

Confessions of a converted lecturer

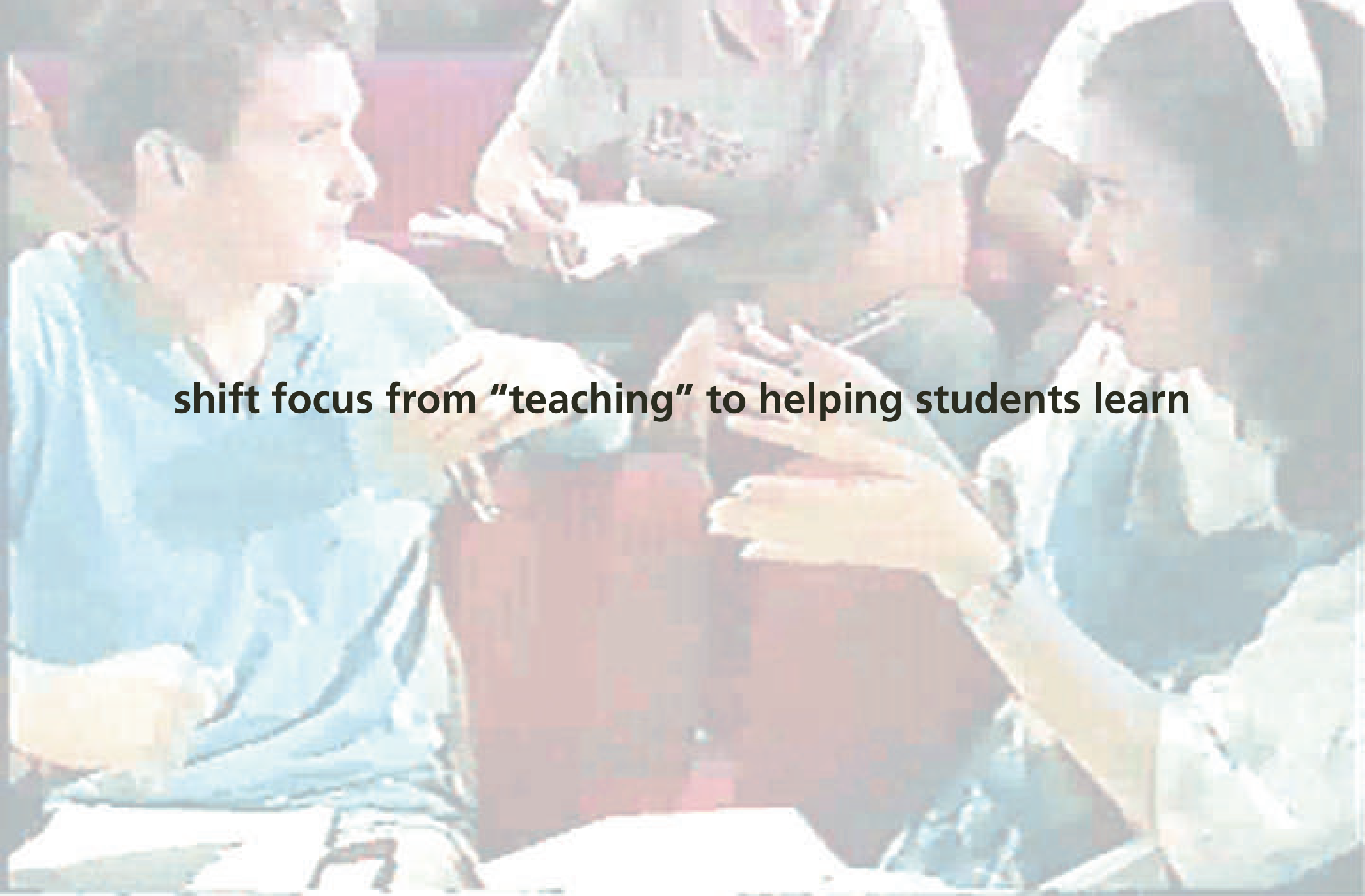


University of Connecticut
Storrs, CT, 28 April 2006



My message

shift focus from “teaching” to helping students learn



Outline

- Education



Outline

- Education

- Peer Instruction



Outline

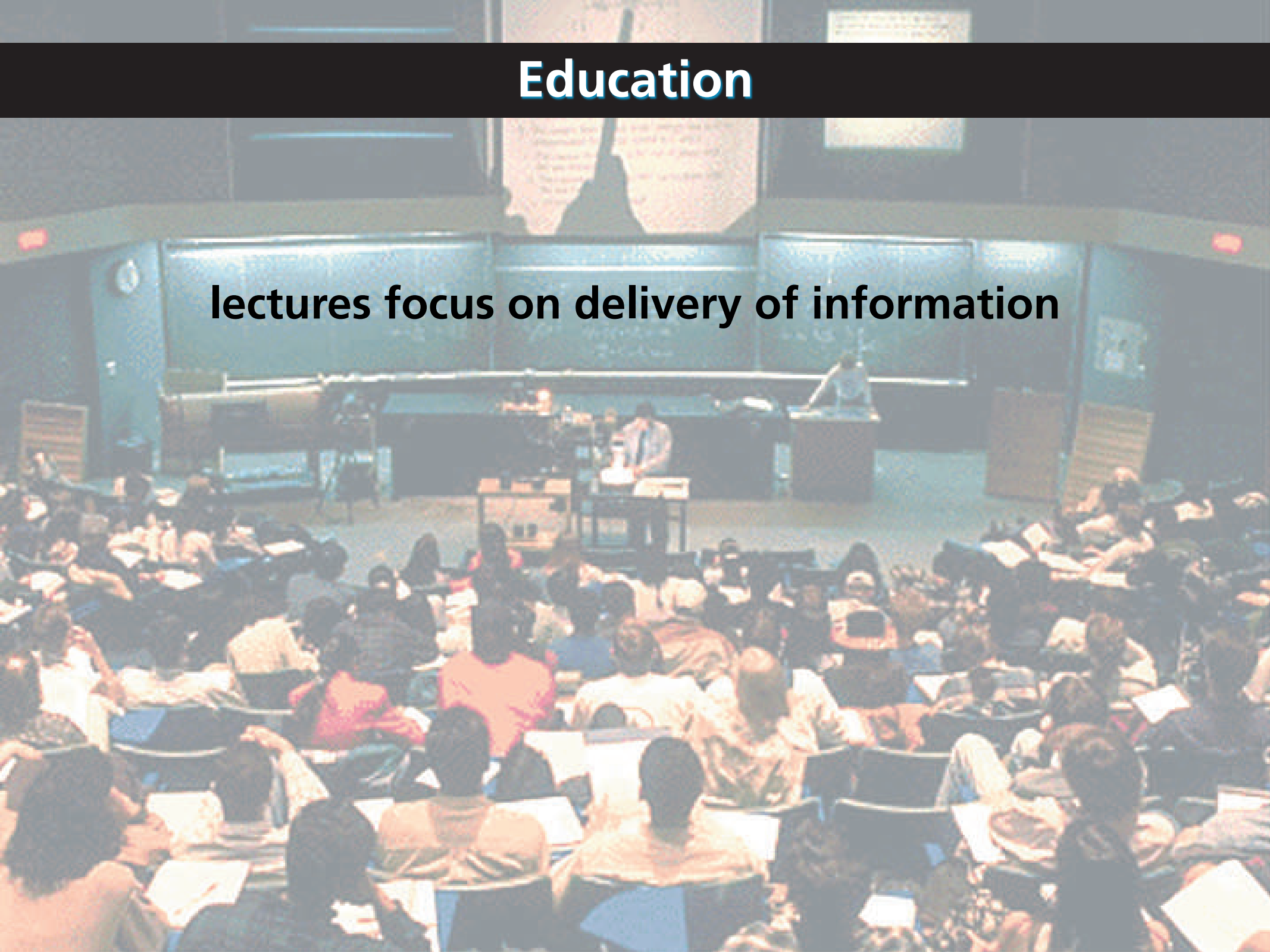
- Education
- Peer Instruction
- Results

