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Using classroom response systems as a tool to enhance interactive engagement and formative assessment in the classroom

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Educational technology in the form of classroom response systems (clickers) have become a tool in classroom instruction. In the classroom the clickers are used to promote interactive student engagement and immediate assessment of student understanding. The paper reports on a study using clickers as well as flash cards (a low tech version of the clicker) as a tool to enhance interactive engagement and formative assessment in the Extended Curriculum Programme (ECP) Physics at UWC. The results suggest that clickers may be a useful tool for the instructor to engage students in class discussions and to monitor their understanding and for students to have immediate feedback on their own progress. 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 the anonymity associated with the assessment results decreased peer pressure.

Level (Hons, MSc, PhD, other)?

No

Consider for a student award (Yes / No)?

No

**Would you like to
 submit a short paper
 for the Conference
 Proceedings (Yes / No)?**

Yes

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