campus, as well as on your personal device. AppsAnywhere works on both Windows and Mac, however, the Mac version of *TurningPoint* cannot be accessed via AppsAnywhere (yet). If you intend to use TurningPoint on a Mac, please see Chapter 4 of this guide, *Installing TurningPoint on your Mac*.

AppsAnywhere includes a web page (lancaster.ac.uk/apps) from which to view the catalogue of software applications and a Cloudpaging player to load the software applications you want to use on your computer. In addition to TurningPoint, over 100 applications are available through AppsAnywhere, including e.g. *SPSS*, *R*, *Atlas.ti* and *Praat*.

If you already have AppsAnywhere and the Cloudpaging player installed and are familiar with its usage, see Chapter 3.2 on *How to launch TurningPoint Cloud*.
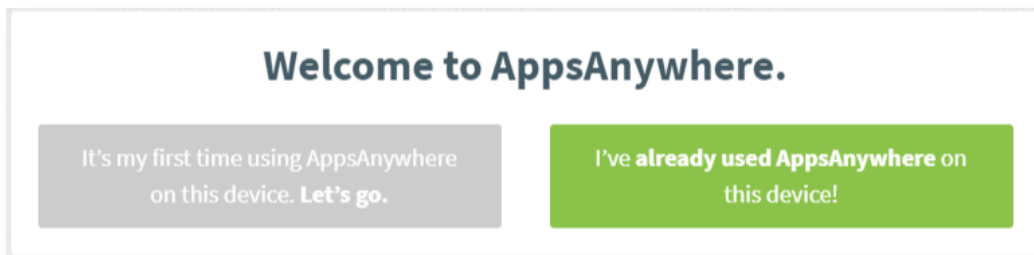
3.1 Get Apps Anywhere

AppsAnywhere/Cloudpaging Player is pre-installed on most University computers and laptops. You can launch it from the Start Menu
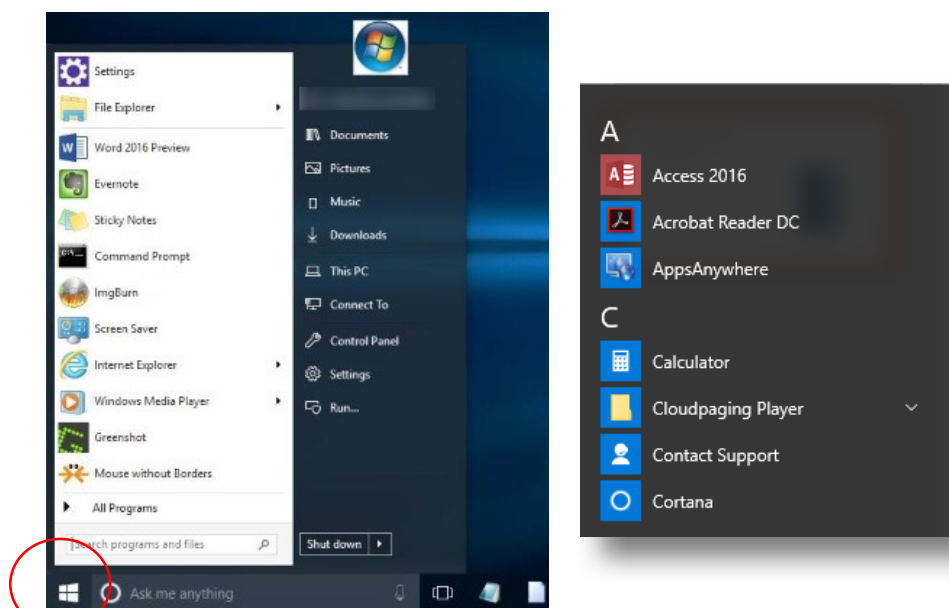
All staff and students are free to install AppsAnywhere to their personal computer as well. The following instructions lead you through the process of installing AppsAnywhere on your personal device.
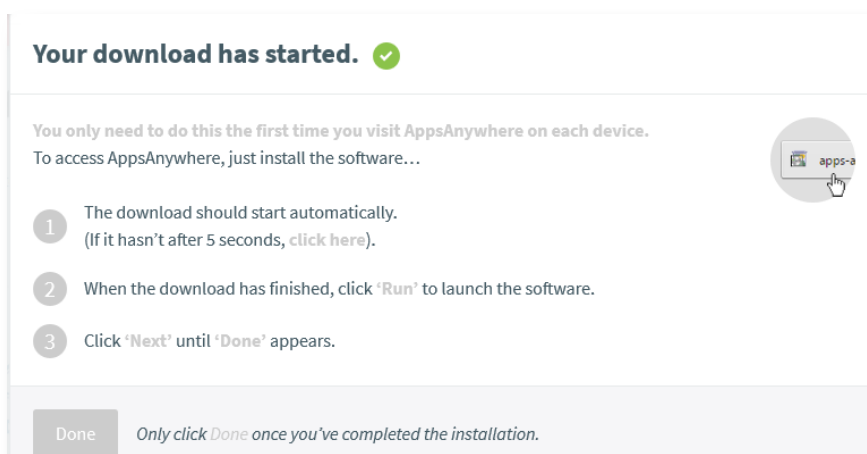
1. Go to: lancaster.ac.uk/apps
2. Login via WebLogin using your University IT account username and password.
3. If it is the first time you are accessing AppsAnywhere on this device, you may see a prompt asking if you have already used AppsAnywhere on this device, as shown below.

4. Click the grey "*It's my first time using AppsAnywhere on this device. Let's go.*" button.
5. You will then be asked whether you already have AppsAnywhere installed on your device.
6. On your personal device you can then download and install AppsAnywhere, by clicking "*Install Now*".
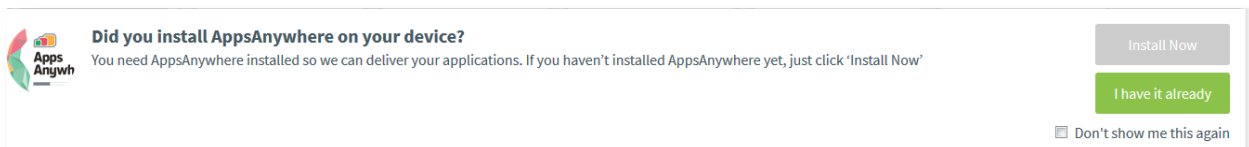
7. Follow the instructions in the pop-up window that appears.

8. Once you have installed AppsAnywhere, you can launch software through Lancaster University's AppsAnywhere portal lancaster.ac.uk/apps (see Chapter 3.2).
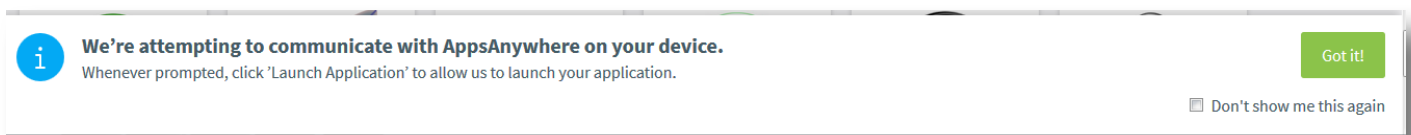
3.2 Launching *TurningPoint* via AppsAnywhere

Once you have installed AppsAnywhere, you can launch *TurningPoint*.

1. Go to: http://www.lancaster.ac.uk/apps
2. Login via WebLogin using your University IT account username and password.
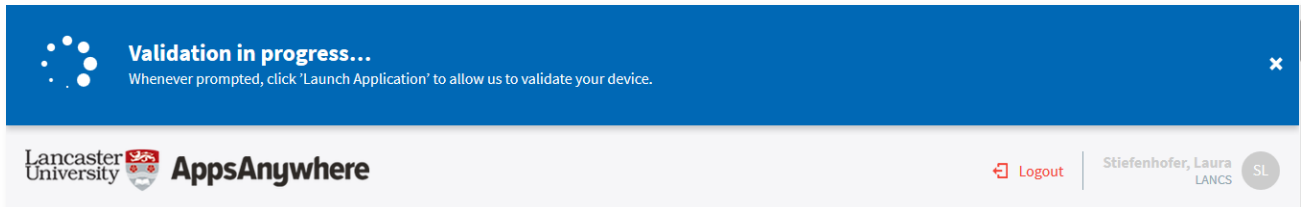

3. If you are prompted to open *AppsAnywhere Launcher* click "*Open Link*"
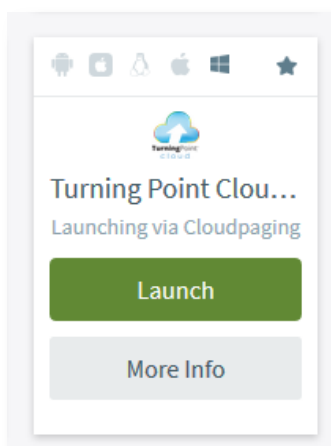4. You may see the following pop-up box appear at the bottom of the page

