

Confessions of a converted lecturer

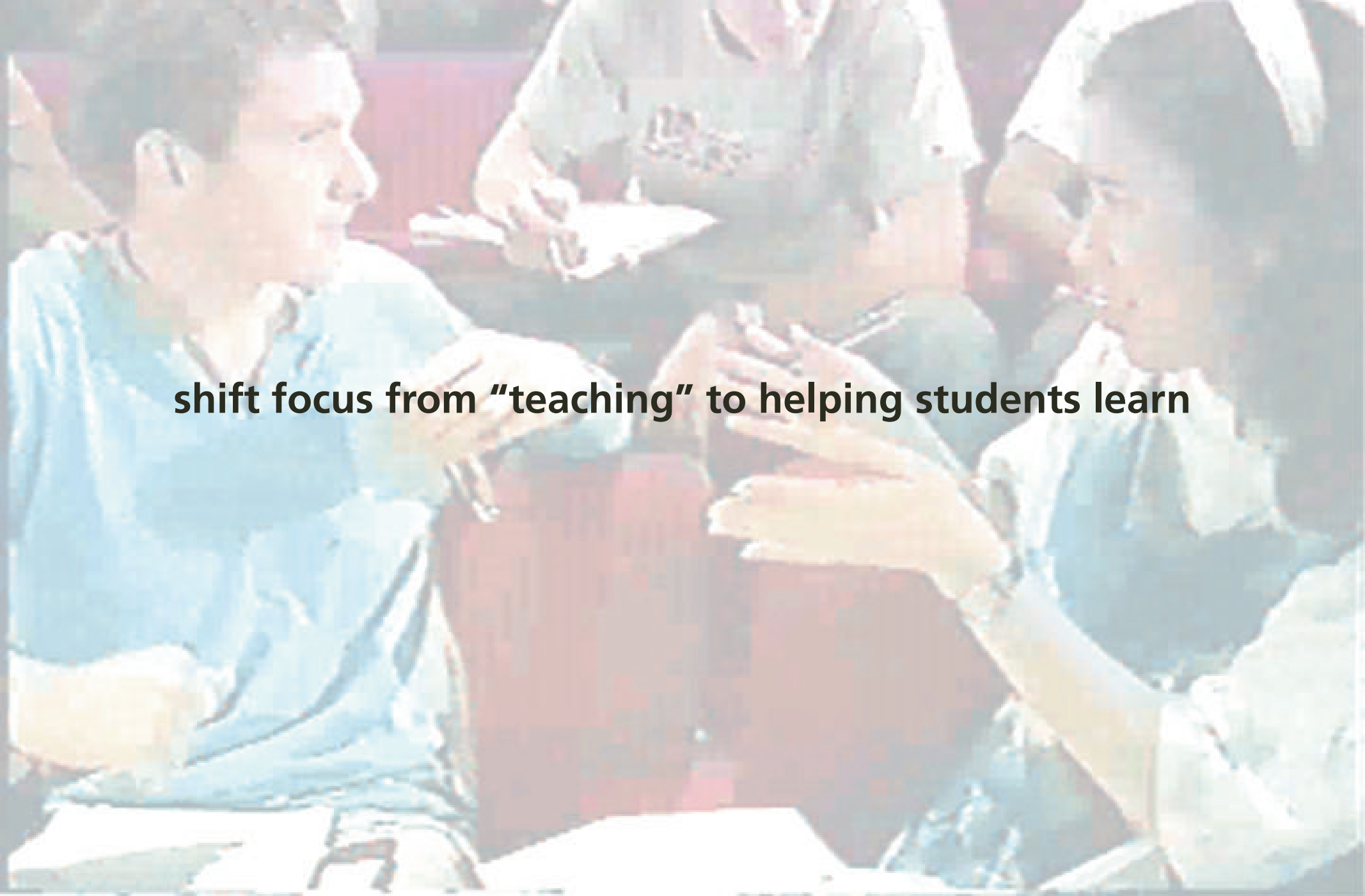


University of Kentucky
Lexington, KY, 24 October 2007



My message

shift focus from "teaching" to helping students learn



Outline

- Education



Outline

- Education
- Peer Instruction



Outline

- Education
- Peer Instruction
- Results



Education



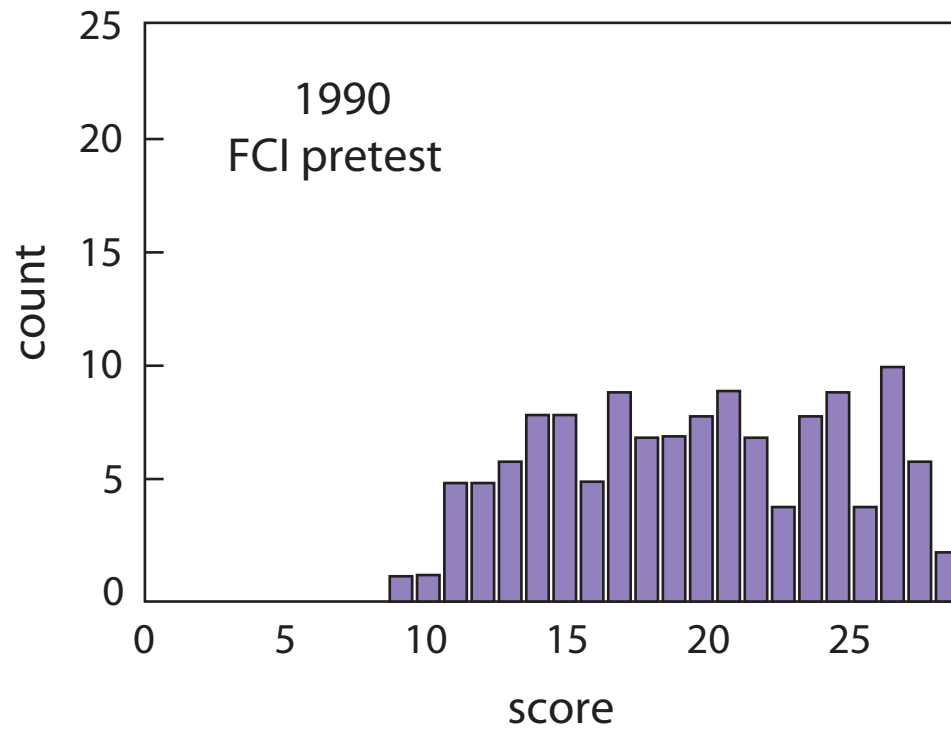
Education

lectures focus on delivery of information

A wide-angle photograph of a large lecture hall. The room is filled with students seated at long desks, all facing towards the front. At the front of the room, a lecturer is standing at a podium, addressing the class. The walls are a deep blue color, and there are several large screens or posters displayed on the wall behind the lecturer. The lighting is somewhat dim, typical of a lecture hall.

