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Kimberly Jordan Burch*, 210 South 10th St., Indiana, PA 15705. *Clickers in the Classroom.*

A study was conducted over three semesters investigating the effectiveness of classroom response systems, commonly called “clickers”. Of particular interest to the investigator was whether using clickers would improve the understanding and retention of material better than traditional lecture techniques. The study was conducted in a non-majors mathematics survey course. For the first exam, select topics were taught to one class with slides using clicker technology while the other class was taught the same topics using traditional lecture techniques. The two classes alternated roles every subsequent exam. The scores on the exam questions pertaining to these topics for each class were recorded. Certain mathematical topics showed statistically significant higher exam scores when taught with clickers versus traditional lecture methods. Student interaction and feedback about the clickers was positive. Classroom discussions ensuing from re-polling questions were often extensive as students argued for their answer choice. An analysis of the findings and conclusions will be presented. (Received August 23, 2009)