5. Click "*Got it!*"
6. Turn your attention back to the AppsAnywhere web page.
7. You should see 'Validation Successful' at the top of the page (though this message will disappear within a few seconds).
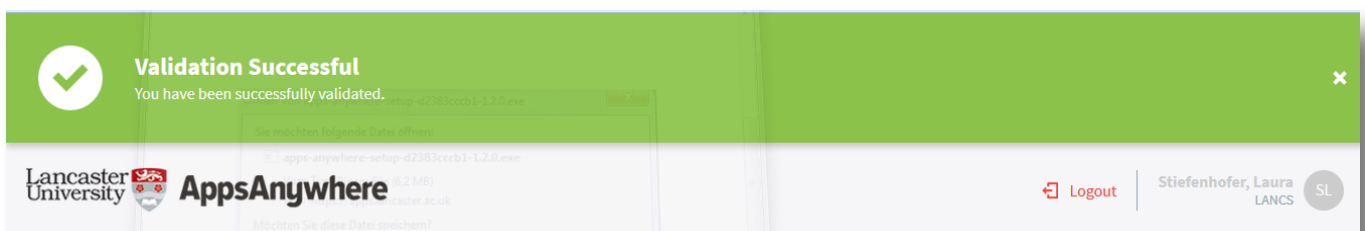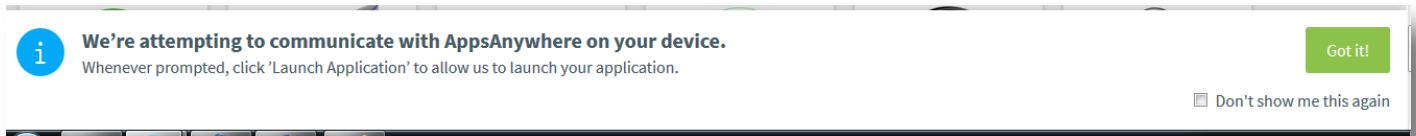
8. Find *TurningPoint Cloud* in the list of applications.
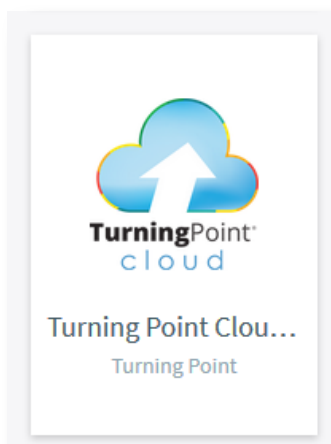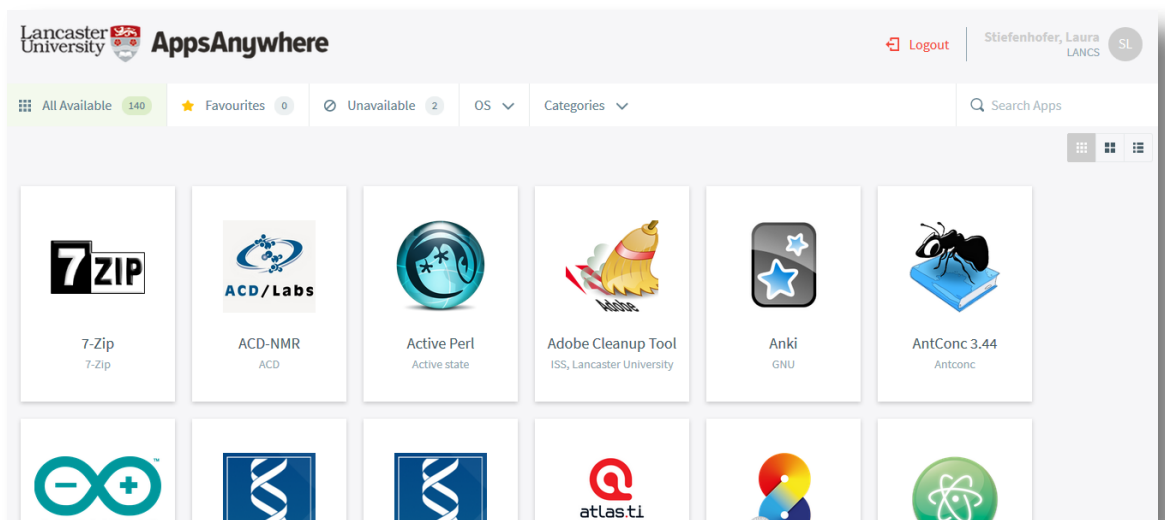
9. If you move your mouse over the '*Turning Point Cloud*' tile you can click the "*Launc*h" button.
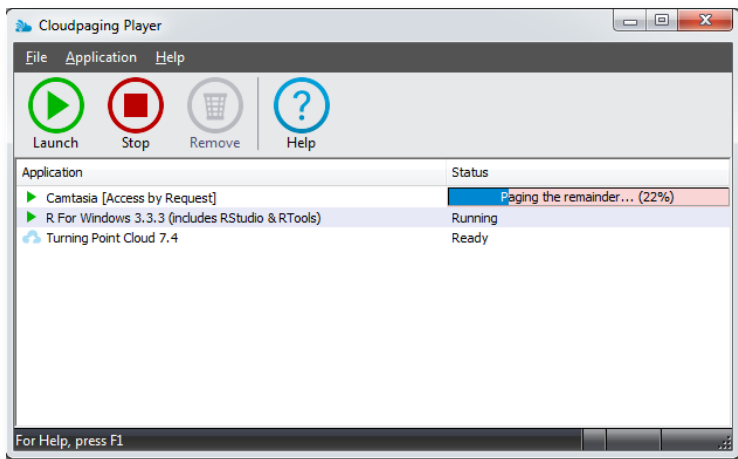
10. You may see the following pop-up box appear at the bottom of the page:

11. Click "*Got it!*"
12. See 'Cloudpaging Player' appear with *TurningPoint* loading.

13. Once *TurningPoint*'s status reads "*Ready*" click "*Launch*". The first time you launch *TurningPoint*, you will be prompted to sign into your TurningPoint account, using **your University Email**. After your first login you will also be prompted to select a region - select the option 'Europe, Africa, Middle East, Russia'.
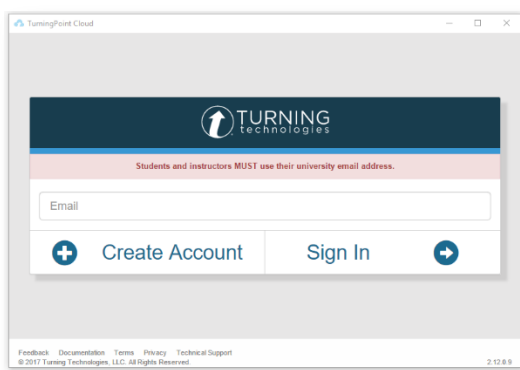
Note: After launching *TurningPoint* for the first time on your computer, you do **not** need to go via the AppsAnywhere webpage again, simply open Cloudpaging Player on your computer (under *programm*s or *apps*).

Double-click on TurningPoint Cloud in the list of your software to launch it.
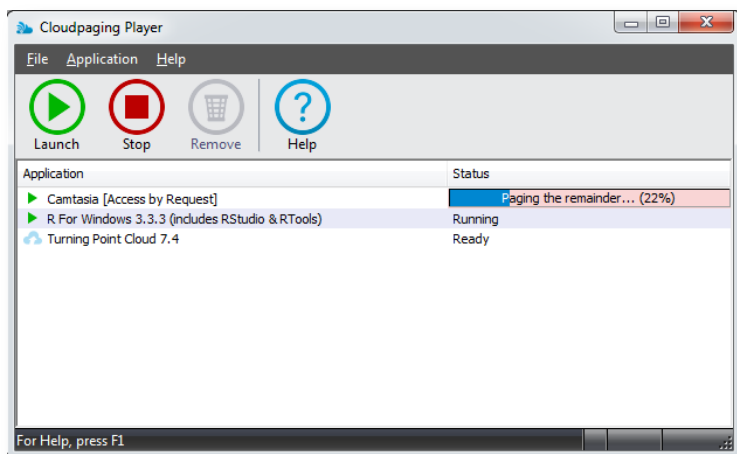
4. Installing TurningPoint on your Mac

The process for installing TurningPoint on a Mac is similar to installing any other software.

1. Sign in to your account at: https://account.turningtechnologies.eu/account/.
2. Click on the 'Downloads' option in the left hand column of the page.
3. Select the Mac option.
4. Drag TurningPoint cloud to your *Applications* folder.
5. Double click on the icon in your *Applications* folder to open *TurningPoint*. You will be prompted to sign into your TurningPoint account. The first time you open TurningPoint on your computer you will also be prompted to select a region - select the option 'Europe, Africa, Middle East, Russia'.