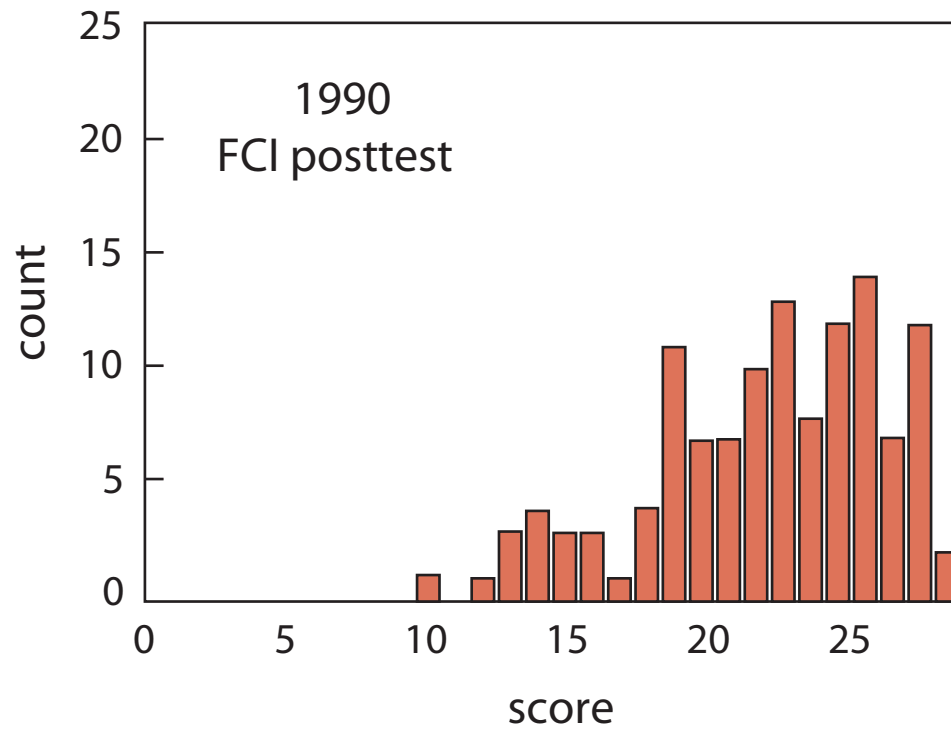
Education

education is not just information transfer



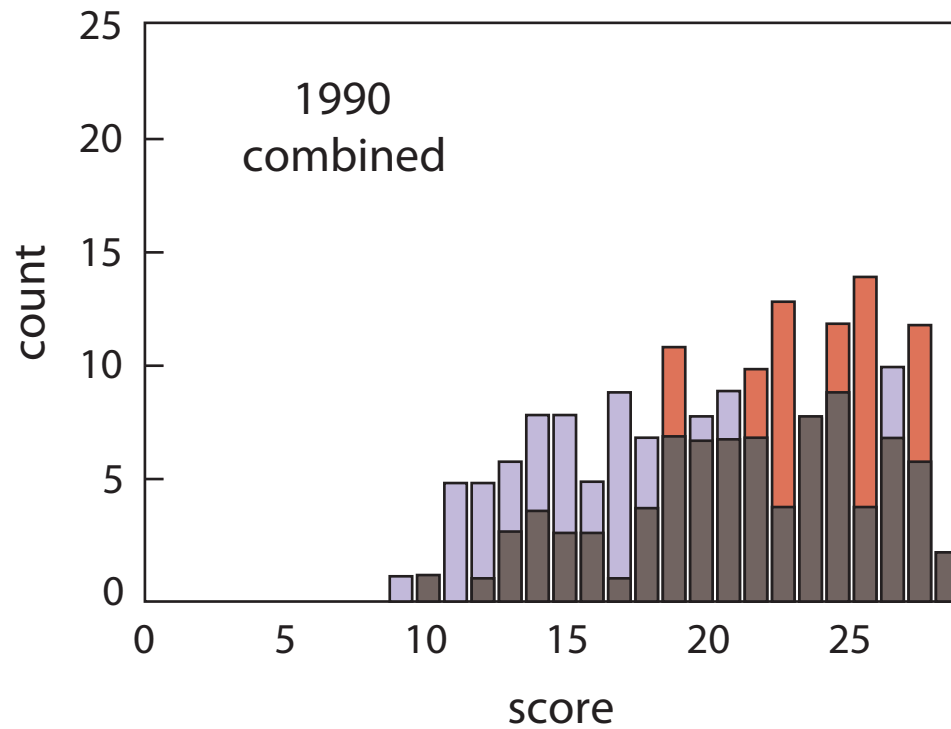
Education

education is not just information transfer

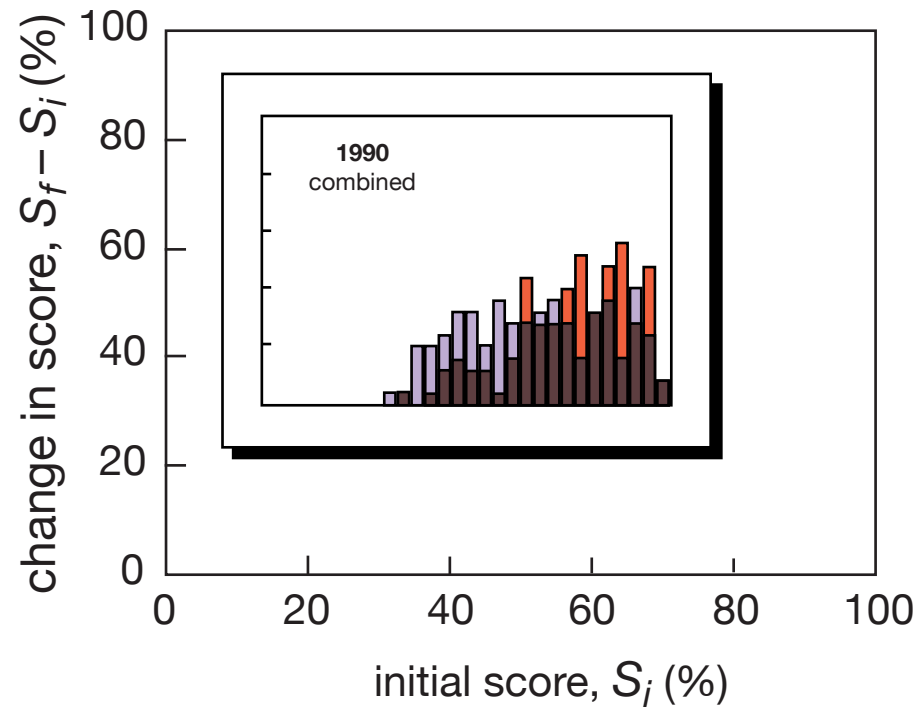


Education

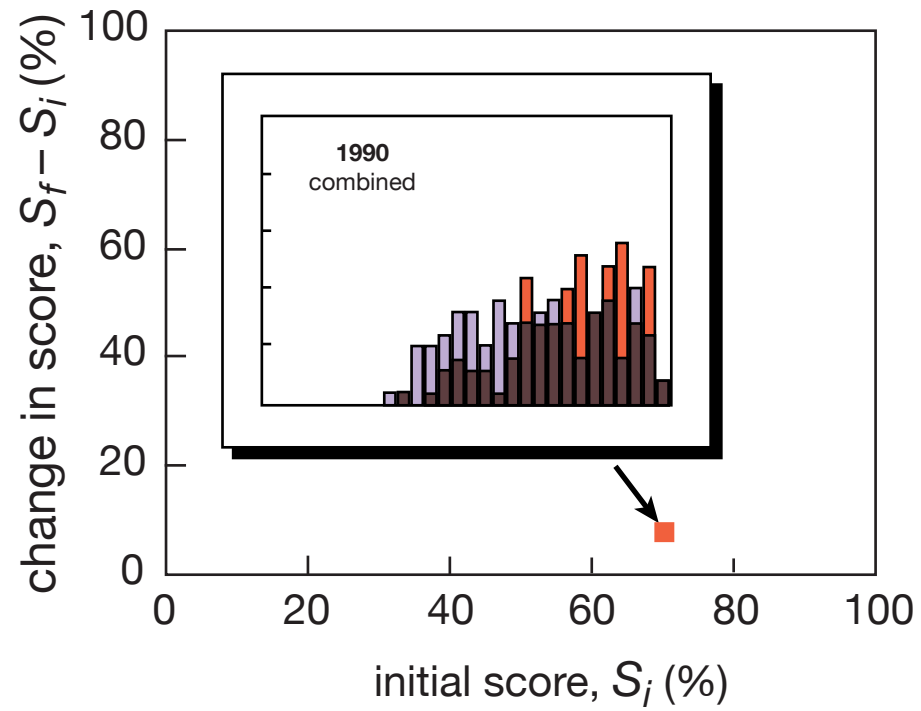
education is not just information transfer



