

Abstract

Introduction

The hallmark of common university lecture is the lecturer delivers the lecture while the students are listening and perhaps taking notes. Although the communication process has five major components; sender, message, medium, receiver and feedback, in a typical lecture the least attention is given to feedback component. With the development of newer technology many students and teachers are equipped with modern technology tools.

Objectives

Improve presenter audience interaction by developing a software and evaluate the impact of the software in term of the knowledge gain and the satisfaction

Methodology

The conceptual model was developed with extended literature review and the software was developed by analysing available technologies. The effectiveness of the software was tested by a randomized control trial and the assessment of the user perception with a Likert type questionnaire. The participants were the whole batch of the postgraduate trainees of MSc in Biomedical Informatics. Total number of four sessions were conducted and, in every session, random allocation was unique to the session. The pre-test, consisted of multiple choice questions, was conducted on all participants. Then the participants randomly allocated and access to the software was only given to intervention group. The lecture was delivered simultaneously to both groups. At the end, the post-test, equalled to the pre-test was carried out. Analysis was done for combination of all sessions together and individual sessions.

Results

There was an improvement of marks of the intervention group comparing with the control group in combination of sessions [intervention group ($M= 4.6, SD=3.3$), control group ($M=3.6, SD=3.2$), $t(79)=1.66, p>0.05$] and all individual sessions except the second session, however that improvement was not a statistically significant. However, the system made the students feel free to ask questions from the lecturer and it was ranked as an interactive communication method between the lecturer and the students.

Conclusion

There was an improvement of knowledge of the intervention group but it was not significant at 0.05 level. But high level of acceptability of the software by users was recorded.