5. Adding TurningPoint content to your PowerPoint presentations

Once you have successfully installed AppsAnywhere and launched *TurningPoint*, you are ready to create TurningPoint content in *PowerPoint* presentations. This chapter provides an overview of how to generally proceed when creating *TurningPoint* content in *PowerPoint* and how to run polls during a seminar/lecture. For a more comprehensive introduction to the different types of features that *TurningPoint* offers, see Part II of the user guide "Applications in Teaching".

Before you start *TurningPoint*, first **always close all running instances of *PowerPoint***.
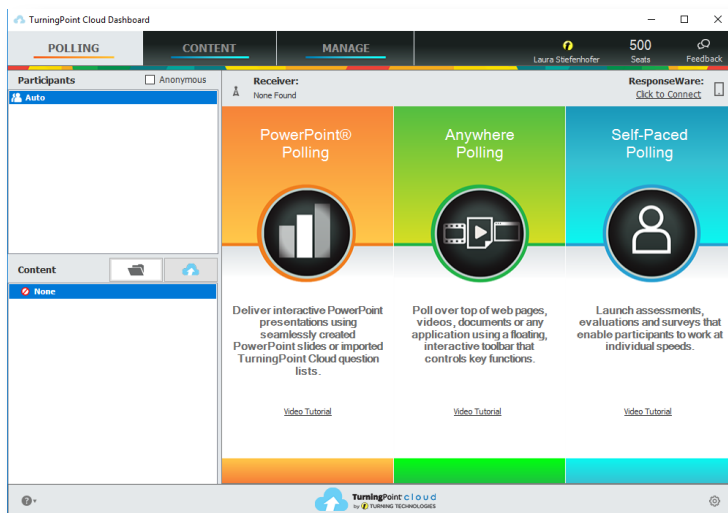
1. At your computer, open the Cloudpaging Player.
2. Open *TurningPoint* by double clicking on it in the list of your applications.
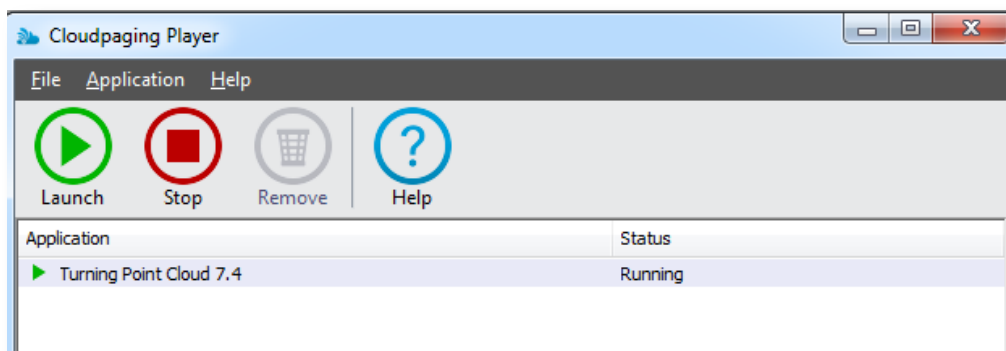
3. You will be prompted to log into your TurningPoint account.
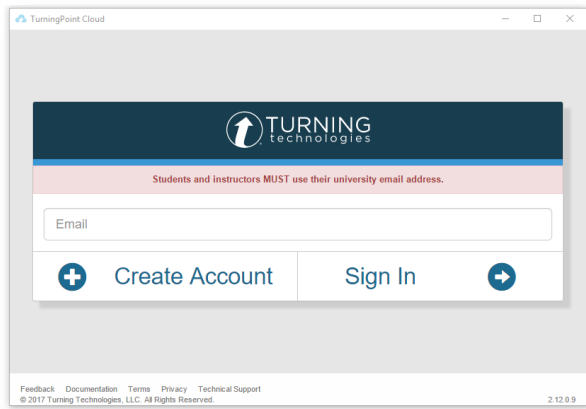
4. On the TurningPoint dashboard click on "PowerPoint Polling". *PowerPoint* opens and the usual toolbar appears with the addition of a 'TurningPoint' tab.


5. Create your PowerPoint slides or open existing PowerPoint slides as usual. In order to create slides containing TurningPoint content click on the *TurningPoint Cloud* Tab.
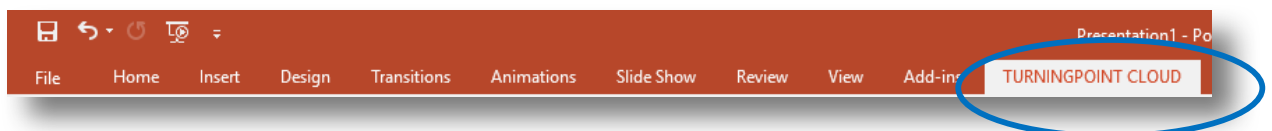
The different options for polling slides can be found under *New*.
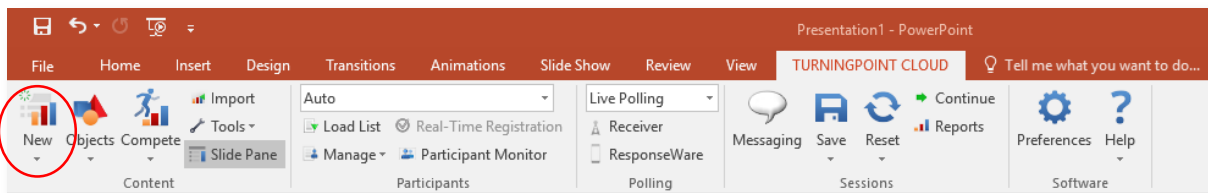
If you want to try out your presentation including a poll, on the *TurningPoint* tab click the drop-down arrow next to live polling and change it to *Simulated Polling*. If you have chosen *Simulated Polling*, you get simulated results based on 30 responses, when running through your presentation.
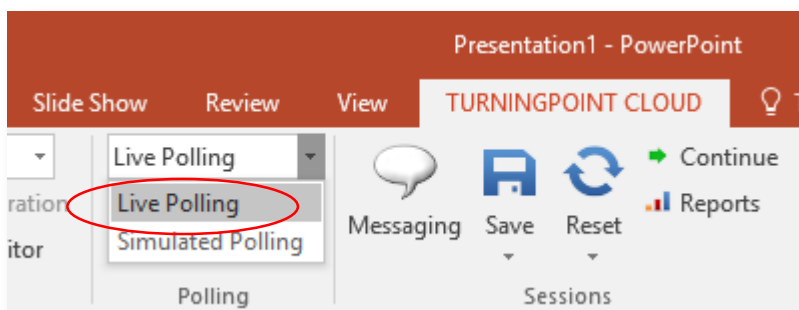

Make sure to **reset your presentation** after the simulated polling by clicking on the *Reset* button, and choosing *Session* from the appearing drop-down menu.


13
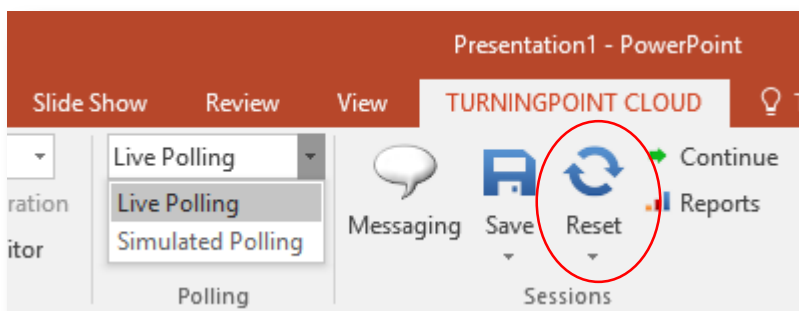
6. Using TurningPoint while teaching

6.1 Starting a presentation containing TurningPoint content

To use polls you have prepared beforehand, you must use a computer which either has *TurningPoint* installed or runs *TurningPoint* through the Cloudpaging Player. All centrally-bookable teaching rooms with ISS supported computers have Cloudpaging Player installed. Before you use *TurningPoint* for the first time on an ISS supported computer you need to launch it via the AppsAnywhere webpage (http://www.lancaster.ac.uk/apps). After that you only have to open the Cloudpaging Player, where TurningPoint will appear in your list of applications. Alternatively, you may also use your own device that you used to create the presentation.
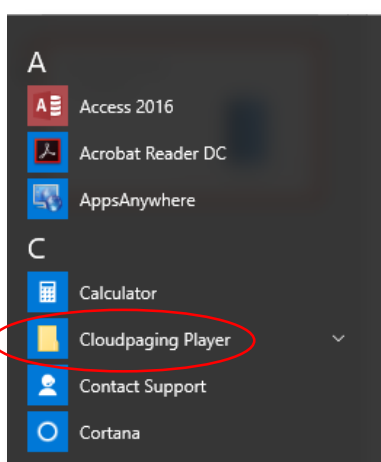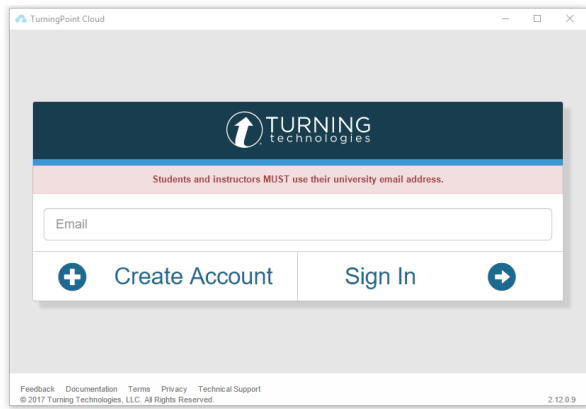