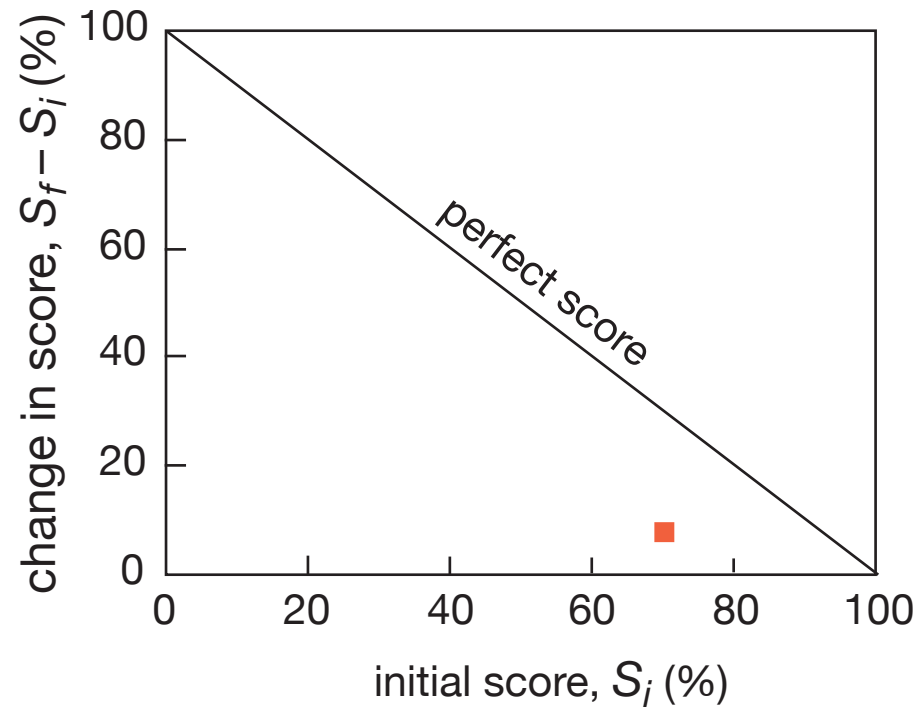
Education



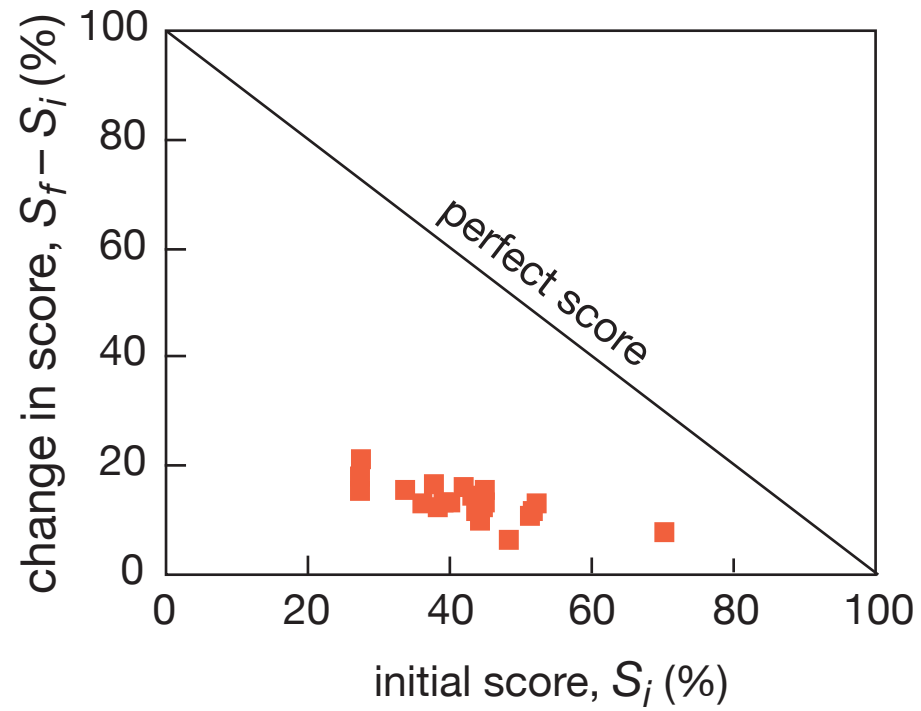
Education



Education

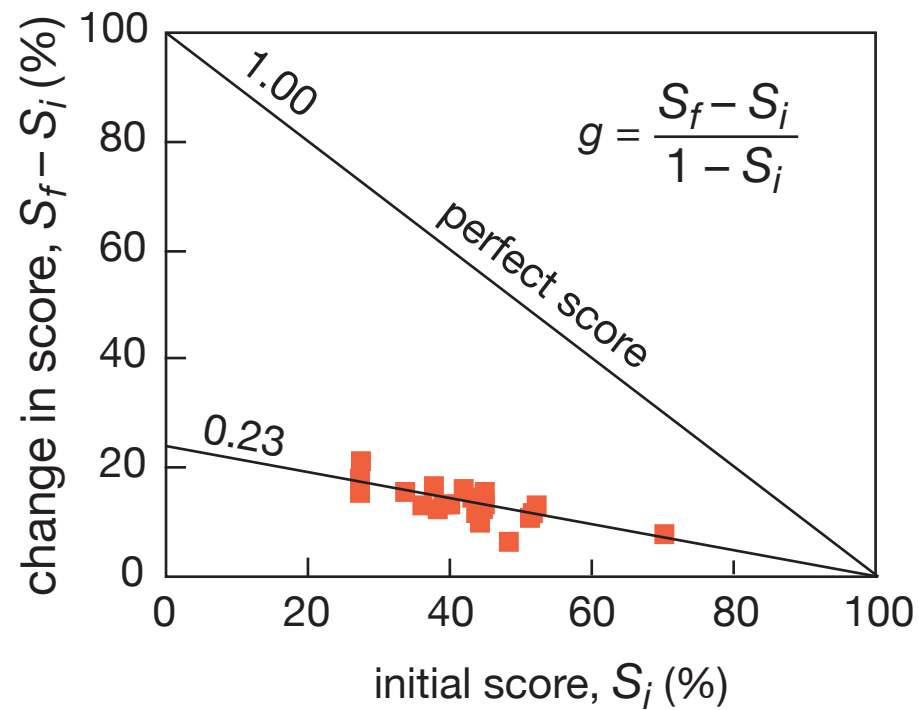


Education



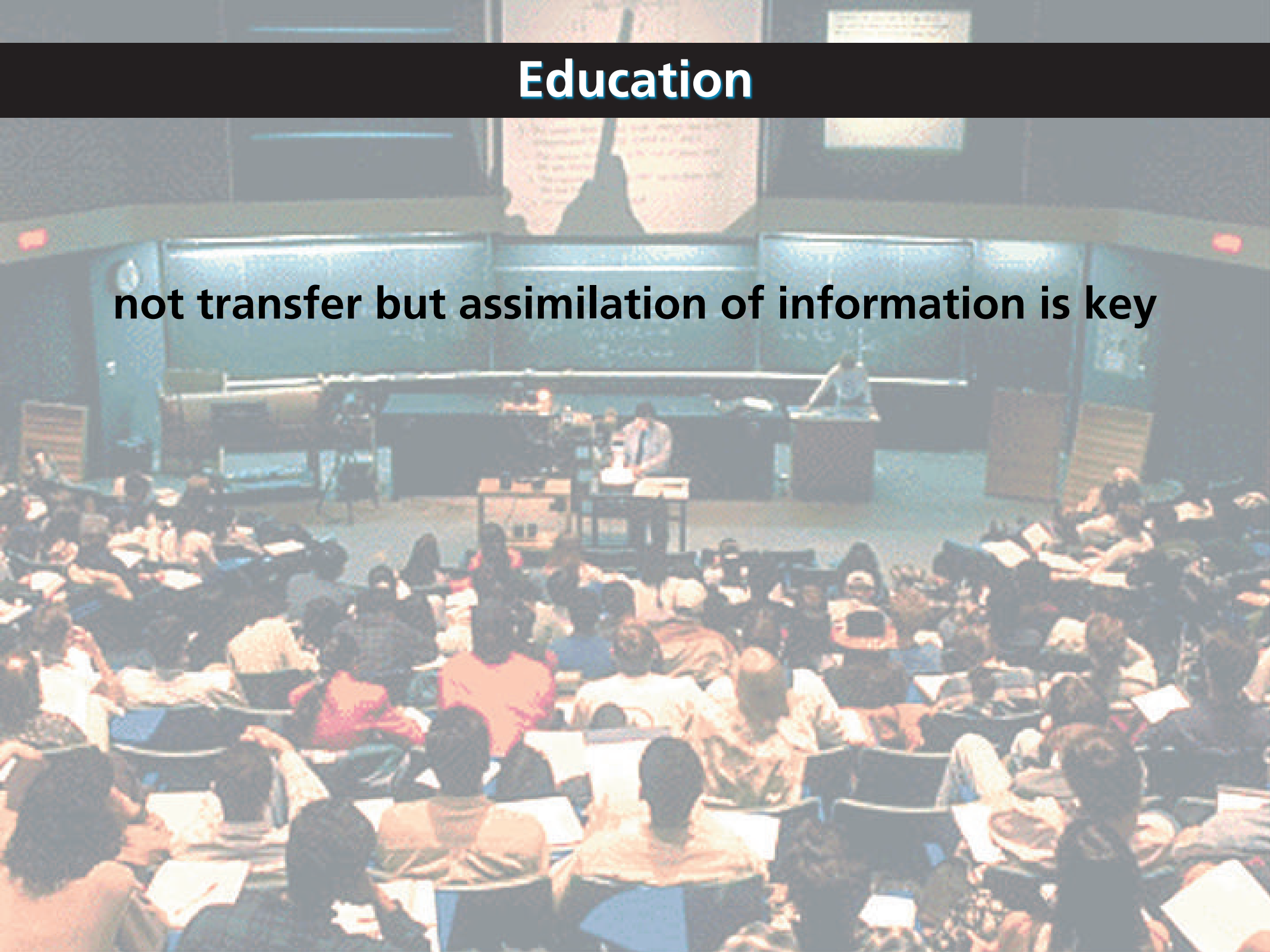
Education

only one quarter of maximum gain realized



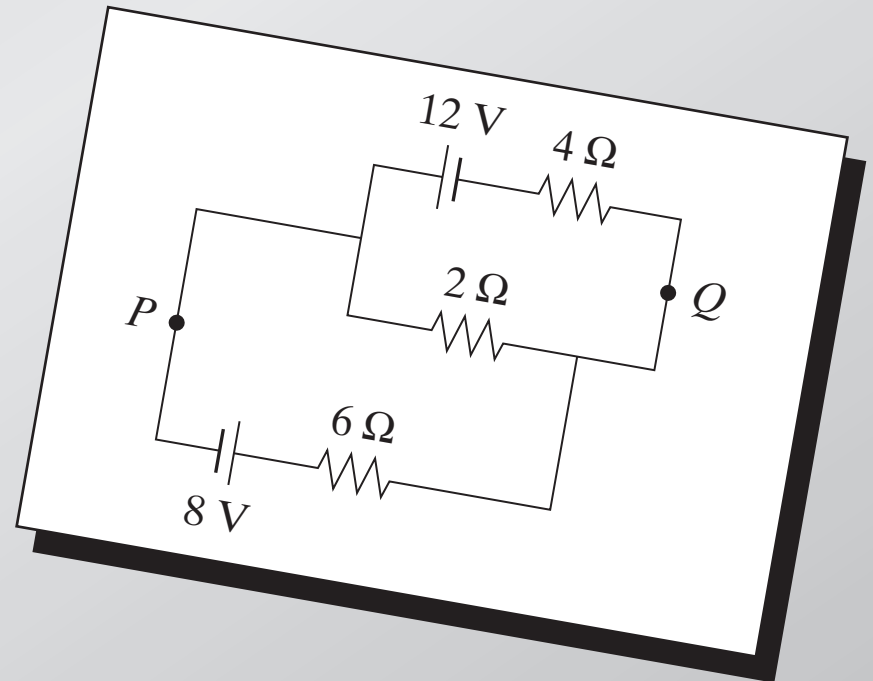
Education

not transfer but assimilation of information is key



Education

conventional problems misleading



Education

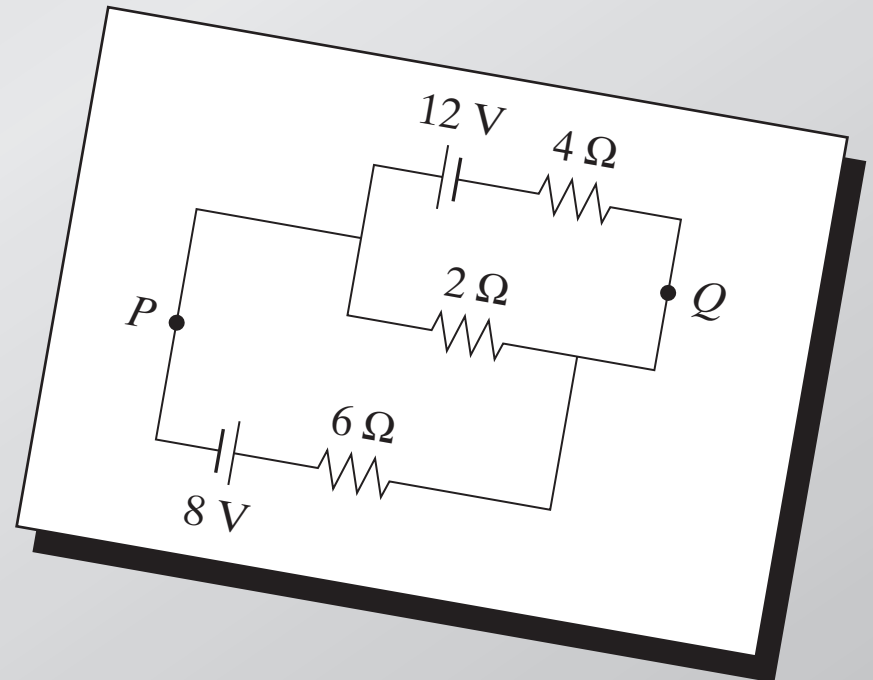
