

Classroom Interactivity



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What teaching and learning problem were you aiming to solve?

In August 2016, we proposed and developed 1 10-day Executive Education course program for China Post, China's largest government owned postal and delivery service.

A significant constraint was not being able to adequately scope with the client beforehand, beyond a broad plan of learning, which was agreed and signed off.

There were likely to be cultural impediments facing the teaching & learning experience. For example, that our Far Eastern learners tend not to wish to contribute to in-class discussions. As an educator with a passion for contextualising and interacting, it promised to be a very tough 10 days.

How did the technology help you to solve the problem?

My approach was to contextualise, using in-class voting technologies (ResponseWare) to diagnose and root cause the client's challenges.

Doing this at the start of the program enables the teacher to engage from the outset with the client, and equip us with a knowledge of the business, and deeper insights into the root causes of some of the key challenges.

Intended teaching materials were then revised around the needs of the client and in-class voting technologies also used to obtain feedback from the client (via an interpreter) how well the materials resonated, and to agree next steps.

How successful was the solution?

In-class voting is a scaleable engagement tool with which to drive discussions, and similarly preserve anonymity, mitigating against alienating Asian clients (and student groups)

What did your students think?

All the participants noted they would recommend the programme to others, and rated the Executive course 9.3 / 10.

As an aside, the group thoroughly enjoyed the classes, and bought into the technology so much they used it themselves each afternoon to poll themselves on whether they wished to meet as a group for dinner that evening.

Any tips? * Just as you would allow yourself the flexibility to diagnose root causes of challenges in a face-to-face basis, give yourself permission to revise and propose additional questions 'live' with the client. This builds credibility and demonstrates you care about understanding and addressing their true challenges

* Take advantage of the anonymous nature of the polling to have learners engage with the technology early-on. For example, by allowing them to ask difficult questions to the group they would not answer in front of peers, and/or by having them vote on where they wish to go for dinner as a group of an evening! As a result, you allow truth to emerge, and learners to engage with the technology.