It is essential to open *TurningPoint* before opening *PowerPoint* otherwise *TurningPoint* will not function. If you have *PowerPoint* opened, close it before starting TurningPoint.
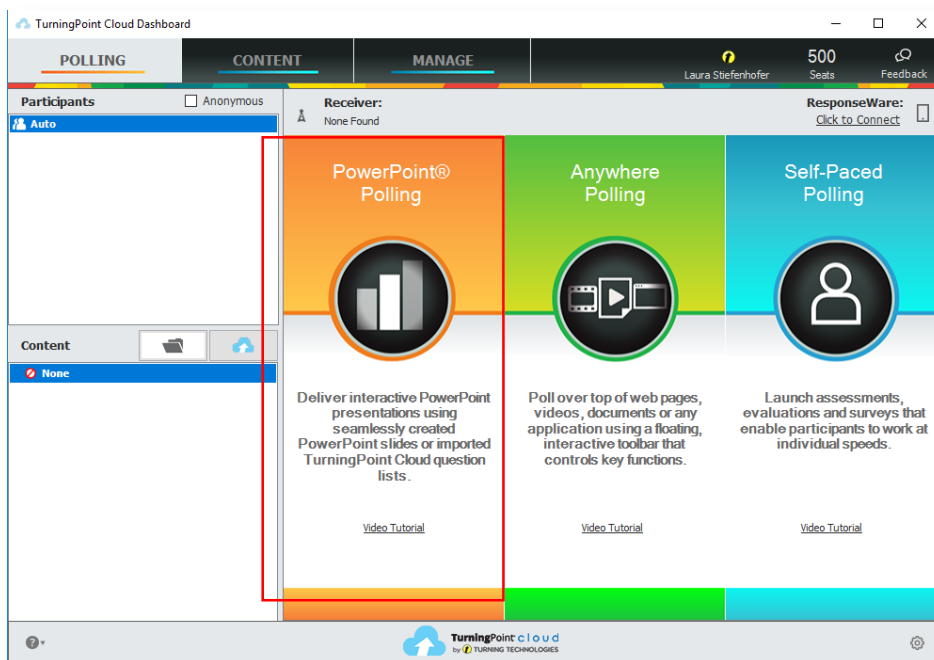
1. Open the Cloudpaging Player.
2. Open *TurningPoint* by double clicking on it in the list of your applications.
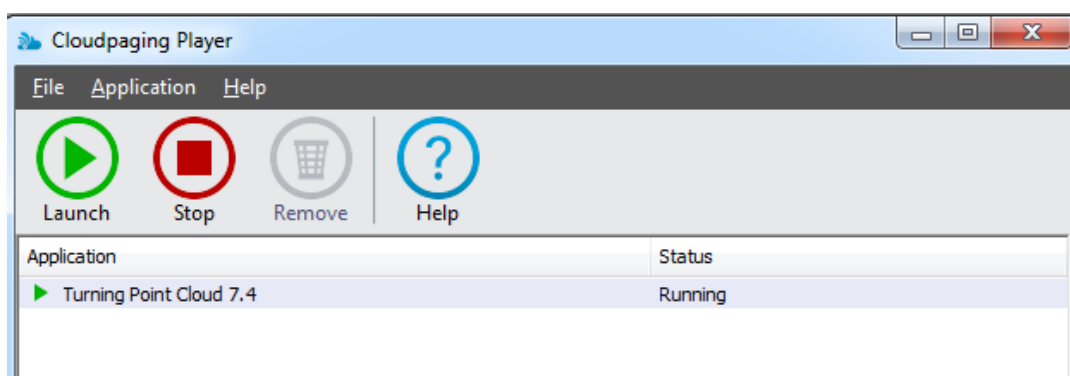
3. You will be prompted to log into your TurningPoint account.

4. To open your slides, click on the PowerPoint polling block on the TurningPoint dashboard.

Once PowerPoint is open, click on the *File* Menu and then click 'Open'. Navigate to your saved PowerPoint presentation file. Click to select your PowerPoint presentation file and chose 'Open'.

6.2 Allow participants to access TurningPoint polls during your presentation

Using the *TurningPoint* Responseware option allows participants to vote and answer questions during a seminar or lecture using their own devices. In order to enable participants to poll during an ongoing *PowerPoint* presentation you need to activate *Live Polling via Respon*seWare before starting your presentation.

1. Open the TurningPoint Tab in your PowerPoint Presentation and click '*ResponseWare*'.
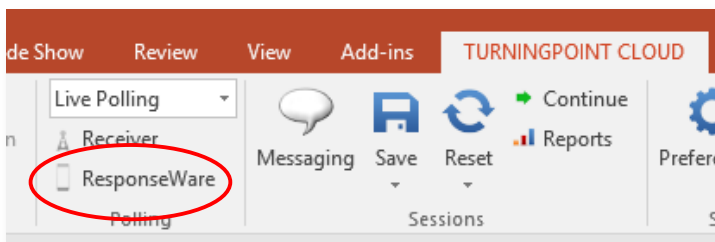

2. The ResponseWare pop-up appears.
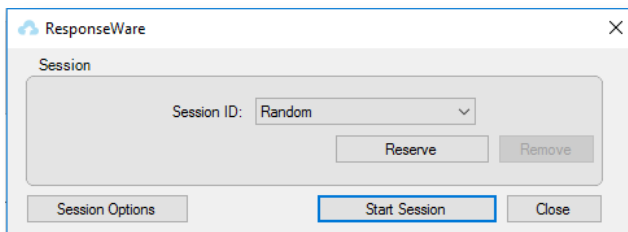
3. '*Session ID'* is the ID that you give your participants to log into the correct presentation to give responses. If you chose 'Random' as Session ID, TurningPoint will allocate a session ID.

   Alternatively, you can reserve a session ID by clicking on 'Reserve' and adding your own. Reserving a session ID means that you can customise it to make it easier for participants to note. You can also reserve a session ID in advance and add it to the first slide of your presentation to encourage participants to log in as soon as they arrive.

4. Clicking on 'Session Options' in the ResponseWare pop-up presents you with options relating to participants.

5. Make sure that the drop-down menus for *Participant Session Login Information* are all set on "Don't show"
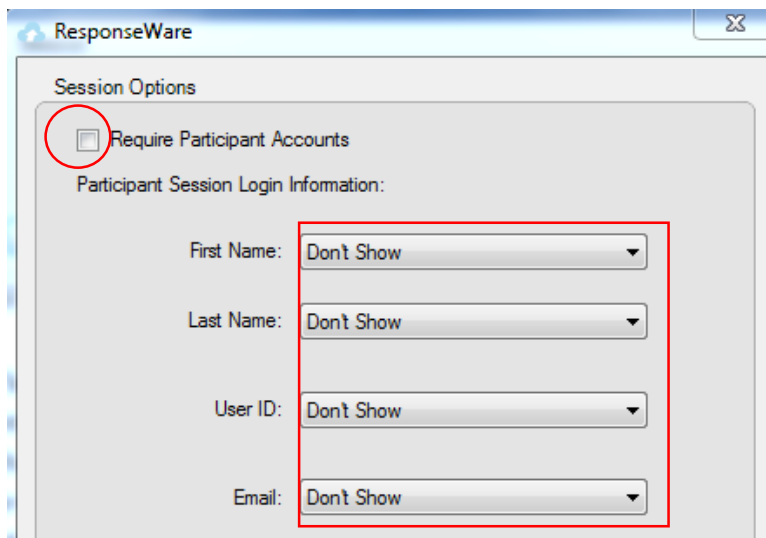
6. If you decide that you would like to change any of the default settings, make sure that the box 'Require Participant Accounts' **is not ticked** as students at Lancaster do not have TurningPoint accounts and this would prevent them accessing your session.

