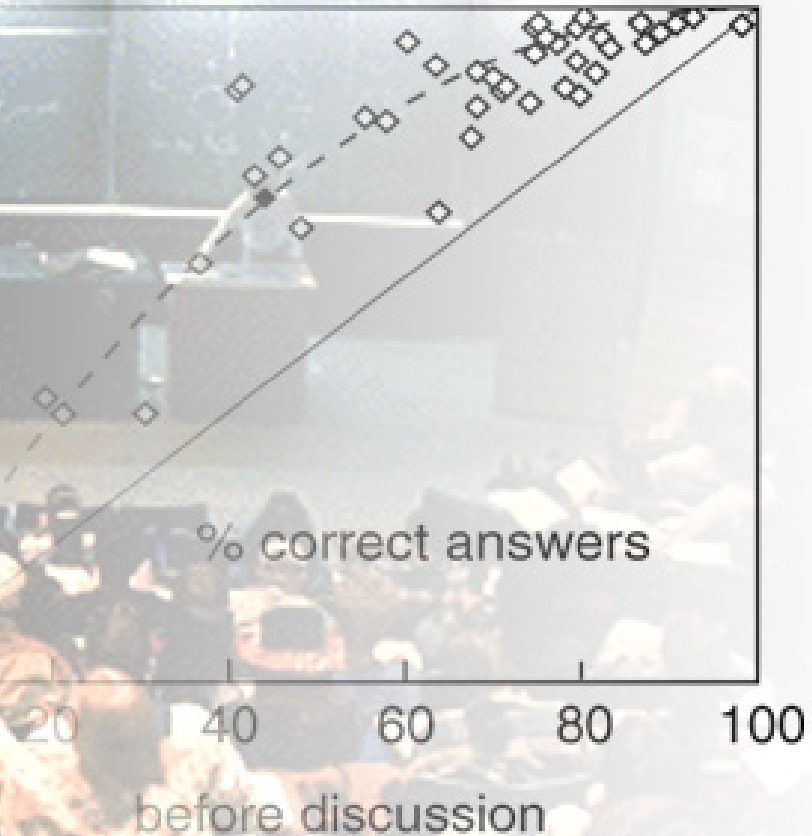


The scientific approach to teaching: research as a basis for course design



Workshop on Interactive Learning
in Undergraduate Physics
Australian National University
Canberra, Australia, 27 March 2009



Education



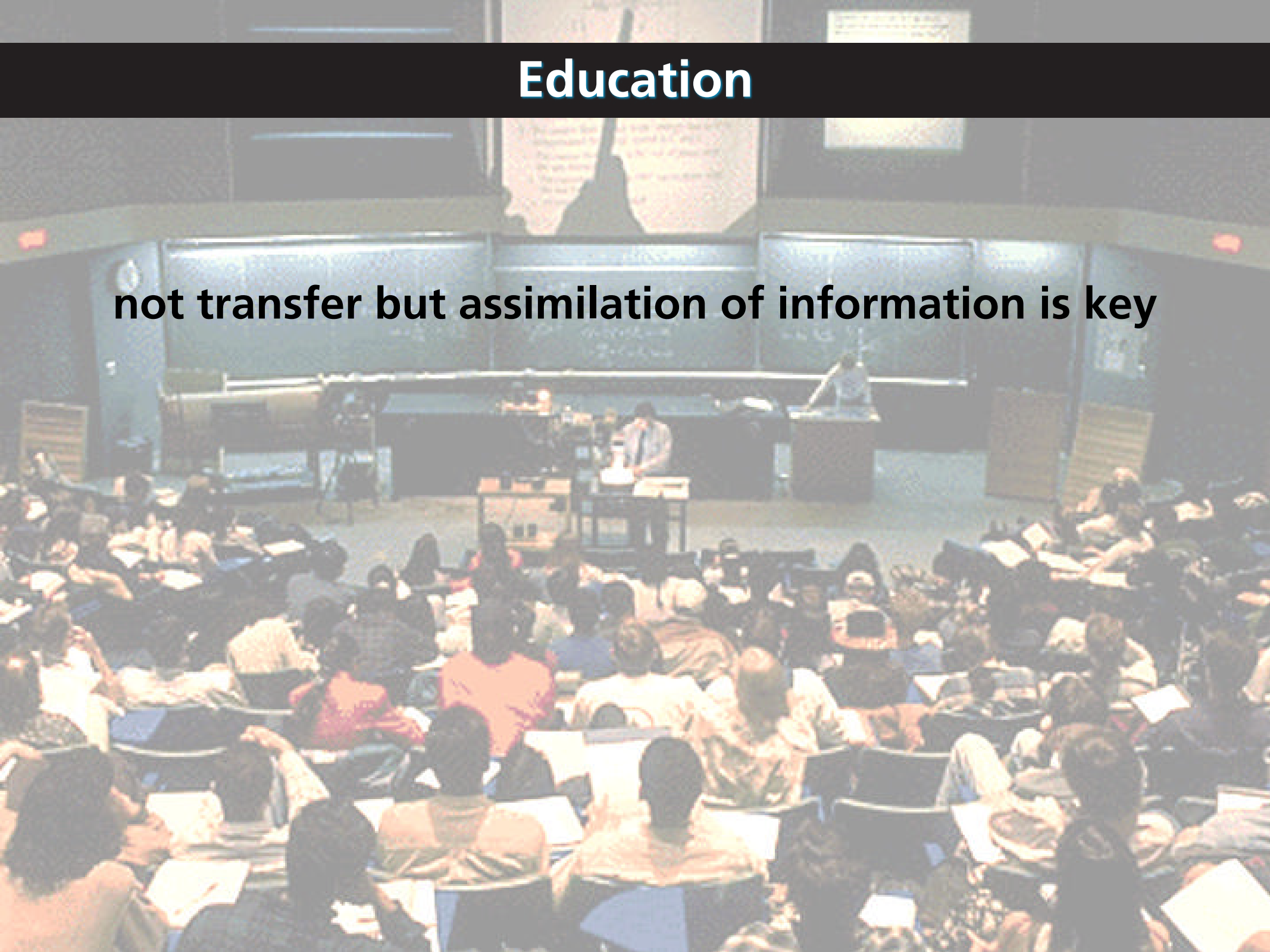
Education

lectures focus on delivery of information

A wide-angle photograph of a large lecture hall. In the center, a professor stands at a podium, addressing the class. The room is filled with students seated at long desks, many of whom are looking towards the front. The walls are dark, and there are large screens or posters visible in the background. The lighting is focused on the front of the room.

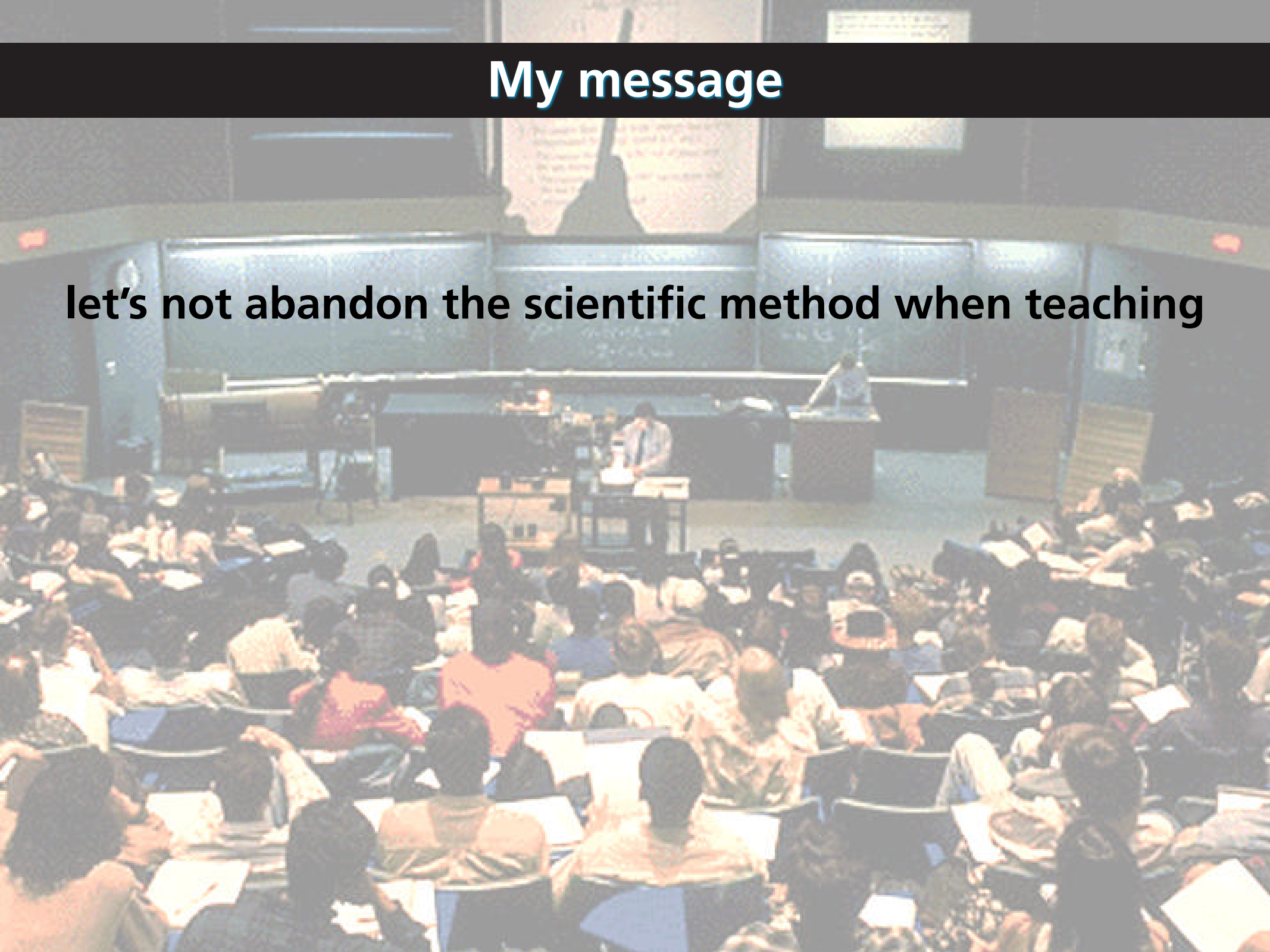
Education

not transfer but assimilation of information is key

A large lecture hall filled with students seated at desks, facing a stage. A lecturer is standing at a podium on the stage, and a large screen displays text. The room is dimly lit, with the stage area being the primary light source. The students are mostly seen from behind, looking towards the front of the room.

