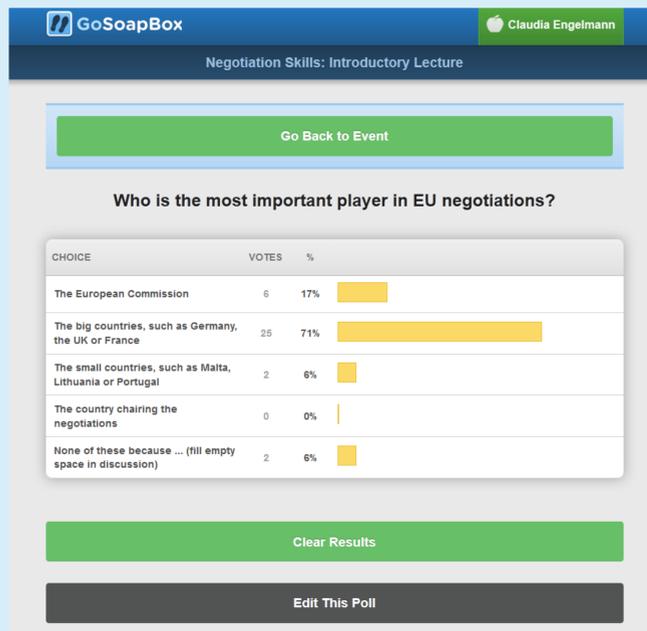


How to make students remember something from your lecture

Interactive classroom – using GoSoapBox during lectures



What?

GoSoapBox is a web-based classroom tool. It allows you to actively engage students in your lecture. You (and the students) only need any Internet connected device – and of course a good idea why GoSoapBox makes sense in your lecture. For example, you can do quizzes for the students or live polls during class.

Why?

Students learn better if you actively engage them. By seeing the answers of your students to the quizzes or polls, you get an instant idea about what they have learned or what pre-knowledge they bring.

How?

1. Go to gosoapbox.com.
2. Create an account, set up a question and settings, i.e. do you want the results to be shown in a histogram (as pictured on this poster) or a pie chart? There are loads of other things you can choose but don't have to.
3. Think of a good moment during the lecture.
4. Give students the link to the website and the access code. They can access the website with any of their devices that connect to the internet (laptop, mobile phone, tablet ...). Students don't need to register or leave their data in any way.
5. Ask them to answer the question.
6. Show results and potentially discuss with class.

My experience:

In using GoSoapBox during lectures, I aimed for two different things: first, catching students' attention during a crucial moment in the lecture; and second, making sure that the question I posed stuck to their mind (hopefully until the end of the course). The course "Negotiation Skills" (BA European Studies) is about learning and applying knowledge on how to negotiate. The course consists of several tutorials where we discuss negotiation tactics and decision-making procedures in the EU. Students also have to participate in three negotiation simulations where each student represents an EU member states (or the Commission). During the very first meeting/lecture of the course, I asked students about the most powerful actor in EU negotiations (see example in the picture). By doing so, I wanted students to become aware of the different players and their potential in influencing EU negotiations.

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