



Our i:clicker Experience

a Participatory Evaluation
of a Personal Response System
performed by

PSY 100 Sections 3669 & 9325, Fall 2007

Psychology Department

College of Staten Island, City University of New York

What is an i:clicker



- An i:clicker is a light-weight, portable, hand-held device that allows students to remotely answer on-the-spot and prepared questions with forced-choice answers, “A” through “E”.
- The i:clicker program automatically generates a statistical analysis of respondents’ answers.
- i:clickers can be registered to a student and used to track attendance.
- i:clickers can be used to administer exams, replacing Scantrons.
- i:clickers can be used anonymously*.
- *This evaluation is based on **Anonymous** use of the i:clicker system.

The Charge:

- To pilot the i:clicker, a personal response system, in two **Introduction to Psychology** classes offered by the Psychology Department at CSI.
- PSY 100 Section 3669 - **Fridays 2:30 - 5:30**
- PSY 100 Section 9325 - **Fridays 6:30 - 9:10**

“Tech-no-what-logy?”

- Intimidation to Instant Gratification.
- Learning the i:clicker system was fast, easy, and fun.
- I immediately saw the benefits in immediately having percentages of students answers and could gear my lecture to correct misinformation.

Anonymous Polling of Student Preparation

- a) I read all of the required reading for the week and did the extra credit.
- b) I read all of the required reading for the week.
- c) I started to read the required reading but did not finish.
- d) I have not gotten the book yet.

Anonymous Polling of Students'

- a _____ signifies a relationship between two variables. This implies causation.
- a) dependent variable and the second statement is true
- b) dependent variable and the second statement is false

Anonymous Polling of Students' Mood

- a) I am totally confident about my understanding of this information - I'm acing this!
- b) I think I understand what you are saying but I'm not sure.
- c) I don't know what you're talking about.
- d) I don't know what you're talking about. I am going to fail.

Anonymous Polling of Students' Values and

- a) People in mental institutions should be allowed to vote.
- b) People in mental institutions should not be allowed to vote.

Benefits of Administration of

- Increases interest.
- Increases participation.
- Increases confidence, like Winnicott's transitional object, especially for students who are shy, have disabilities and/or predominantly speak a language other than English.

Barriers to the Administration of

- No accountability or coordination in anonymous polling.
- Student's individual level of personal responsibility, self-control, and dedication to learning, at times, is cumbersome.
- Cost (for some).
- Technical Difficulties (mostly resolved).

Participatory Evaluation?

- So up to now, we have my impressions of the i:clicker, as a teacher.
- CSI's Psychology Department wanted to know, "What do students think?".

Phase One: design

- Students are positioned in the role of Policy Maker.
- What kind of data do you need to determine adoption of the i:clickers for your Psychology Department?
- Generate one qualitative and one quantitative question that will give you valid and reliable data.

Phase One: design

- Students break into groups and are positioned as Research Assistants combing through mounds of data generated by Policy Makers about what kind of data is needed to determine adoption of the i:clickers.
- Research Assistants are charged with selecting one (or two) of the best qualitative and quantitative questions from their data to construct the evaluation.

Phase One::: design

- Positioned as Research Assistants, students develop categories for a demographic assessment to be administered to Students in the i:clicker pilot classrooms.

Behind the Scenes Development

- one 21 item demographic assessment
- one 32 item quantitative survey
- one 30 item qualitative questionnaire
- one final recommendation form
- Charts for students to enter data produced by the i:clicker for later analysis.
- Packages were color-coded and hand numbered to allow for correlational study between the three

Phase Two::: administration

- Positioned as themselves, Students participated anonymously in answering the items that were developed, beginning with the qualitative questionnaire.
- Students as a group answered surveys on their individual papers and with the i:clickers.
- After each question was administered, I

Phase Three: analysis

- Students break into groups and are positioned as Researchers.
- Researchers create analyses of a sample of the qualitative questionnaires through random assignment of themes (learning, process, preference, supply/demand/cost and the i:clicker itself).
- Research groups, utilizing all data available to them, are asked to make a final



Findings to be released:

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Sections 3669 & 9325

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