

Lilly-East Conference on College and University Teaching

Sample Proposal Submission: **POSTER SESSION**

[A poster session gives you the opportunity to briefly discuss your work-in-progress and get feedback, develop an instructional topic that you are considering writing up for a journal article, or make your first conference presentation with less pressure. Tables and boards will be available for displaying your work.]

Session Type:	Exemplary Practice Poster Session
Session Title:	Efficacy of "Clickers" in large, introductory psychology classes
Session Description (75 words maximum):	We describe the results of an empirical study of personal response systems (PRS). Two large sections of introductory psychology used PRS technology ("clickers") for extra credit, and two matched sections did not. Exam scores were significantly higher in clicker sections for three of eight comparisons. Course evaluation items suggested that clickers did not significantly affect students' engagement. However, we speculate that clickers may have a greater impact on engagement if used in a less evaluative way.
Session Goals (What will participants gain from participating in the session?):	They will be able to ask questions about clickers and see the results of an unusually controlled study of clicker technology. We can talk about the pros and cons of clickers in large classrooms.
Session Activities (How will the participants be engaged in the session?):	Talking to the poster presenter.
Relevant Citations:	Beatty, I. (2004). Transforming student learning with classroom communication systems. Educause Center for Applied Research Research Bulletin, 3, 1-13). Draper, S.W. & Brown, M.I. (2004). Increasing interactivity in lectures using an electronic voting system. Journal of Computer Assisted Learning, 20, 81-94. DeBord, K.A., Aruguete, M.S., & Muhlig, J. (2004). Are computer-assisted teaching methods effective? Teaching of Psychology, 31, 65-68. Kellum, K.K., Carr, J.E., & Dozier, C.L. (2001). Response-card instruction and student learning in a college classroom. Teaching of Psychology, 28, 101-104.
AV Requests:	None