7. Click 'Start Session' in the ResponseWare pop-up. This pop-up will remain available, showing your session ID, the duration of your session and allowing you to check and see the number of connections that are being made during your session. Connections refer to the number of people who are logged into your presentation.
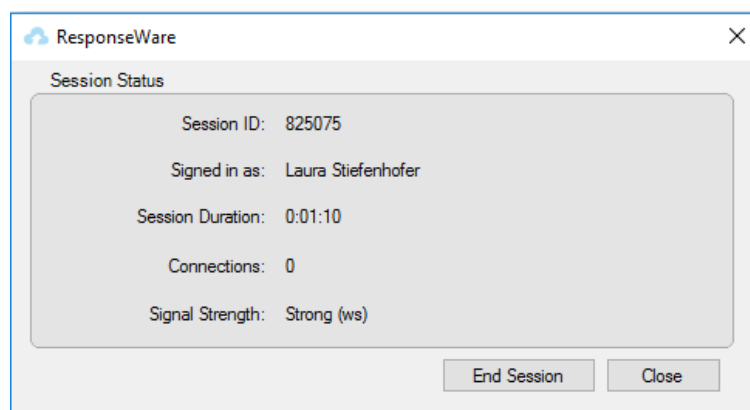

Note:

Participants need the Session ID to be able to poll and answer questions, so make sure that you **provide the number/name of the Session ID at the beginning of the class**.
TurningPoint Responseware requires use of the Internet. In a classroom setting this is typically provided by accessing Wi-Fi (eduroam or LU visitor); though participants may choose to make use of any data allowance on their mobile devices. Your TurningPoint licence will allow you to work with up to 500 participants at a time.

8. Participants can access the TurningPoint slides in a presentation either via webpage (www.responseware.eu) or via the free *TurningPoint* app available on their app store. Note: when prompted to identify location: 'Europe, Africa, Middle East, Russia' should be selected.
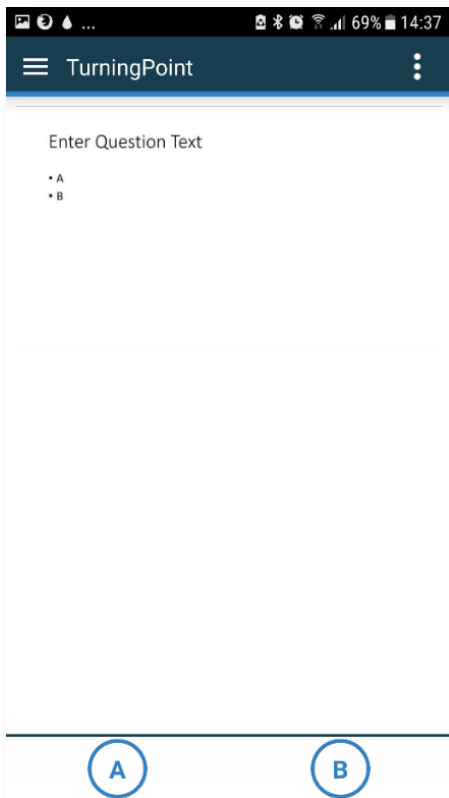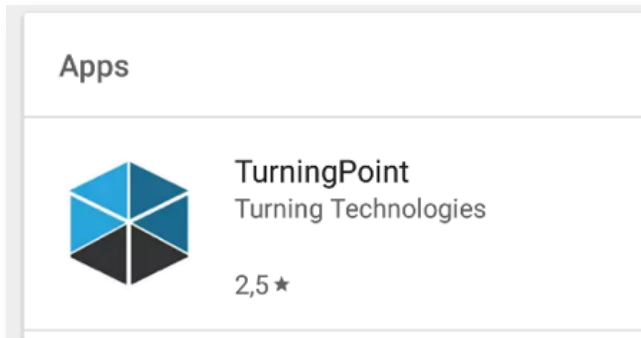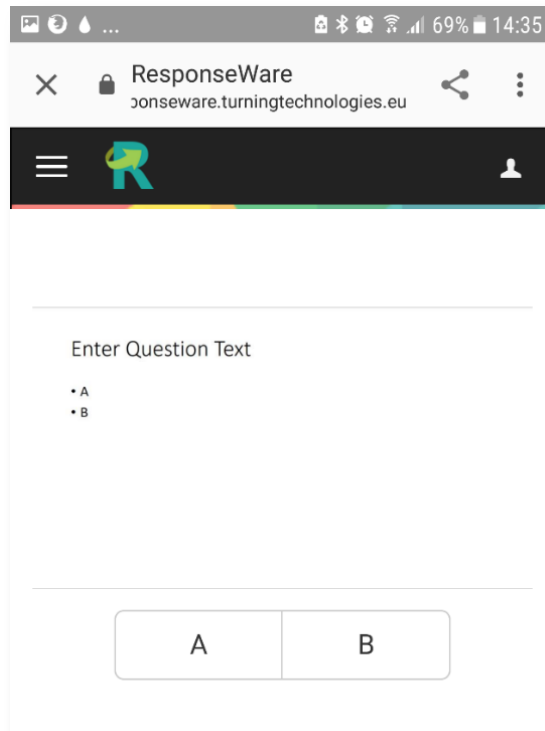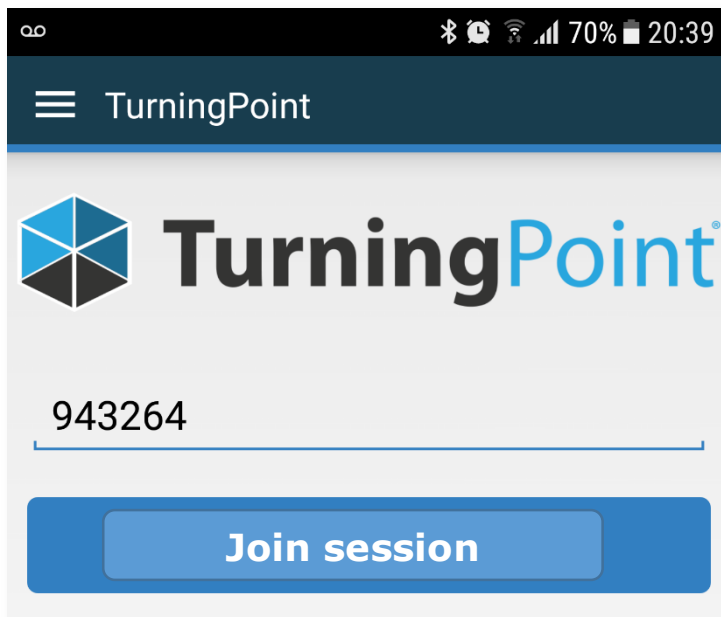

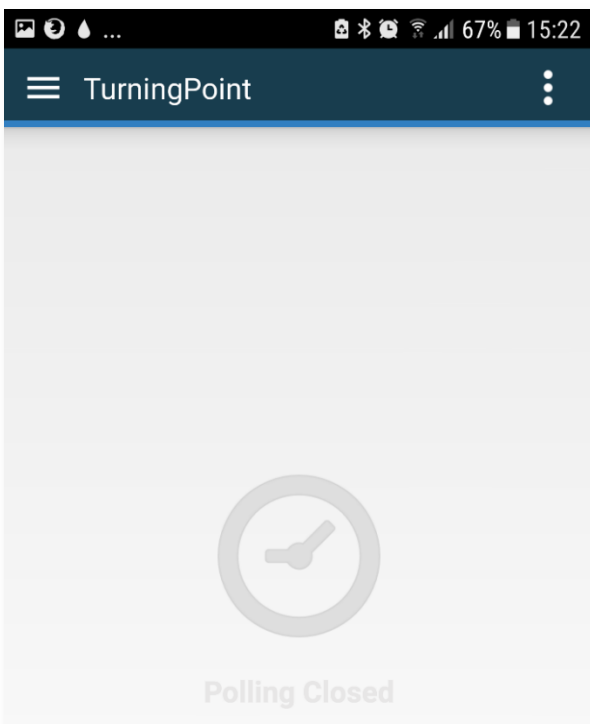*TurningPoint App*   *ResponseWare webpage*

9. Once on the webpage or in the app, they should type the session ID (see point 3) into the box and then click 'Join Session'.

10. Participants will see the message 'Polling closed', until you have reached a polling slide in your presentation.

11. When your polling slide comes up (in 'slide show' mode) you will see a small toolbar appear at the top of your screen (you can re-position this by dragging it to a preferred location).


12. The green polling box on the right of this toolbar indicates that your poll is running. Click on your slide to stop polling and show the results. The green box now turns red. If you want to re-run the current poll, simply click on the arrow in the toolbar.

After reading Part I of the guide, you now hopefully have TurningPoint up and running on the computer(s) that you use for teaching and know how to add TurningPoint content to your PowerPoint presentations. Well done!

Please continue with Part II of the guide for ideas on how to effectively use the different features of TurningPoint in your teaching.

