

# Syllabus Recommendations for Clickers

## IMPORTANT

A Turning Account license is mandatory for each participant. If a participant does not purchase a Turning Account license, his or her score will show as an asterisk in all TurningPoint Cloud participant reports. Furthermore, his or her score will export as "0" to an Excel workbook and will not be exported to D2L.

## Registration: Clicker Purchased by the Student

- | Specify which device(s) is allowed in class. The response device option is at the discretion of the instructor. | Indicate where clickers can be purchased (i.e. [uwm.ecampus.com](http://uwm.ecampus.com) ).
  - | Participants can purchase a clicker and a Turning Account license with various "bundling" options available.
- | Participants must create a Turning Account:
  - | Sign in to D2L and follow the Turning Technologies link to the Turning Account page.

## NOTE

The participant will be routed to the Turning Account website where the participant will enter the required information to register their device and/or license.

- | Consider including clicker or ResponseWare documentation with your syllabus from [help.turningtechnologies.com/Hardware/#Hardware/Clickers/Clickers](http://help.turningtechnologies.com/Hardware/#Hardware/Clickers/Clickers).
- | Identify where to find resources. Clickers Guide for Students (<http://uwmltc.org/?p=12058>)

## Expectations

- | Define how often clickers will be used in class. Most instructors indicate daily use and ask that clickers are brought to every class.
- | Describe responsibility for registration, battery life, getting assistance for problems and bringing the device to class. If you will be making exceptions, make note of them here.
- | Describe how clickers will be used to support student learning.

## EXAMPLE

Explain that clickers may be used to gauge understanding of reading material, support class discussions, provide understanding of new concepts and review concepts of previously taught material.

- | Clarify whether or not clickers will be used for formal assessment.
- | Consider if responses should be anonymous depending on the nature of the course.

## Attendance, Participation and Grading

- | Identify the role of clickers related to attendance and participation.
- | Describe how you will calculate attendance and participation points.

### EXAMPLE

A clicker question based on a class reading will be asked at the start of class and will also be used to take attendance. It is advisable to award a point to all responses both correct and incorrect.

- | Specify points or percentage of grade that will be clicker related. In some instances, instructors use clicker points for extra credit.
- | Indicate the dates of specific quizzes or tests that will be administered with clickers.
- | List when grades will be posted.

### EXAMPLE

Grades will be posted in D2L within 24 hours of class.

## Policy

- | Clearly indicate types of academic misconduct, such as using another participant's clicker.
- | State your institution's policies and consequences for cheating with clickers.
- | State your personal policies and consequences for cheating with clickers.