conventional problems misleading

Calculate:

(a) current in 2- Ω resistor

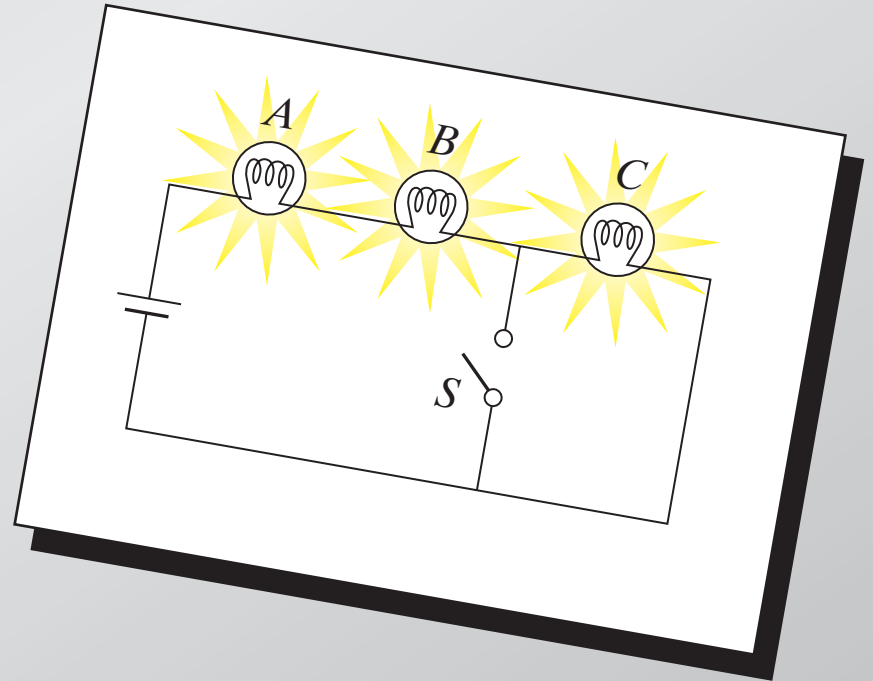
(b) potential difference

between P and Q



Education

are the basic principles understood?

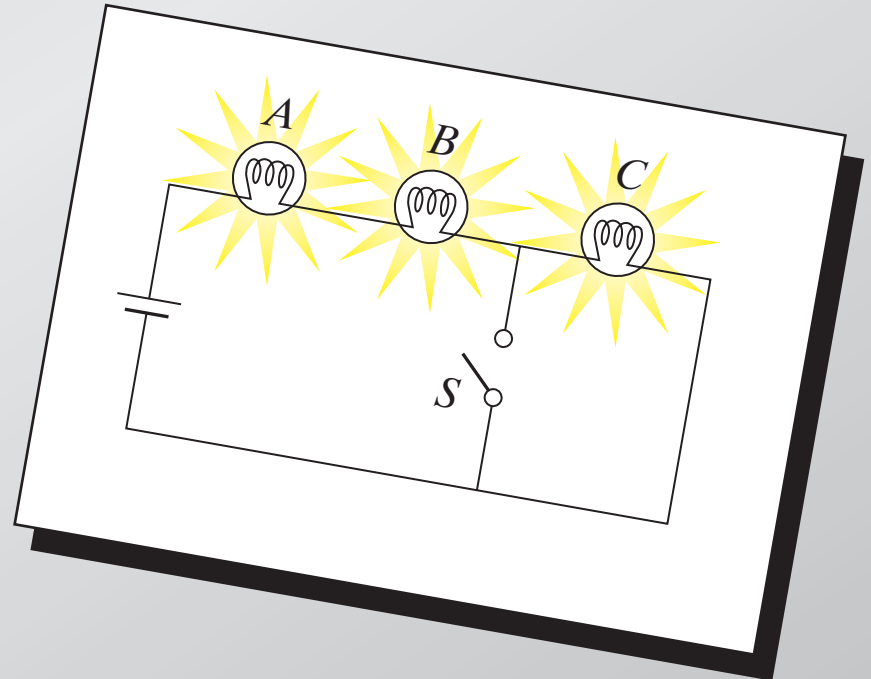


Education

are the basic principles understood?

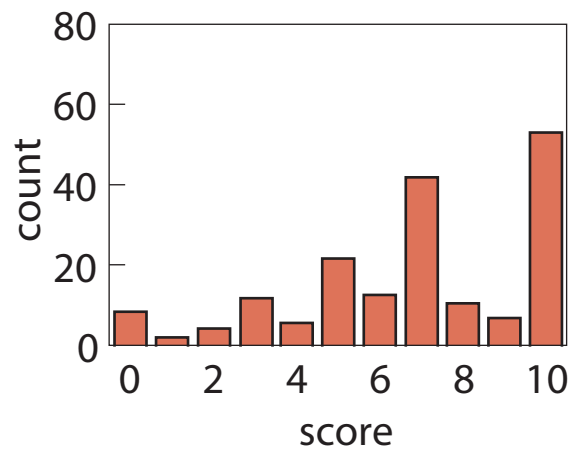
When S is closed, what happens to:

- (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?

