ATC Clicker Recommendation to the ITESC
February 12, 2009

After a lengthy investigation, which included feedback from faculty and students, the Academic Technologies Committee recommends that Loyola University Chicago adopt i>clicker as the one, university-wide classroom response system (clicker). Simplicity of design and functionality make i>clicker the most practical and affordable of the several systems studied. As the investigation results suggest, having a universal system will ensure:

- students will not have to purchase more than one type of response technology;
- classrooms where clickers are used will not have software conflicts with other systems;
- ITS support will be simplified;
- one building block can be implemented in Blackboard to support clicker users.

Below is a summary of the steps ATC has taken during its 18 month study of clicker technology.

I.   Vendor demos: fall 2007 (after the start of our investigations, eInstruction bought InterWrite. They continue for now being separate technologies)
        a. i>clicker
        b. eInstruction
        c. InterWrite

II.   Spring 2008: faculty members currently using clicker technology provided demonstrations of how they are using the various clickers in their classes. All three systems listed in I. were presented.

III.   Fall 2008: Repeat of vendor demonstrations for ATC and invited guests
        a. Comments by ATC members and guests:
              i. i>clicker
                    1. Software preferable because of its simplicity.
                    2. Simpler design makes for ease of use
                    3. Registration easier than ID entry
             ii. eInstruction and InterWrite:
                    1. technology seems out of date (style of clicker)
                    2. too complex
IV.   Fall 2008: Survey of current faculty and student users
        a. Student responses:
              i. i>clicker (one student commented: I like the simple clicker best)
             ii. eInstruction (Biology)
                    1. Given a choice, how often would you prefer to use clickers?
                          a. Set I: large majority said every day or most days
                          b. Set II: 50 % said all or most days
                    2. Does clicker technology make class more effective?
                          a. Set I: only two or three negative answers in each class
                          b. Set II: 60% said a little more effective
                    3. Does the clicker design influence your feelings about it?
                          a. Set I: Most had never thought about it.

        b. Set II: 55 % never thought of it
    4. What is the best thing about clickers:
        a. Set II (only): 50%: quick and easy review; 25%: extra pts.
    5. What is the worst thing about clickers:
        a. Set II (only): 35 % cited operational issues; 29% gave grade-related answer.
    6. Comments
        a. learning to use them was very difficult but has gotten easier
        b. They are too expensive for the little we use them
        c. takes too long to connect
        d. *This clicker too complex; my other clicker is simple.*
        e. I like seeing how much I understood during the lecture
        f. hard to keep clicker on correct screen
        g. provides hands-on interactive lectures
        h. I like having practice test questions
        i. *I wish they were more universal so I did not have to by more than one type for classes*

b. Faculty comments (from fall surveys and via email sent January 2009):
    i. eInstruction: "we have been unsuccessful" in getting the new version of our clickers to work this semester. We do not use the advanced features (homework, paper testing, data or text entry). "Everyone would be happy just to have a functioning system that will accept multiple choice responses."
    ii. i>clicker: the SON likes the simplicity, the instructor remote capabilities and the immediate feedback.

V.   Vendor demonstration session at FOT, January 2009. Survey results:
  a. I like the look and design of the clicker
    i. i>clicker: 100% agreed or strongly agreed.
    ii. eInstruction: 18% were neutral and 9% disagreed
  b. The features were versatile
    i. i>clicker: 20% neutral
    ii. eInstruction: 18% neutral and 9% disagreed
  c. It was easy to use
    i. i>clicker: 100% strongly agreed
    ii. eInstruction: 18% neutral; rest SA or Agreed
  d. Data displays have potential
    i. i>clicker: 100% SA
    ii. eInstruction: 18% neutral; 9% DA; 46% A
  e. Registration seems reasonable
    i. i>clicker: 80% SA; 20% A
    ii. eInstruction: 9% were neutral and 9% DA
  f. Cost not an issue
    i. i>clicker: 40% SA; 60% A
    ii. eInstruction: 27% were neutral and 9% DA. 9% SA and 46% A