Education



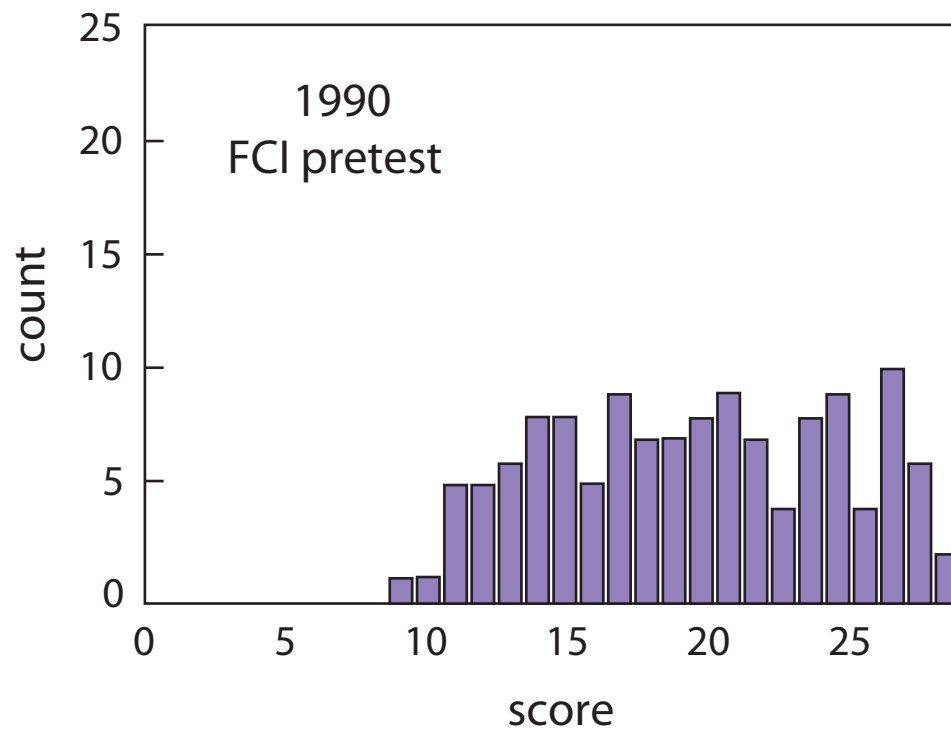
Education

lectures focus on delivery of information



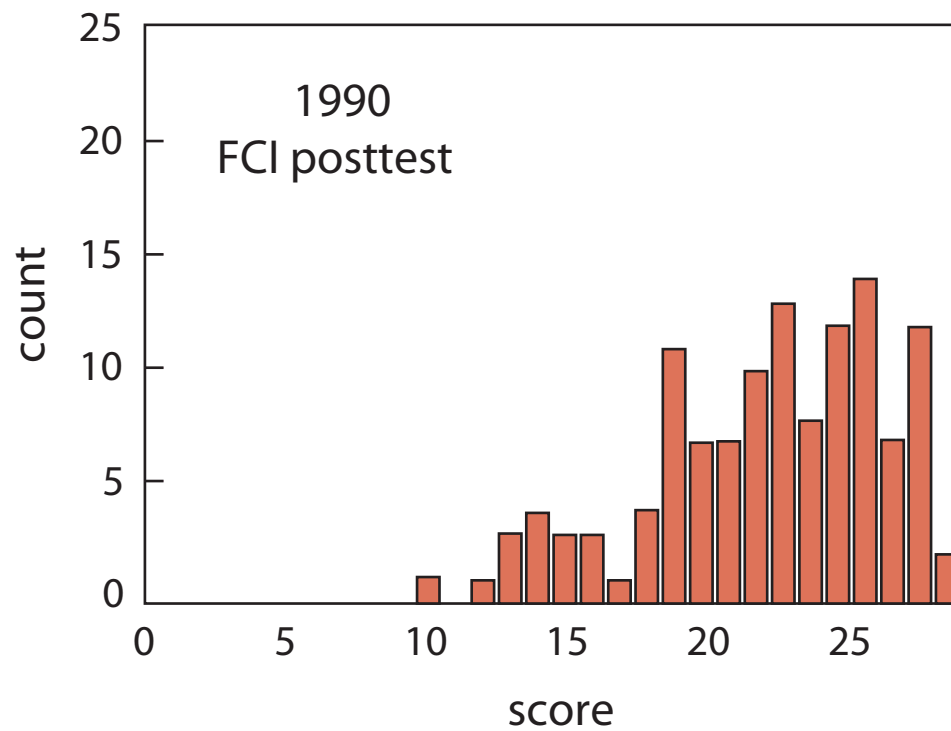
Education

education is not just information transfer



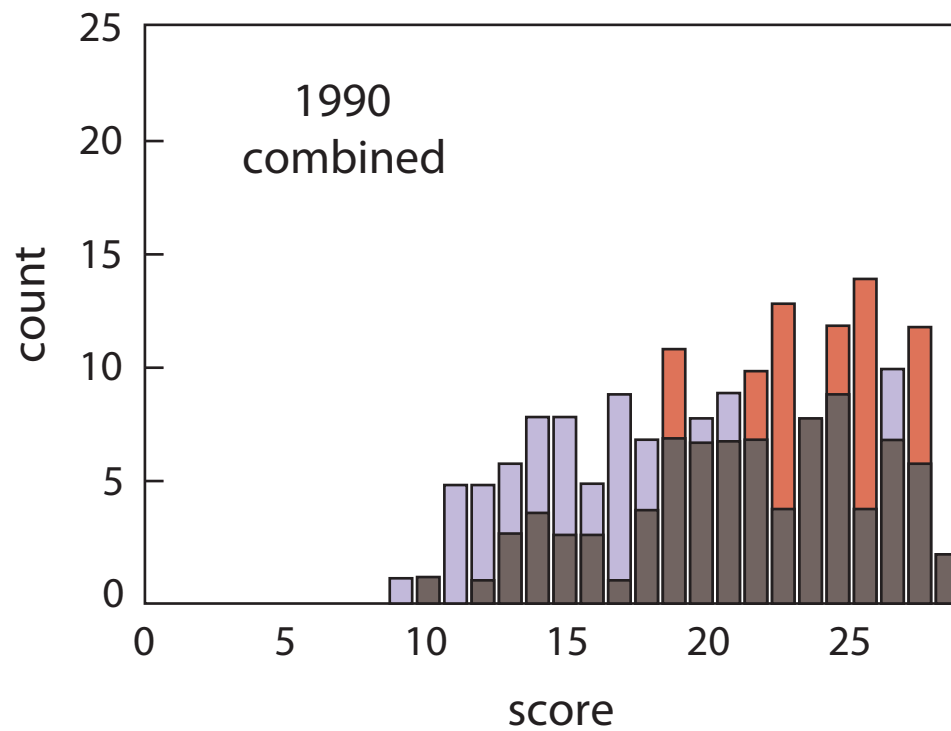
Education

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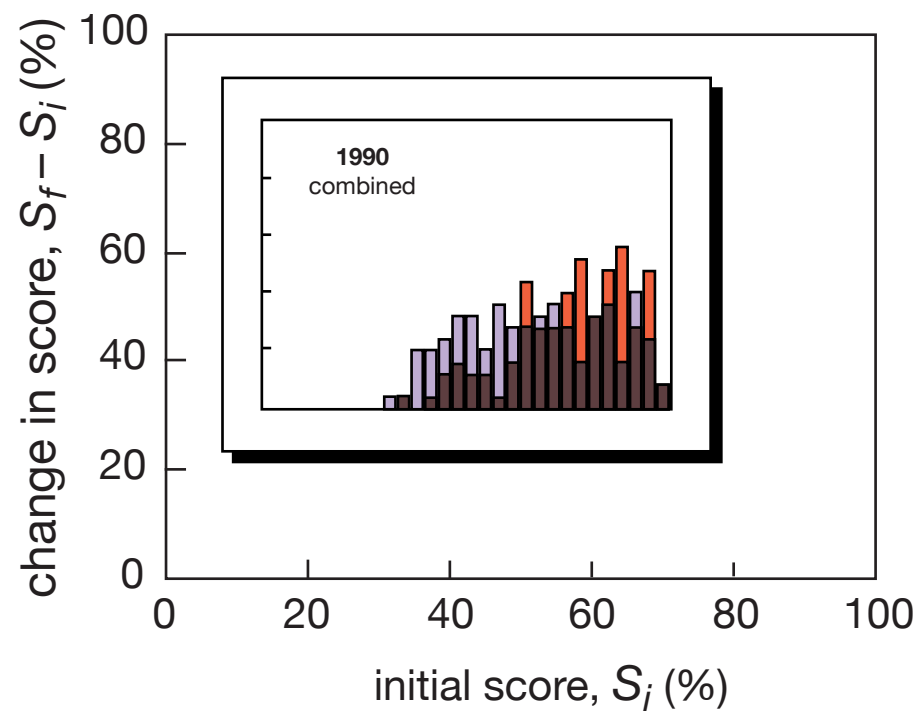


Education

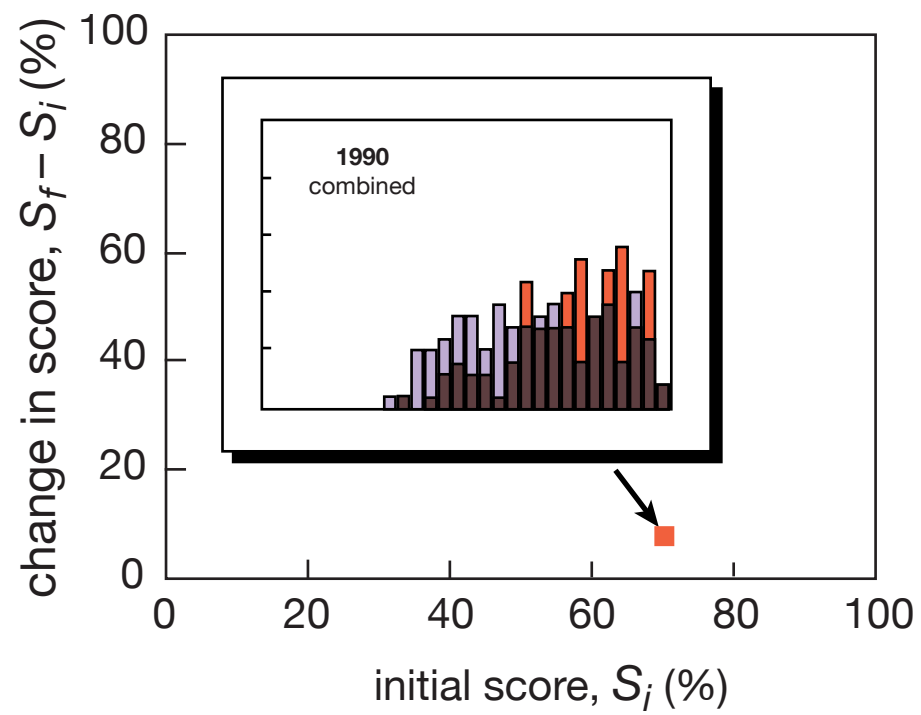
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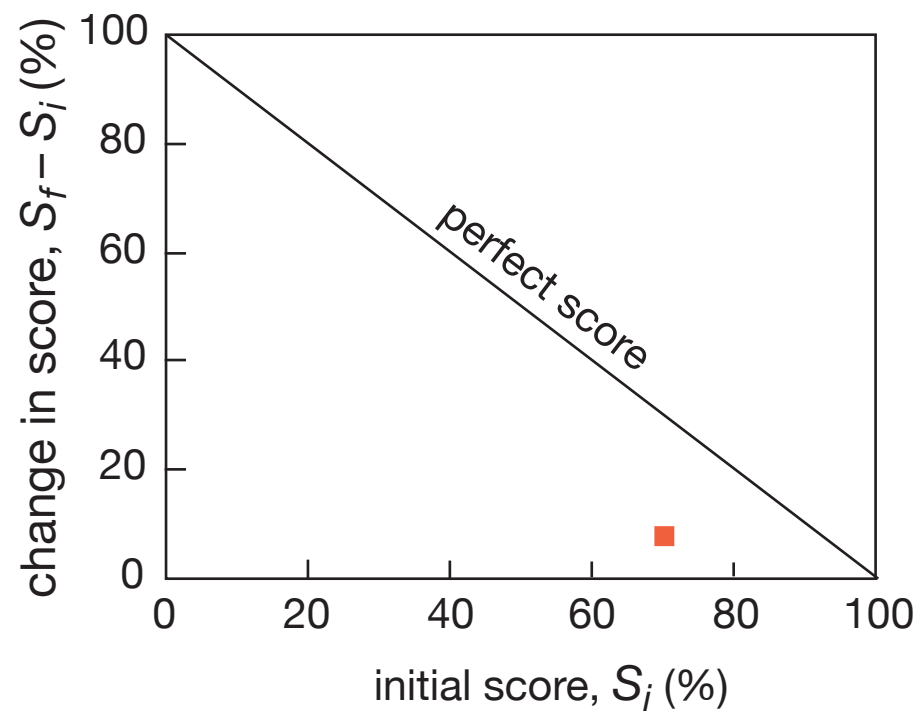
Education



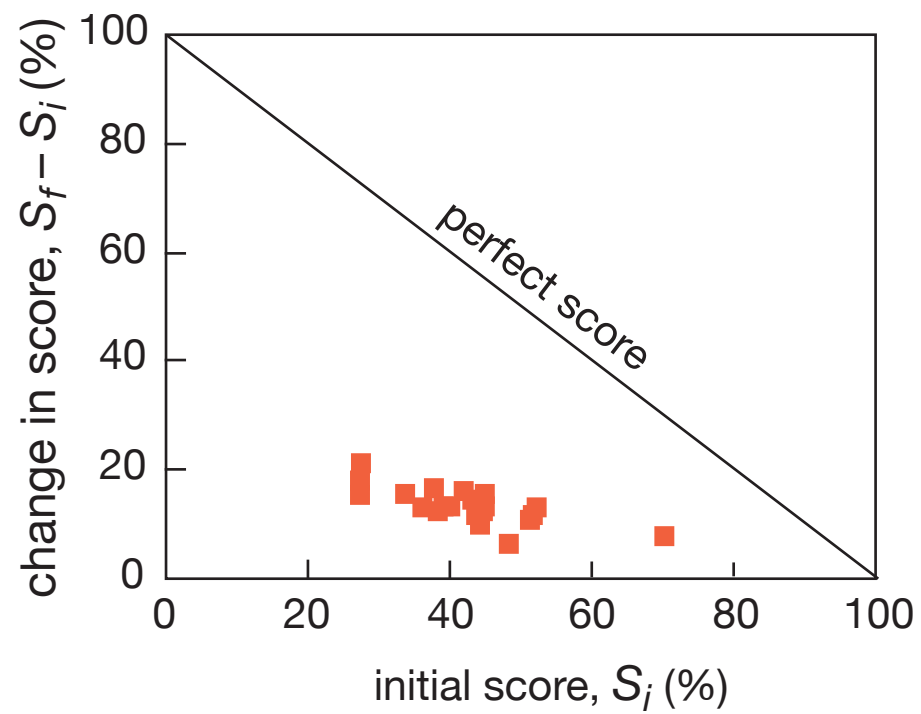
Education



Education



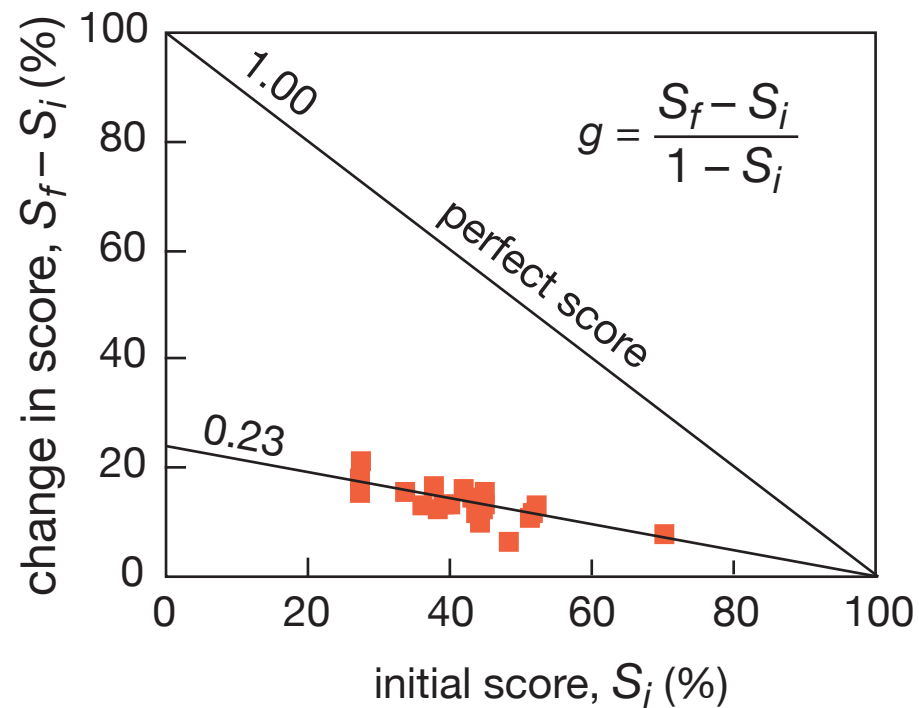
Education



R.R. Hake, *Am. J. Phys.* 66, 64 (1998)