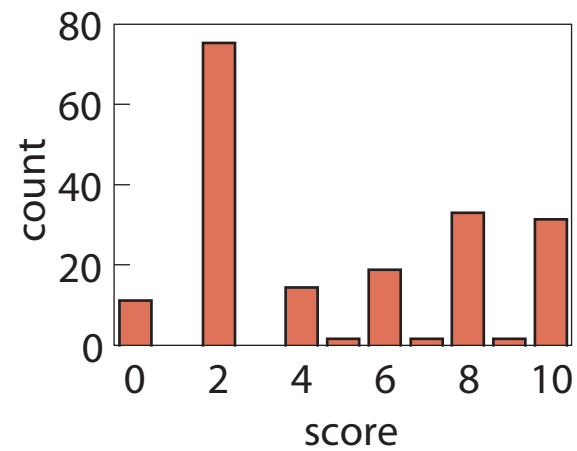


Education

conventional

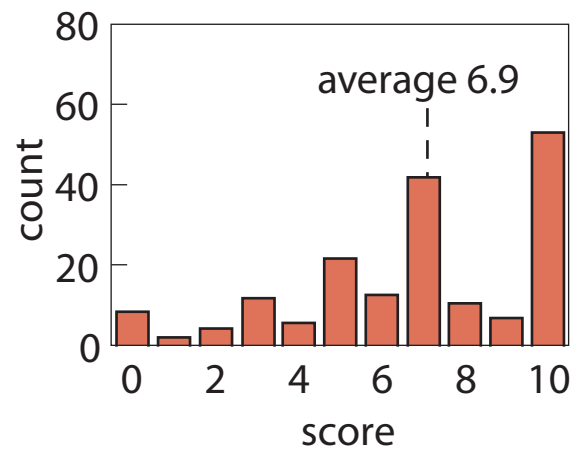


conceptual

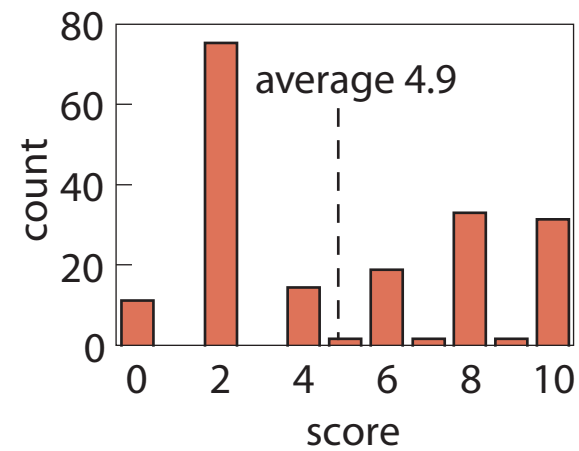


Education

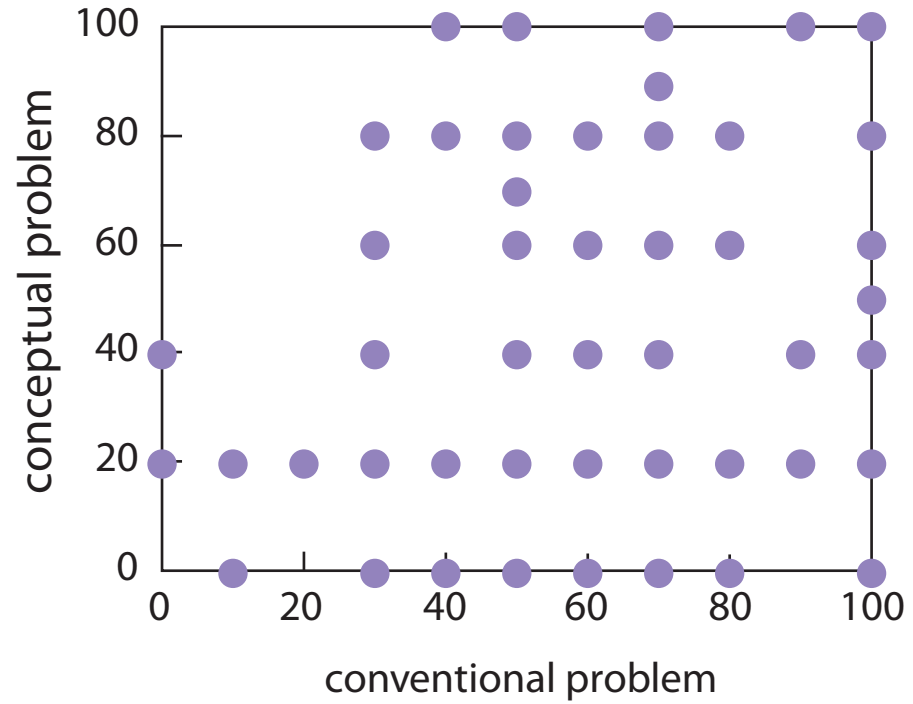
conventional



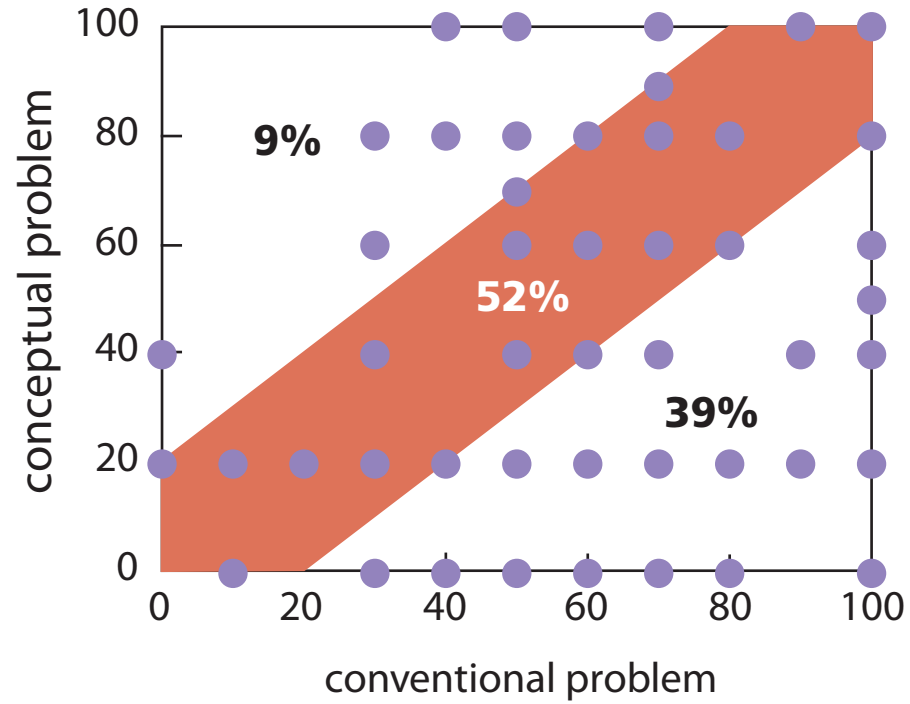
conceptual



Education



Education





So what should we do?

Peer Instruction

Give students more responsibility for gathering information...