My message

let's not abandon the scientific method when teaching

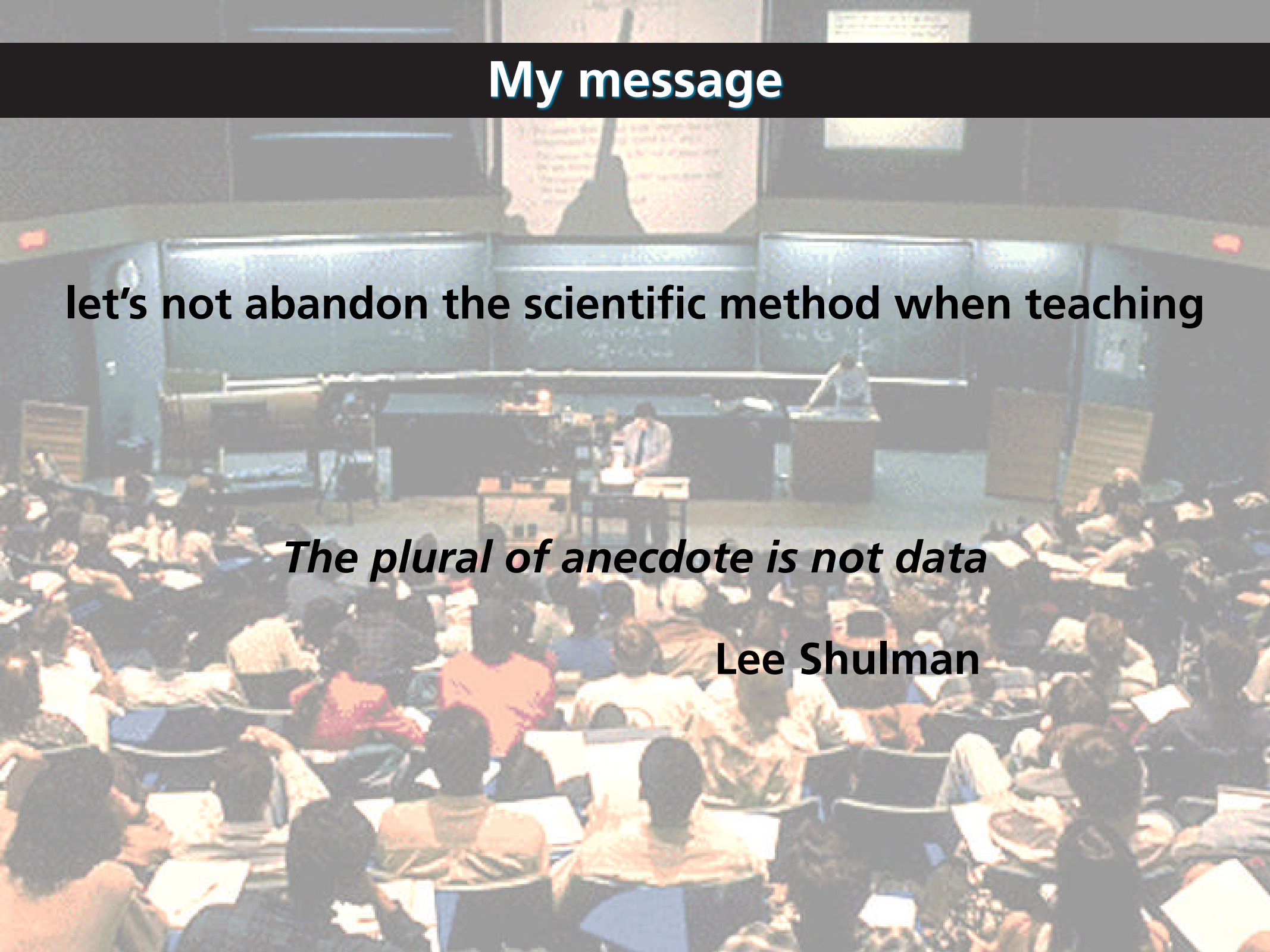


My message

let's not abandon the scientific method when teaching

The plural of anecdote is not data

Lee Shulman

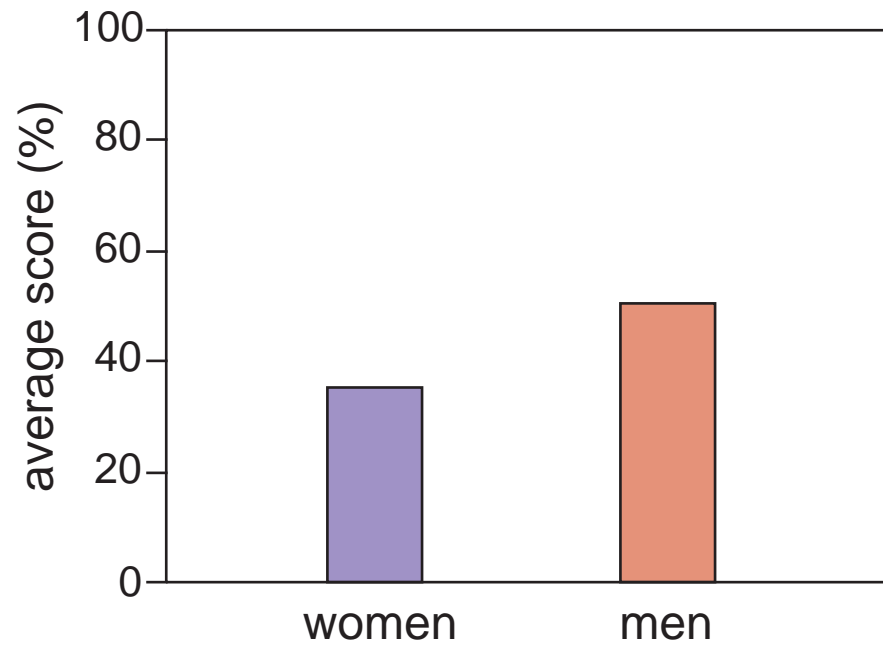


Outline

- Gender issues
- Lecture demonstrations
- Confusion

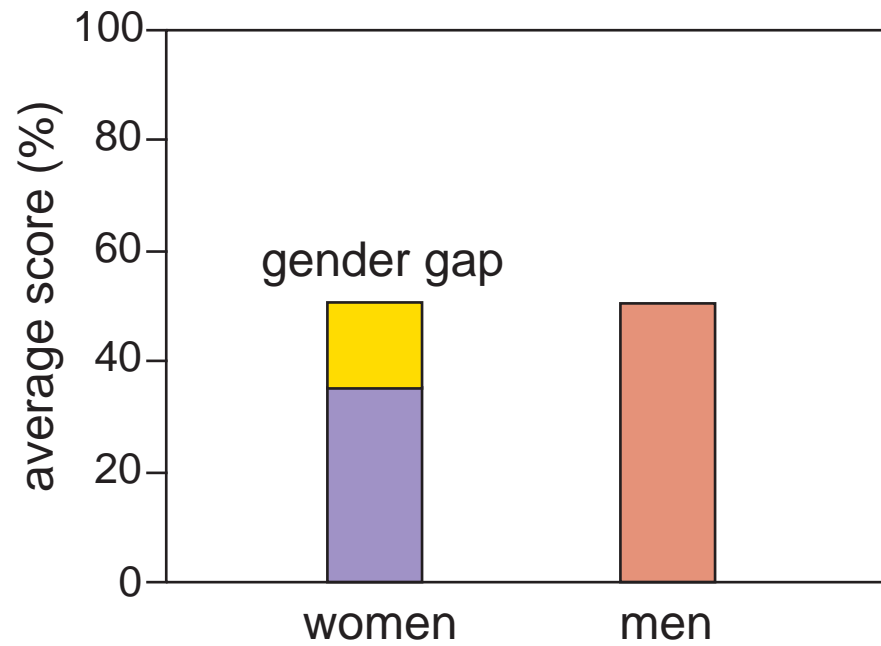
Gender issues

Force Concept Inventory posttest scores



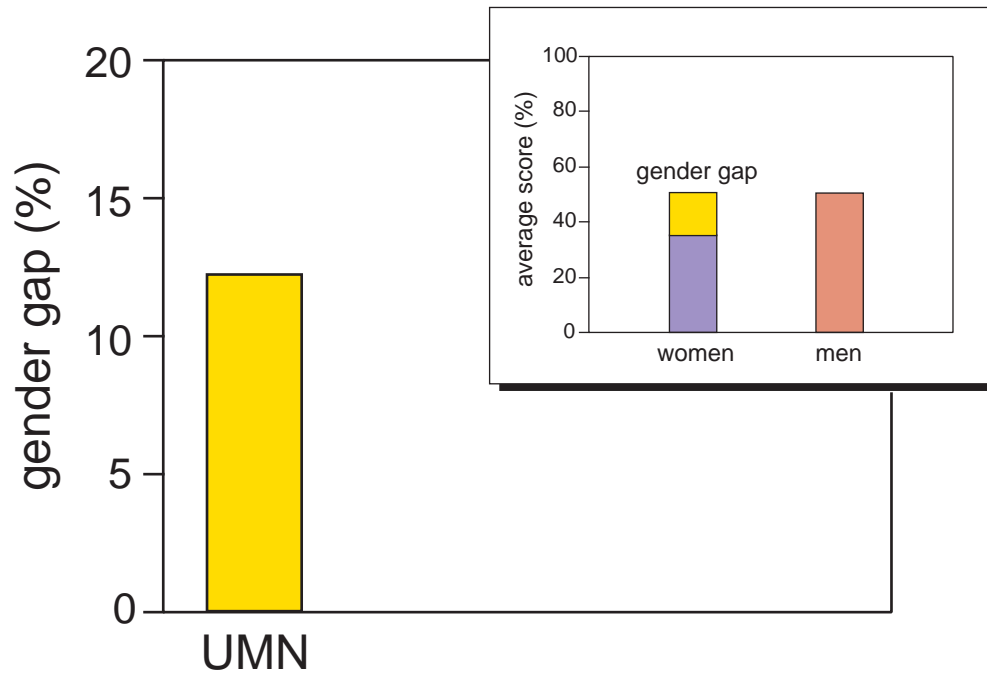
Gender issues

Force Concept Inventory posttest scores



