

# Jeff Henriques Engages Students and Keeps Them Learning with iClicker

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**Jeff Henriques** is an instructor in the psychology department at the University of Wisconsin-Madison, where he has been teaching Introduction to Psychology for 25+ years. Some of Jeff's core teaching values include encouraging student engagement and active learning, but with such a large course enrollment, his students often struggled to feel comfortable enough to participate. Jeff began using iClicker to facilitate vibrant class discussion and help students interact with each other and with the course material, and now he's determined to use the tool for the rest of his career.

## About Jeff Henriques's course

Jeff deeply values active learning in his courses, but with a large student enrollment in his introductory psychology sections, it could be difficult to get students comfortable enough to participate in class. Jeff needed a tool that helped him prompt discussion, facilitate peer-to-peer interaction, and address misconceptions in real-time so he could help every student learn.

**Course:** Introduction to Psychology

**Class Size:** 200-400 students

**Institution:** University of Wisconsin-Madison

**Use Case:**

- Student engagement
- Active learning
- Addressing misconceptions
- Peer-to-peer interaction

**Product:** iClicker

**Book:** *Psychology* by Daniel Schacter, Daniel Gilbert, Matthew Nock, and Daniel Wegner

**Standout Feature:** Polling





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## Looking for a Tool to Encourage Students to Interact with Course Material and to Address Misconceptions in Real Time



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I love clickers and will continue to use them until I retire.” – JEFF HENRIQUES

When Jeff started teaching large-scale introductory psychology courses in 1998, he identified a key need: to be able to engage students so they could interact with and learn the material. Though active learning can often feel overwhelming for instructors, especially in high-enrollment courses, Jeff knew that building these principles into his course was essential to serving every students’ learning needs and enriching the course experience. Another big challenge? Students often don’t feel comfortable responding to in front of the class – especially a class of a couple hundred peers. Ever try to do a verbal poll in class, only to get a few scattered hands raised while the rest of your students avoid eye contact? Jeff needed a way to lower the stakes so students would feel safe to interact and not be influenced by the group.

Jeff was also concerned with not being able to address student misconceptions in real-time. How could he help students correctly learn and apply psychology principles without having to wait for exams and quizzes to uncover misunderstandings? How could he help them understand why their chosen response wasn’t correct, and help them get to the right one?

Jeff discovered clickers in 2004, when he thought they might be an interesting “gimmick” to try to get students engaged. A few years later, he switched to iClicker, where he was drawn to the ease of use and the variety of types of questions that he could pose to his students – multiple choice, short answer, numeric, targeting a specific area on an image, and more. When he saw the results, he was hooked.



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# Jeff Facilitates an Active Learning Environment with Low-Stakes In-Class Polling

iClicker's in-class polling is designed to serve many purposes: performing knowledge checks, getting feedback on student preparedness with Confidence Rating, facilitating peer interaction, and building consensus through the Groups feature. All questions (except for exit polls) can be answered in anonymous mode. And instructors have access to real-time analytics, and can share them with students for immediate feedback.

Jeff started using iClicker by pausing his lectures and asking a couple of discussion questions to his students to encourage classroom participation. As he used it more and more, Jeff found that iClicker was an excellent facilitator of active learning, helping him to bring the classroom interaction that he valued into his large lecture courses. He turned to iClicker to prompt discussion and address misconceptions with in-class polling.

His method? Jeff expanded the number of questions he asked during class, prompting students to talk about a question with their neighbor and then launch into a bigger class discussion. Anytime student responses are almost evenly divided between two options, Jeff has students stop, discuss the question with their neighbor, convince them of their answer, and then re-vote. This active learning opportunity prompts students not only to practice, but to think about why they answer a question a certain way.

Displaying student survey results and addressing misconceptions in real time has been paramount in helping students develop a better understanding of course material. Jeff likes that the polling questions also give students practice for exams; they get a good idea of the type of question that might be asked on a test, and a chance to interact with it beforehand.

The list goes on when it comes to ways that Jeff now uses iClicker to encourage student learning. He finds that it's a great tool to use at the beginning of class, to gauge student understanding before launching a new topic. He encourages good study habits by asking students about how much they studied last week, and then shows them that students with more study hours have higher test scores. He even uses iClicker to teach his entire Cognition unit: students can uncover cognitive biases by seeing how they themselves respond to certain types of polling questions, from topics like ideal body image to the availability heuristic. iClicker has become an invaluable tool to create the type of learning atmosphere that Jeff so values in his teaching.

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**iClicker is an ideal way to introduce active learning. You can start off small and, over time, gradually expand it into a more powerful teaching tool.” – JEFF HENRIQUES**



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# The Results: How iClicker Helped Improve Student Learning, Performance, and Peer-to-Peer Connection

Over the last ten years, Jeff has observed that iClicker questions not only increase student comfort and communication, but they are also associated with higher test grades in his course.

In addition to helping students interact with course concepts through active learning, iClicker has also helped students build connections with their classmates – no small feat in a several-hundred-student classroom.

**85%**

of students shared that the ability to answer anonymously made them more comfortable engaging in classroom discussion.

**75%**

have said that it helped them think more critically.

**60%**

of Jeff's students report that using iClicker in class helped their learning.

**60%**

say they would like to use iClicker in their other classes.

# Get Started With iClicker Today!

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Ignite an engaging learning environment using iClicker, Macmillan Learning's student response system. iClicker is a versatile student engagement tool that was built on active learning principles to enhance learning. From tracking attendance and administering quizzes to polling students and facilitating group learning, iClicker seamlessly integrates into your course. With iClicker, you have the freedom to create interactive polls using the content you know and love. Join the educators using iClicker at over 1,100 institutions and create an interactive and dynamic learning environment today.

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