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Various pedagogical tools can be used to enhance students' learning and understanding. After learning some mathematical concepts, it is important to evaluate individual student understanding as well as whole class understanding. Formative and summative assessment tools can be used to evaluate such student understandings. If a teacher can understand each student's difficulties, if they exist, then the teacher can address those issues before the class moves on to a new concept or skill. In such cases, formative assessment tools can be extremely valuable. A set of per-service teachers participated in a study, where they used Student Response System (SRS) during their methods course. Pre-service teachers' initial understanding about formative assessment techniques was evaluated during the initial interviews. After they used SRS in their methods course, their perspectives about the formative assessment techniques were collected during the second and third interviews. Did their perspectives change? How did the use of SRS shape their perspectives about the formative assessment? By examining per-service teachers' reactions to interview questions, we are hoping to understand the role of the SRS and per-service teachers' perspectives about the formative assessment techniques. (Received September 10, 2013)