Getting Started with CPS 5 for Instructors

I.   Introduction to CPS

II.   CPS Software How-to's   **User's Guide Page #**

PREPARE

ENGAGE

        a.   Selecting Lesson Questions

        b.   Verbal Questions

        c.   Chalkboard questions

        d.   Class button (Student Picker/Attendance)

        e.   Charting

        f.   Exit CPS

        g.   Close

8)   Attendance Options

REPORTING

III.   Instructor Steps for Adoption
http://www.unf.edu/dept/cirt/tech/srs/adopt.html

IV.   Directions for Students
http://www.unf.edu/dept/cirt/tech/srs/student.htm

V.   Resources and Support
http://www.unf.edu/dept/cirt/tech/srs/adopt.html

I. Prepare

1. Set up database

2. Add lessons in CPS database by week or other organizational structure

3. Enter questions in lessons

4. If desired, move PPT files to CPS folder and add PPT files to lessons (may have to reconnect in class)

II. Engage (in class)

1. Copy CPS folder from USB key to computer desktop

2. Double-click .cps file to open

3. Check Delivery Options under Settings
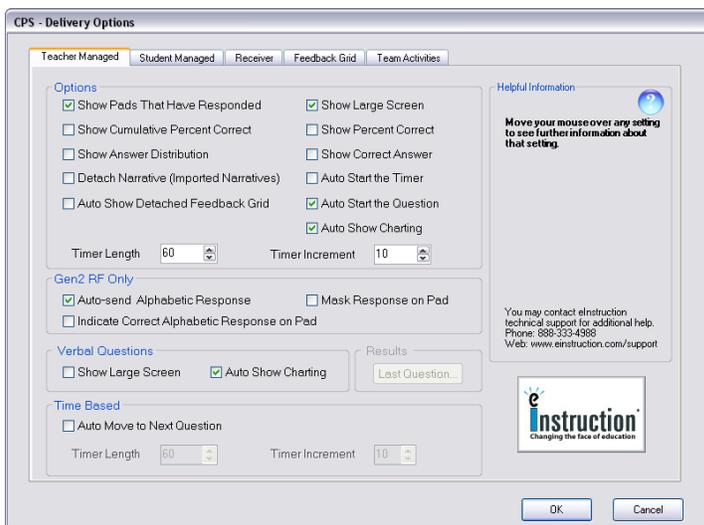
4. Remind students to turn on clickers

5. Select lesson(s) and PowerPoint(s) to engage

6. Select Type and Class

7. Use Advanced button if desired to set up points and upload options.

8. **Click Engage**

9. The Join window may come up and display channel number- click Close after unregistered students have joined.

10. Use verbal button [Verbal] on toolbar to engage PPT or other verbal questions as you go through your lecture.

After each question, click End [End] to stop responses and display chart.
Click Close to get out of chart.

11. To engage CPS-authored questions, close the Verbal Toolbar, [X] and use the Questions or Next button.

12. Click Close when done.

13. Exit CPS software and remember to drag your folder back to USB drive before logging off computer.

III. Report Tab- after class

1. View results and desired reports- perform any of the following

- Add sessions to Gradebook.

- Create attendance from participation.

- Re-grade.

- Upload to Blackboard.

CPS Reports

Most Useful

- The **Instructor Summary Report** provides a general review of how each student performed on an assessment. The Instructor Summary includes each student's score, as well as the class average.
- The **Question Report** lists each question, the responses for each question (by student) and a chart of the responses for the question.
- The **Response Report** shows each question and the percentage of students who responded to each answer choice.
- The **Item Analysis Report** provides a table with all assessment questions and the percentage of students who responded to each answer choice. An asterisk indicates the correct answer to each question.
- The **Opinion Survey Report** provides a table that shows each question number and the percentage of students who answered each question, per answer choice.