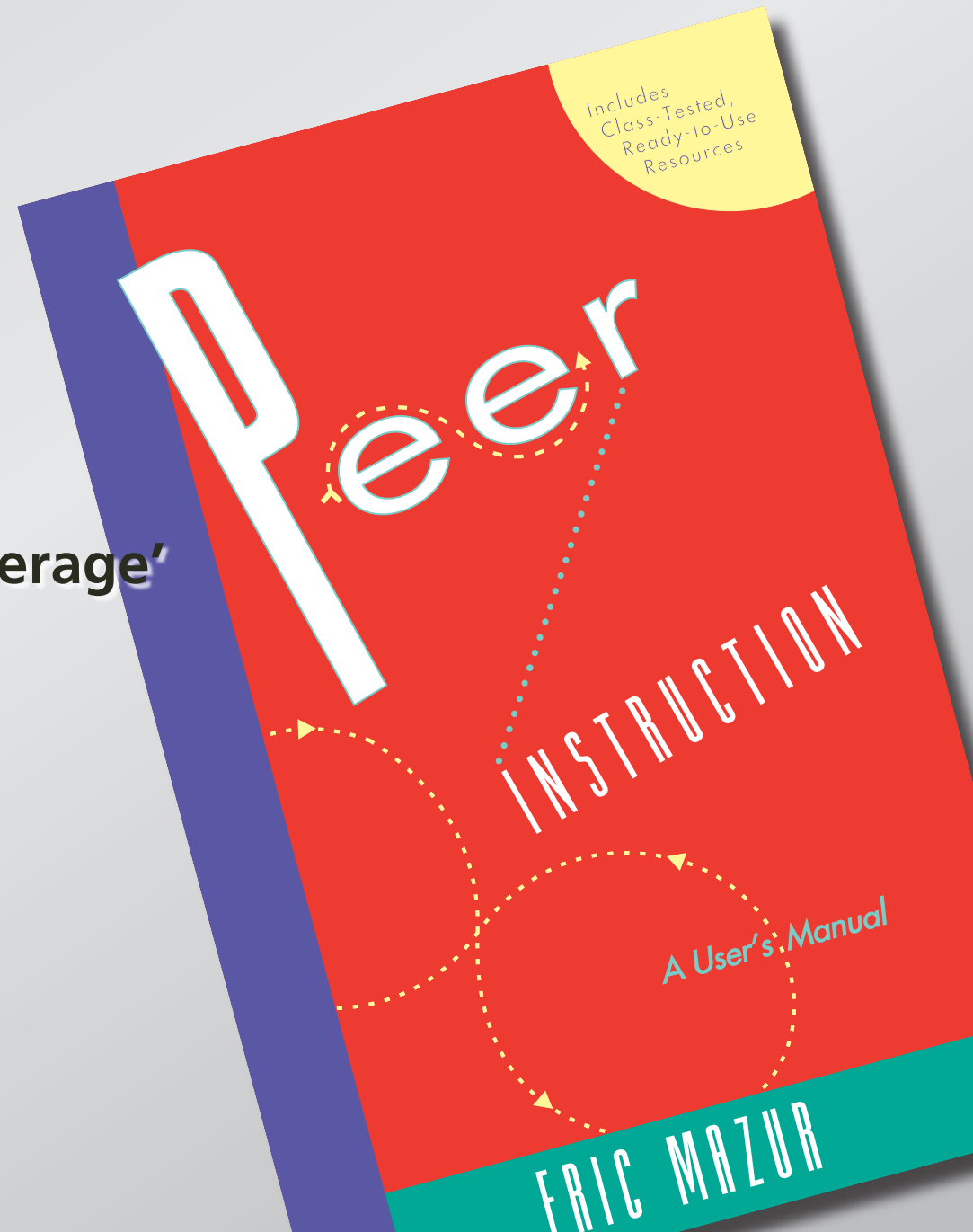
Peer Instruction

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

Peer Instruction

Main features:

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



Peer Instruction

ConcepTest:

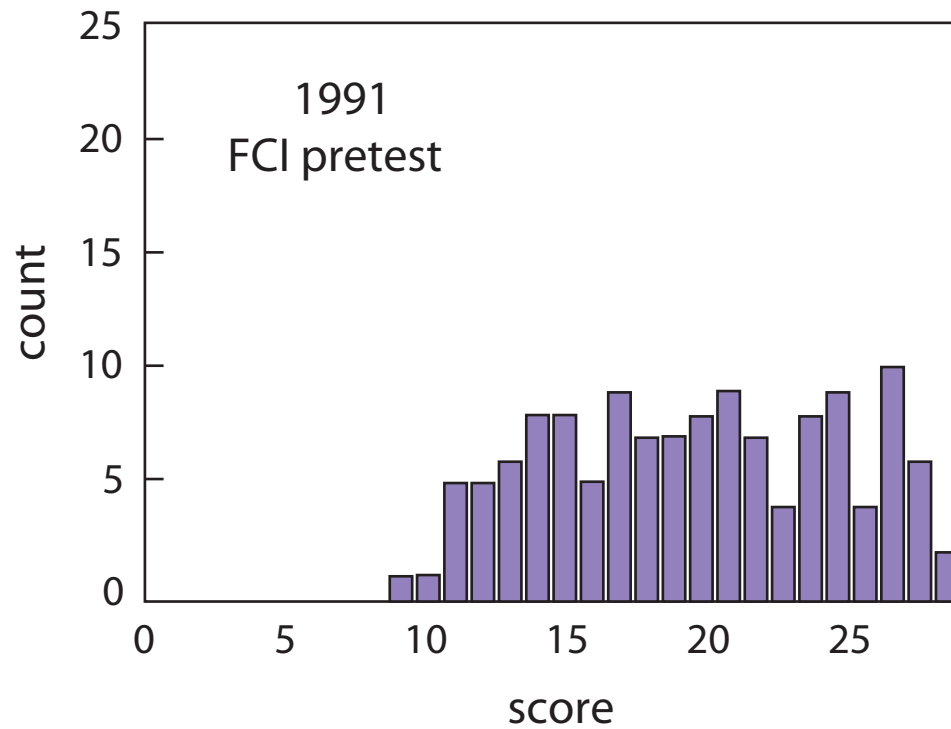
- 1. Question**
- 2. Thinking**
- 3. Individual answer**
- 4. Peer discussion**
- 5. Revised/Group answer**
- 6. Explanation**

Results

is it any good?

