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*Does pressing a button make it easier to pass an exam?
Evaluating the effectiveness of interactive technologies
in higher education*

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Abstract

The aim of this paper was to evaluate how audience response system (ARS) technology may increase improvements in academic performance in higher education, using the first year of the Administration and Business Management degree course at the University of Seville (Spain) as a case study. The experiment assesses whether the use of ARSs increases the likelihood that students will pass the final examinations in the subject of Principles of Economics. An econometric model is applied to a sample of 119 students in an intervention group, with a control group of 322. The statistically significant results show that at the very least, ARSs improve performance in the theoretical examination, albeit with certain limitations. It is concluded that ARSs should be used frequently to optimize outcomes, not just as a sporadic event during the course.