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Examining Adult Learner and Lecturer Perspectives and Experiences Using Audience Response Systems (Clickers) in Higher Education

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Abstract

This research investigated through action research the impact of clicker-use on third-level veterinary nursing students and their lecturer. The study assessed how different methods of clicker-use in pharmacology class influenced learner engagement, motivation and learning in lectures, and how the assimilation of clicker quizzes transformed the lecturer's pedagogical design of classes. Data were gathered from student surveys, focus groups, and software records, from non-participant observations, and from lecturer observations, reflections and teaching materials. The data were analysed and interpreted in light of the current literature on this topic. The study concludes that having the facility to answer anonymously and gain immediate feedback using clickers enhanced engagement, motivation, and learning. The positive impact of clickers was greatest when a student-centred pedagogical design of classes facilitated active-learning, stimulated higher-order thinking and promoted peer-learning. There is scope for consideration of clickers, and other aids which help to deliver student-centred pedagogy, within other veterinary nursing programmes, in other educational domains in AIT and in other educational institutes, and this research will be shared with other educators to inform educators of the findings.

Keywords: *Technology, Clicker, Student-centred, Student engagement;*

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