

Appendix A

Data from a Student Clicker Survey Administered to Students in Behavioral Science Statistics (PSY 311 - Section 3) on November 12, 2006.

Student Clicker Survey

1. How would you rate the clicker in terms of overall ease of use?

<input type="checkbox"/> Excellent	17/27	63%
<input type="checkbox"/> Very good	07/27	26%
<input type="checkbox"/> Good	01/27	03%
<input type="checkbox"/> Fair	02/27	07%
<input type="checkbox"/> Poor	00/27	00%

2. How would you rate the overall usefulness of the clicker as a resource for this class?

<input type="checkbox"/> Excellent	14/27	52%
<input type="checkbox"/> Very good	09/27	33%
<input type="checkbox"/> Good	03/27	11%
<input type="checkbox"/> Fair	01/27	03%
<input type="checkbox"/> Poor	00/27	0%

3. Overall, has the clicker made the class more interesting or less interesting?

<input type="checkbox"/> Much more interesting	13/27	48%
<input type="checkbox"/> Somewhat more interesting	12/27	44%
<input type="checkbox"/> Made no difference	02/27	07%
<input type="checkbox"/> Somewhat less interesting	00/27	0%
<input type="checkbox"/> Much less interesting	00/27	0%

4. You are more likely to attend class as a result of the instructor using the clickers.

<input type="checkbox"/> Strongly Agree	10/27	37%
<input type="checkbox"/> Somewhat Agree	10/27	37%
<input type="checkbox"/> Neither Agree nor Disagree	05/27	19%
<input type="checkbox"/> Somewhat Disagree	01/27	03%
<input type="checkbox"/> Strongly Disagree	01/27	03%

5. Overall, has the clicker made the class more or less enjoyable?

<input type="checkbox"/> Much more enjoyable	10/27	37%
<input type="checkbox"/> Somewhat more enjoyable	13/27	48%
<input type="checkbox"/> Made no difference	04/27	15%
<input type="checkbox"/> Somewhat less enjoyable	00/27	0%
<input type="checkbox"/> Much less enjoyable	00/27	0%

Appendix A, Continued

6. How much do you agree or disagree with each of the following statements?
Please check one response for each item

	STRONGLY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
a.) Using the clickers enables me to stay more focused during lectures	21/27 78%	4/27 15%	2/27 7%	0/27 0%	0/27 0%
b.) Using material from the textbook in the clicker slides makes me more likely to read my textbook.	5/27 19%	11/27 41%	6/27 22%	4/27 15%	1/27 3%
c.) Using the clickers to answer sample questions helps me do better on exams	15/27 56%	10/27 37%	2/27 7%	0/27 0%	0/27 0%
d.) Overall, I found that the clicker helped me learn in this course	15/27 56%	8/27 30%	3/27 11%	1/27 3%	0/27 0%
e.) Because the clicker response slides let me know whether or not I understand a topic, it helps me focus my studying more efficiently	12/27 44%	13/27 48%	1/27 4%	1/27 4%	0/27 0%
f.) Using clickers helps the instructor understand when additional explanation is needed to help the class understand a topic	17/27 63%	10/27 37%	0/27 0%	0/27 0%	0/27 0%
g.) The use of the clicker makes it easier to indicate when I don't understand something in class	19/27 70%	7/27 26%	1/27 3%	0/27 0%	0/27 0%
h.) Given how the clicker has been used in this course, its cost represents good value to me	9/27 33%	12/27 44%	2/27 7%	4/27 15%	0/27 0%
i.) In the future, I would be more likely to sign up for classes that use clickers than for classes that do not use clickers	6/27 22%	13/27 48%	5/27 19%	3/27 11%	0/27 0%