

# ENGAGING STUDENTS THROUGH CLICKING

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## BACKGROUND

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- Student underpreparedness is documented as the dominant learning-related cause of the poor performance patterns in higher education (CHE, 2013).
- Lack of exposure to spoken and written language contributes to students' under-preparedness.
- It appears that students have unique stress in education academic setting that creates barriers to communication.



## BACKGROUND

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- Most students wait for their peers to raise their hands first when they asked questions in class. Since 80% of the student body at this institution is from non-speaking English backgrounds, such barriers possibly limit their active participation in class and thus their performance.
- In this institution, the complexity is further complicated by professional hierarchy or military rank (lecturers and students are in uniform and range in rank from candidate officers [junior] to captain [senior]).



# MOTIVATION

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- The advancement in technologies provides opportunities to rethink of ways and strategies of teaching and leaning and student support service.
- Study is done to investigate the impact of using Clickers on student participation in class.
- To improve student-content, student-student and student-teacher participation in class



# RESEARCH PROBLEM

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- To what extent does the use of Clickers improve student participation in class?



# AIMS AND OBJECTIVES

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- to measure impact of rapid collection of answers to questions from individual students;
- to identify students' level of understanding against learning outcomes;
- to compare students' performance before and after using Clickers.



# METHODOLOGY

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- Mixed methods (Plowright,2012)
- Qualitative: Interviews  
Observations
- Quantitative: Questionnaires



# SAMPLING

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- Pilot project: First year Military English Studies  
Second year Military Management
- Sampling: Lecturing staff  
Residential and non residential first year Military English Studies students  
Residential and non residential second year Military Management students





# LECTURERS' EXPERIENCES

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## Advantages

- Easy to use and accessible
- All students respond instead of just a few who would normally dominate debate in class
- Both residential students and non-residential can participate as soon as the question is posed.
- Anonymity makes it easy for students to comment without fear (Briggs & Franssen, 2010 and Martyn, 2007)



# LECTURERS' EXPERIENCES

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## Advantages

- Group Participation: allow individual input from the group
- Information sharing amongst students: Response when sharing motivates participation (Caldwell,2007);
- Inclusive and thoughtful responses;
- Opportunity to adjust current and future lecturing content and presentation style based on real and present student responses.



# LECTURERS' EXPERIENCES

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## Advantages

- Great T&L-based (integrated) research material to counter a silo approach to research, teaching and learning and community interaction;
- Student attitude enhancement to lectures (and perhaps even lecturer);
- Buy-in from students (they are not mere decoders of lectures, but indeed co-producers of lecturing messages).



# LECTURERS' EXPERIENCES

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## Disadvantages

- Tracking participation is difficult: some students do not always respond;
- The rather old-school type interface of the mobile clicking device;
- Management of clicking-based T&L in 40 minute lectures, especially when lecture halls are shared with other lecturers immediately prior to lectures (set-up and preparation time very limited if a well-structured, rounded off lecture is planned which will entail testing, teaching, testing, feedback or any other teaching style which does not entail spending half the lecture getting students ready and the other half getting them “clicking”).



# LECTURERS' EXPERIENCES

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## Disadvantages

- Allowing free use of clickers, yet jealously guarding the proper and responsible use of these devices in an institution in which such devices are hard to come by and even harder to replace;
- Totally inadequate Internet bandwidth which retards the optimal participation.



# CONCLUSION

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- The use of clickers can improve student participation and can also enhance confidence;
- Feeling of inclusivity for non-residential student;
- A blended learning (also clickers) trained, diversity support-inclined educational technology department which offers regular training and technological support as required.



# END

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## THANK YOU



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