Part II Applications in Teaching

1. Multiple choice
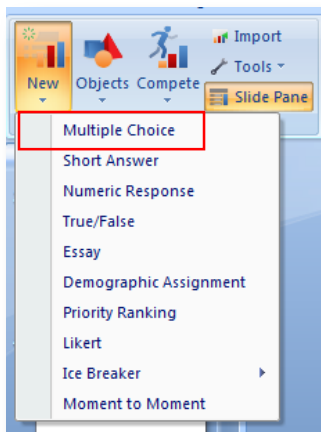
Multiple choice questions (MCQs) can be used in a large variety of ways, from assessing understanding of readings to gauging opinions serving as starting points for in-class discussion.

One important aspect to mention is the importance of the phrasing of MCQs in order for them to work as intended. Use simple sentence structure and precise wording for your questions and try and think of plausible distractors. This can be quite difficult, but the more reasonable different answer options are, the more likely students will have to critically apply their knowledge.

1.1 MCQs to assess understanding of preparatory reading

In order to see how well the students have understood the texts they were instructed to read as preparation for your seminar, you could start the class with one or two MCQs about the content of the readings. This not only gives you a first idea about the degree of the students' preparation, but you could also then use these questions as a warm-up for students to talk about, e.g. by asking them to explain to their neighbour why they have picked this answer.
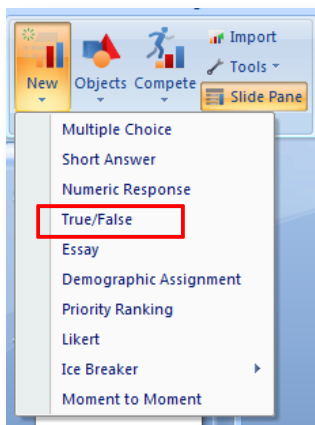
Example
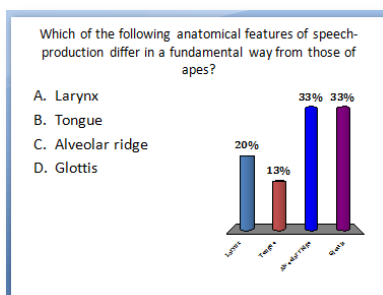
1.2 MCQs for peer instruction

MCQs can also be used to assess and promote students' understanding during the class. After dealing with a particular complex text or concept, you could ask the students an MCQ. You then display the results, and **ask students to find somebody who has given an answer that differs from their own**, and to discuss their reasoning behind choosing this particular answer.

Alternatively, you may also chose to delay the display of the result of the poll, in order not to show the majority's position and guarantee an unbiased exchange between students.
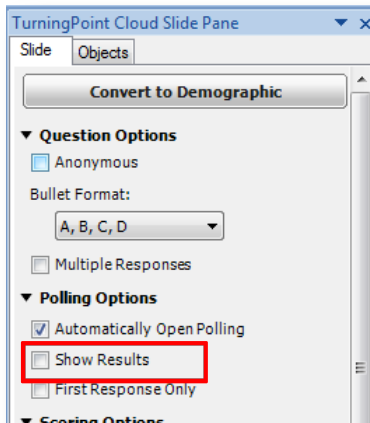
1.3 True/ False questions for peer instruction

A specific form of multiple choice questions are True/False questions. If you pose a True/False question, asking the students to discuss the evidence they are basing their answer on is essential to make them reflect on their reasoning.

Example

1.4 Priority ranking to promote reflection on knowledge

Asking students to rank knowledge items is another way to promote a more in-depth reflection of knowledge. For example you could first elicit a list of arguments supporting a certain hypothesis, note them down into the prepared slide and then ask students to poll on the slide with *TurningPoint* to rank the arguments according to how convincing they find them. The different responses are weighted in the ranking depending on the order that the students pick them in. The resulting ranking could then be discussed further in class.

Example
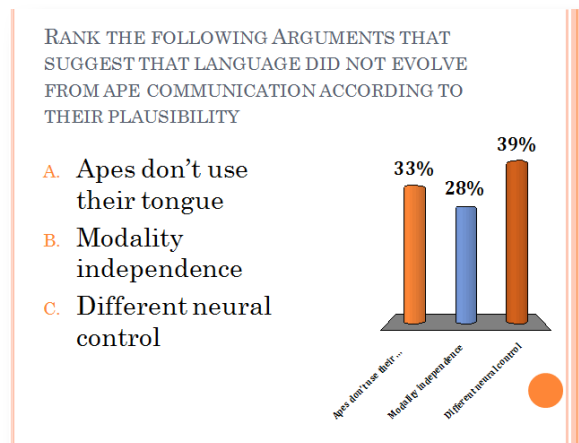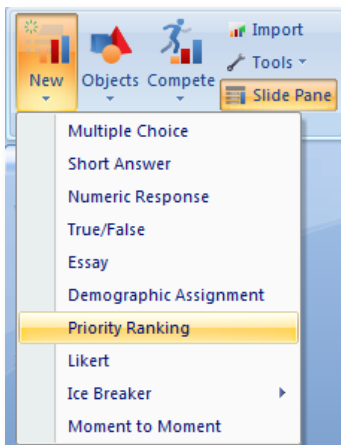
2. Comparison slides

Comparison slides are one way to make their own learning process during a lecture or a seminar more tangible to students. Comparison slides involve repolling the original question at a later point and provide students with a visible comparison of the polling outcome.

In order to insert a comparative slide, select "Comparative Links" under "Tools" and then in the pop-up window select the slides you want to combine.
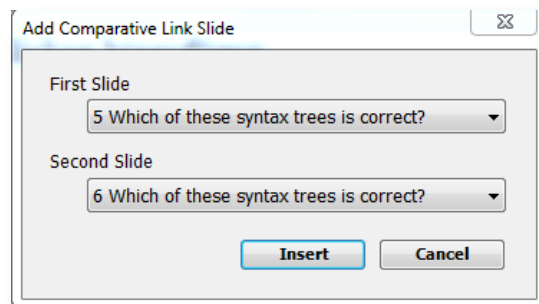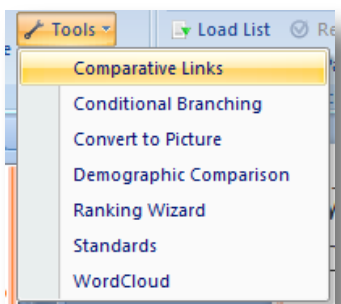
2.1 Comparison of a MCQ repoll to visualise learning

If you want to see whether the seminar has helped the students understand particularly complex readings or concepts, you could ask a MCQ about this text/this concept at the beginning. In the slide options untick the box "Show results", in order not to display the result of the poll to the students after the poll has closed. Then repoll the same question at the end of the session. The comparison slide then provides a graphic depiction of both polling outcomes. Ideally, the outcome would show that at the end of the session the percentage of students with the correct answer is higher than at the beginning.
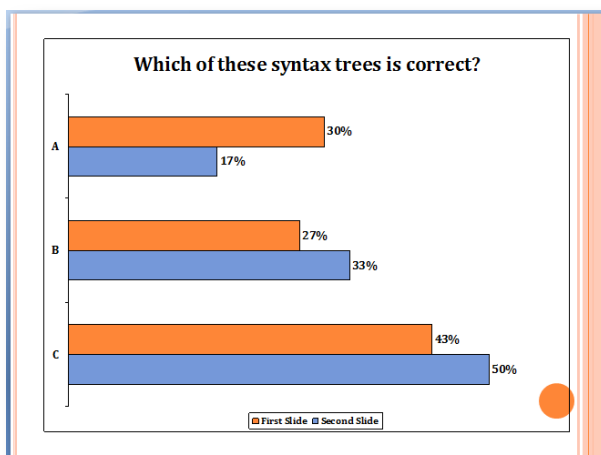
2.2 Comparison of opinion-based polls as means of visualising a shift in opinion

If you anticipate that students' opinion regarding a topic might change over the course of a seminar, a comparison of opinion-based polls can be used to visualise this shift. The results could then be used as a starting point of discussion.

