

Enhancing Student Learning Through the Integration of the Interactive Response System: An Empirical Study

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ABSTRACT

Enhancing students' motivation and interest in learning and improving learning outcomes is a key objective for educators. The Interactive Response System (IRS) has emerged as an innovative teaching tool to achieve this. This study employs a quasi-experimental design to examine the impact of integrating the IRS (ZUVIO) on student engagement and learning outcomes. The participants were two college classes enrolled in a general education course on "Intimate Relationships." To ensure the validity of the intervention, all variables were carefully controlled: both the experimental and control groups were taught by the same instructor (researcher), with identical teaching content, structure, and methods. The only distinction was that the experimental group used the IRS for formative assessments, while the control group relied on verbal questioning. All students completed surveys measuring their learning engagement and motivation at the beginning and end of the semester. Additionally, their learning outcomes were assessed through a final exam. The results showed that students in the experimental group exhibited higher levels of engagement and outperformed those in the control group academically. Based on these findings, this study provides practical recommendations for educators interested in integrating the IRS into their teaching practices.

JEL Codes: I21, I23, D83

Keywords: *Motivation, Interactive Response System (IRS), Intimate Relationships.*