

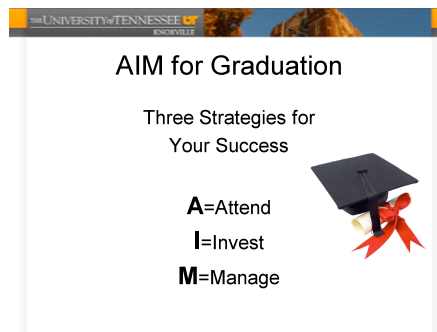
# Using Clickers to Promote Active Learning at Orientation and Assess New Students' Perceptions about Success in College

The 28<sup>th</sup> Annual Conference on the First-Year Experience, Orlando

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The University of Tennessee Knoxville

- 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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