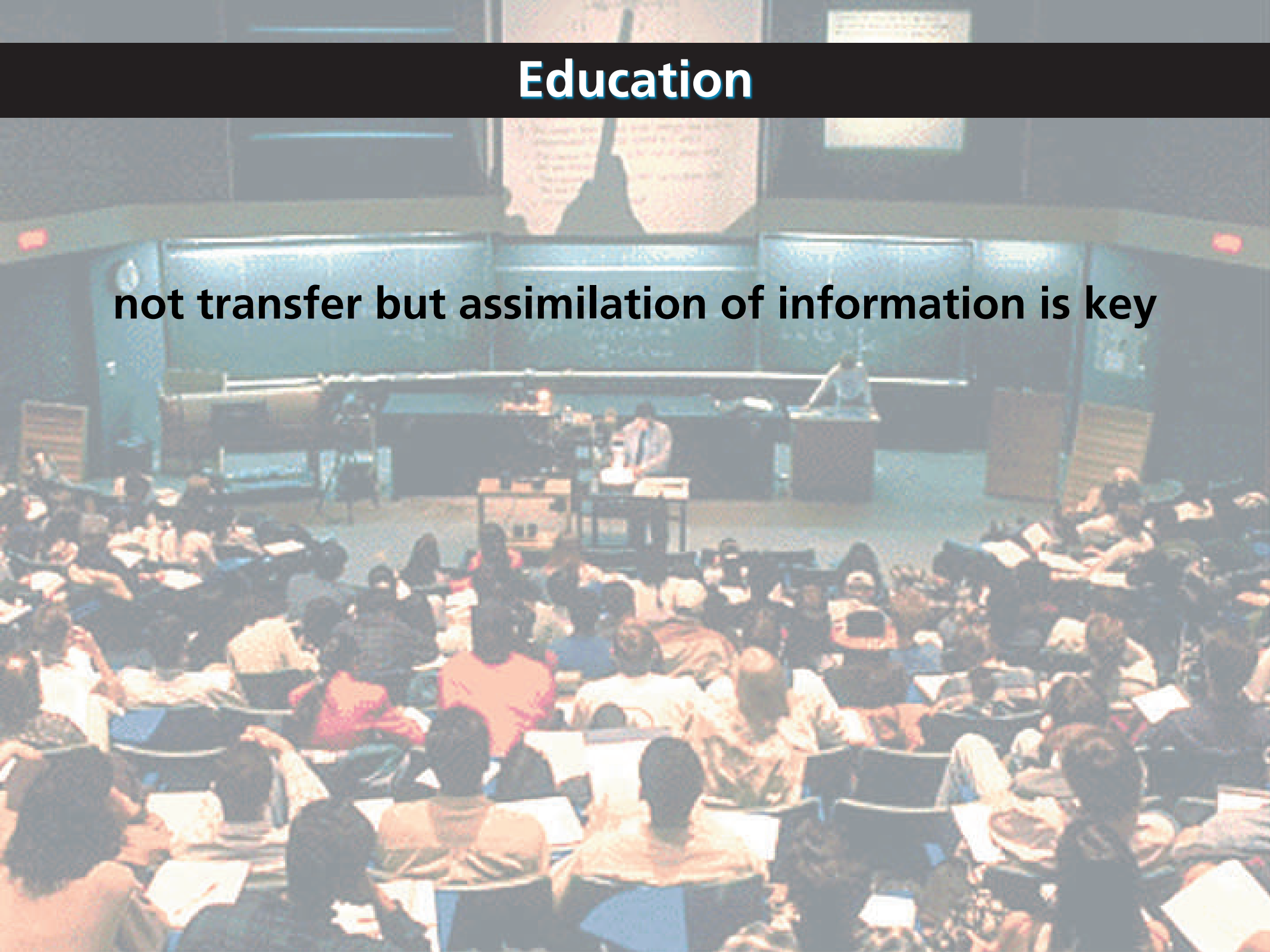
Education

only one quarter of maximum gain realized



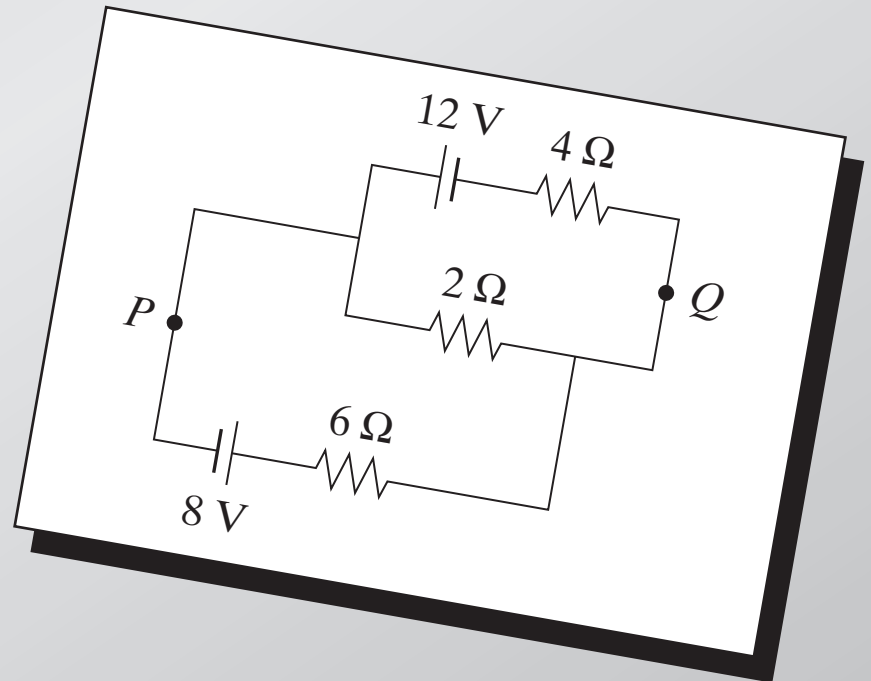
Education

not transfer but assimilation of information is key



Education

conventional problems misleading



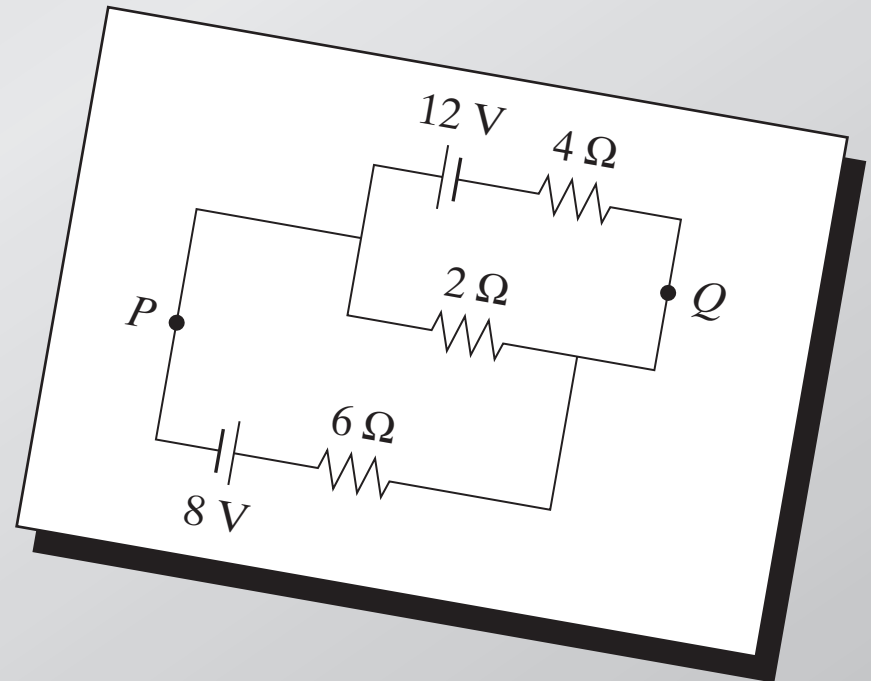
Education

conventional problems misleading

Calculate:

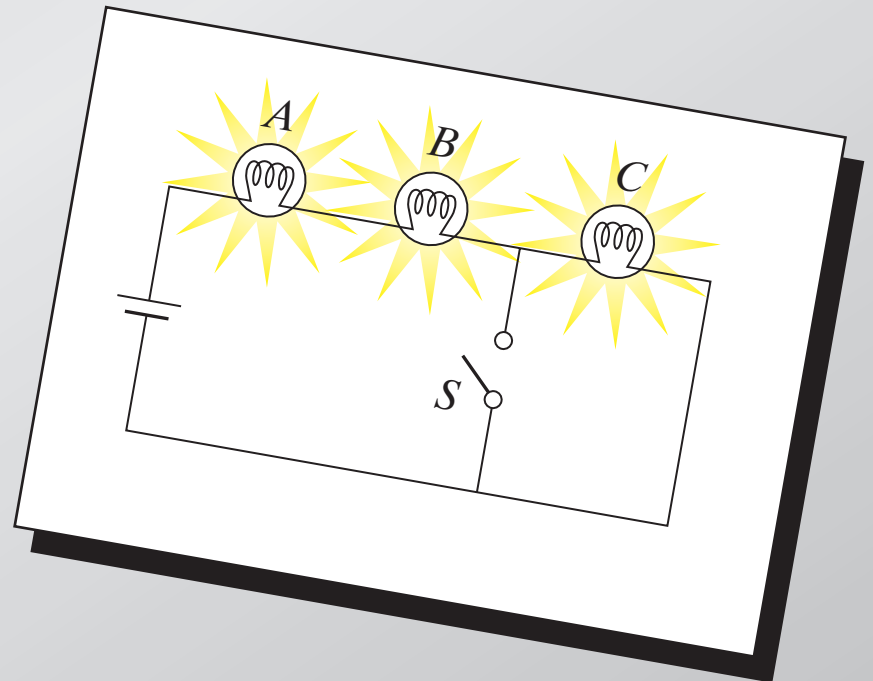
(a) current in 2- Ω resistor

(b) potential difference
between P and Q



Education

are the basic principles understood?

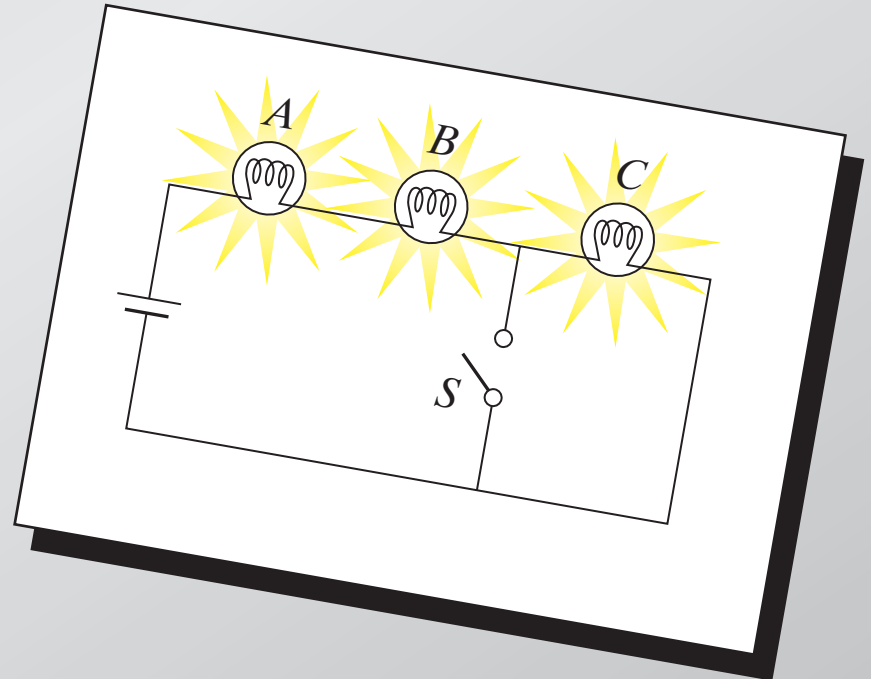


Education

are the basic principles understood?

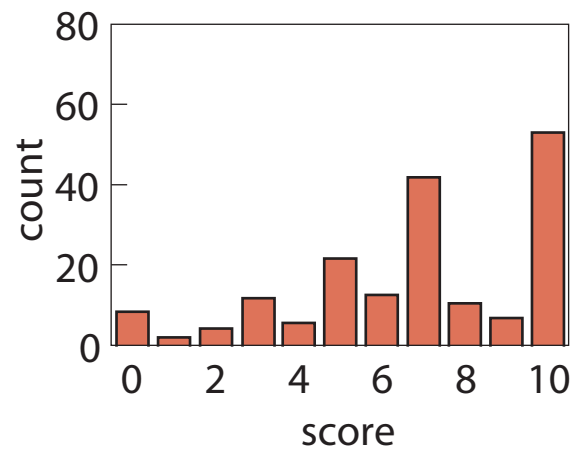
When S is closed, what happens to:

- (a) intensities of A and B ?
- (b) intensity of C ?
- (c) current through battery?
- (d) potential difference across
 A , B , and C ?
- (e) the total power dissipated?