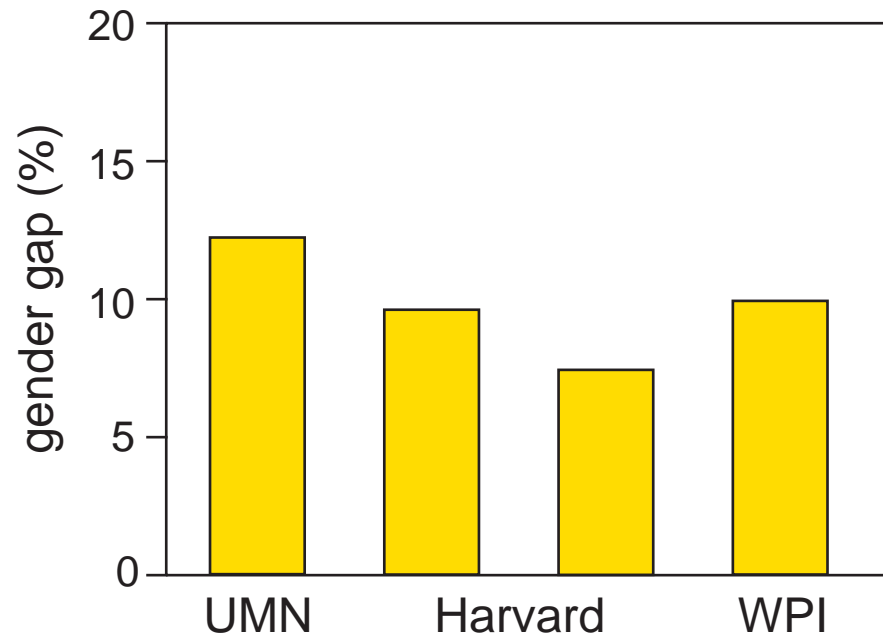
Gender issues

Force Concept Inventory posttest scores



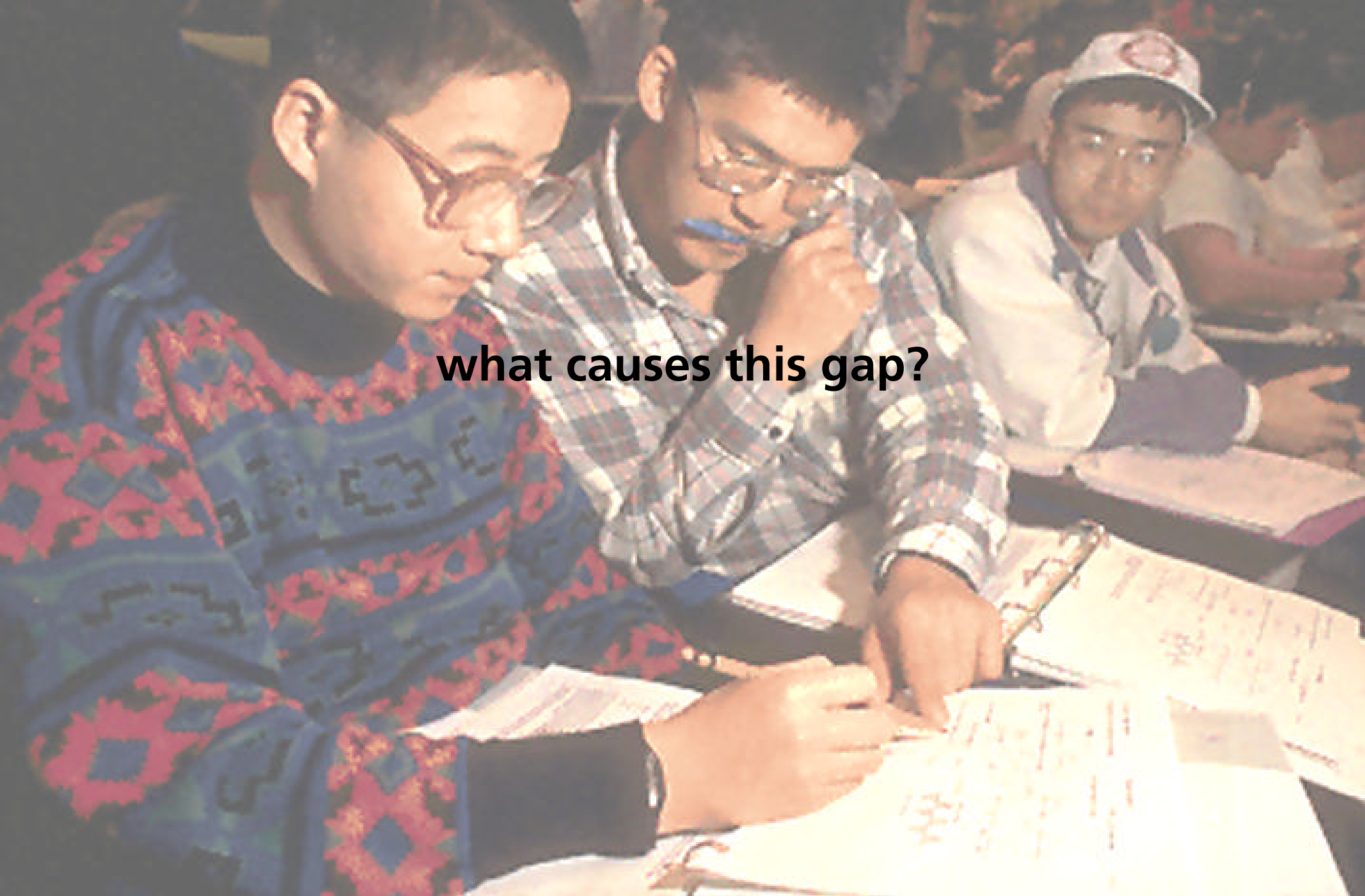
Gender issues

Force Concept Inventory posttest scores



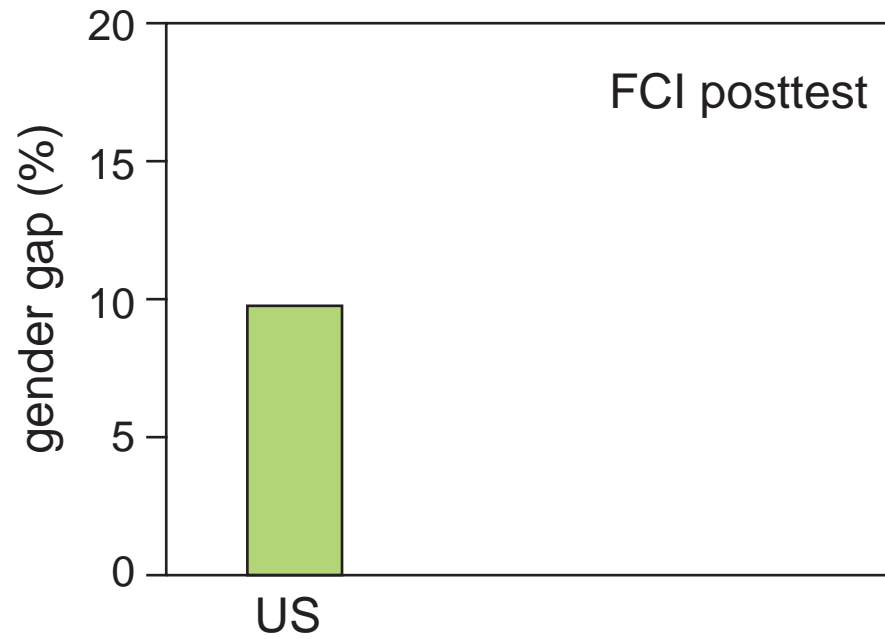
Gender issues

what causes this gap?

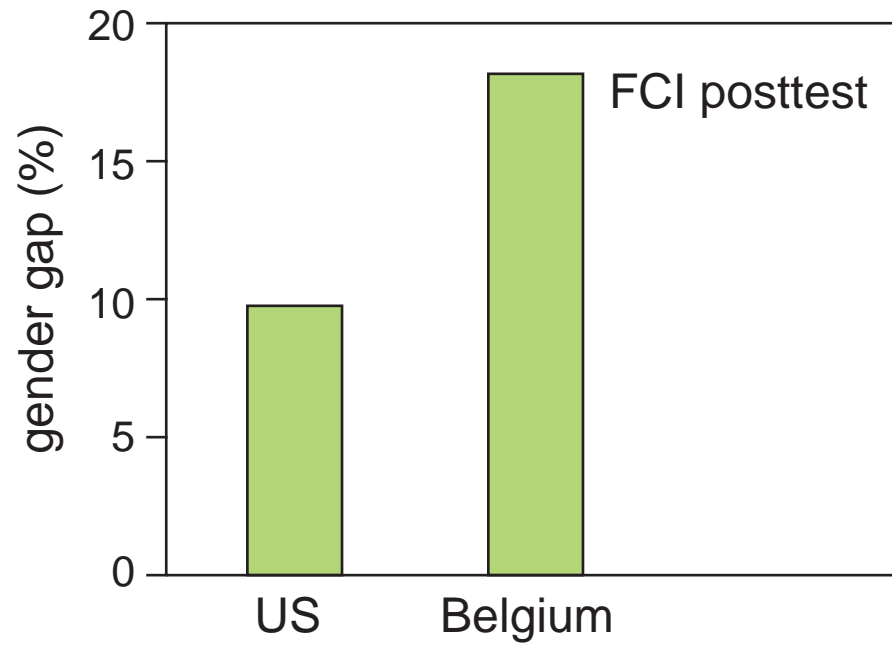


Gender issues

is it cultural?

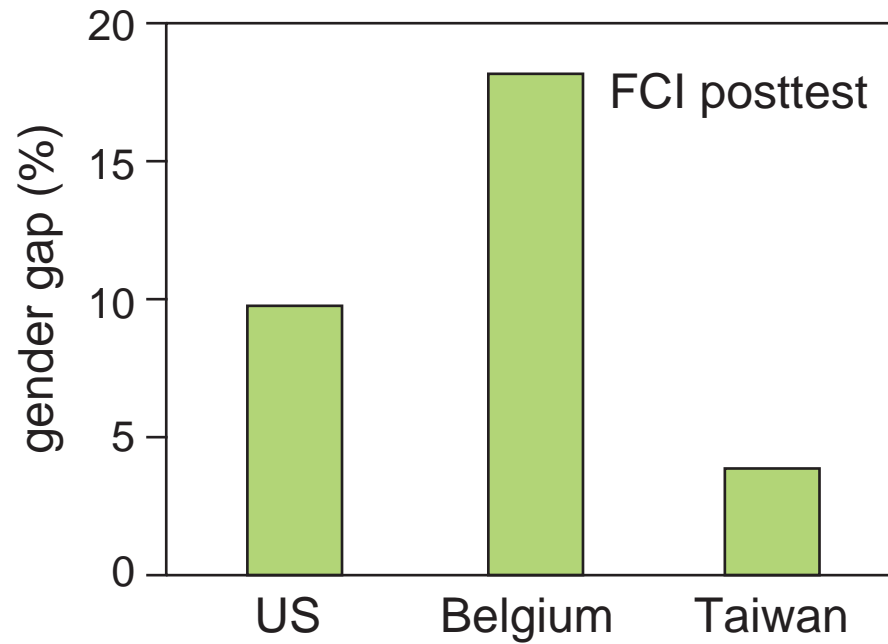


Gender issues



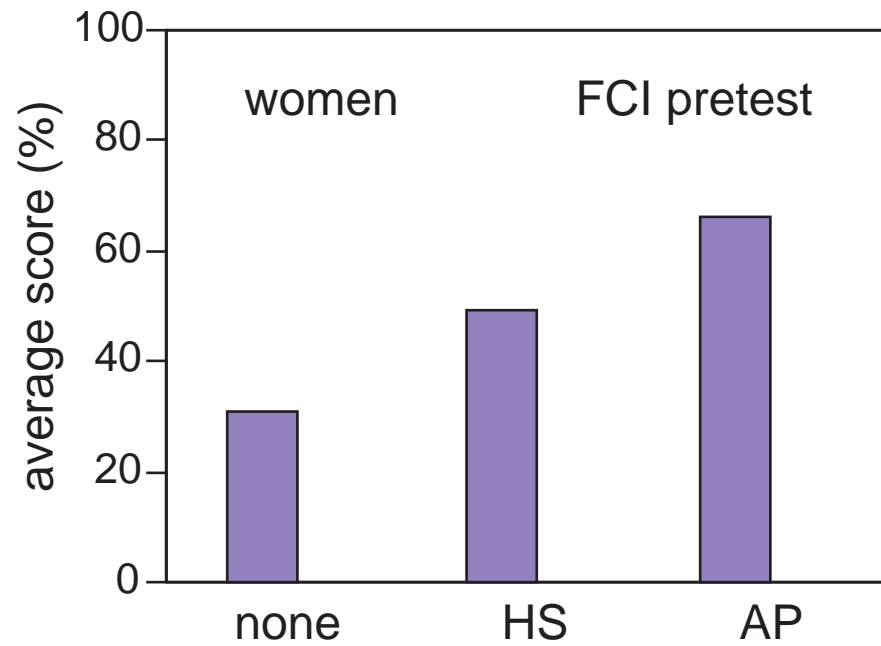
Gender issues

strong dependence on culture!



