

Audience Response System (Clicker) Resources

- I. Vendors
 - a. Turning Technologies: www.turningtechnologies.com
 - b. E-Instruction: www.einstruction.com
 - c. I Respond: www.irespond.com
 - d. Beyond Instruction: www.smartroom.com
 - e. Hitt: www.h-itt.com
 - f. I>Clicker: www.iclicker.com
 - g. Innovision: www.innovision.com

- II. Publications: Legal Education
 - a. Deborah Merritt, *Legal Education in the Age of Cognitive Science and Advanced Classroom Technology*, 14 B. U. L. J. Sci. & Tech. L. 39 (2008).
 - b. Paul Caron & Rafael Gely, *Taking Back the Law School Classroom: Using Technology to Foster Active Student Learning*, 54 J. Legal Educ. 551 (2004).

- III. Publications: Higher Education
 - a. April Trees & Michele Jackson, *The Learning Environment in Clicker Classrooms: Student Processes of Learning and Involvement in Large University-level Courses using Student Response Systems*, 32 Learning Media and Technology 21 (March 2007).
 - b. Clyde Herreid, “Clicker” Cases: *Introducing Case Study Teaching into Large Classrooms*, 36 J. College Science Teaching 43 (Oct. 2006).
 - c. Beth Morling, Meghan McAuliffe, Lawrence Cohen, & Thomas M. DiLorenzo, *Efficacy of Personal Response Systems (“Clicker”) in Large, Introductory Psychology Classes*, 35 Teaching of Psychology 45 (2008).

- d. Erina L. MacGeorge, et al., *Student Evaluation of Audience Response Technology in Large Lecture Classes*, 56 *Educ. Tech. Research Dev.* 56 (2008).
- e. Technology Enhanced Learning and Research, The Ohio State University,
<http://telr.osu.edu/clickers/index.htm> (last visited April 17, 2008).
 - i. Collection of articles and websites:
<http://telr.osu.edu/clickers/resources/articles.htm>
(last visited April 17, 2008).
 - ii. Committee on Classroom Response Systems, Final Report, March 2, 2005,
http://telr.osu.edu/clickers/about/crs_final_report.pdf (last visited April 17, 2008).

- IV. Do's and Don'ts of Clickers in the Law School Classroom
- a. Do consider Bloom's taxonomy of cognitive learning in creating polling questions.
 - b. Do use the polling questions to generate discussions and not just to see if students get the "right" answer.
 - c. Do create participation lists for each class using clickers.
 - d. Do save your session data.
 - e. Do use the session data to assess your teaching and your students' learning.
 - f. Don't use clickers just to take attendance.
 - g. Don't over use the clickers.
 - h. Don't try to use all the bells and whistles the technology offers the first time out.
 - i. Don't require students to purchase clickers and then not use them.
 - j. Don't let the technology drive the pedagogy.