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Student Response System Reflection

The student response system was a tool that I found to be time-saving, easy to use, and student-friendly. I honestly believe my students would not mind taking quizzes if they could use the student response system to complete the evaluations of their learning. There is a set or two of “clickers” in our school’s library, they are just consistently checked out, so it is hard to get hold of them. I will definitely be checking into it more regularly now though.

The use of the student response system meets KyTS6 through using the system to plan assessment of student learning, through students being able to use the technology, literally in their hands, and through using the information gleaned from the response system to report learning results. There are multiple ways that the clickers can be used for formative and summative assessment, but I think they are also a neat way to promote discussion through opinion questions that are based on class content.

The use of the student response system meets NETS\*T standards through providing students with multiple and varied formative and summative assessments aligned with content and technology standards and using the resulting data to inform learning and teaching. My assessment that was created to determine student ability to identify and apply grammar skills is the only multiple choice assessment, and technologically driven assessment, that the students would take on grammar content. Normally, they complete paper and pencil assessments with grammar, but I think it wise to start assessing grammar in a technological way, considering the students are more equipped to screens than traditional methods. As teachers, we need to start meeting them where they are.

The assessment aligns with the research on Student Response Systems because it delivers immediate feedback, allows for timely communication of misconceptions, makes results accessible for others, and engages students in the assessment in a safe/non-critical environment (Adams & Howard, 2009).