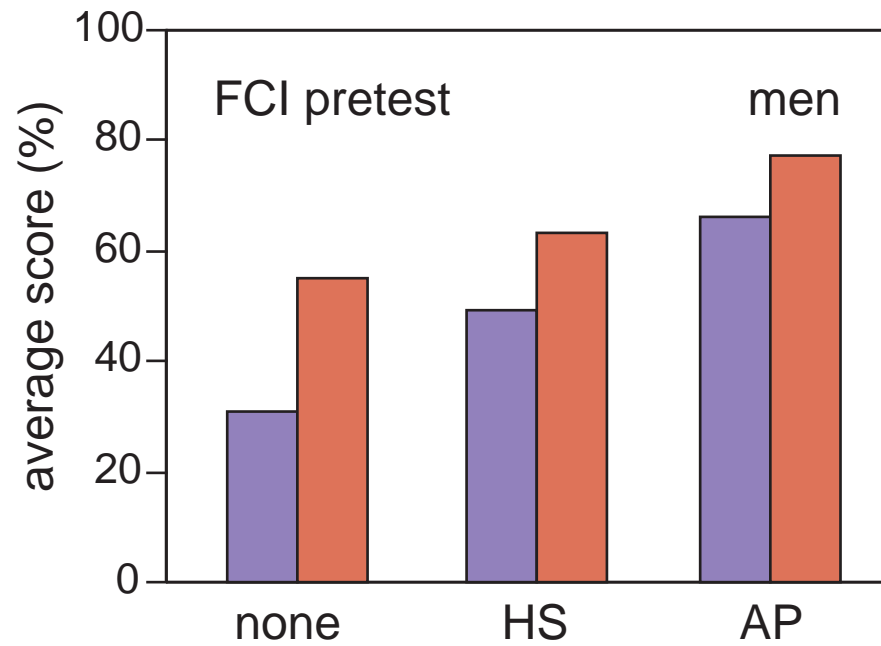
Gender issues

effect of precollege education



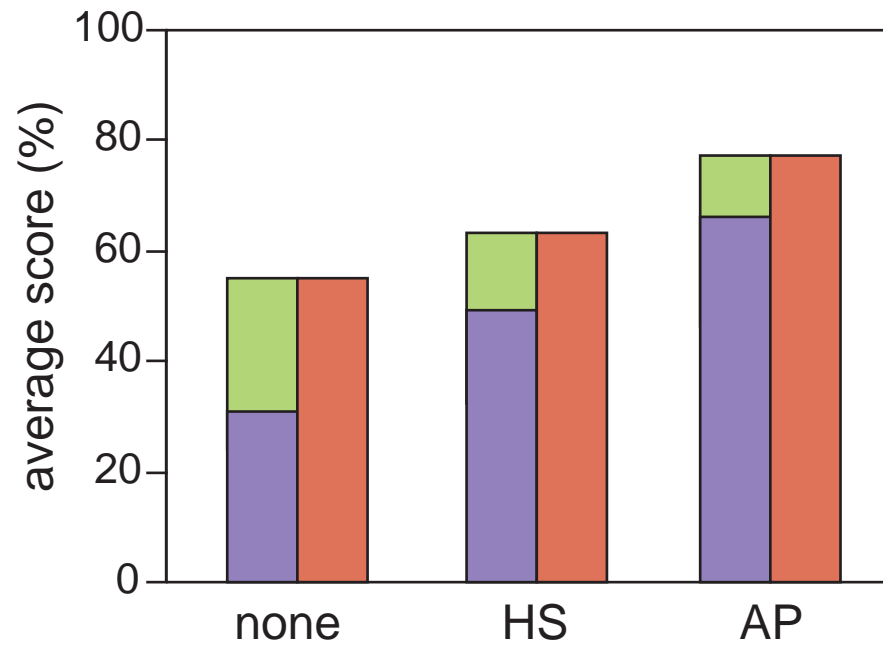
Gender issues

everyone gains...



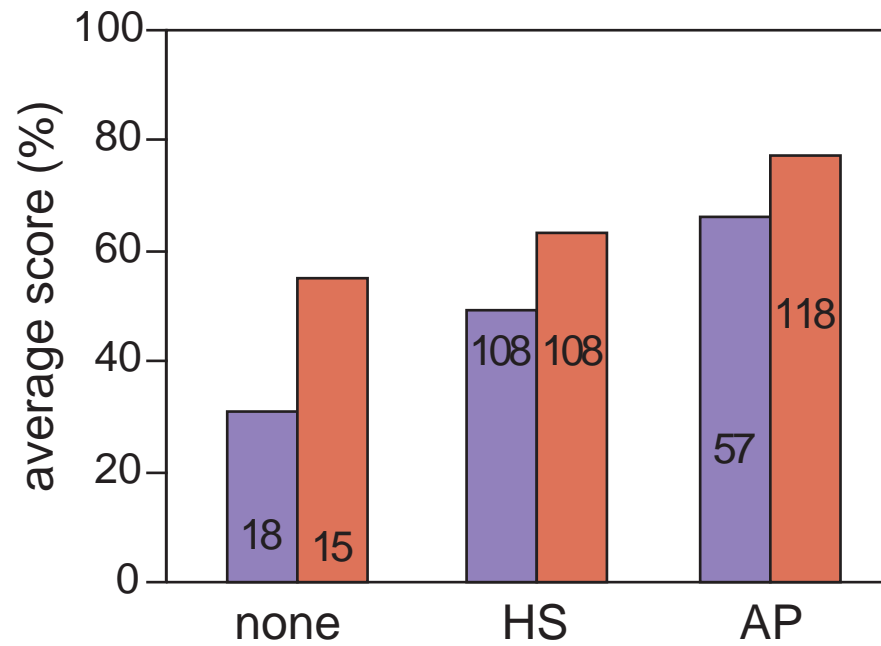
Gender issues

...but gap persists...



Gender issues

...and women underrepresented



Gender issues

what can we do?

A group of women are seated around a table in what appears to be a meeting or workshop. They are looking at documents and papers on the table. One woman in the center is wearing a red and orange patterned top and is looking towards the right. Another woman on the left is wearing a white top with a patterned vest and is looking towards the center. The background shows other people seated in rows, suggesting a larger gathering or conference.

Gender issues

increase collaboration and interactivity



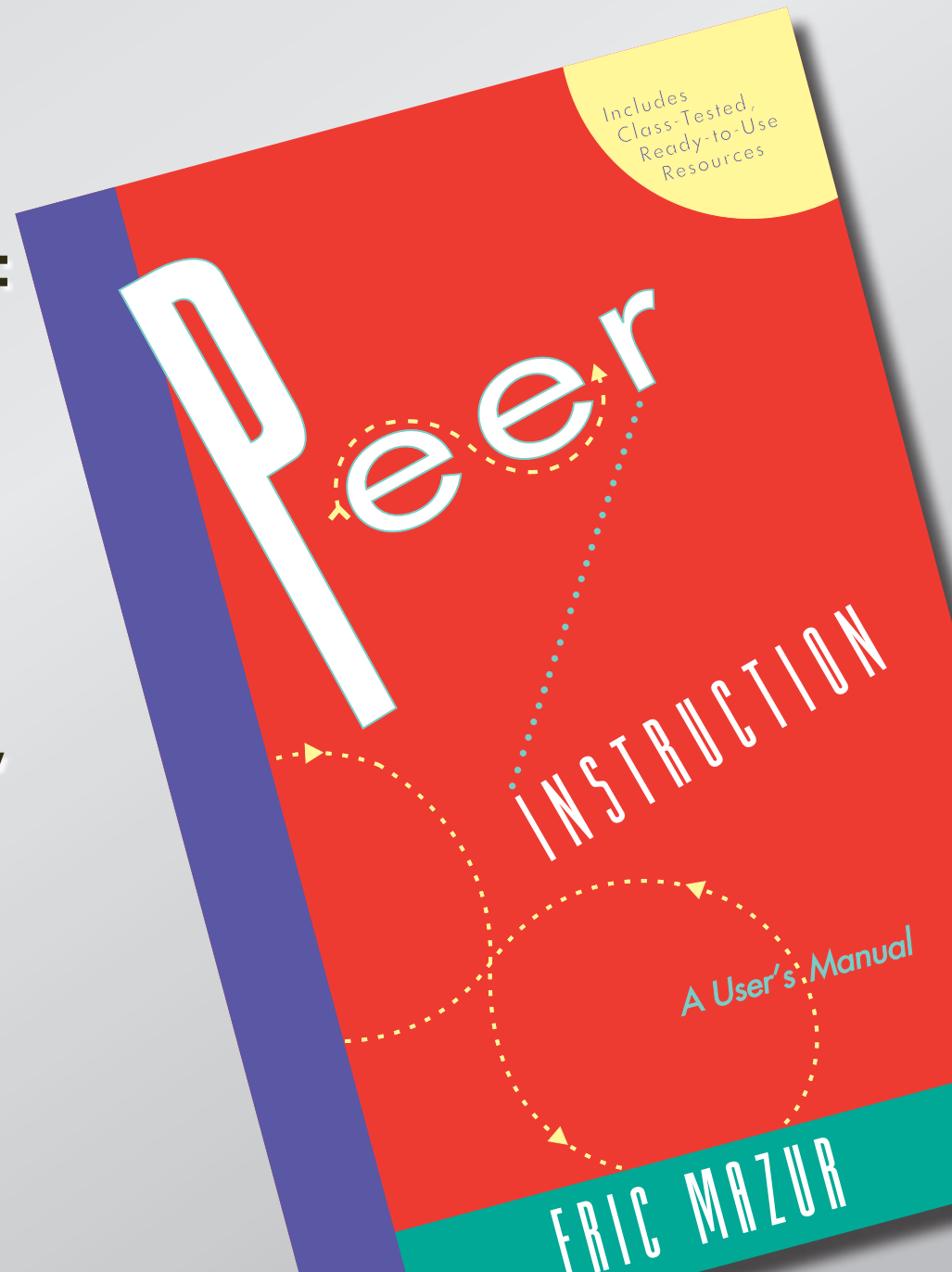
Gender issues

Compare three pedagogies:

