



Teacher and Student Satisfaction with Response Cards: A Qualitative Investigation in the Finnish as a Foreign Language Classroom

Justus J. Randolph
University of Joensuu, Finland

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Abstract

Given the impressive results of response cards on student participation, academic achievement, and classroom behavior, it is surprising that response cards are not more widely utilized. This investigation examines three hypotheses for the low utilization of response cards - low teacher satisfaction, low student satisfaction, and poor cost-effectiveness. A teacher and five students in a Finnish as a foreign language classroom were interviewed about their experiences with response cards. It was found that, overall, teachers and students liked using response cards and preferred it to other review procedures used in the class. The results of the perceived cost-effectiveness of response cards were inconclusive. The results of a synthesis of the previous qualitative response card research on teacher and student satisfaction are reported and pedagogical guidelines for using response cards are included.

About the Author

Justus J. Randolph's home affiliation is with the Department of Psychology, Utah State University, USA. He is currently carrying out research at the University of Joensuu, Finland within the Department of Applied Education and the Department of Computer Science. This research was supported by a grant from the Finnish Fulbright Center for Finnish-American Academic Exchanges.

E-mail: justusrandolph@yahoo.com