Peer Instruction

- Students read before class
- Concepts in depth; not coverage of definitions
- Students think about and discuss ConcepTests
Does it work?
88% of PI users surveyed are likely to use PI again.
Common challenges mentioned and solved

- politics
- student resistance
- student participation
- coverage of material
- preparation time
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collect data!
“you are paid to teach, not to ask me questions!”
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“students took to it quite well, but it required careful explanation of the purposes of the ConcepTests”
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motivate method to students!
“some students were too cool, too alienated, or perhaps too lost to participate”
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“start it off from the first day so that students expect it every class period”

“conceptual questions on exams help”

“if I circulated in the class and stopped here and there with a question, the noise level came up quickly — some of it surely just to keep the teacher away”
Student participation

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be consistent, involved, and test appropriately
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“cutting down on quantity of material is desirable”
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assign reading or reduce breadth
“the first time to use PI, the effort was enormous — four or more hours of preparation time for each class period”
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resources ARE available
Project Galileo

http://galileo.harvard.edu/
Peer Instruction works

successful in a wide variety of settings

existing resources help implementation