T: traditional lectures

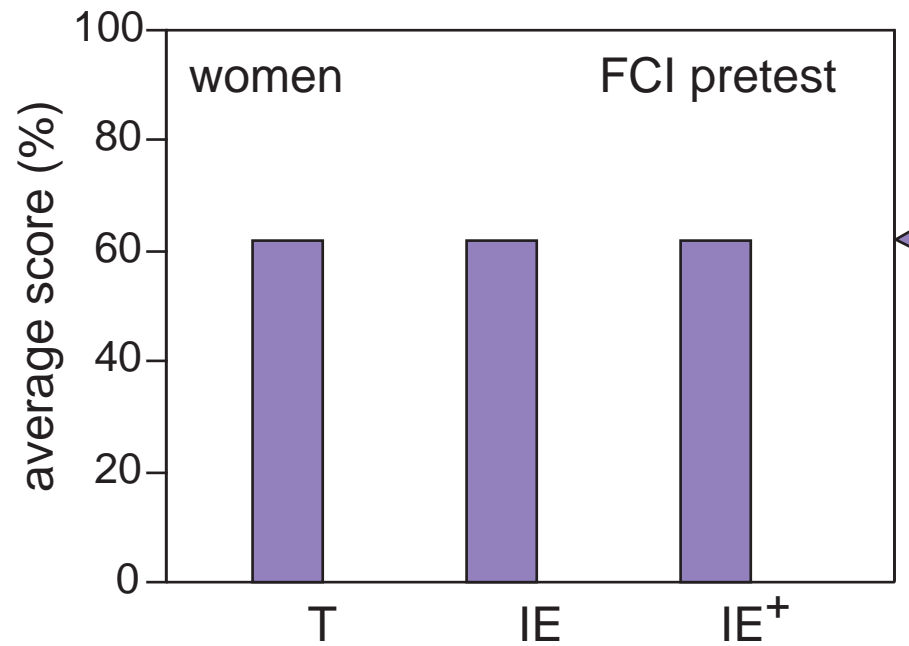
I: interactive lectures

I⁺: interactive assignments,
lectures, and tutorials



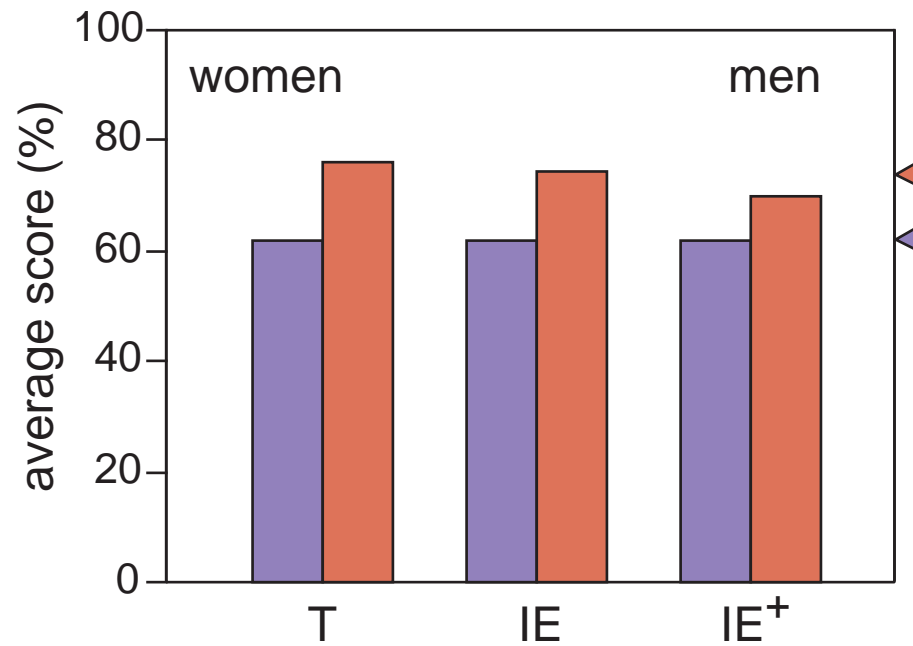
Gender issues

does pedagogy help?



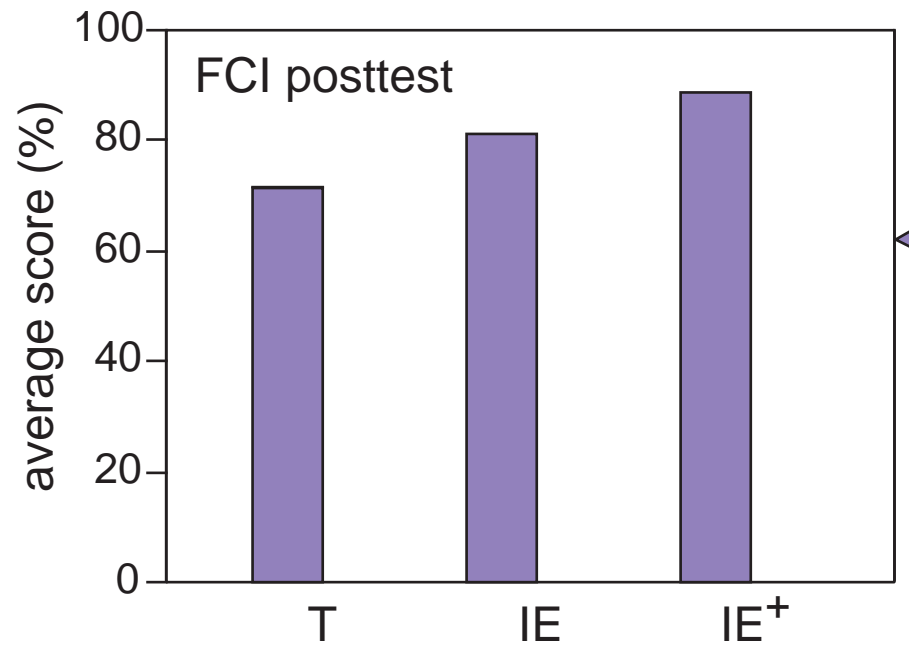
Gender issues

does pedagogy help?



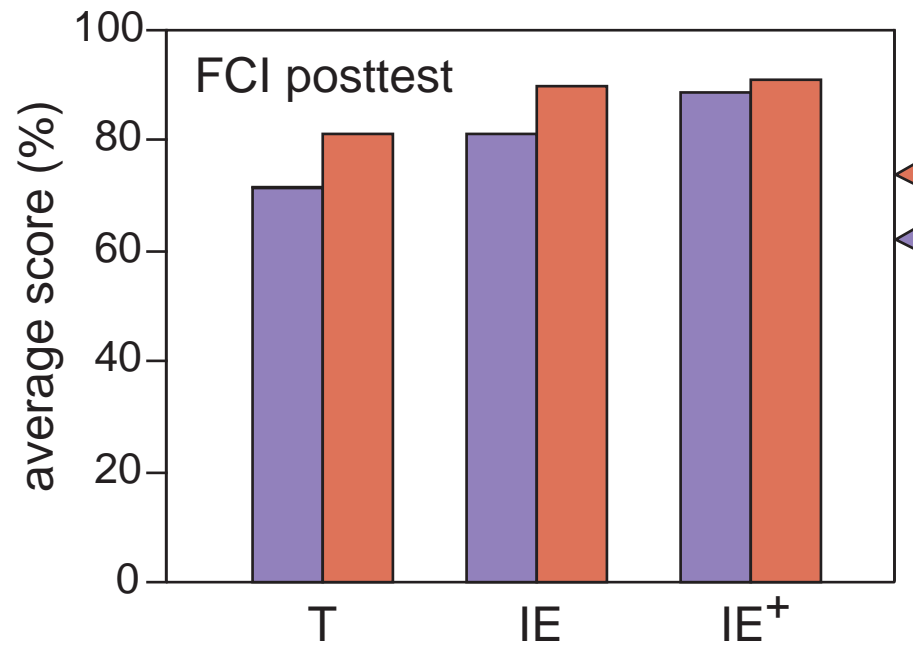
Gender issues

does pedagogy help?



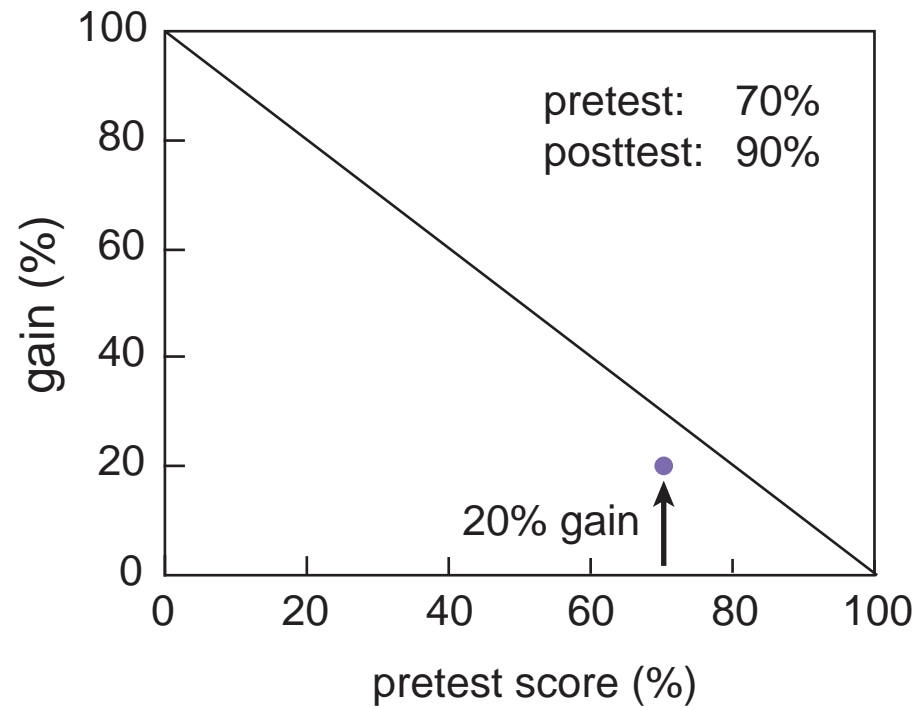
Gender issues

yes, pedagogy can eliminate gap!



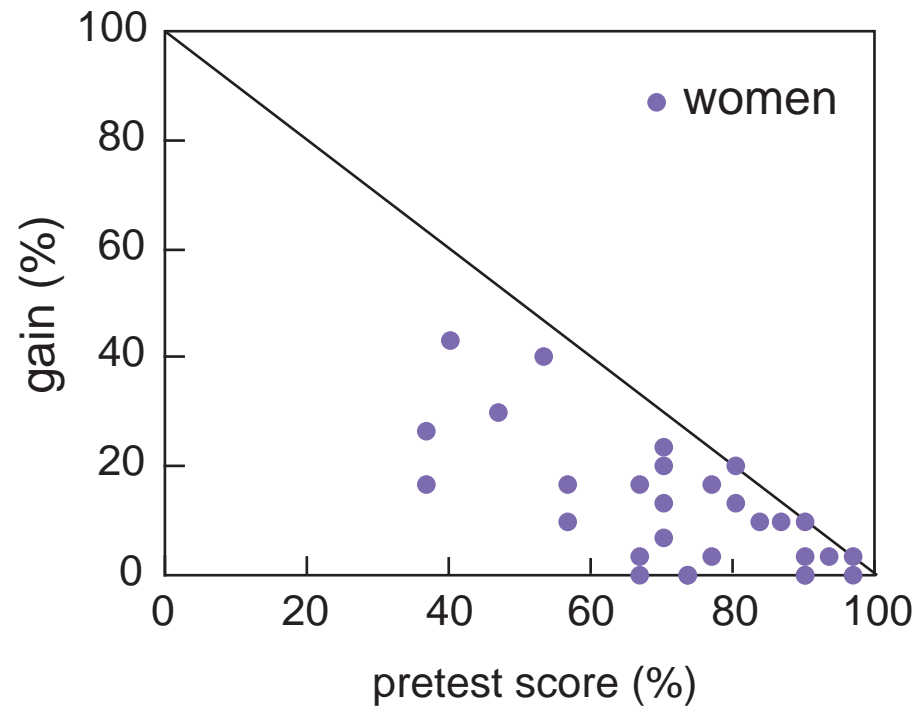
Gender issues

who are the low-gain students?



