

Abstract Submitted  
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**Using Clickers in Upper-division Physics Courses: What do students think?**<sup>1</sup> KATHERINE PERKINS, STEPHANIE CHASTEEN, CHANDRA TURPEN, MICHAEL DUBSON, STEVEN POLLOCK, University of Colorado, Boulder — The use of clickers and concept tests in introductory courses in physics is becoming more and more popular among faculty at institutions across the US; however, the use of these tools in upper-division physics courses is more limited. At the University of Colorado at Boulder, an increasing number of faculty are incorporating these teaching approaches and tools in upper-division courses. In this talk, we discuss how clickers were implemented at this level and report on students' response to the use of clickers. Preliminary results show that typically 85% of students in upper-division courses are supportive of the use of clickers. We report on how this response varies with the course-level (sophomore through senior) and how the clickers were implemented in the classroom. Finally, we report on students' perception of the characteristics of clicker use they find most valuable for their learning. Clicker questions for use in upper-division physics courses are available at: <http://www.colorado.edu/sei/departments/physics.htm>

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