ABSTRACT

THESIS: Using Formative Assessment to Show Our Students We Care: The Effect of Student Response Systems on Perceptions of Instructor Traits in a Large-Lecture Classroom

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As funding cuts increase (Field, 2011), there are more large lecture classes. One challenge faced by instructors of large lectures is formatively assessing all students in a timely manner. Student Response Systems, also known as “clickers,” provide a way for instructors to gather formative feedback from their students efficiently and effectively.

The present study, guided by the General Model of Instructional Communication (Katt et al., 2009), examines the effect of clickers on instructor communicative traits in a large lecture setting. Using Structural Equation Modeling, analysis shows that perceptions of learning and engagement through clickers are related to perceptions of instructor communicative traits of socio-communicative style, caring, and nonverbal immediacy, as well as student affective and cognitive learning.