

Students' perceptions of the teaching received by Clicker

Bode, M., Drane, D., Kolikant, Y. B. D., & Schuller, M. (2009). A clicker approach to teaching calculus. *Notices of the AMS*, 56(2), 253-256.

17 Items

4 Dimensions

Conceptual Understanding

[Q1] I am more aware of my misunderstandings/ difficulties than in traditional classes.

[Q2] Using the clickers helps me to understand the concepts behind problems.

[Q3] The questions asked during clicker sessions help me to understand what is expected from me in this class.

Learning

[Q4] Using clickers helps the teacher to become more aware of student difficulties with the subject matter.

[Q5] I have to think more in classes with clickers than in traditional lecture classes.

[Q6] Hearing other students explain problems in their own words when working in our small groups helps me to learn.

[Q7] I remember less after a class with clickers than after other classes.

Interaction and Discussion

[Q8] I got to know fewer students than I usually do in a traditional class.

[Q9] I think that anonymous participation is a good idea.

[Q10] I am more actively involved during classes with clickers than during traditional classes.

[Q11] Discussing clicker questions with other students in the class helps me to understand better the subject matter.

[Q12] Team members were actively involved in solving the questions.

[Q13] Collaborative work among group members contributed to a better quality solution to the problems.

Enjoyment

[Q14] Using the clickers helps me enjoy this class more than I enjoy traditional lecture classes.

[Q15] Seeing the class responses to a concept question (histogram) helps increase my confidence.

[Q16] The clicker approach should be used for other subjects.

[Q17] I am more likely to attend class because of using the clicker system.

3-point Likert Scale (Agree, Neutral, Disagree)

Cronbachs α : na