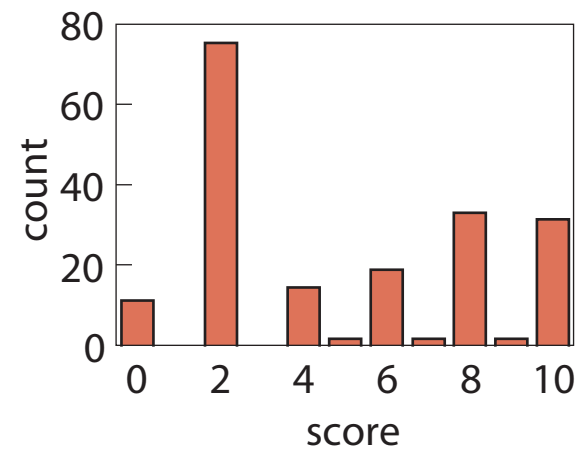


Education

conventional

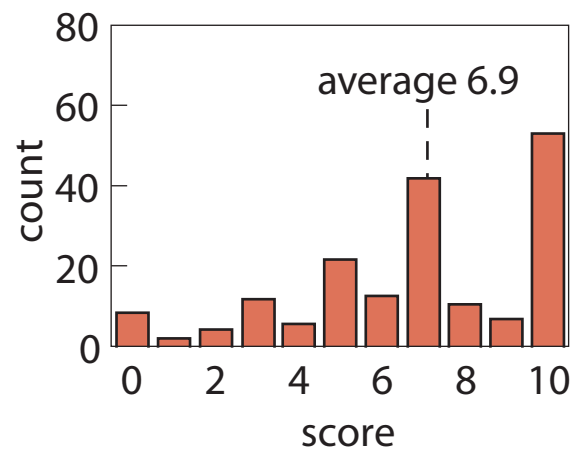


conceptual

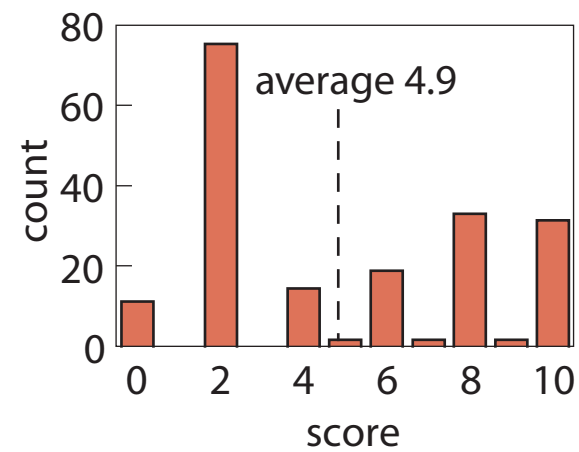


Education

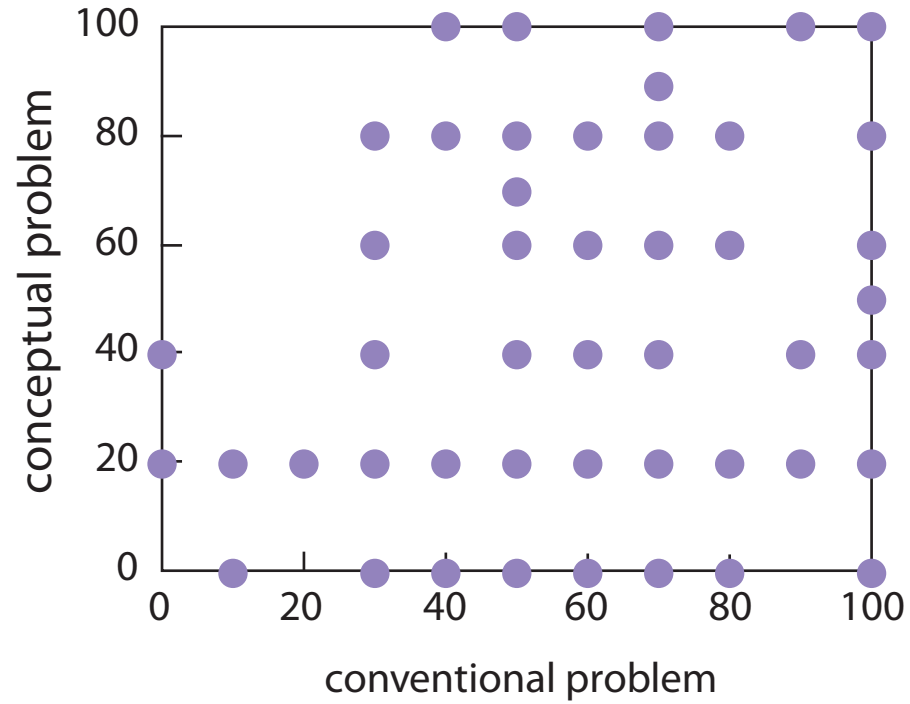
conventional



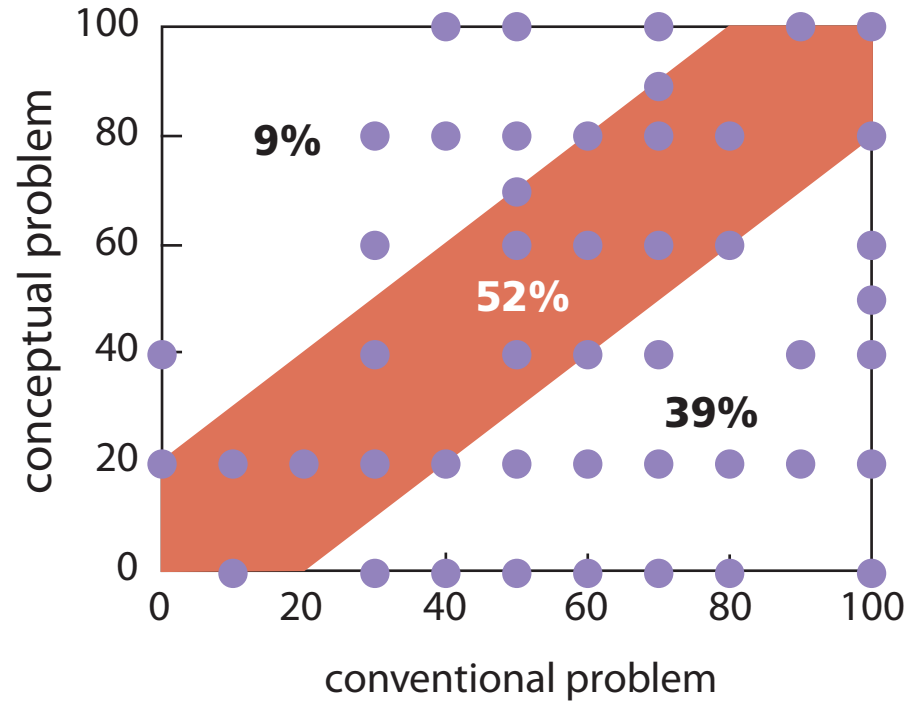
conceptual



Education



Education



So what should we do?



Peer Instruction

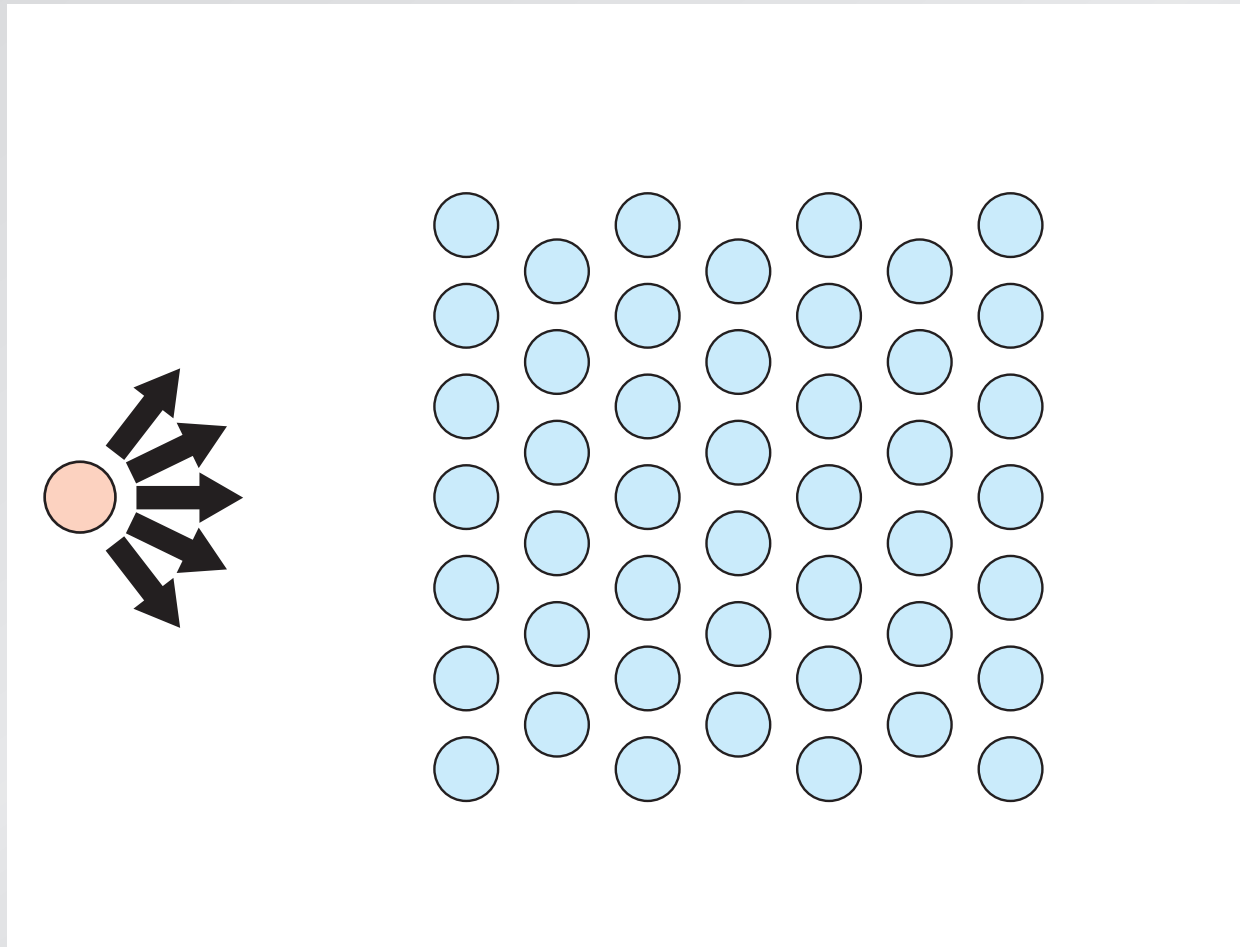
Give students more responsibility for gathering information...