In order to initiate an opinion-based poll, use a **Likert scale** .
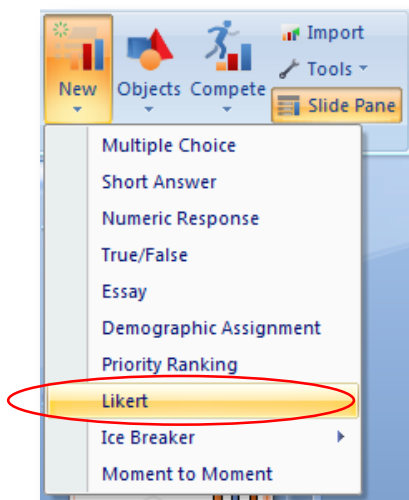
After discussion in class (or even after a couple of classes) poll the same question again. Comparing the results of the two polls can serve as a prompt to reflect on the reasons and motivations for the shift in opinion. Questions that could be asked include "Which argument/text has influenced your opinion about this topic most?"
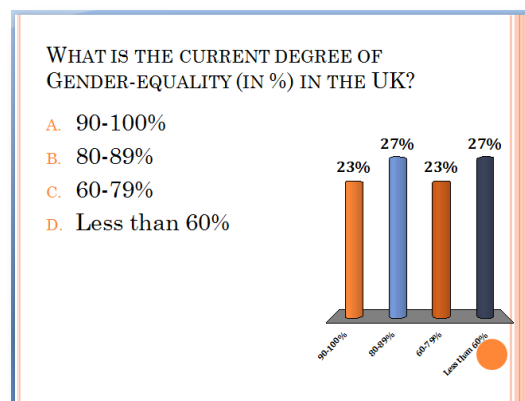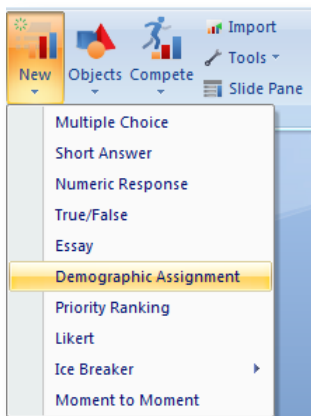
Example
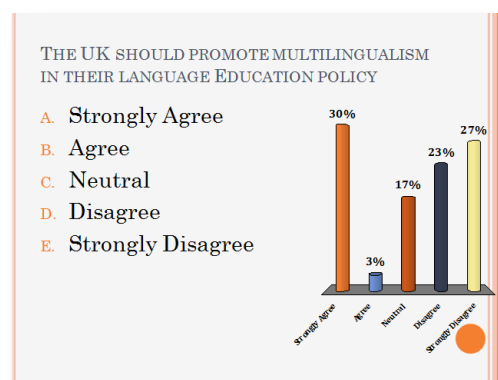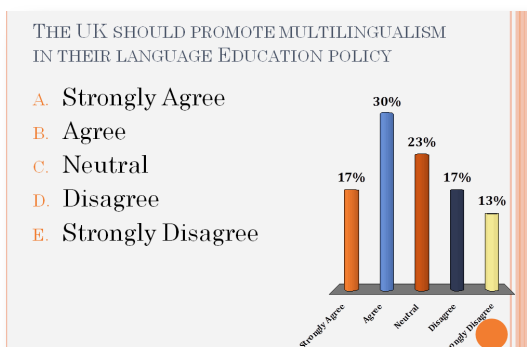
2.3 Demographic comparison to show correlations between two different positions

Demographic comparisons can be used to show whether an opinion about a topic differs between different demographic groups. However, this feature is not limited to grouping according to demographic features, a comparison can be made between any votes on different questions on 2 different slides, thereby also providing a possible starting point to talk about correlations.

If you want to include a Demographic Comparison, i.e. a comparison of how people belonging to different groups vote, you first need to assign people to different groups. In order to do that, you first need to create a new slide under *Demographic Assignment*.


To relate these groups (in the example above, the groups differ on their perception of the degree of gender equality) with their opinion on a topic you include a Multiple Choice slide with your question.
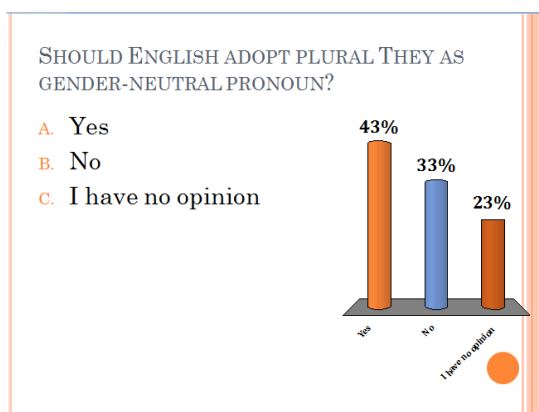
The question slide then needs to be converted into a demographic slide for the demographic comparison to work. Simply click on *Convert to Demographic* in the TurningPoint Cloud Slide Pane.
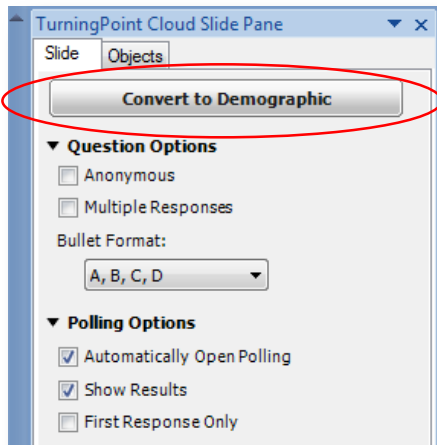
To show the demographic comparison you click on *Demographic Comparison* under *Tools*.
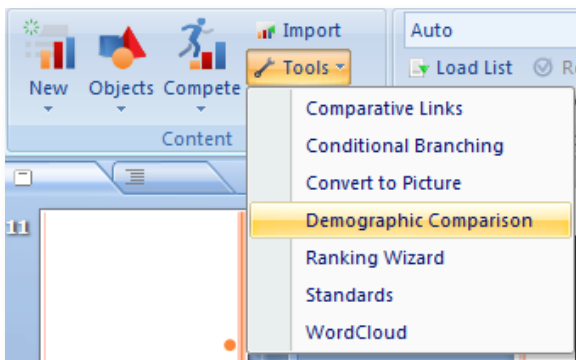
In the pop-up that appears then choose the demographic slide (i.e. the slide with which you have assigned people into different groups) and the question and click *Insert*.
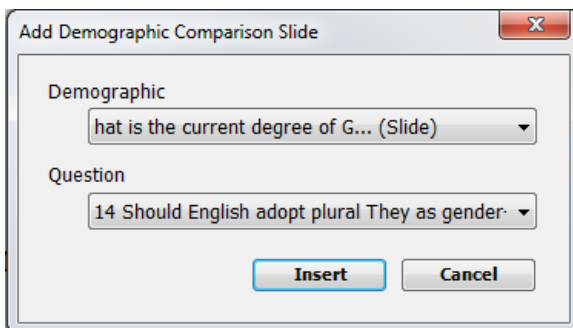
On the inserted slide the responses are displayed split according to the demographics or opinions polled in the demographic assignment slide.

Example
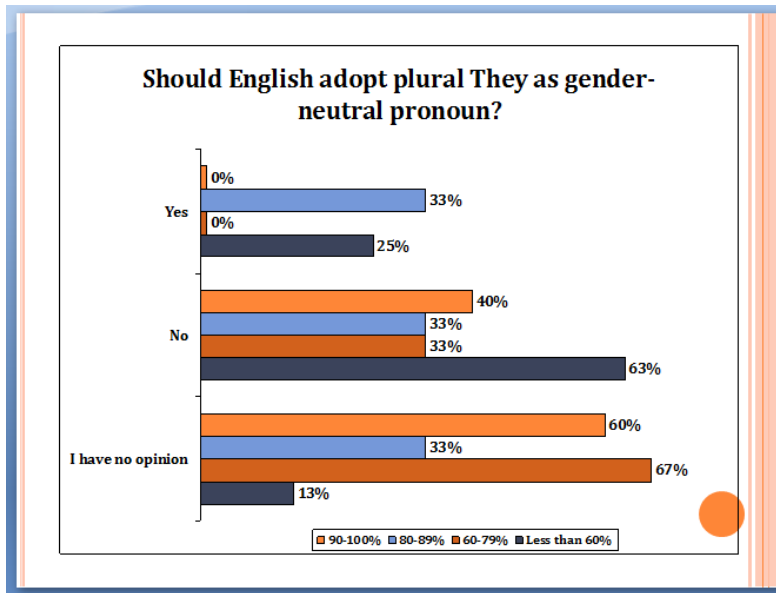
3. Short answer/Essay

The *Short answer* and *Essay* feature can be used to pose open questions as a quick warmer at the beginning of a session. They also provide an opportunity for students to anonymously ask questions about things that are still unclear at the end of a session.

