

1106-VE-2936 **Mel Henriksen*** (henriksenm@wit.edu). *Using an Online “Clicker” Application to Promote Student Engagement in a Differential Calculus Course*. Preliminary report.

Frequent formative assessment has been reported to have a positive impact on student learning and retention. In recent years such assessment has been done with dedicated hardware “clickers” allowing students to submit solutions to problems from their seats in class. However, either each student must be provided with their own clicker or the instructor must distribute clickers to each class, incurring a purchase cost and a time cost. Through the use of a free, online clicker app, students can use any web-enabled device (smartphone, tablet or PC) as a clicker. The instructor can upload assessments that are then initiated in class. The students’ input is recorded and may then be downloaded to a spreadsheet or displayed as a histogram to initiate class discussion. For multiple choice questions the student receives immediate feedback. Instructors can write their problems using text, or more complicated math notation may be written and uploaded as an image. We use this technique to provide quick in-class assessments at the end of each topic covered. After an initial familiarization period we hope that this technique will become a fluid and seamless part of the week’s instruction. (Received September 17, 2014)