Peer Instruction

**Give students more responsibility for gathering information...
so we can better help them assimilate it.**

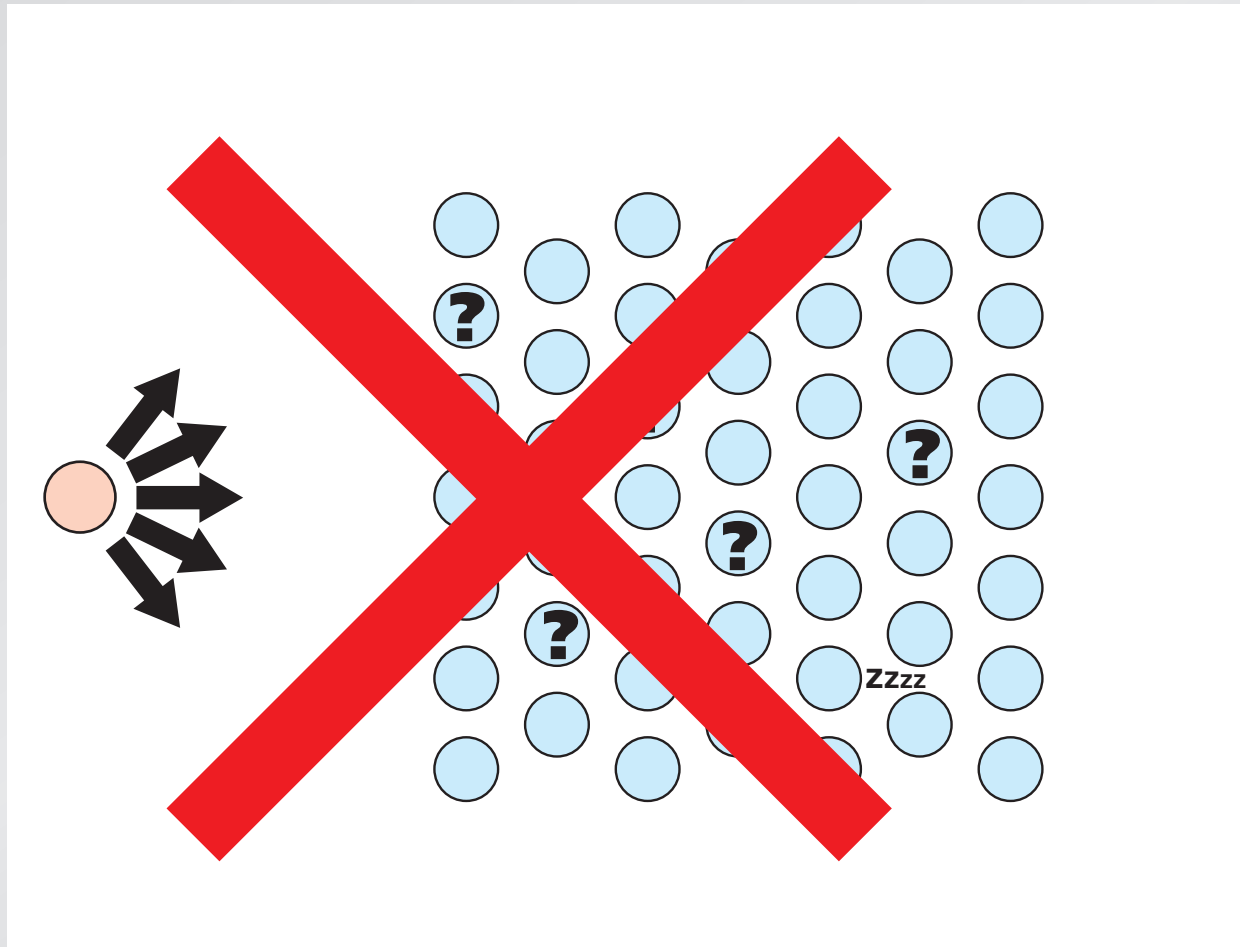
Peer Instruction

1. Recognize the inefficacy of the lecture method



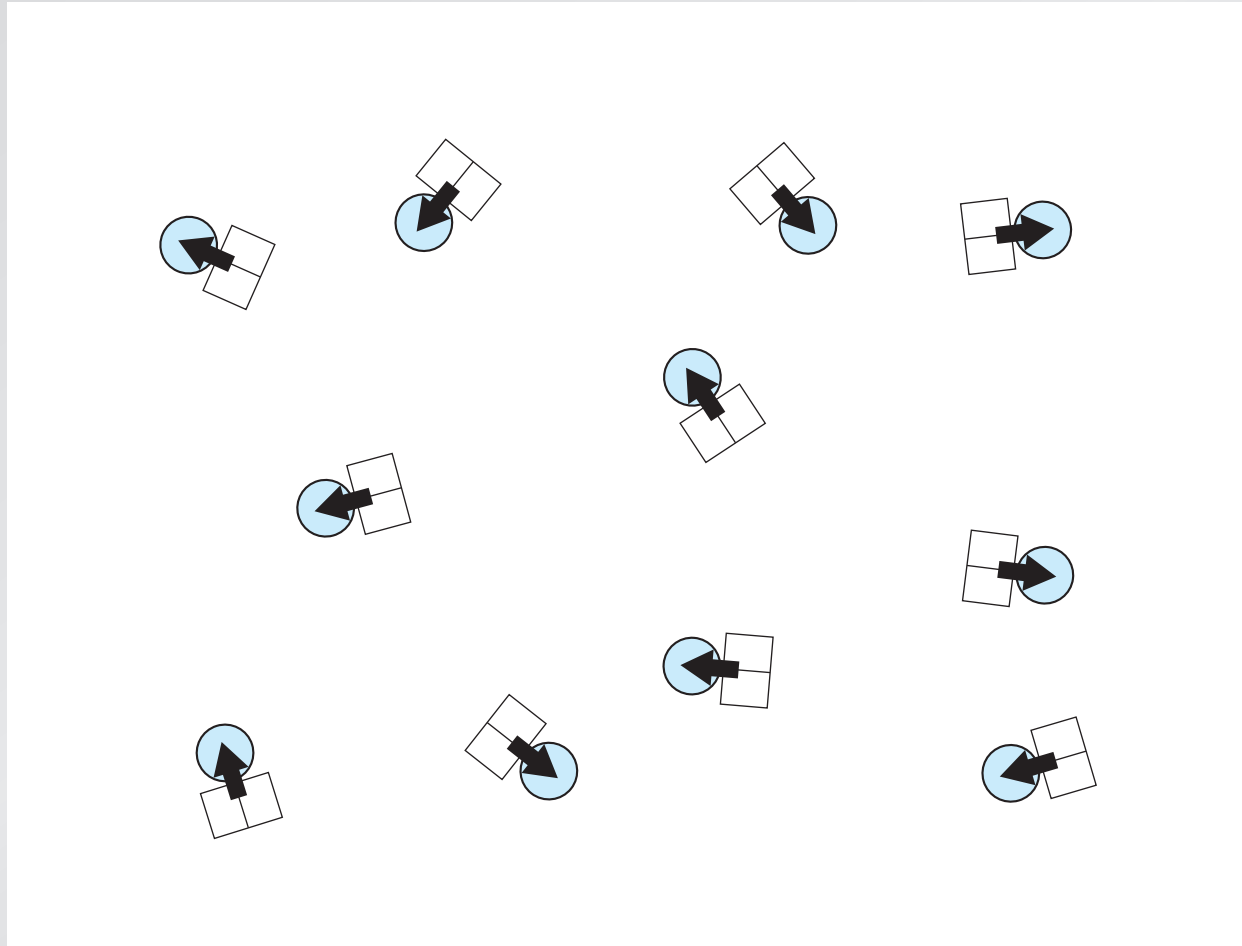
Peer Instruction

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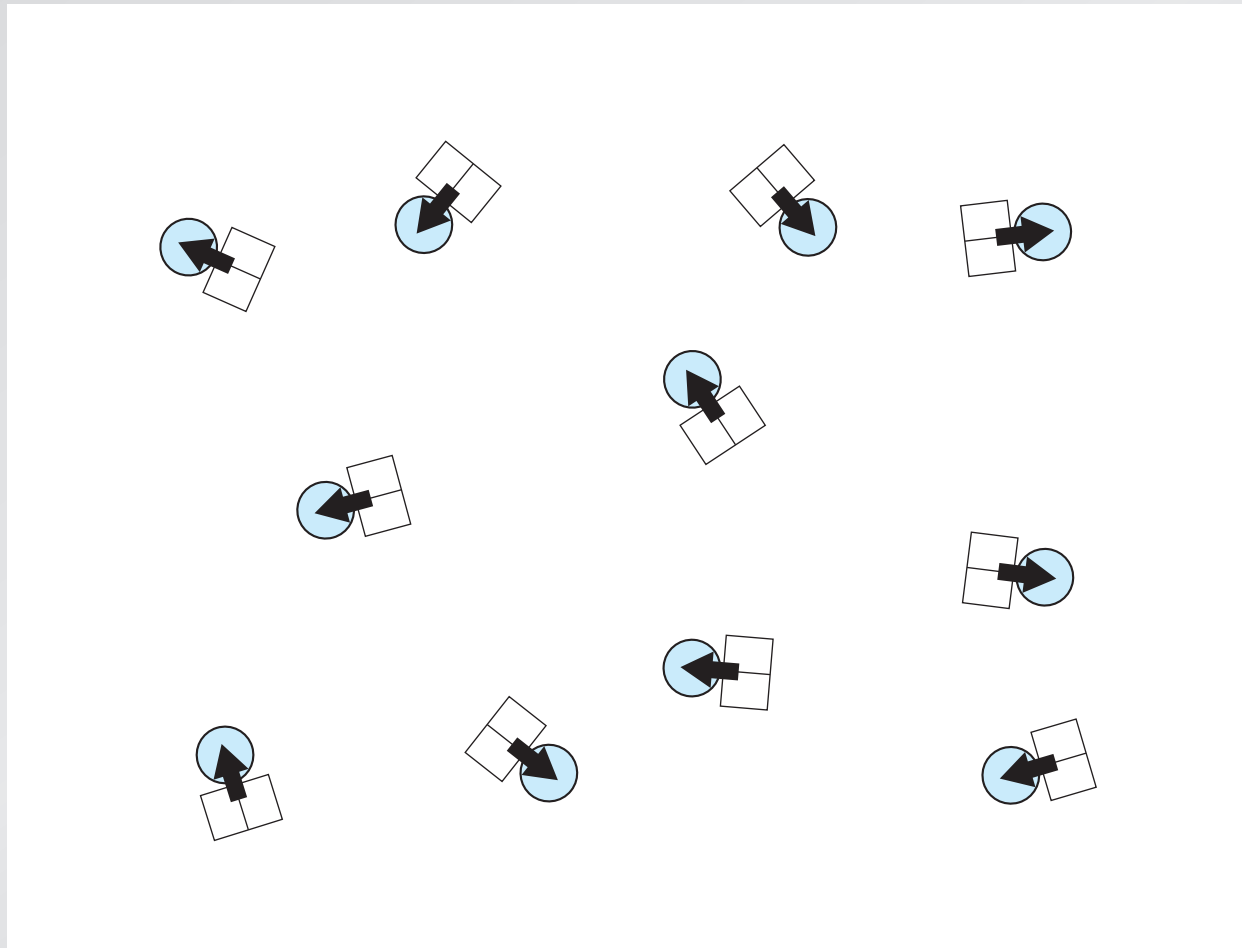
Peer Instruction

2. Move first exposure to material out of classroom



Peer Instruction

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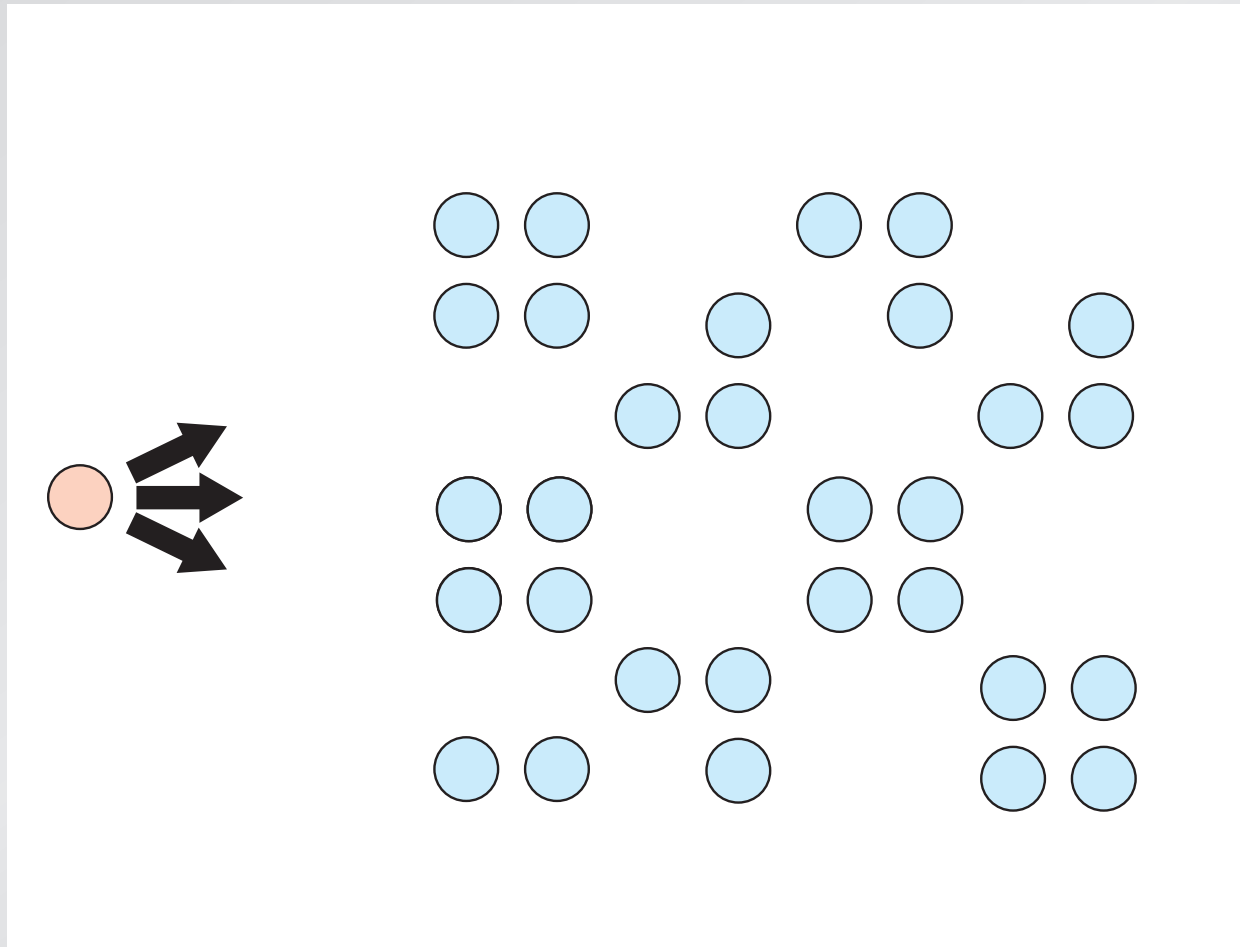
...assign reading!