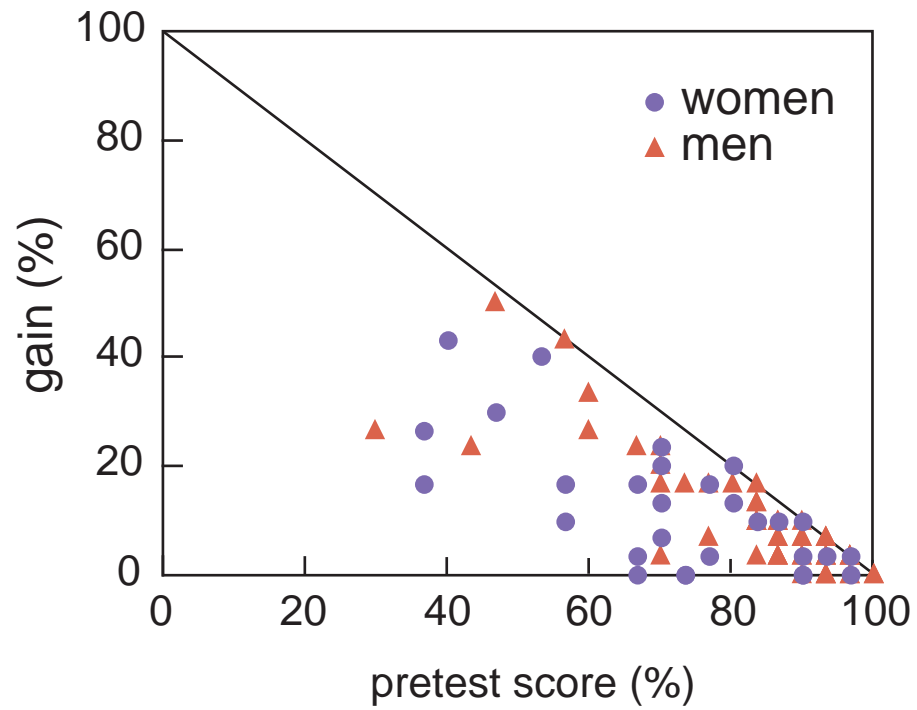
Gender issues

traditional class



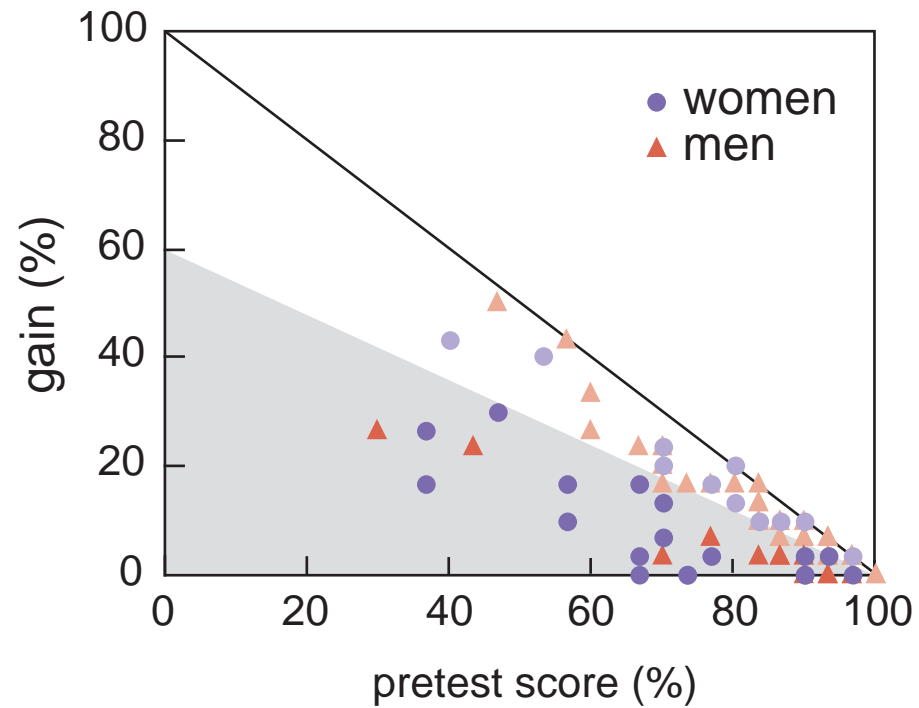
Gender issues

traditional class



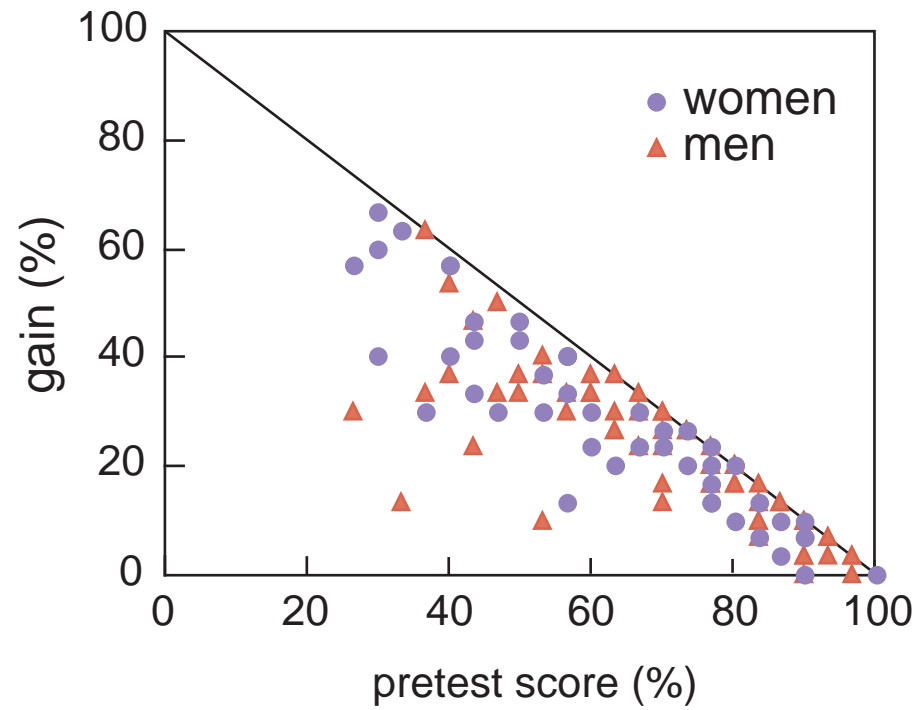
Gender issues

traditional class: gender imbalance



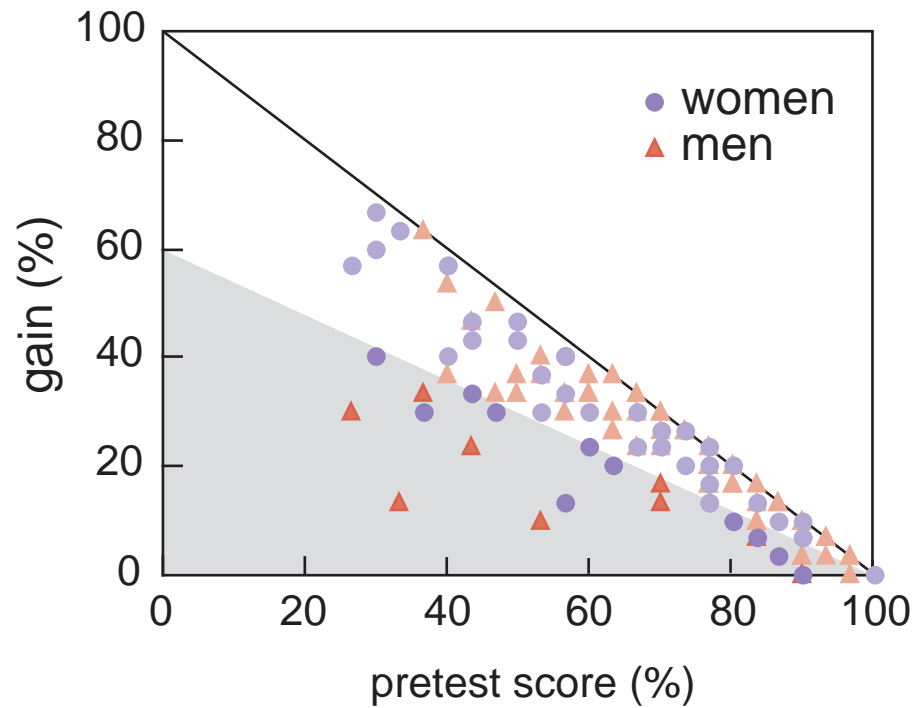
Gender issues

interactive class



Gender issues

interactive class: gender balance



Gender issues

Points to keep in mind:

- **gap comes from culture and background**
- **interactivity makes a difference**

Lecture demonstrations

how effective are lecture demonstrations?



Lecture demonstrations

Carry out seven demonstrations in four “modes”:

- no demo (control)
- observe
- predict
- discuss

Lecture demonstrations

Carry out seven demonstrations in four “modes”:

- no demo (control)
- observe
- predict (+2 mins.)
- discuss (+8 mins.)