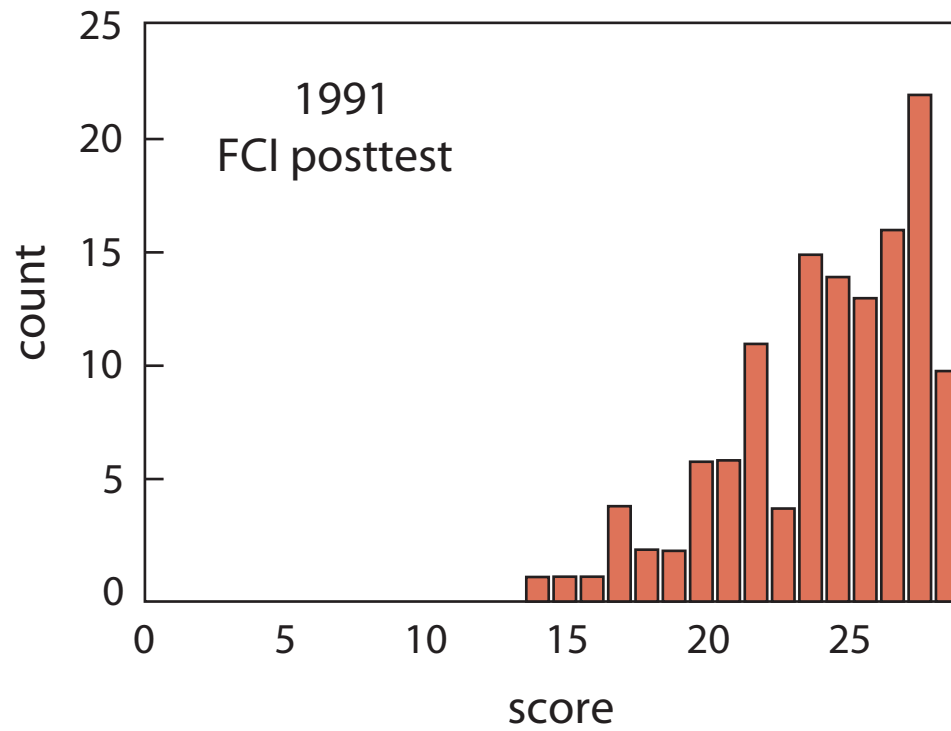
Results

first year of implementing PI



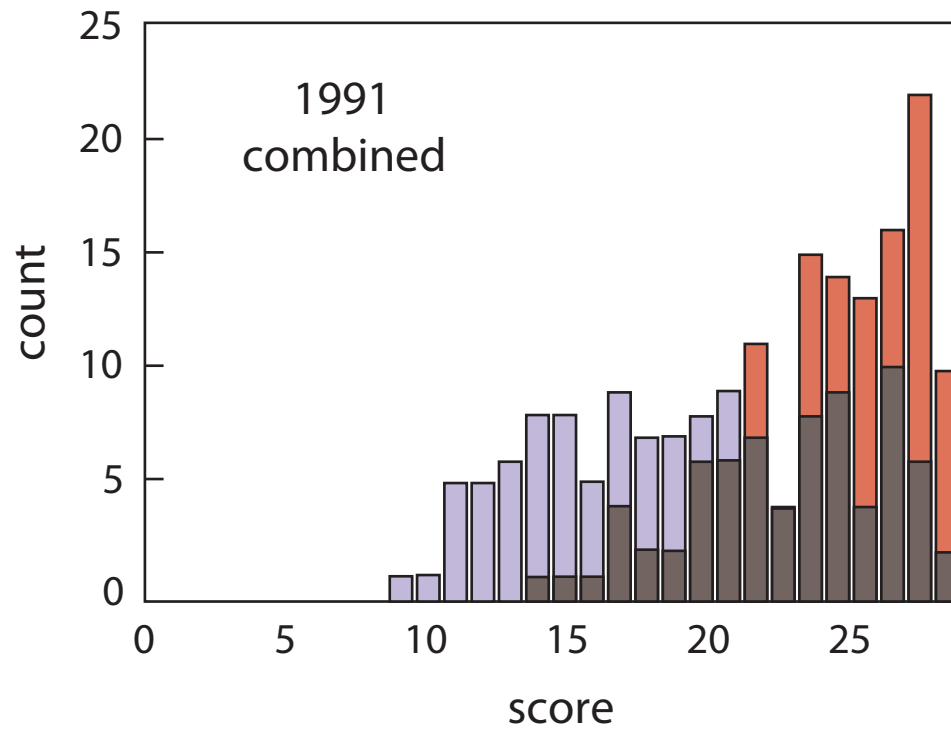
Results

first year of implementing PI

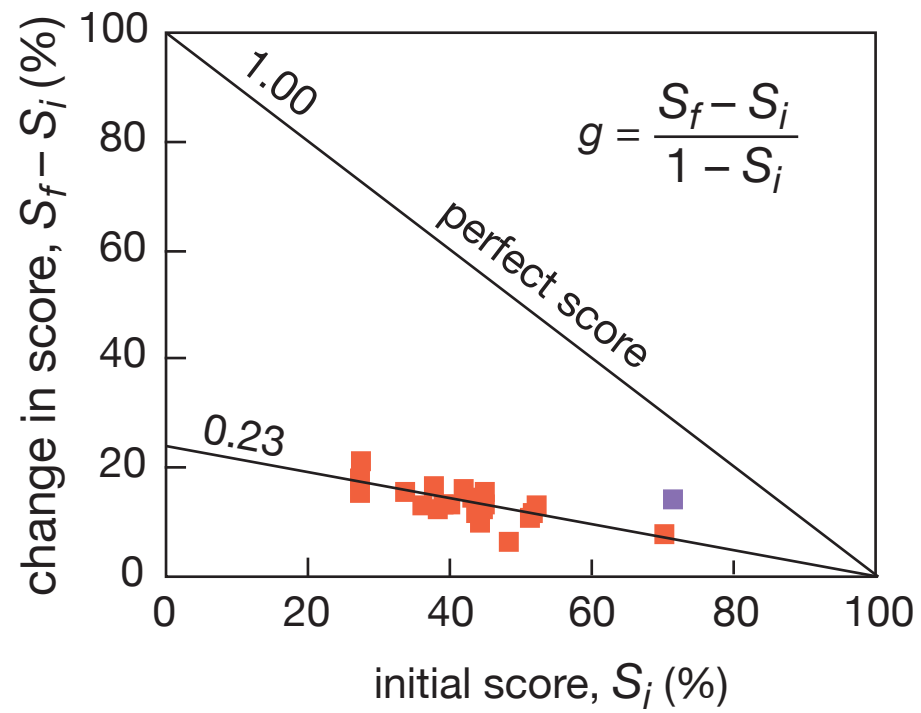


Results

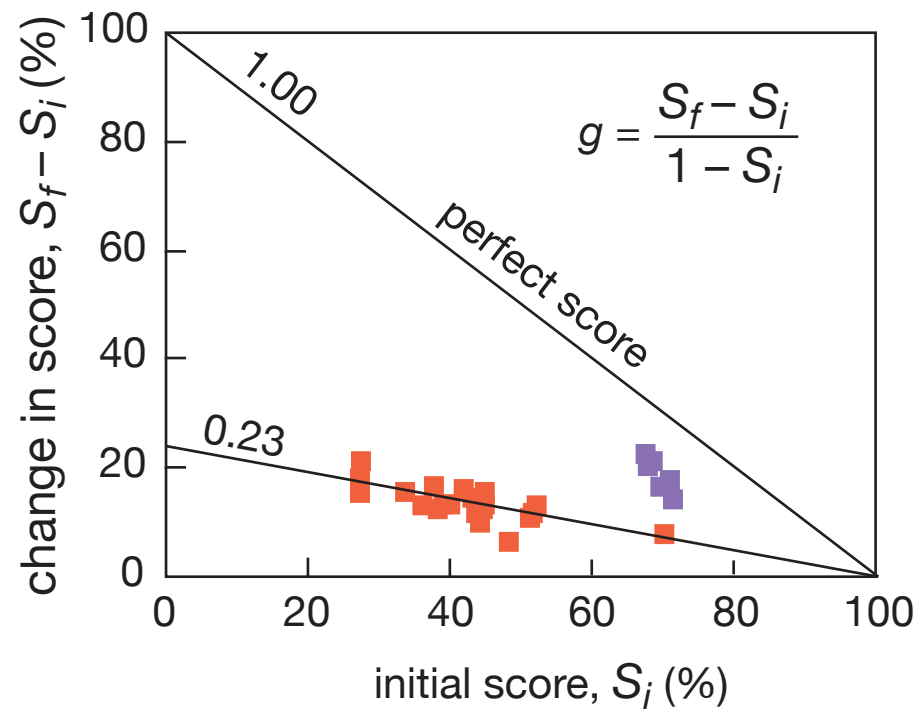
first year of implementing PI



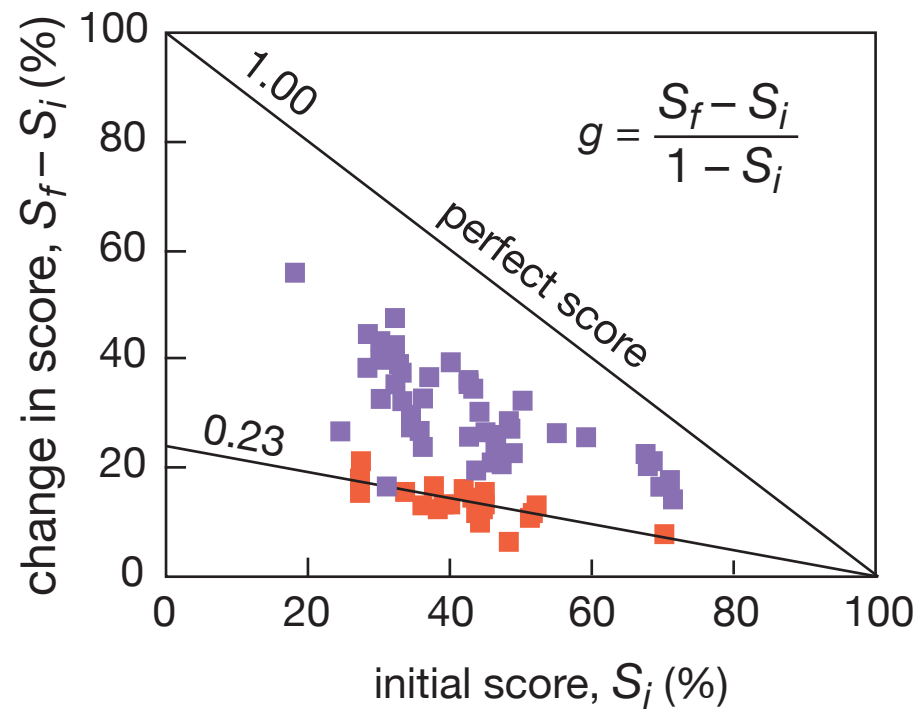
Results



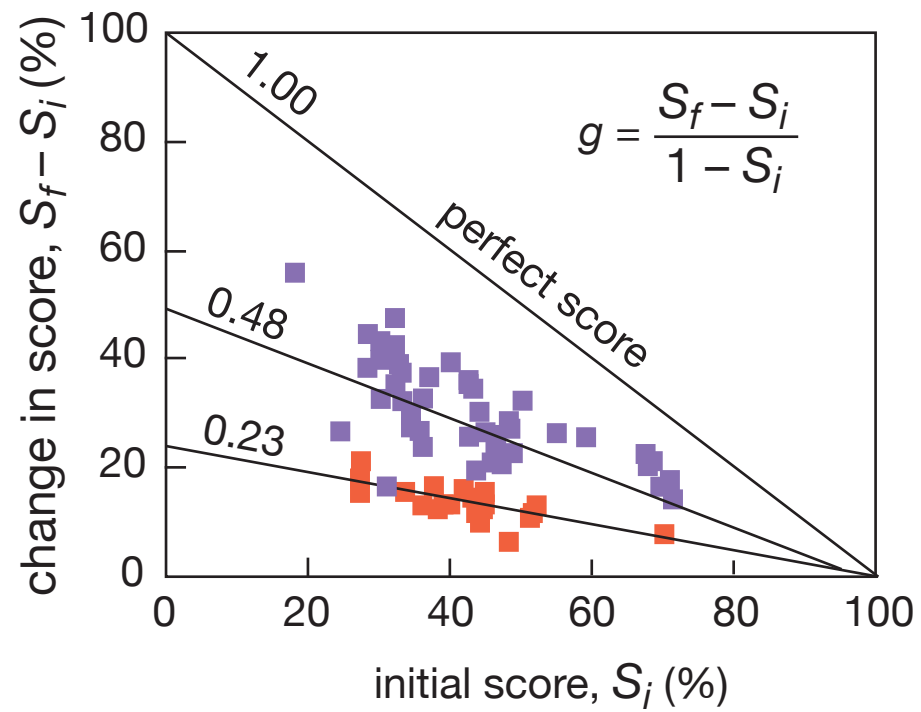
Results



Results



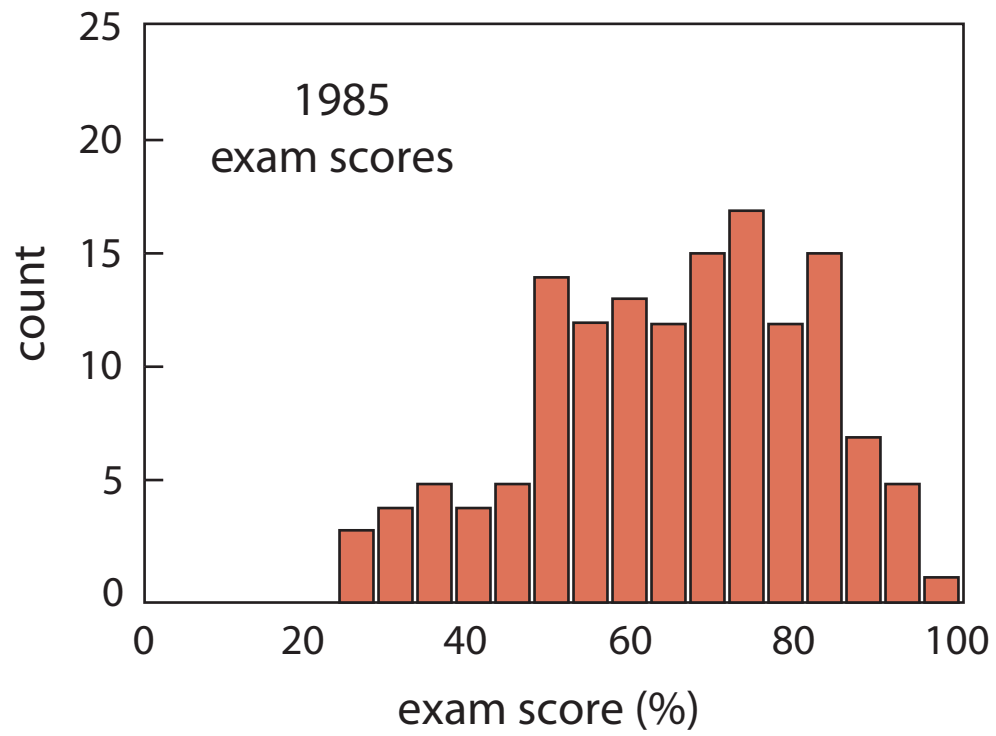
Results



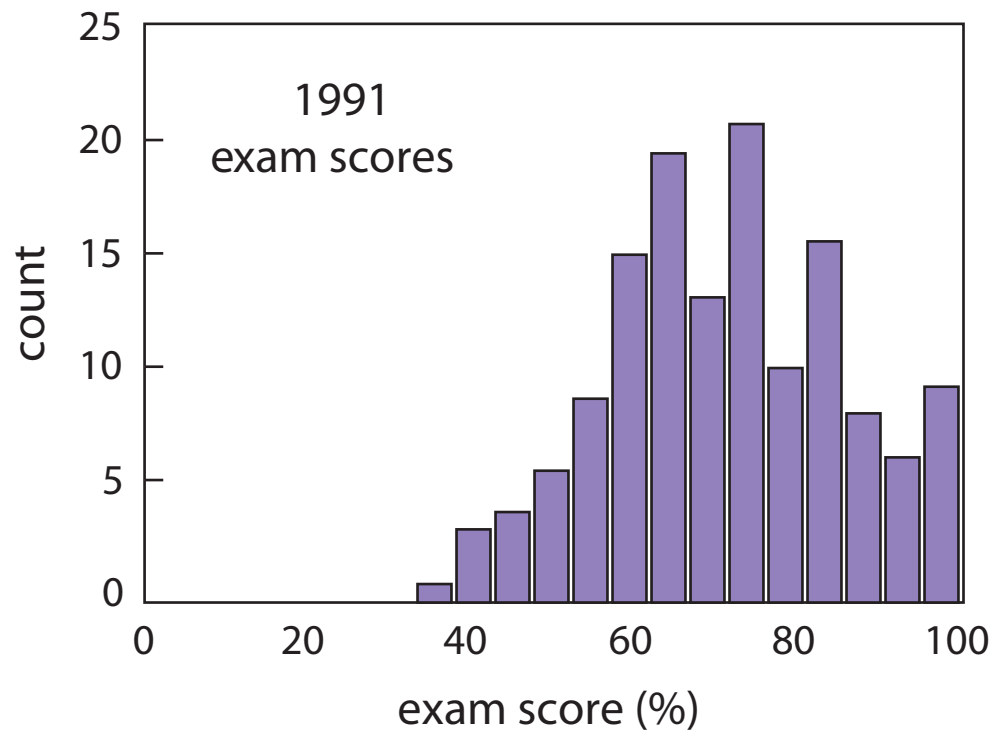
Results

