

1056-E1-682

Travis K Miller* (tkmiller@millersville.edu), Department of Mathematics, Millersville University, P.O. Box 1002, Millersville, PA 17551. *Preservice Elementary Teachers' Perceptions of Clicker Use in their College Mathematics Course.*

This presentation centers on an implementation of clickers in a mathematics content course for preservice elementary teachers. The voting technology was employed using an answer-discuss-answer format in which students answered questions individually, discussed the concepts in small groups, and then re-answered as a preliminary stage to class-wide exploration and formalization of the mathematical content. A second section of the course with the same instructor did not use clickers, instead relying on more traditional teaching strategies.

Written feedback was gathered from the preservice elementary teachers in both classes to gain insight into their perceptions of the academic benefits of clicker use. Most students using clickers expressed positive perceptions of the voting technology, and they shared significantly more favorable views than those who did not use clickers in their course. Members of the class using the voting technology noted a variety of reasons why they felt the inclusion of clickers helped them to better learn and understand course material. Many students were able to identify at least one mathematical topic for which they felt clicker use led to improved personal understanding. (Received September 15, 2009)