

## Student Response Systems Best Practices: Class Activities

### In Class:

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1. Encourage students to discuss answers with each other.
2. Use polling results to determine the direction of the presentation – continue or review?
3. Integrate questions throughout the lesson to evaluate student understanding frequently. Asking questions at the beginning for attendance/accountability or leaving all questions until the end of the lesson does not allow for modifying the instruction according to the needs of the students.
4. Be willing to make some mistakes as you learn the system – model this learning for students
5. Start small and expand as both you and the class become more proficient with the process.

### Assessment:

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1. Award points in class for using the clickers- reward participation, but do not use only for attendance and quizzing.
2. Include flexibility in awarding points to allow for any technical difficulties that may arise.
3. If clicker scores are part of the course grade, make those scores accessible on a regular basis to reduce student anxiety.
4. Give partial credit for any answer and full credit for correct answers to reduce anxiety and limit cheating. Consider dropping a few of the lowest clicker scores or selecting a portion of data at random.
5. Explain to students the purpose of homework, and use student response systems to hold them accountable
6. Discuss cheating with students, and clearly state that use of another student's clicker is unacceptable
7. The best assessment strategy with an SRS is for formative assessment. Increasing opportunities to evaluate student performance or understanding of content allows real-time adjustment of instruction.

Helen M. Roe & David P. Robinson (2010) The use of Personal Response Systems (PRS) in multiple-choice assessment: benefits and pitfalls over traditional, paper-based approaches, *Planet*, 23:1, 54-62, DOI: [10.11120/plan.2010.00230054](https://doi.org/10.11120/plan.2010.00230054)

E Caldwell, Jane. (2007). Clickers in the Large Classroom: Current Research and Best-Practice Tips. *CBE life sciences education*. 6. 9-20. [10.1187/cbe.06-12-0205](https://doi.org/10.1187/cbe.06-12-0205).