A Study of the Impact of an Electronic Classroom Response System on Student Participation in Class Discussions and Response on Course Assessments

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Abstract

The purpose of this study was to determine the impact that a classroom response system, often referred to as "clickers", had on student participation and overall student assessment. This qualitative study was designed to compare and contrast two classes of high school students over a semester time period. One of the classes was equipped with the clicker technology and used the devices frequently during the semester, while the other class had no access to the technology at any point during the semester. The three research questions that were used to guide this study were: How does the use of clickers in the classroom impact the extent of student participation in classroom discussions? How does the use of clickers in the classroom impact the quality of student participation in classroom discussions? How does the use of clickers in the classroom impact student learning of course content? The results from this study suggest that the use of clickers can increase student participation, but had no direct affect on the achievement level of a student. Results also showed that clicker technology did not increase the quality of classroom discussions when compared to discussions taking place in a non clicker classroom. This study can be useful for educators that are considering implementing a classroom response system into their classroom.

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