Peer Instruction

3. Use class period to deepen and broaden understanding

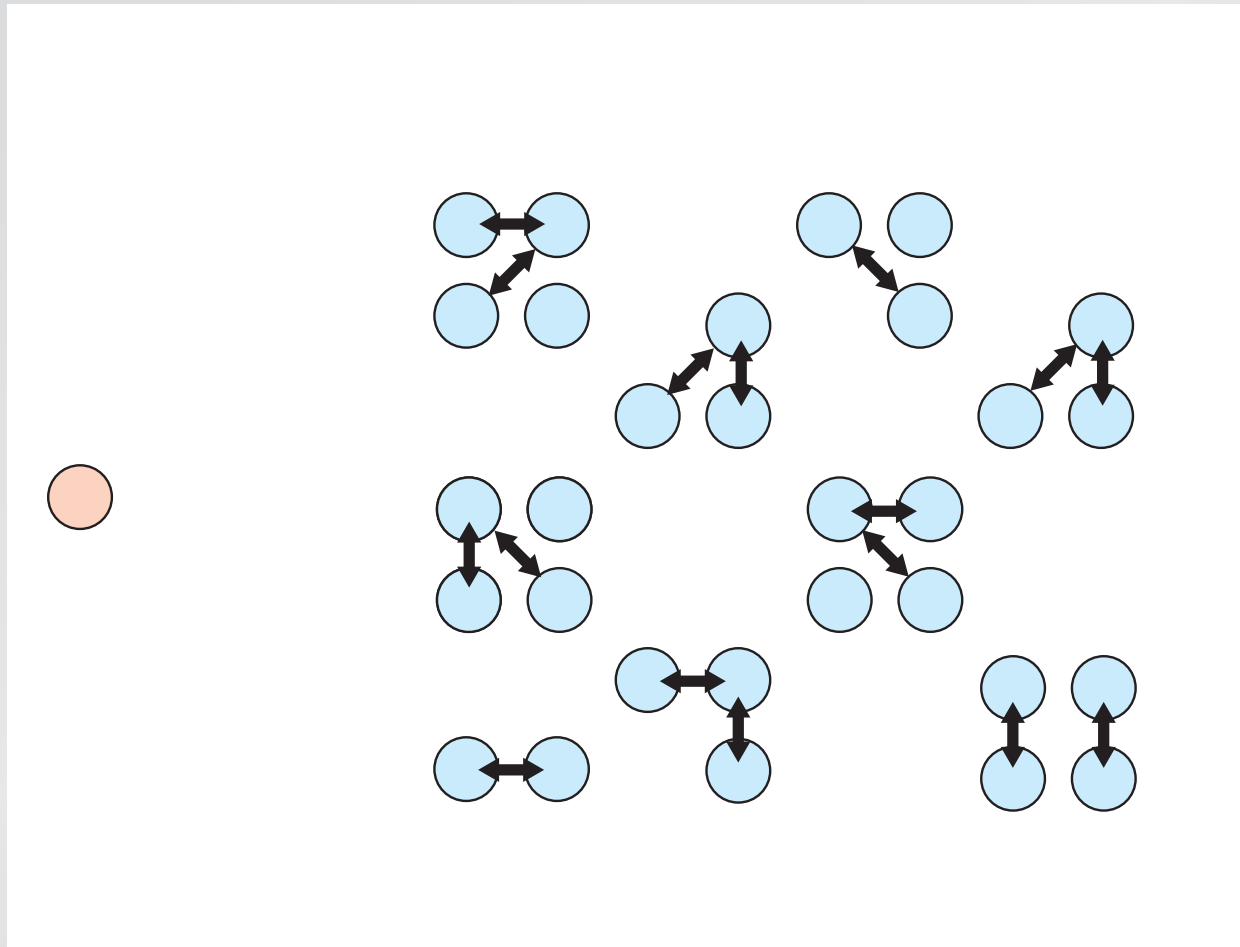
Peer Instruction

...by painting the big picture...



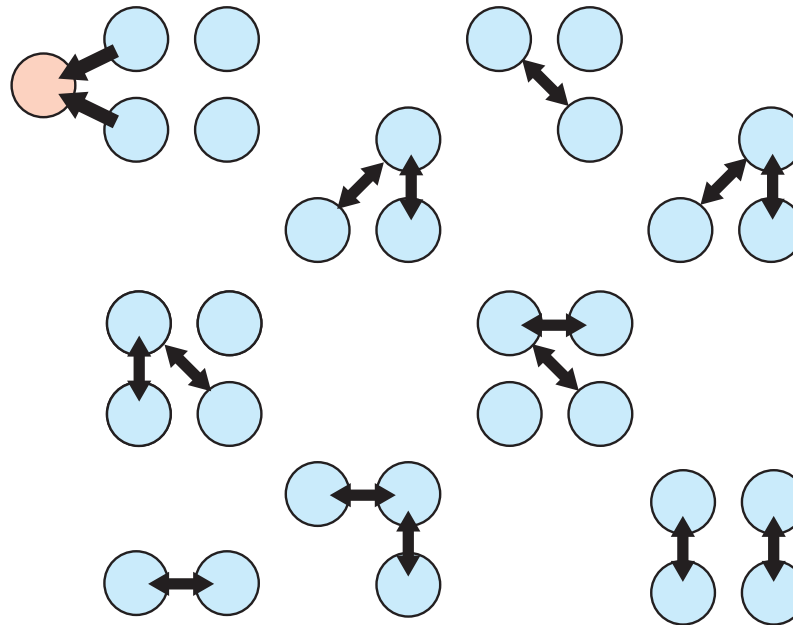
Peer Instruction

...and giving your students time to think and discuss



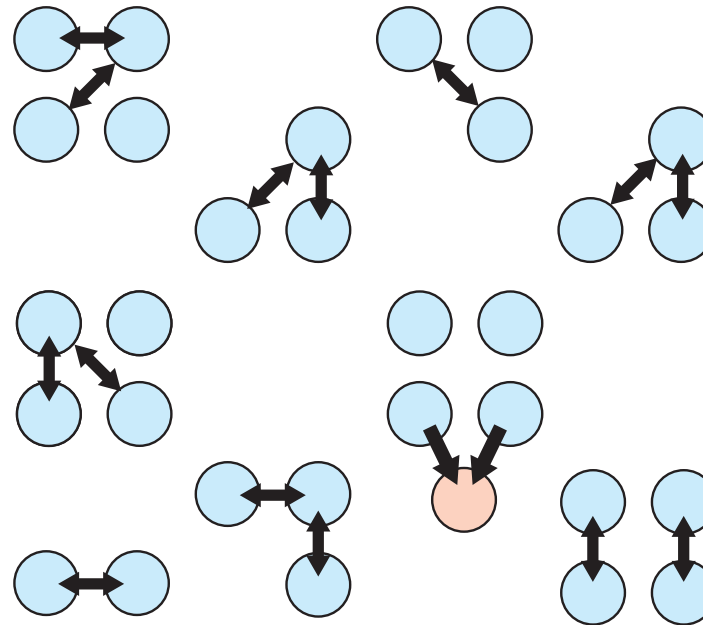
Peer Instruction

Better yet: Learn from your students...



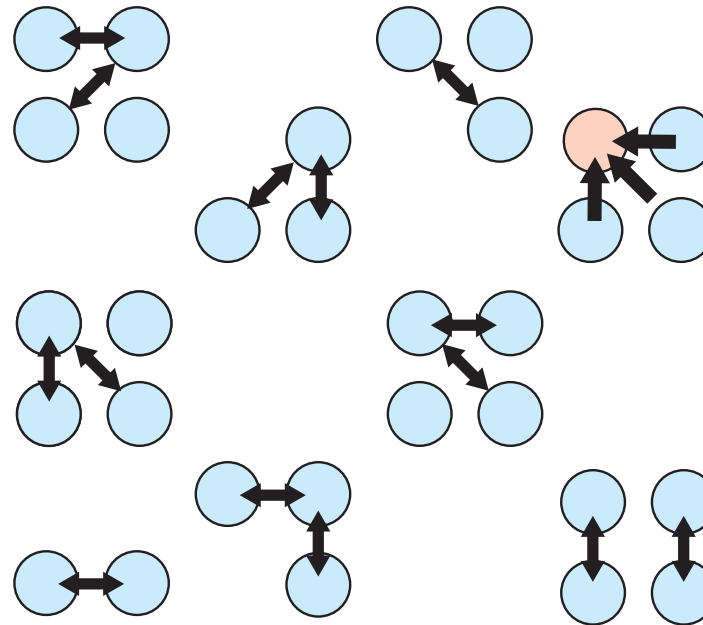
Peer Instruction

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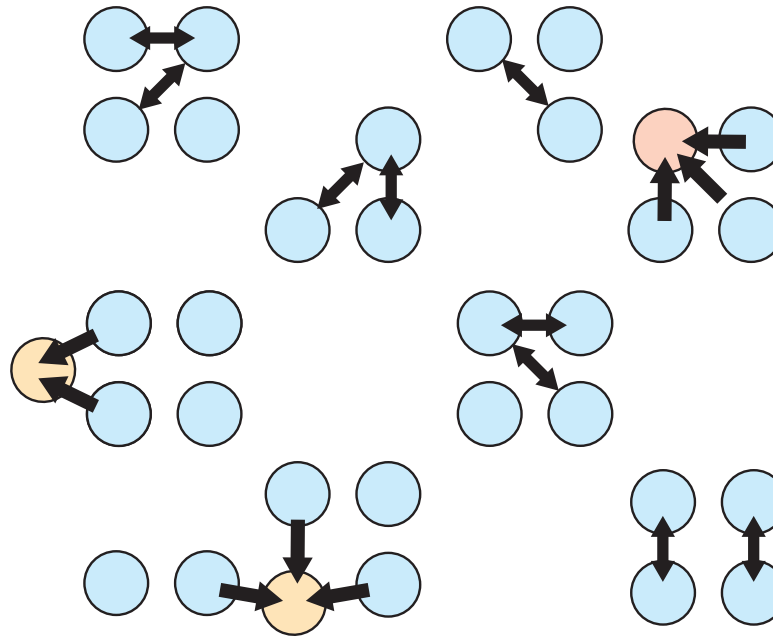
Peer Instruction

Better yet: Learn from your students...



