Best Practices for Clickers

- You MUST MUST MUST explain to students why you are using clickers.
- Make clicker use a regular, serious part of your course (2-5 Q/50 min, 5% of grade).
- Use a combination of simple and more complex questions.
- Structure lecture around a set of challenging questions.
- If one of your goals is to increase students’ participation, give partial credit (1 p for responding-1 for the correct answer).
- Build extra time for technical issues.
- Consider textbooks that supports classroom response systems.
- Use peer instruction.
- Begin your class with a clicker question. Students read it as they walk into the room.
- Build extra time for students’ discussion.
- Listen to students while they discuss answers
- Practice before using with students.

Use Peer Instruction

- Step A: Question
- Step B: Students think individually (possibly answering individually with clickers)
- If 30-70 wrong, then keep histogram hidden
- If 50:50; show histogram and ask them to discuss it
- Step C: Peer Discussion
  - May ask for one volunteer with wrong answer to explain why chose it first
  - May ask for one volunteer with correct answer to explain why chose it
- Step D: Re vote
- Step E: Whole-class Discussion: “why” of correct options and “why not” for incorrect options.
- Wrap up and explain correct/incorrect answer
  (It is not about what the correct answer is, but about the reasoning.)