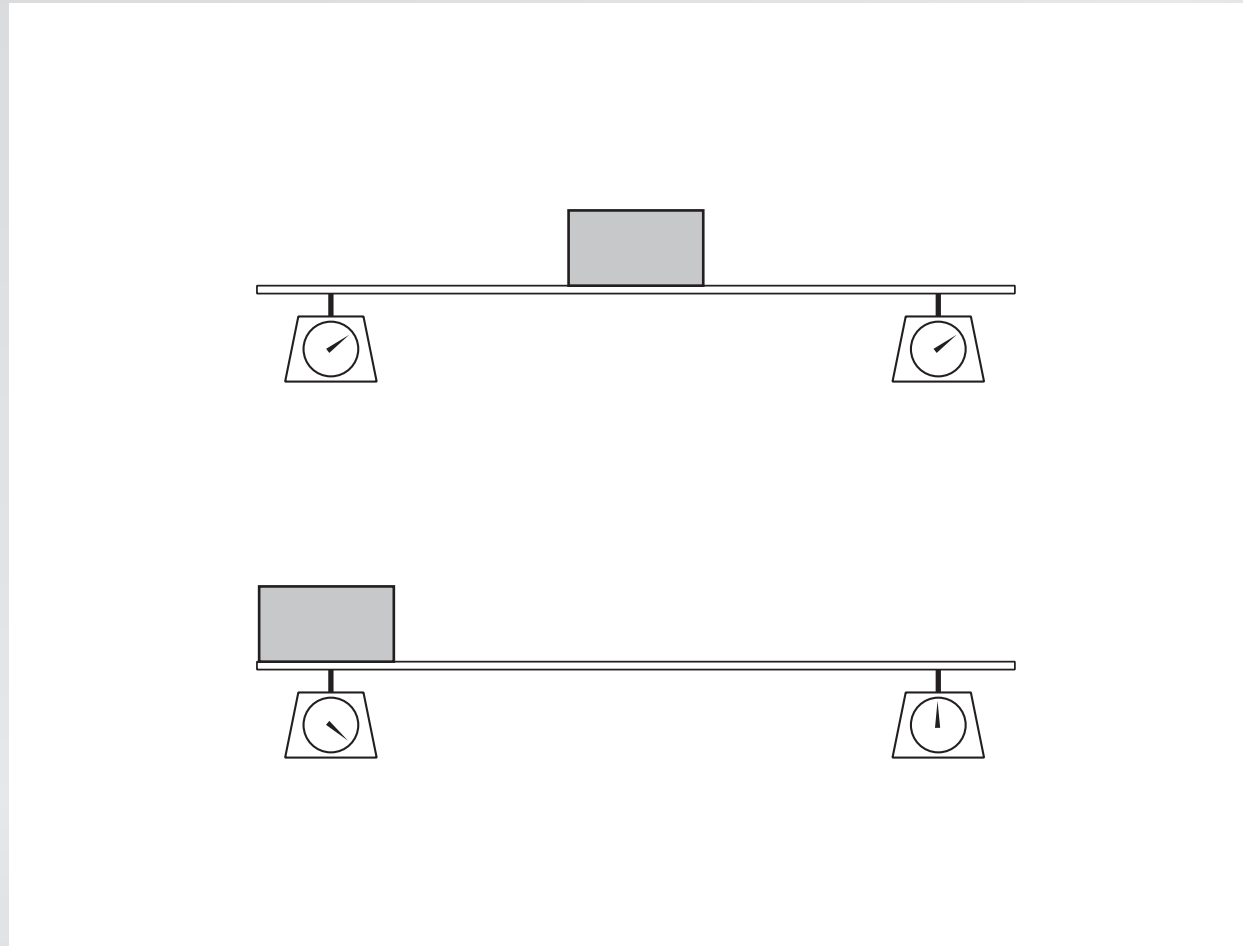
Lecture demonstrations

Follow up:

- **free-response test (online)**
- **exam questions**

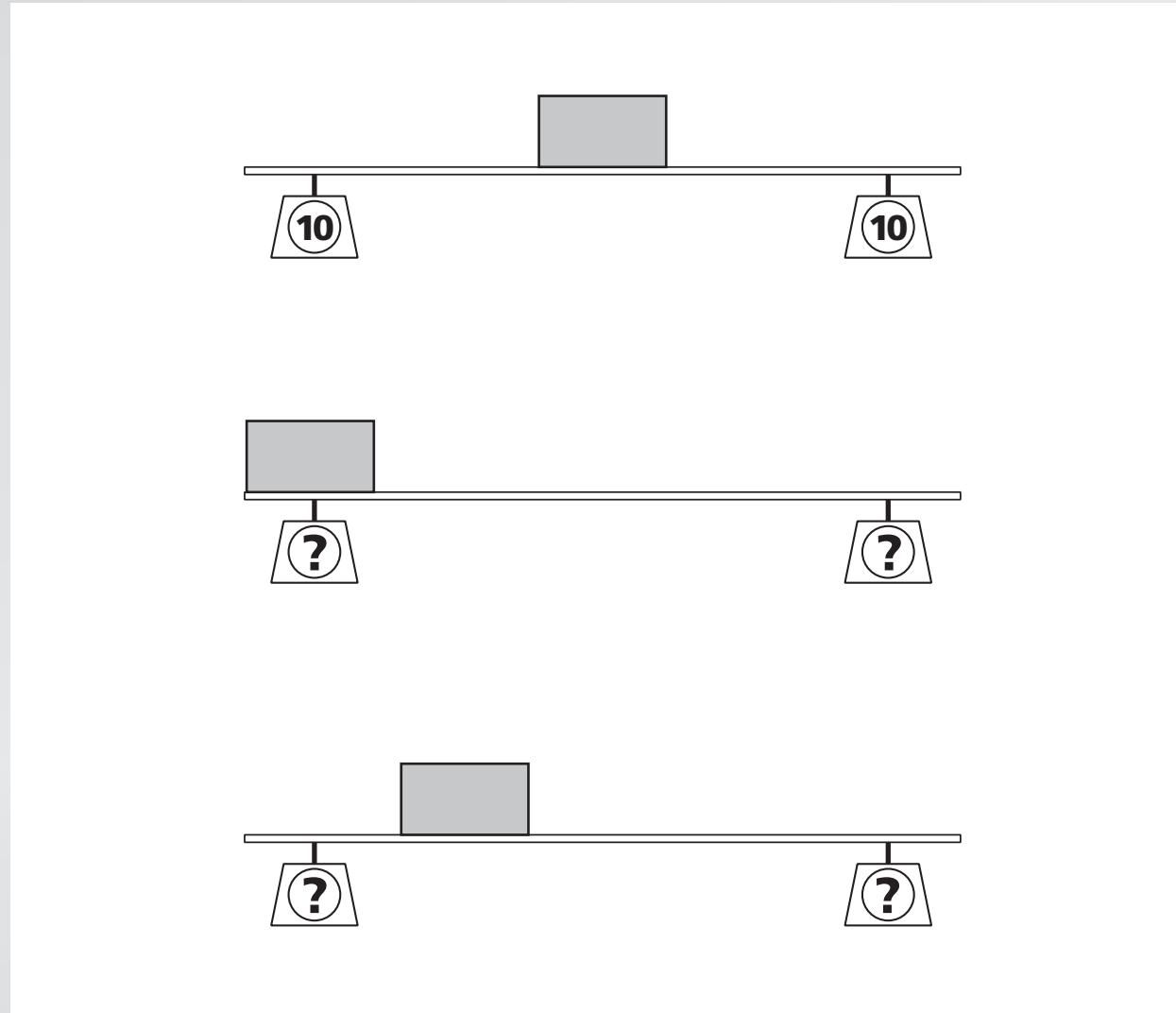
Lecture demonstrations

loaded beam demo



Lecture demonstrations

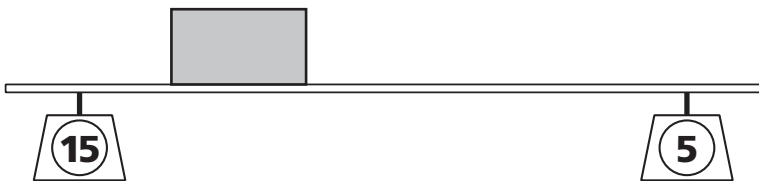
online test question



Lecture demonstrations

answers given

24% of students



correct (mentions torque)

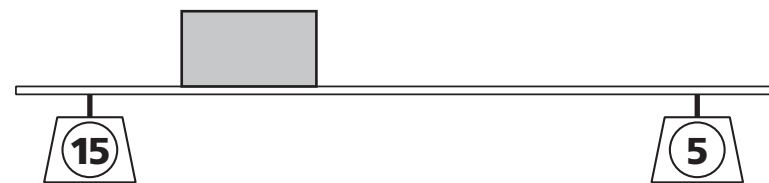
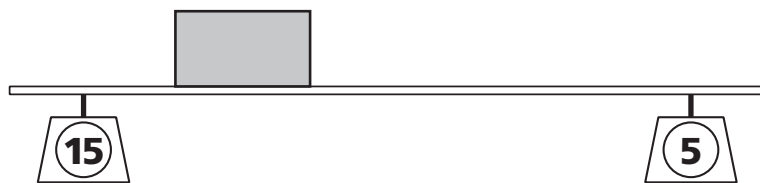
Lecture demonstrations

answers given

24% of students



38% of students



correct (mentions torque)

proportional reasoning

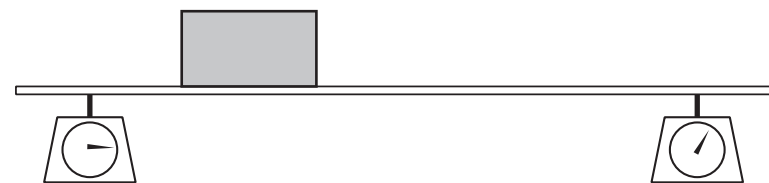
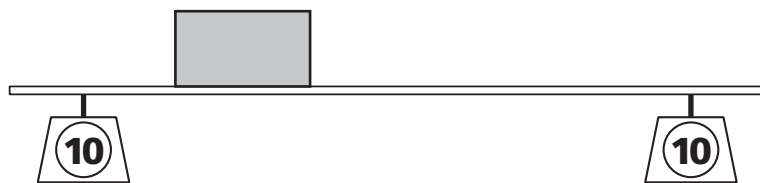
Lecture demonstrations

answers given

20% of students



10% of students



independent of position

qualitative reasoning

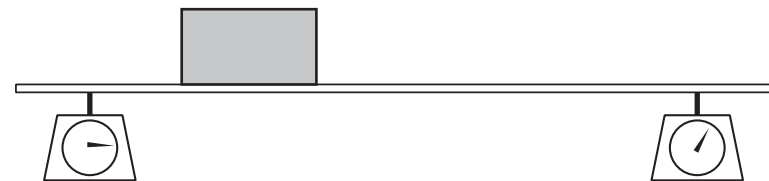
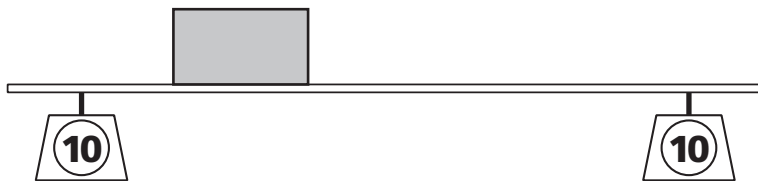
Lecture demonstrations

answers given

20% of students



10% of students



independent of position

qualitative reasoning

6%: forces not balanced; 2%: other incorrect

Lecture demonstrations

mode	correct	incorrect
no demo	30%	70%
observe	18%	82%
predict	29%	71%
discuss	30%	70%

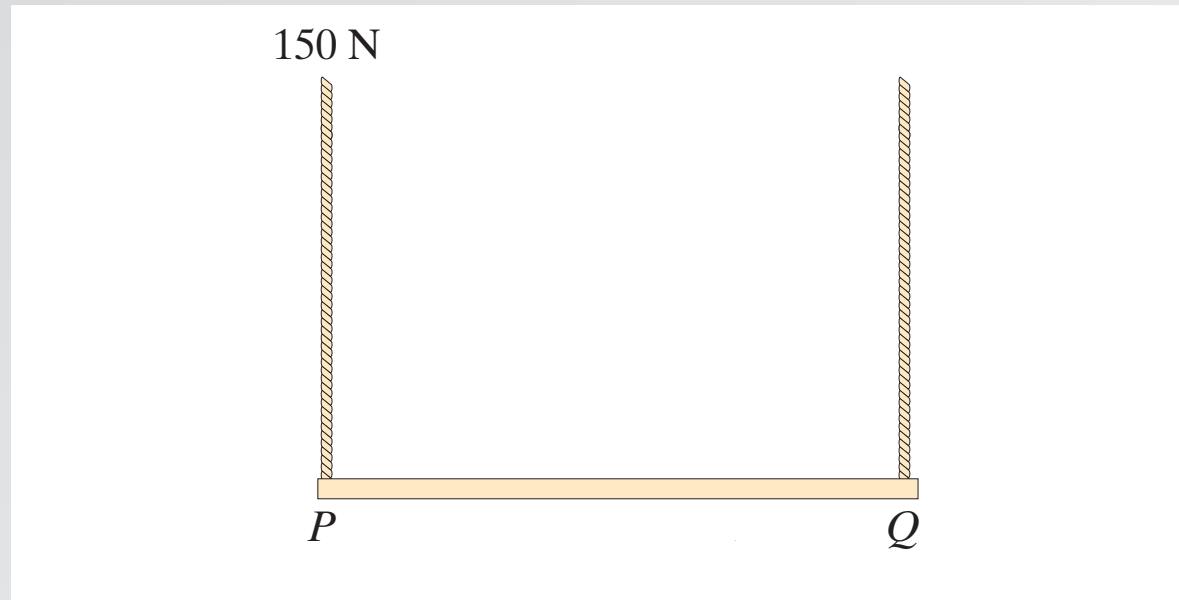
Lecture demonstrations

mode	correct	incorrect
no demo	30%	70%
observe	18%	82%
predict	29%	71%
discuss	30%	70%

just presenting harmful?

