Preface ................................................................................................................................. vii

Section I

Chapter I. A Brief History of Networked Classrooms: Effects, Cases, Pedagogy, and Implications ................................................................. 1
   Louis Abrahamson, The Better Education Foundation, USA

Chapter II. Audience Response Systems: Insipid Contrivances or Inspiring Tools? .................................................................................. 26
   Eugene Judson, Arizona State University, USA
   Daiyo Sawada, University of Alberta, Canada

Chapter III. The Use and Evolution of an Audience Response System .......... 40
   Ray A. Burnstein, Illinois Institute of Technology, USA
   Leon M. Lederman, Illinois Institute of Technology, USA and Illinois Mathematics and Science Academy, USA

Chapter IV. ARSEvolution: Reflections and Recommendations ......................... 53
   Harold M. Horowitz, Socratec, Inc., USA
Chapter V. Practical Lessons from Four Years of Using an ARS in Every Lecture of a Large Class ................................................................. 65
Quintin Cutts, University of Glasgow, UK

Chapter VI. Using an Audience Response System to Enhance Student Engagement in Large Group Orientation: A Law Faculty Case Study ...................................... 80
Sally Kift, Queensland University of Technology, Australia

Chapter VII. Question Driven Instruction: Teaching Science (Well) with an Audience Response System ........................................................................................................ 96
Ian D. Beatty, University of Massachusetts, USA
William J. Leonard, University of Massachusetts, USA
William J. Gerace, University of Massachusetts, USA
Robert J. Dufresne, University of Massachusetts, USA

Chapter VIII. Anonymous Polling in an Engineering Tutorial Environment: A Case Study ......................................................................................... 116
Steven M. Durbin, University of Canterbury, New Zealand
Kristi A. Durbin, University of Canterbury, New Zealand

Chapter IX. Using Audience Response Systems to Develop Critical Thinking Skills ............................................................................................................. 127
Robert Webking, University of Texas at El Paso, USA
Felix Valenzuela, Yale Law School, USA

Chapter X. Using the Personal Response System to Enhance Student Learning: Some Evidence from Teaching Economics ...................................... 140
Kevin Hinde, University of Durham, UK
Andrew Hunt, University of Durham, UK

Chapter XI. Evaluating Electronic Voting Systems in Lectures: Two Innovative Methods ...................................................................................... 155
Gregor E. Kennedy, University of Melbourne, Australia
Quintin Cutts, University of Glasgow, UK
Stephen W. Draper, University of Glasgow, UK

Chapter XII. Selected and Constructed Response Systems in Mathematics Classrooms ................................................................................................. 175
Leslee Francis Pelton, University of Victoria, Canada
Tim Pelton, University of Victoria, Canada

Chapter XIII. Theorizing the Transformed Classroom: Sociocultural Interpretation of the Effects of Audience Response Systems in Higher Education ............................................. 187
William R. Penuel, SRI International, USA
Louis Abrahamson, Better Education Foundation, USA
Jeremy Roschelle, SRI International, USA