The reports can be output in any of the following formats:

- Print
- RTF File
- PDF File
- Formatted HTML File
- Text File
- Excel Spreadsheet

Two other reports automatically export the data to Excel:

- The **Question Grid Export Report** exports the assessment data to Microsoft Excel or to your computer's default spreadsheet application. When you preview the Question Grid Export Report, a Save As window appears, allowing you to choose the location to which CPS saves your report. The export file will automatically open after you export this report.
- The **Session Data Export Report** exports the session data to Microsoft Excel or to your computer's default spreadsheet application. Included columns are: Last name, First name, Student ID, Number of correctly answered questions, Total Number of Questions, Percentage of correctly answered questions.

CPS 5.4 New Features

- **Verbal Questions and Automatic Charting:** A new setting for "Auto Show Charting" for verbal Questions in the Delivery Options which allows the user to control automatic charting for verbal questions separately from lesson questions.

- **Snapshot Button:** There is now a button on the Question Delivery screen which allows the user to take snapshots of the screen. The image is saved to the hard drive and is attached to the question for reports. So, use verbal questions with any software you like for displaying the question. Just take a snapshot of the screen and you have captured the question for your reports.

- **HE Students can use their pads right "out of the box" (OOTB):** Students using Gen2 RF Response Pads will now be able to use their pad in classes prior to online registration for the first 21 days. If the receiver detects any pads powered on nearby that are not in the roster, then the join screen will appear when a lesson is engaged so that those pads/students may join in OOTB mode if they want to by pressing the join button on their pad. This join screen will not appear after the 21 day OOTB cutoff.

- **Engage Attendance:** You can now choose an Attendance tab within the Engage workflow tab. This enables instructors to take attendance without starting a Teacher Managed engage session.

- **Window resizing improvements:** Elements displayed in the Content Deliver window can now be resized to take advantage of screen resolutions greater than 800x600.

- **Question Response Data Export:** New CSV export grouping the question and response stems of each question with response data from the students to facilitate building charts for the questions in MS Excel.

- **LMS upgrades and enhancements:** Improved integration between CPS and Learning Management Systems such as Blackboard and WebCT—coming for Spring 09.
  * You may receive a message indicating an update is available when starting software; this refers to the improved LMS integration, which UNF does not plan to implement this semester.

BUGS?

There is one bug we are aware of; if you get an error message to contact technical support when starting CPS, a registry key may have become corrupt from the upgrade. If you experience this in a classroom, please call the Support Center at x4357. You can also contact eInstruction at 888-333-4988 or CIRT at x3927 for help on another machine, and directions for the fix are below for the technically-inclined.

1. Open the registry editor Start > Run and type "regedit" or "regedt32"
2. Browse to the following key: HKEY_CURRENT_USER\Software\eInstruction\CPS4x\Settings\ComPort
3. On the right side, change the value of the ComPort key to a positive number 1 (it will have a value of "-1")

EXECUTIVE SUMMARY

- Clickers are not a magic bullet – they are not necessarily useful as an end in themselves. Clickers become useful when you have a clear idea as to what you want to achieve with them, and the questions are designed to improve student engagement and instructor-student interaction.

- What clickers do provide is a way to rapidly collect an answer to a question from every student; an answer for which they are individually accountable. This allows rapid reliable feedback to both you and the students.

- Used properly, clickers can tell you when students are disengaged and/or confused, why this has happened, and can help you to fix the situation.

- The best questions focus on concepts you feel are particularly important and involve challenging ideas with multiple plausible answers that reveal student confusion and generate spirited student discussion.

- A common mistake is to use clicker questions that are too easy. Students value challenging questions more and learn more from them. Students often learn the most from a question that they get wrong.

- For challenging questions, students should be given some time to think about the clicker question on their own, and then discuss with their peers.

- Good clicker questions and discussion result in deeper, more numerous questions from a much wider range of students than in traditional lecture.

- Listening to the student discussions will allow you to much better understand and address student thinking.

- Even though you will sacrifice some coverage of content in class, students will be more engaged and learn much more of what you do cover.

- When clickers are used correctly, students overwhelmingly support their use and say they help their learning.