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Contribution ID: 112

Type: **Oral Presentation**

Using Clickers as a tool in classroom instruction to facilitate student learning

Tuesday, 10 July 2012 14:30 (20 minutes)

Abstract content
 (Max 300 words)

Educational technology in the form of classroom response systems (clickers) have become an important tool in classroom instruction. In the classroom the clickers are used to promote interactive student engagement and to provide immediate formative assessment of the student's learning.

This paper reports on the ongoing research done on the use of clickers in the Extended Curriculum Programme (ECP) Physics classroom instruction as a tool to facilitate student learning, within the Physics Department at the University of the Western Cape. The current research focuses on the use of the clickers as a tool for monitoring students learning, doing pre-class preparation and providing immediate feedback, engaging students in group and class discussions, as well as their attitude towards adopting clickers.

These results suggest that clickers may be a useful tool for the instructor as well as for the students in monitoring students learning. Overall the students' attitudes towards clickers were positive. They enjoyed the interactive nature of the clickers because of their familiarity with mobile phones and digital media. They also felt that the anonymity associated with the assessment results decreased peer pressure.

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Session Classification: Education

Track Classification: Track E - Physics Education