Comparisons on the Opinions of Medical Students about using an Audience Response System in Lecture Classes

Sittichoke Anuntaseree¹, Chuthathip Srisuwan¹, Sudarat Shoosing¹, Padiporn Limampornpech²
Medical Education Unit¹, Department of Internal Medicine² Prince of Songkla University, HatYai Songkhla

Introduction: Using an Audience Response System (ARS) in lecture classes create interactivity between a lecturer and student. ARS enables lecturers to instantaneously collect student responses to a posted question. Lectures use this technology for assessing student opinions or understanding related to the lecture and increasing interactivity in large classroom.

Purpose: To compare medical students’ opinions on using Audience Response System in 3 class settings: - Traditional classroom – using ARS per person – using ARS per group

Method: The samples were 182 third year medical students. The instrument for data collection was a 5-point rating scale questionnaire.

Results: The research findings indicated that student satisfaction levels were in a descending order as follows; individual ARS, Group ARS and traditional classroom. It was found that individual ARS caused more stress than Group ARS and traditional classroom, respectively and score levels showed significant differences. In addition, students suggested that lecturers should use ARS in classroom more.

Conclusions: Using Audience Response System in lecture classes can increase interactivity between a lecturer and student. Students and lecturers who have used ARS are generally positive and often enthusiastic about the effects in the classroom. Students are satisfied using ARS when compared with a traditional classroom setting and they are satisfied using Individual ARS more than Group ARS.