

**WHAT IS AN AUDIENCE RESPONSE SYSTEM?
(AKA STUDENT RESPONSE SYSTEM)
(AKA CLICKERS)**

A Student Response System (SRS) is a software and wireless hardware system that allows instructors to present questions and allows students to submit responses by using Response Card keypads. (Source: Turning Point)

The following link provides more information about Turning Point Student Response Systems: <http://www.turningtechnologies.com/highereducationinteractivelearning.cfm>

JEFFERSON COLLEGE HAS USED TURNING POINT FOR...

- Professional development within the institution
- Presentations at conferences outside of the institution
- Community outreach through service-learning projects
- Active engagement of students in class
- Formative and Summative Assessment

ADVANTAGES AND CHALLENGES OF CLICKERS IN THE CLASSROOM

ADVANTAGES:

- Students enjoy the technology
- Quick feedback for both students & instructor immediately clarifies misconceptions
- Provides students with an opportunity to interact
- Enables students to see how they are doing compared to others
- Allows all students time to think about the answer
- Leads students deeper into the subject matter by showing the thought process
- Breaks up a long lecture
- Presents content with less lecturing
- Encourages students to think critically about course content

CHALLENGES:

- Technology or hardware does not always operate consistently
- Creating good interactive slides is time-consuming
- Students are resistant to taking quizzes using the clickers
- Student response takes class time and reduces the amount of content that can be covered
- A policy must be implemented to address lost or forgotten clickers

BEST PRACTICES STUDENT / AUDIENCE RESPONSE SYSTEMS

1. Plan for technology malfunction.
2. Use clickers to determine students'/audiences' backgrounds and/or interests on a variety of course related topics throughout the semester.
3. Cluster questions: Teach/present 10 minutes, administer 3-4 clicker questions, teach/present 10 minutes, administer 3-4 clicker questions, and keep repeating.
4. Within a cluster, begin with lower order questions and progressively increase difficulty, using Bloom's Taxonomy as a guide.
5. "Multiple-choice questions in which the wrong answers are based on common student misconceptions are a powerful way test conceptual understanding" (Duncan, 2005, p.25).
6. Use the reset slide button. When there is no consensus in responses, facilitate discussion and then invite participant responses again. This can be facilitated through pair- share. Get "students to discuss/argue/debate and try to convince each other of the correct answer" (Duncan, 2005, p. 30).
7. Use clickers to access participants' prior knowledge, perceptions of content mastery, preferences, and opinions. Ask questions that do not have a correct answer and let "students see the responses of others in the class, sometimes provoking further or more thoughtful discussion" (Duncan, 2005, p. 26). Example from an astronomy course: "Should we spend money searching for life elsewhere in the universe?"
8. Respond to classroom discussions by inserting questions on-the-fly. Press F5 on your keyboard or selecting the arrow next to the on-the-fly icon in the TurningPoint ShowBar.
9. If students are required to purchase or bring clickers to class, use clickers every class.

Reference:

Duncan, D. (2005). Clickers in the Classroom. Pearson: San Francisco, CA.