

1056-Z1-1990 **Kathryn T Ernie***, 206E North Hall, River Falls, WI 54022, and **Maren Gebhard**
(maren.j.gebhard@uwrf.edu), 204F North Hall, River Falls, WI 54022. *Using Clickers in a
Refocused College Algebra Course – Part II.*

This is the second of two papers which describes how a cohort of instructors chose to incorporate clickers into a refocused college algebra course. Since it is a refocused course, the main emphasis is placed on conceptual understanding, modeling, and real-life application of algebraic topics. Skills and computation are still incorporated into the course, but they aren't the main emphasis. Thus clickers proved to be a great tool for gaining instantaneous feedback from students to better understand how they understand the concepts of the course.

In each section the clicker questions were integrated into the daily lessons so they overlapped with the examples from the lecture, as well as with the problems students solved during class. Example clicker items will be shared with the audience. The authors will describe similarities and slight differences between their uses of the clickers within their own section of the course. They will each describe their own method for incorporating clickers into daily class activities, and how they were used to encourage student discussion within peer groups, to challenge their thinking, and correct potential misconceptions. The authors will discuss the observed effects the use of clickers had on their students during the course. (Received September 22, 2009)