Peer Instruction

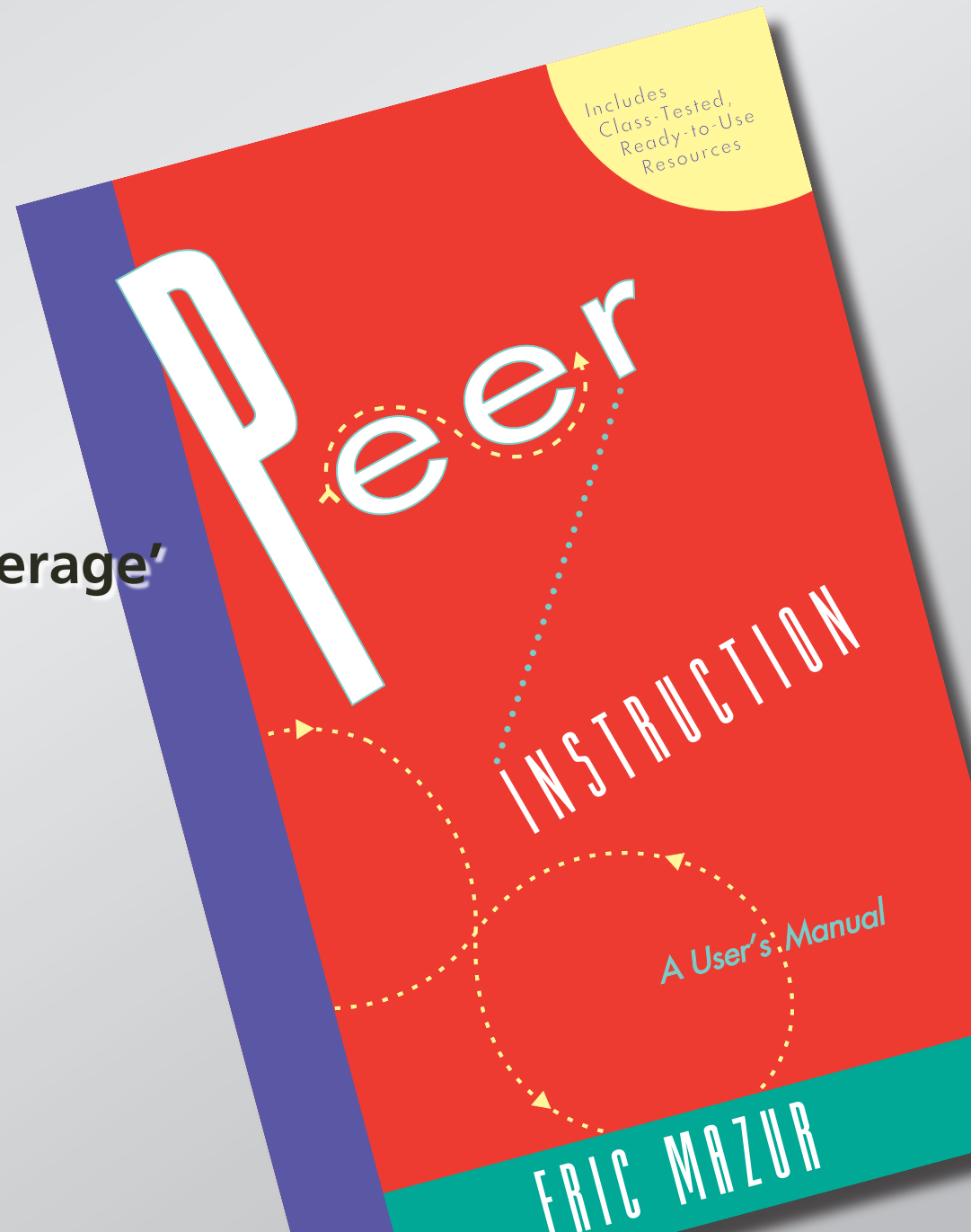
...bring in your Teaching Assistants too!



Peer Instruction

Main features:

- pre-class reading
- in-class: depth, not 'coverage'
- ConcepTests



Peer Instruction

ConcepTest:

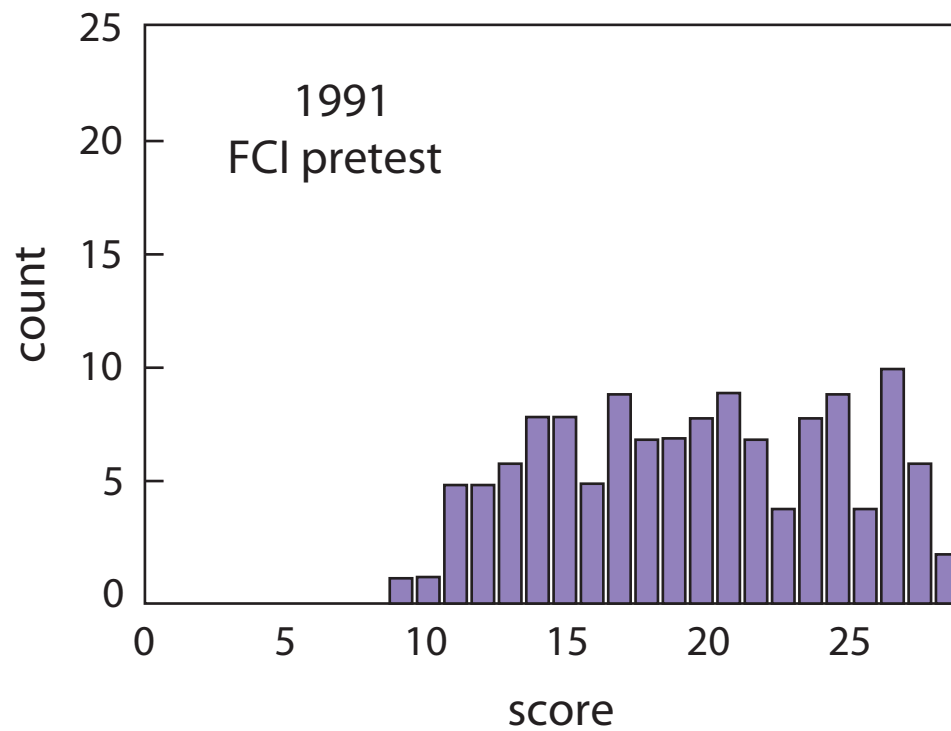
- 1. Question**
- 2. Thinking**
- 3. Individual answer**
- 4. Peer discussion**
- 5. Revised/Group answer**
- 6. Explanation**

Results

is it any good?

