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## Managing the Adoption of Clickers: Experiences of Several Universities

[Tanya Joosten](#), Instructional Design Consultant, Learning Technology Center, University of Wisconsin-Milwaukee, [tjoosten@uwm.edu](mailto:tjoosten@uwm.edu)

[Mark McCallister](#), Assistant Director, Office of Academic Technology, University of Florida, [markm@ufl.edu](mailto:markm@ufl.edu)

[Tom Stone](#), Senior eLearning Consultant, The Ohio State University, [stone.177@osu.edu](mailto:stone.177@osu.edu)

[Susan M. Zvacek](#), Director, Instructional Development & Support, University of Kansas, [szvacek@ku.edu](mailto:szvacek@ku.edu)

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#### Why would you want to **implement** clickers?

- Implement technologies to increase student performance and decrease drop rates in large lectures
- Heavily promoted by publishers leading to a growing faculty and student support issue
- Initial reports on impact on teaching and learning were promising

#### Why **manage** clicker **adoption**?

- Avoid random proliferation of alternative systems
- Ensure the best technology is selected for the institution (e.g., RF)
- Reduce financial burden on campus, faculty, and students
- Build a constructive relationship with one vendor
- Gain support from the vendor to assist in managing faculty development and student support

#### How do you **choose a product**?

##### Product Selection Process

- Identify available products on the market
- Research functionality of products, pricing structures for higher education, background and reputation of companies, and support to be provided to the campus by the companies
- Include all campus stakeholders in decision making regarding product selection [e.g., technical support staff (classroom support, student technical support), faculty (potential new users and current clicker users), faculty development, and deans and department heads]
- Establish evaluation criteria for the campus
- Invite companies to the university campus to demonstrate products and answer questions
- Solicit feedback from stakeholders to use in decision-making
- Negotiate pricing with vendor



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### Potential **Criteria** for Selection

- Ease of use for students and faculty
- Registration system
- Cost to students over lifespan of college
- Cost to campus for hardware and software
- Technical stability of hardware and software (validity)
- Import/export features (question import, exporting data, importing into course management system, and grade book export)
- PowerPoint integration
- Comparative assessment (pre/post testing)
- Adaptive testing, navigating to a point in presentation based on students response to an item
- On the fly questions
- Reporting functions
- Cross-platform flexibility, PC and Mac capability
- Self-paced testing
- Multiple answer (multiple select)
- Video and audio capabilities
- Vendor establishment
- Interaction with wireless network
- Radio Frequency (RF) technology
- Receiver capacity
- Keypad validity
- Response timer
- Numeric capability
- Enrollment/registration fee
- Potential relationship with vendor

### Deciding Factors

- Radio Frequency (RF) Technology – one receiver in a classroom without line of sight
- Ease of use for students and faculty
- Cost to student, faculty, and the university
- Pedagogical advantages
- Cross-platform compatibility



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## What are the **keys to success**?

### Faculty Support

- Faculty development and training (workshops, one-on-one consultation, guides and tutorials) for technical and instructional design
- Create awareness of pedagogical advantages of technology
- Facilitate “best practices”
- Provide technical support (registration retrieval, design software support, classroom hardware and software support)
- Tips for managing students’ problems

### Student Support

- Manage pricing and availability of clickers for students
- Facilitate registration logistics for new clickers (and replacement clickers)
- Provide resources for students support (help desk, programming and use training, registration, troubleshooting tips, FAQs)

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## **For more information, please visit us at:**

University of Wisconsin-Milwaukee, Clicker Grant Project Site:  
<http://clickers.uwm.edu>; Learning Technology Center Faculty Support Site: <http://lrc.uwm.edu>.

Ohio State University, Technology Enhanced Learning and Research (TEL) Site:  
<http://www.telr.osu.edu/clickers>.

University of Florida, Classroom Support Site:  
<http://www.at.ufl.edu/classrooms/crs.html>

University of Kansas, Instructional Development and Support Site:  
<http://ids.ku.edu/clickers.shtml>

