Iclicker Potential Use Cases

I>clicker Potential Uses

Formative Assessment

The i>clicker software allows an instructor to quickly check the status of a large number of students with ease.

The first means of conducting a status check would be through multiple choice (For more information on setting up an multiple choice question click here). The multiple choice question can be set up in the same way as the anonymous polling question; however, the responses of students will be linked to their remotes.

Suppose you want to check the how confident a class is with current material. You could pose the following question:

Suppose the instructor is midway through a lesson and he or she wants to check on how well students understand the material. He or she may ask:

All chromosomes that are NOT X or Y are called _____ ?

A) Dominant
B) Autosomal
C) Recessive
D) Sex-linked

Since the i>clicker system provides instant results, an instructor can immediately adapt his or her lesson to meet the needs of the students.

A second means of conducting formative assessment would be through anonymous polling (For more information on setting up an anonymous polling question click here).

Posing the question as an anonymous poll allows students to safely admit when they do not understand material. Remember, as an anonymous poll question, there is no way to check which remote is linked with which response.

Suppose the instructor want to check how many students read the previous week's assigned reading, but does not what the question to be worth points.

Who is the father of Gimli?

A) Thorin
B) Balin
C) Bifur
D) Gloin

Based on the results of the poll, the instructor can get instant feedback of how many students did the reading.

Project Monitoring

The i>clicker system can be used to efficiently monitor the progress of projects or papers.

Suppose you have recently assigned an essay due two weeks from now. An easy way to remind students of the impending due date and imply some urgency might be to ask the student to check in with how much they have completed since the previous class. You could pose the following question every morning.

How much progress on your Biology 101 Term Paper have you made since last class?

A) Paper is finished
B) Over a page of progress
C) Less than a page of progress
D) No progress

In class Quiz
The i>clicker system supports only one active question at a time.

Suppose you want instant feedback on a quiz. One way of going about this might be to distribute a physical paper copy of the quiz and have students answer the questions directly on that paper. After the time set for the quiz ends, you can begin an i>clicker session. Start a multiple choice question and have students submit their answer for question one, then end the question. You can set the correct answer of that question directly after the question is ended (For more information on setting the correct answers click here). Repeat for the remainder of questions.

While this method does make it necessary for students to answer each question twice, it will provide immediate feedback for students and the instructor.

Probing Prior Knowledge & Comparing Results

1. The i>clicker system allows an instructor to compare the responses of two questions from the same session. This feature can be used to measure how much students know prior to a lesson compared to after the lesson, or, given new or different information.

Suppose at the beginning of a lesson you pose the following question.

Which of the following correctly matches an organelle with its function?

A) Nucleus  Cellular Respiration  
B) Ribosome  Manufacture of Lipids  
C) Lysosome  Movement  
D) Central Vacuole  Storage  
E) Mitochondrion  Photosynthesis

After the question, you can proceed with a lesson on organelles and their functions. At the end of the lesson, you could propose the same question and display a comparison of the results.

Using the i>clicker system to compare the results of a question posed before and after a lesson is a quick and efficient means of understanding how much of the information presented was retained by students, and where a lesson can be improved.

2. Another way of using the result comparison feature of the i>clicker system would be to start the lesson with a common misconception.

For example, you may ask the class the following question at the beginning of class.

True or False: Swallowed gum takes approximately seven years to digest.

A) True  
B) False  
C) I don't know

After the poll, the instructor can explain to the class that by the time the class ends, everyone will be able to answer that question with full confidence, and then begin the lesson.

Discussion Based

The i>clicker system can be used to easily incite reasoning and discussion. A more complex question will allow time for an instructor to circulate the class and listen in on student discussions.

Suppose you are conducting a lesson on the death penalty. A good way of starting a class discussion on the topic may be to take a poll to find out what percentage of the class stands where.

Should the death penalty be allowed?

A) Yes  
B) No

After the poll has been taken, the instructor could ask one or two students from each answer group to explain why they chose the way they did. From this point class discussion can naturally ensue.

After discussion the discussion has ended, the instructor may want to pose the same question to see if there were any changed in opinion; additionally for the second time the poll is taken, the instructor may want to remove the "I don't know" choice.
Personal or Opinion Based

By default, the i>clicker system allows for questions to be answered semi-anonymously (only the instructor can see what student submitted what response) or completely anonymously (no one can see what student is linked with what response). Typically, instructors would need to avoid questions that deal with matters personal to a student. Through the i>clicker system, a student can answer honestly without fear of being associated with his or her response by classmates or the instructor (For more information on setting up an anonymous polling question click here).

Under normal circumstances, an instructor would have a hard time getting honest feedback from students, for student fear of being held responsible for problems they find in the class. The instructor might pose the following question anonymously to get honest feedback.

If you scored poorly on Unit 4 Term Paper, why do you feel you did so?

A) There was not enough time given to work on the paper  
B) The instructions for the paper were not clear  
C) I did not work hard on the paper  
D) The paper was too difficult, I did not feel I had the tools to be successful  
E) I did well on the paper

From this information the instructor can get the feedback from students without a filter.

Using Visuals

The i>clicker system allows any program to be running on the screen while in a session, meaning, any visual can be utilized a session.

1. The instructor could have an image already created to show during a question.

Given that the other two angles are as follows, find the degree of the third angle.

A) 50  
B) 90  
C) 45  
D) 180

2. A second example of how the instructor might use visuals in a question:

Label the part of the flower indicated on the picture.

A) Pistol  
B) Stamen  
C) Petal  
D) Sepal
3. A third example of how the instructor might use visuals in a question:

Where do you fall on the following political spectrum?
Help Desk

Help Desk Contact

Info

Location: Buey Building

Phone: 717-871-7777

Email: help@millersville.edu

Hours:

Call Center

- Fall/Spring Semesters:
  - M-Th 7:00am - 7:00pm EST
  - F 7:00am - 5:00pm EST
- Summer Sessions:
  - M-F 7:00am - 5:00pm EST

Walk-in TAC

Technical Assistance Center - access via W. Frederick Street side of building

- Fall/Spring Semesters:
  - M-Th 8:00 am - 7:00pm, F 8:00am - 5:00pm EST
- Winter/Summer Sessions:
  - M-F 8:00am - 5:00pm EST