Using Clickers to Promote Active Learning at Orientation and Assess New Students’ Perceptions about Success in College

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I. Student Success Session at Orientation: The Challenge
   a. 45 minutes in a two-day orientation program, 250 students per day, 6 weeks (4200 new students)
   b. Evidence that traditional messages about academic success were not getting through

II. Millennial Students, Technology, and Active Learning: The Theories that Inspired the Practice

III. Development of How Hard is College Orientation Session
   a. Clicker Technology
   b. Questions
      i. To earn A’s and B’s at your high school, was it: (very easy, somewhat easy, somewhat hard, very hard)
      ii. What grades do you hope/expect to earn at UT?
      iii. In college, it doesn’t matter if you go to class or not. There is no direct connection between class attendance and course grades. (true or false)
      iv. How much time did you spend studying outside of class in high school?
      v. How much do you think you will need to spend on schoolwork outside of class to get A’s and B’s at UT?
      vi. Which of the following best describes your reading habits?
      vii. When you have a problem, which do you do?

A=Attend all classes.

I=Invest in your commitment.

M=Manage your time, relationships, and resources.
IV. Results and Assessment of Initiative

a. Significant increase in students’ evaluation of the session
b. Significant increase in parents’ evaluation of the parent session (due to data sharing from the student session)
c. Significant decrease in the percentage of students indicating that they underestimated college

d. Initiative has shaped retention efforts at the institution; the data from the session has been used to dispel myths about students and educate faculty and administrators

V. Implications for Future Practice

References:


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