

USE OF “CLICKERS” IN A GRADUATE NURSING COURSE

Bonnie Nesbitt, PhD; Judy Anderson, DNSc

900 Viterbo Dr., La Crosse, WI 54601

Email: bjnesbitt@viterbo.edu or jkanderson@viterbo.edu

USE OF “CLICKERS” IN A GRADUATE NURSING COURSE

Congruence with Adult Learning Preferences

Bonnie Nesbitt, PhD; Judy Anderson, DNSc

Methodology

- IRB approval / informed consent obtained
- Convenience sample : 15 first-year MSN students in Nursing Research course (ages 25-45)
- No prior experience with clickers
- Patterns of clicker use:
 - Orientation
 - Pre-discussion questions
 - Post-discussion questions
 - Discussion question guide
 - Pre-test/Post-test
 - Survey

Discussion/Conclusions

- Change in mean scores reflect positive perceptions of clicker use as aid to learning for graduate MSN students
- Dependent t-tests for individual items reflect lack of significance in change pre-/post-assessment
- Small sample may contribute to lack of significant findings
- Item of note: least positive perceptions associated with instructor tracking student performance or use as quiz

Purpose

- The purpose of this active learning project was to determine if the use of audience response systems (clickers) is consistent with adult learning preferences.
- A secondary purpose was to explore perceptions of enhanced learning related to the use of “clickers.”

Data Analysis

- Pre- and post- survey with 7-point Likert Scale items
 - 1 = least favorable response
 - 7 = most favorable response
- Descriptive statistics / Dependent t-tests
- Open item responses
 - Comments
 - Suggestions for use
 - Relationship clicker exercises & grades

Student Comments

- “I think they aided the discussion. No ‘back rowers’ could get away with passively sitting through a lecture”
- “Doing the clicker test at the end of class was a good review and I liked getting the immediate feedback on how much (or little) I learned”
- “I think they are beneficial, because I always wanted to do well on the clicker exercise and it sparked conversation in class”
- “I wouldn’t suggest using the clickers as a quiz since some weeks there were problems and anxiety of others knowing how you performed”

Relevant Adult Learning Principles

- | | |
|--|---|
| <ul style="list-style-type: none">• Characteristics<ul style="list-style-type: none">• Autonomous, self-directed• Life experienced• Goal oriented• Relevancy oriented• Practical | <ul style="list-style-type: none">• Motivating factors<ul style="list-style-type: none">• Social relationships• External expectations• Personal advancement• Escape/stimulation• Cognitive interest |
|--|---|

(Lieb, 1991)

Findings (pre- /post-survey)

- Perceptions of value
 - Learning content- ($\bar{x} = 5.3/5.6$)
 - Aiding discussion ($\bar{x} = 5.4/5.5$)
 - As active learning strategy ($\bar{x} = 5.5/6.0$)
 - Consistent with your learning preferences ($\bar{x} = 5.5/5.5$)
- Comfort with instructor tracking individual performance ($\bar{x} = 4.4/4.5$)
- Comfort in using clicker for graded quiz ($\bar{x} = 4.3/5.1$)

Lessons Learned

- Need comfort with technology-instructor/student
- Test clicker batteries periodically-have spares
- Small class diminishes anonymity –absences or technology problems expose student ID#
- Takes time-preparation/class time
- “Test / performance anxiety” still an issue for students