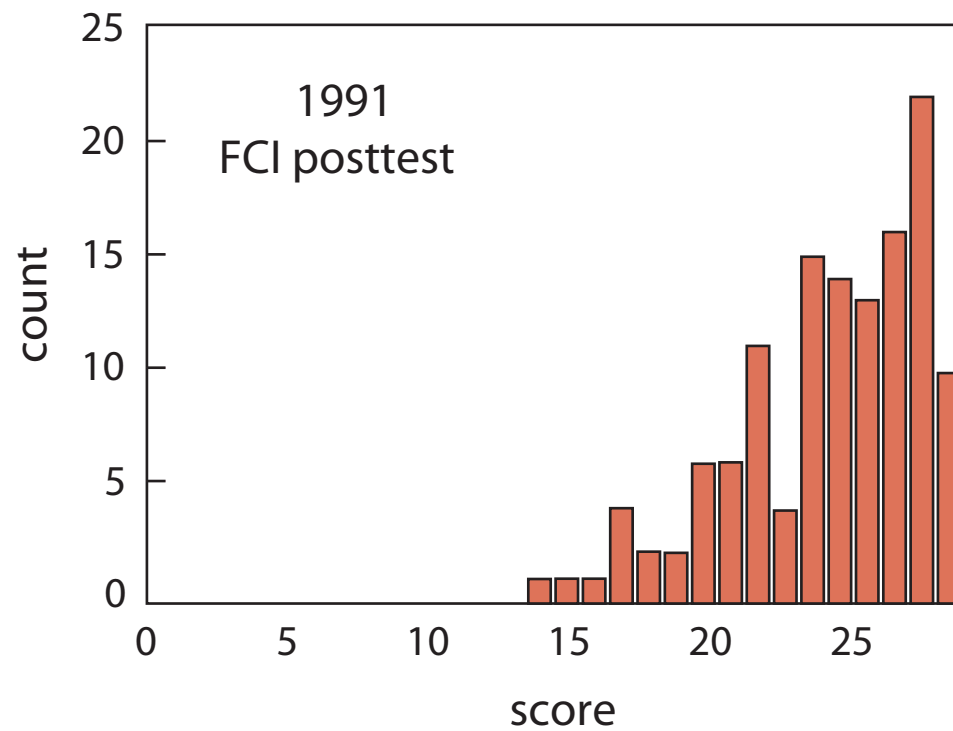
Results

first year of implementing PI



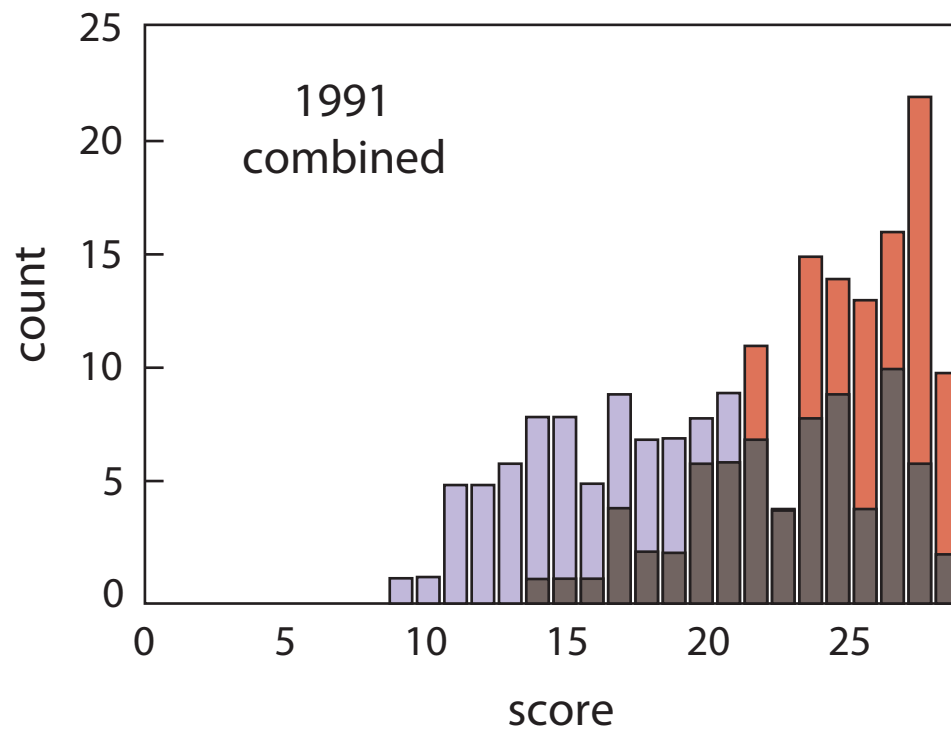
Results

first year of implementing PI

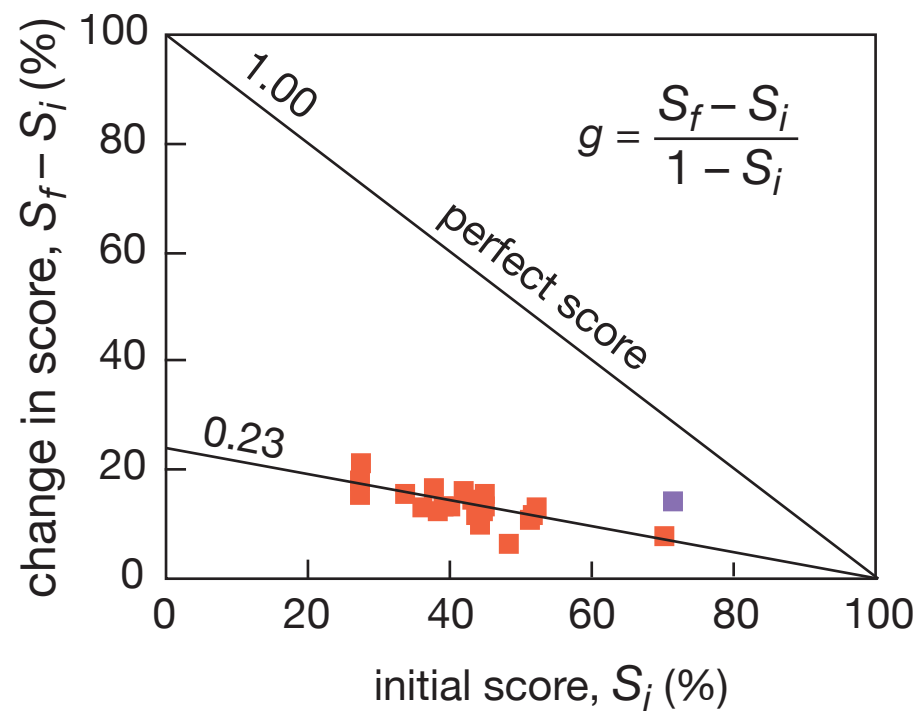


Results

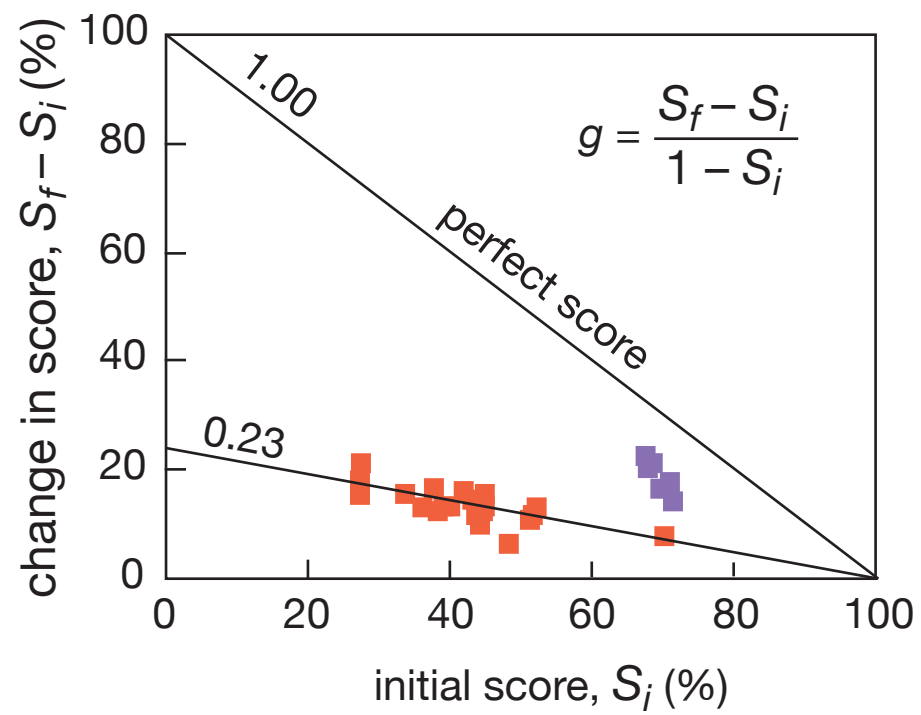
first year of implementing PI



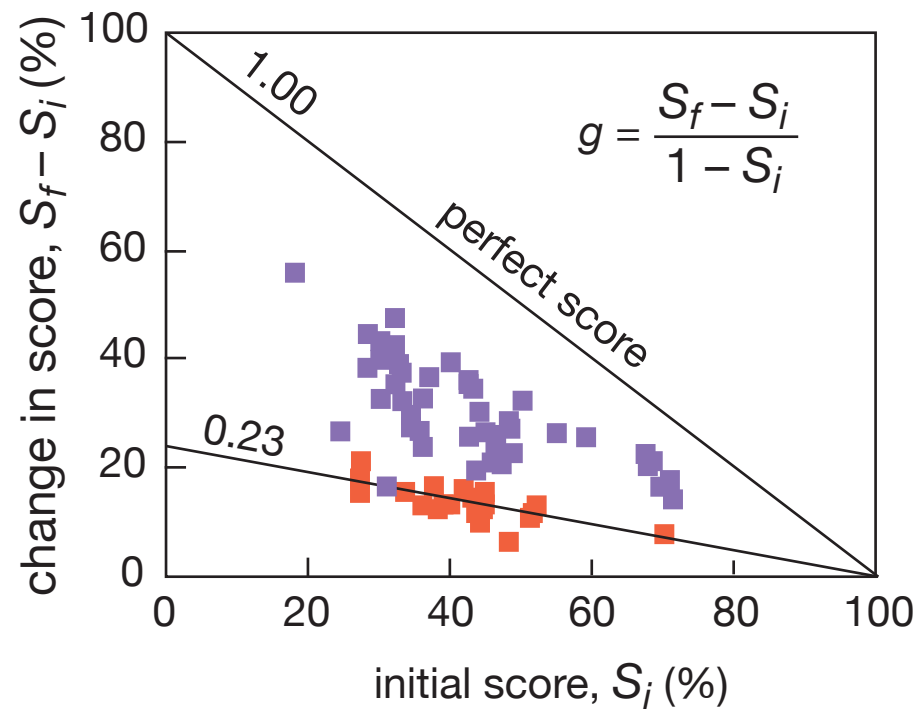
Results



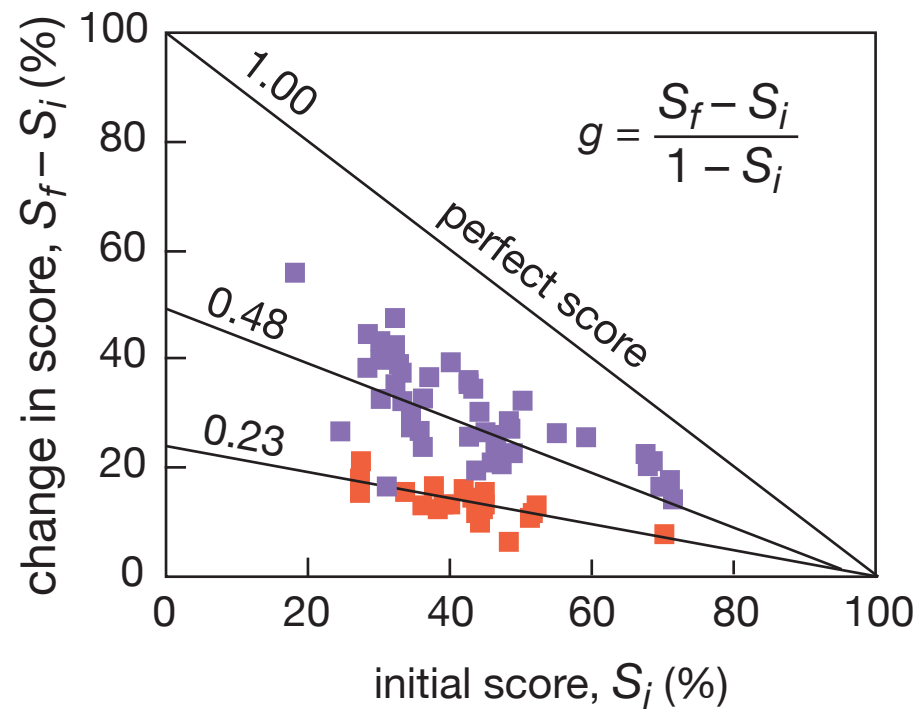
Results



Results



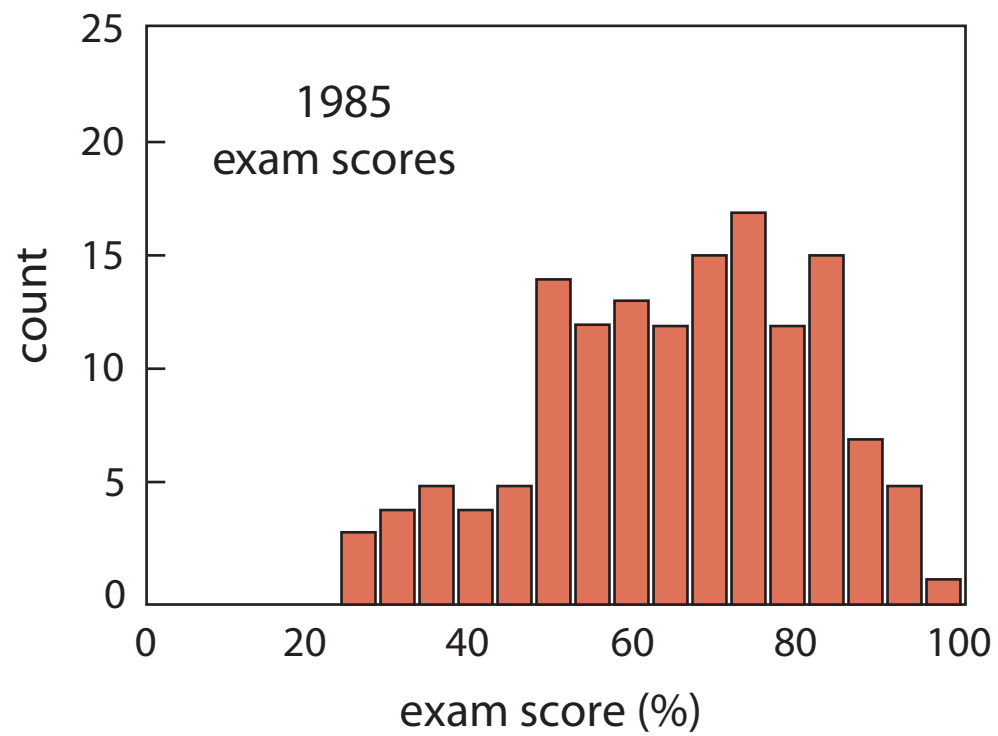
Results



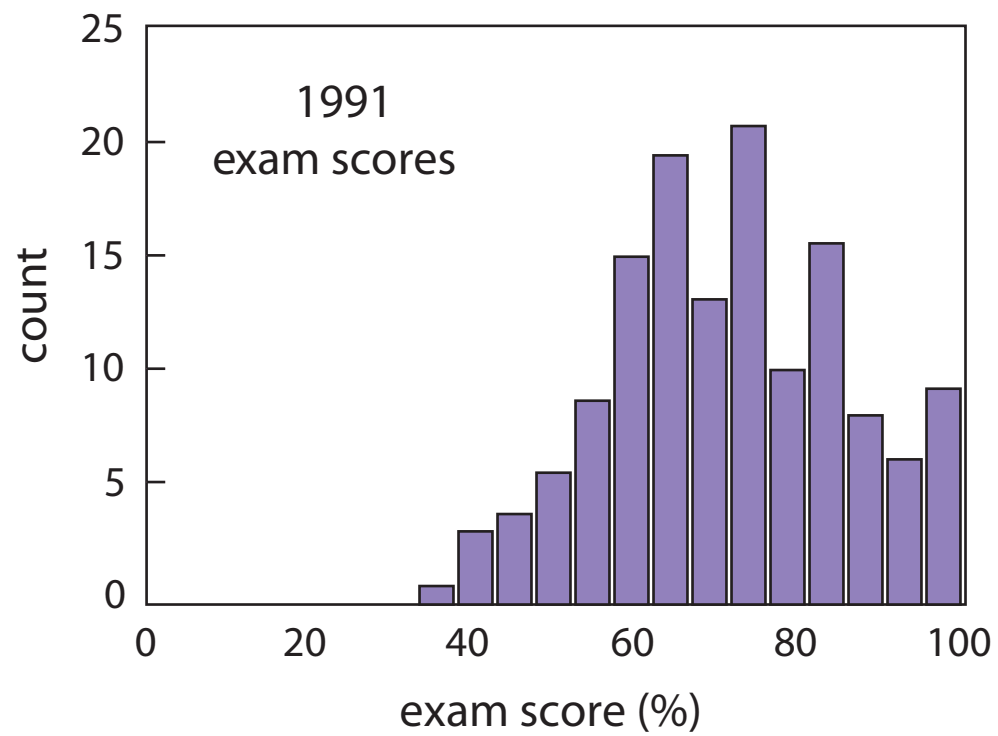
Results

what about problem solving?

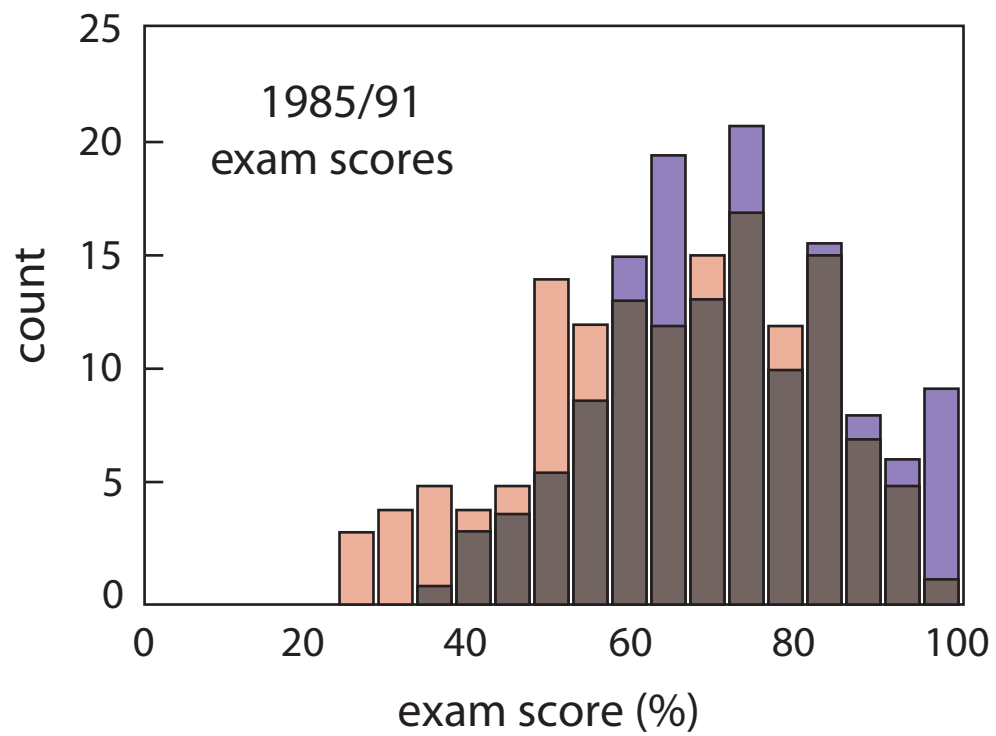
Results



Results



Results



Summary

**So better understanding leads to better
problem solving!**

Summary

So better understanding leads to better problem solving!

(but “good” problem solving doesn’t always indicate understanding!)

Why does it work?

Students:

- promotes thinking
- helps uncover and address misunderstanding
- boosts confidence

Why does it work?

Students:

- promotes thinking
- helps uncover and address misunderstanding
- boosts confidence

Faculty:

- change of format, not content
- with existing questions, little effort
- adaptable

Conclusion

A little reorganization goes a long way!

Funding:

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