what about problem solving?

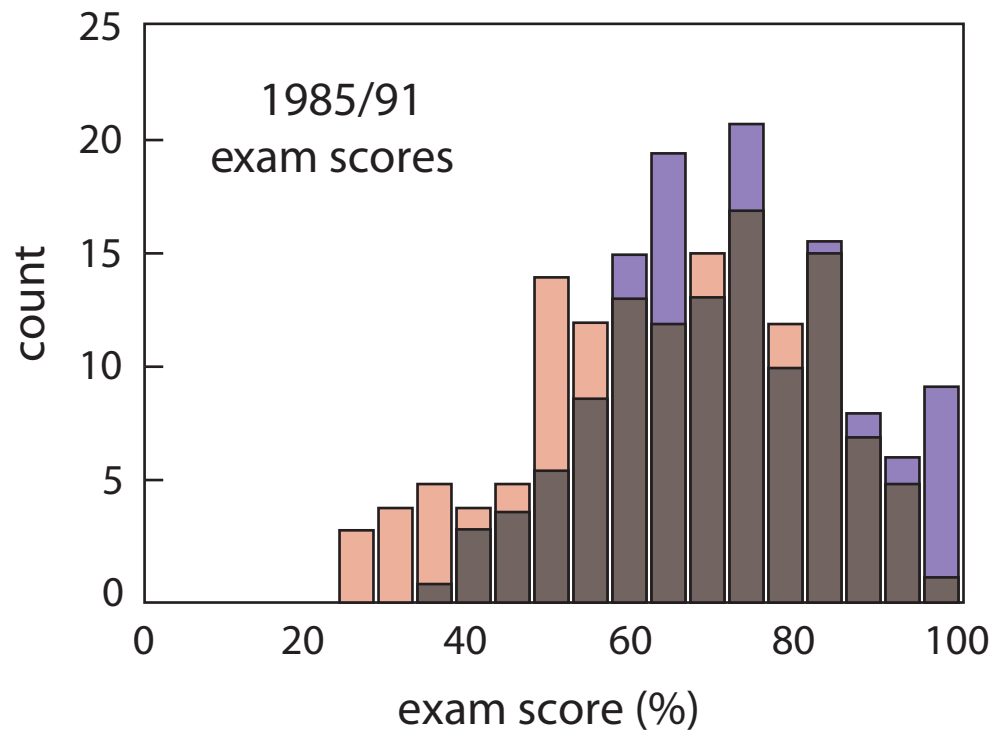
Results



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!)

Funding:

National Science Foundation

for a copy of this presentation:

<http://mazur-www.harvard.edu>

Google™

Google Search

I'm Feeling Lucky

Google™

mazur

Google Search

I'm Feeling Lucky

Google™

Google Search

I'm Feeling Lucky

Google™

Google Search

I'm Feeling Lucky

Funding:

National Science Foundation

for a copy of this presentation:

<http://mazur-www.harvard.edu>