3.1 Short answers as warm-up activity

Start your seminar with 2-3 short questions, which have a short and definite answer to allow students to get their mind set on the contents of the seminar, and recall knowledge from the previous session. Questions for short answers need to be answerable with 1-2 words, and the answers are then displayed directly after the poll.
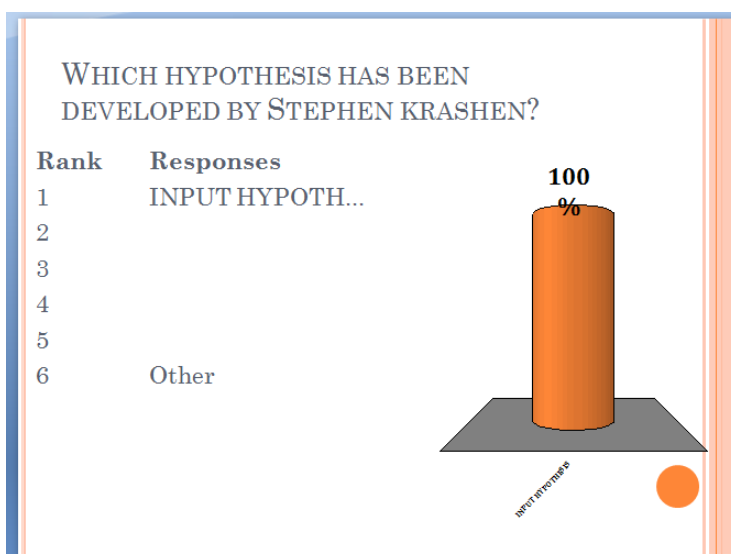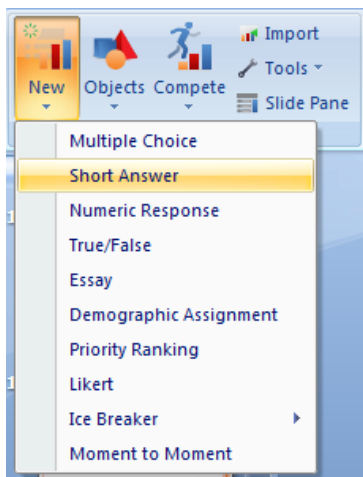
## 3.2 Essay questions for anonymous assessment of students' understanding

For Essay questions, the answers can be of any length. Essay questions may be used for anonymous assessment of students' understanding, or to collect questions for further discussion.
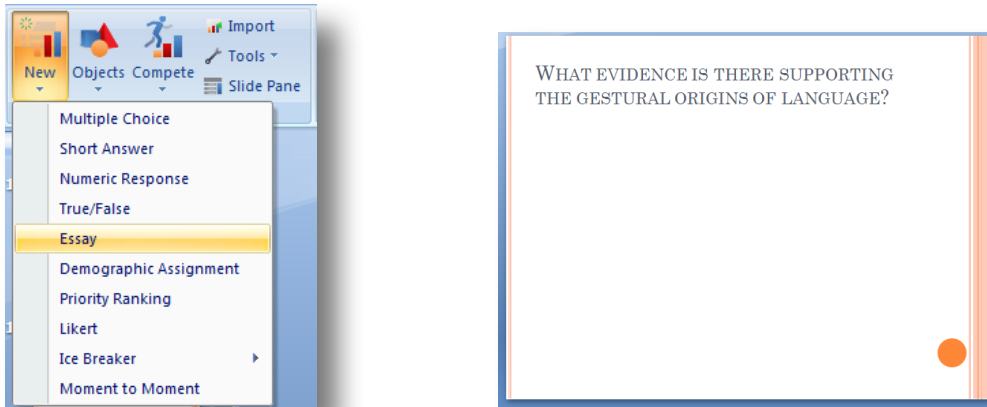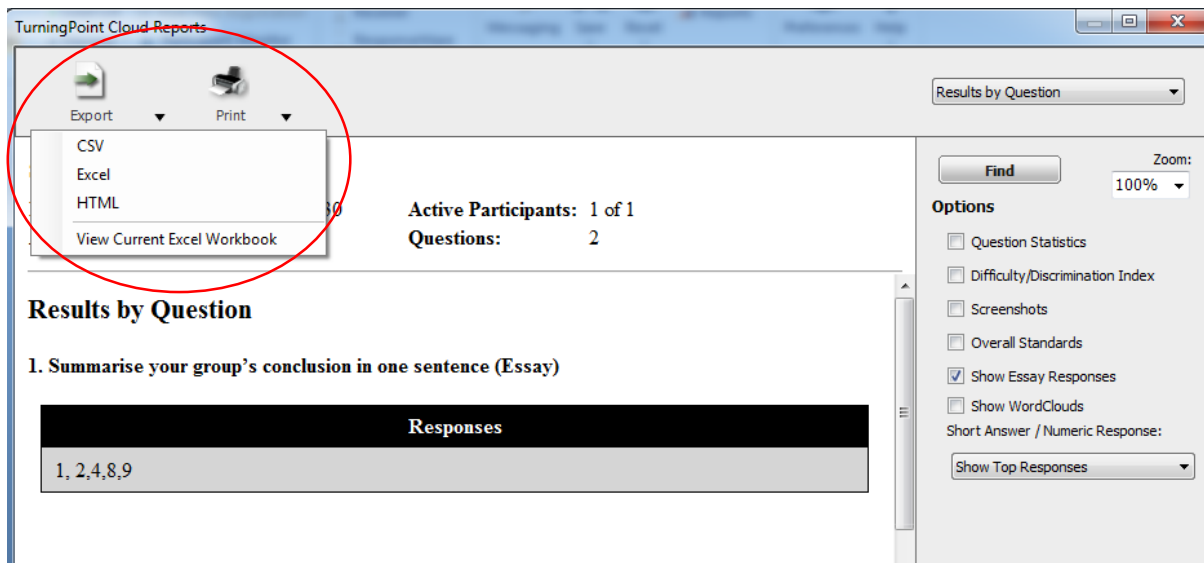

Answers to essay questions are not directly displayed after the poll has closed. If you want to show the answers in class in order to discuss them, you first need to generate a report by clicking on *Reports* in the TurningPoint Tab.
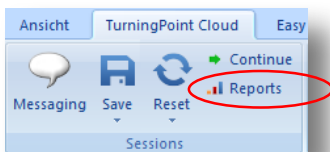
Make sure that under *Options*, the box "Show Essay Responses" is ticked. The report then displays all the responses to the essay question.
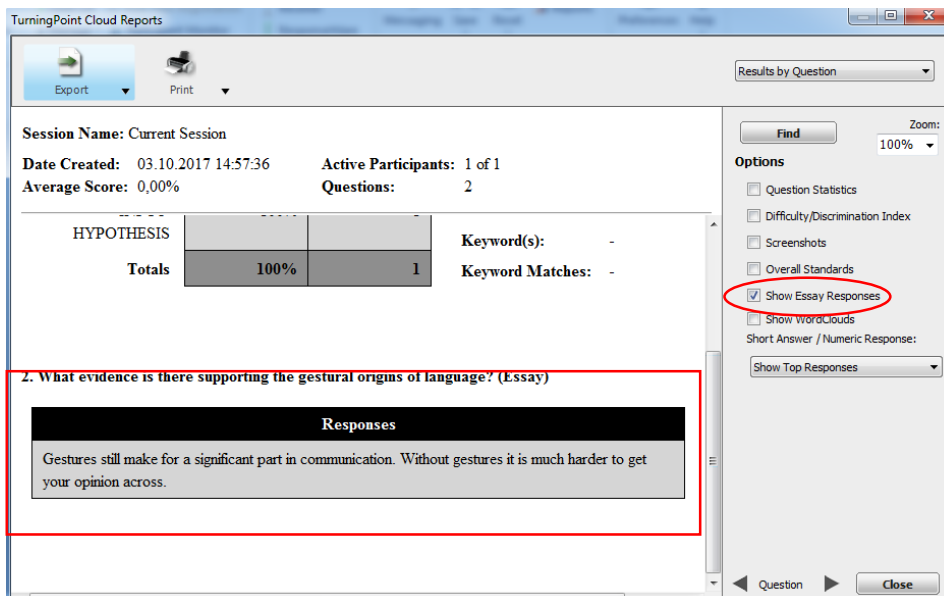
If you want to save answers to refer back to them during a later teaching session, you can export them, either as CSV, Excel or HTML files. HTML files can be opened and displayed with any web browser.

III Additional Resources

If you still have questions or want to learn more about the different TurningPoint features have a look at the following resources:

The official TurningPoint User Guide

Windows: http://help.turningtechnologies.com/TurningPoint8/PC/

Mac: http://help.turningtechnologies.com/TurningPoint8/Mac/

Lancaster Answers

https://lancasteranswers.lancs.ac.uk

IV. Glossary

AppsAnywhere - Lancaster University's new application portal, which allows you to run a wide range of software on University Computers and your personal device.

Cloudpaging Player - This player enables running a wide range of applications (software) to run on different computers, without having to fully install them.

PowerPoint Polling - The PowerPoint Polling environment allows polling as an integrated part of a PowerPoint presentation. Polling slides are created from a ribbon/toolbar that is integrated/embedded into PowerPoint.

Responseware - A function in TurningPoint that allows participants to poll using a web-enabled device. ResponseWare also offers numeric response, short answer and essay responses as well as messaging between the participant and instructor/other participants (if permitted by the instructor).

Session - A session refers to a polling session, initated by the instructor. The instructor starts a session by chosing a session ID. Participants log into a session by typing the Session ID number into either the TurningPoint App or on the TurningPoint website (www.responseware.eu)

V. Impressum

This guide has been compiled by Laura Stiefenhöfer (l.stiefenhofer@lancaster.ac.uk) for the 2017 Digital Lancaster student project "Facilitating interaction in lectures and seminars".

Lancaster, October 2017