**iClicker Tips and Best Practices**

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**Provide Clear i>clicker Policies in Syllabus**

How an instructor plans to use the i>clicker system in the class should be explained thoroughly in the syllabus. This explanation should include how often students need to bring their i>clickers to class, what happens if a student were to forget or lose their remote, a cheating policy, and how i>clicker questions will be graded. Click [here](#) for examples of templates and syllabi.

**Give Reasoning**

On the first day of class, an instructor should introduce the system and why he or she is choosing to implement it in the classroom. The instructor should explain how students should register their remotes, and why they need to register the remotes for credit. Click [here](#) for whitepages on the science behind the i>clicker system.

**Explain Registration in Class**

The registration process is simple and quick when given with instruction. To avoid potentially needing to explain the registration process to students individually, it is more time-efficient to demonstrate the process to the whole class. Click [here](#) for the guide on student remote registration.

**Practice Using the System**

An instructor should be familiar with the system before introducing it to the class. Click [here](#) for information and guides about using the i>clicker system.

**Give Students Time to Learn the System**

It may take students new to the system a few sessions to feel comfortable with the remotes. An instructor should give students about a week or so of practice with the remotes before letting sessions effect their grade.

**Use i>clicker Regularly**

It is a good practice to establish a routine concerning i>clicker use so that students automatically assume they need to bring their remote to each class.

**Pose Spontaneous Questions**

The system allows for “on-the-fly” questions to be posed as they are thought of by an instructor or by students. Click [here](#) for the quick guide on creating questions.

**Use Anonymous Polling**

An instructor can pose questions students would regularly avoid answering for fear of being linked to their response by either the instructor or other students. Anonymous polling can do away with this fear, allowing students to respond honestly to questions. Click [here](#) for the quick guide on creating anonymous polling questions.

**Invite Discussion**

The i>clicker system works best when intertwined with discussion. An instructor should often consider giving students time to discuss a topic during the poll, and time to discuss the results of the poll. Students should often be given the opportunity to defend their answers both to their peers, and to the instructor.

**Be Consistent**

An instructor should pose i>clicker question in a relatively similar format throughout the course. This will allow students to focus their energy on the question and their response, rather than the response system. Click [here](#) for the guide on creating questions.

**Make i>clicker Grades "low-stakes"**

The i>clicker system is best used as a means of making a class more interactive and as a means of receiving immediate feedback from students. Questions should hold meaning, but should not play a huge role in student's final scores.