Lecture demonstrations

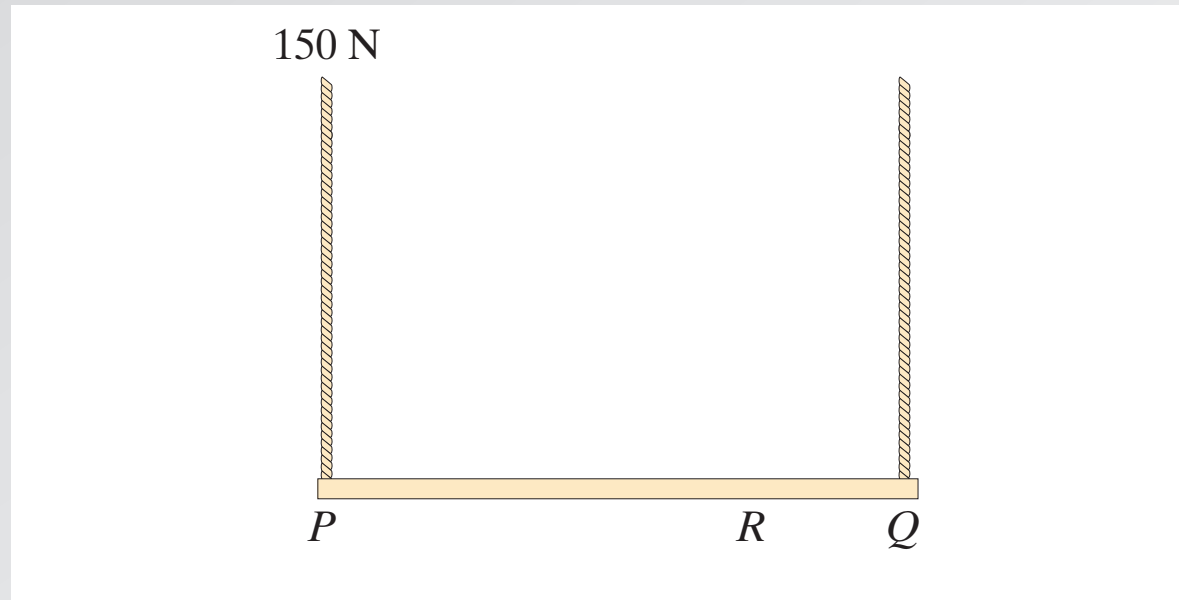
exam question



A uniform plank is supported by two ropes at points P and Q . The tension in the rope at P is 150 N .

Lecture demonstrations

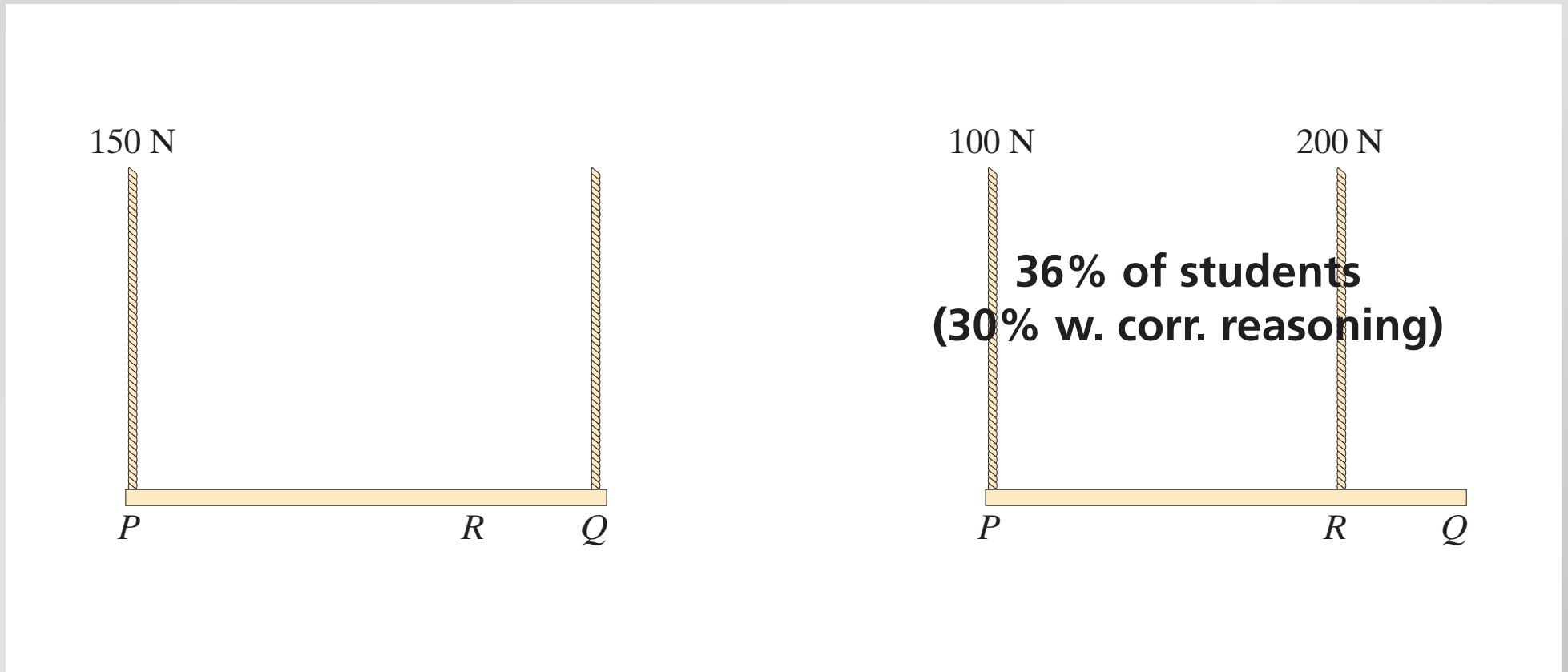
exam question



A uniform plank is supported by two ropes at points P and Q . The tension in the rope at P is 150 N . The point at which the other rope is attached to the plank is now moved to point R halfway between Q and the center of the plank. What are the tensions in the two ropes?

Lecture demonstrations

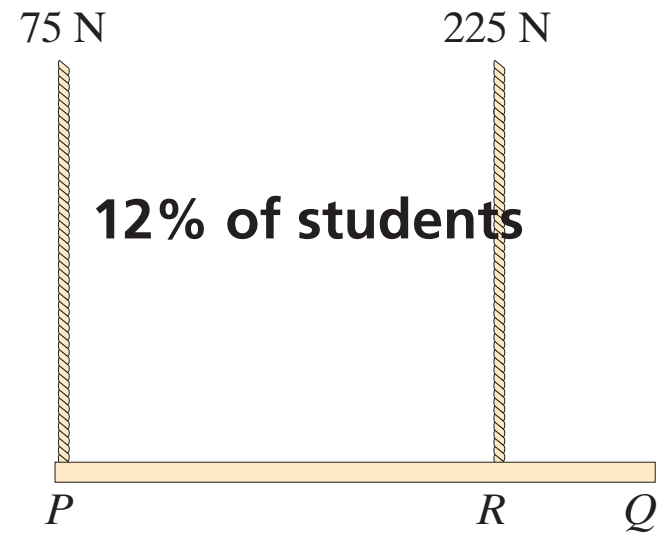
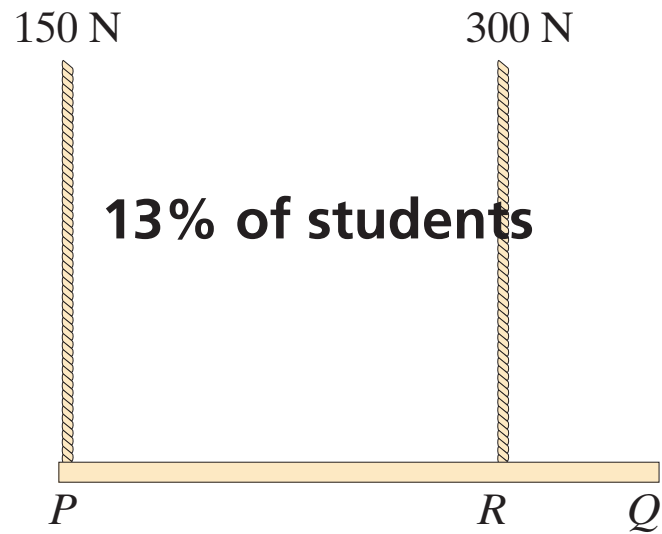
correct answer



considerable improvement from online test

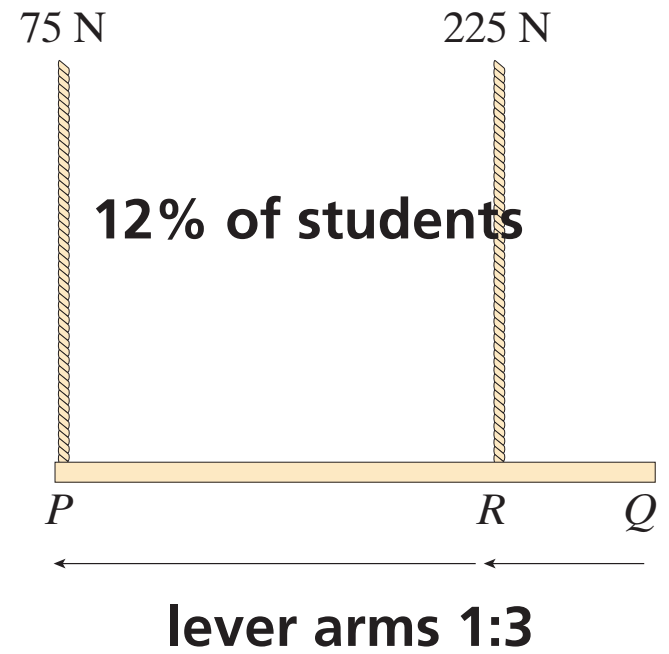
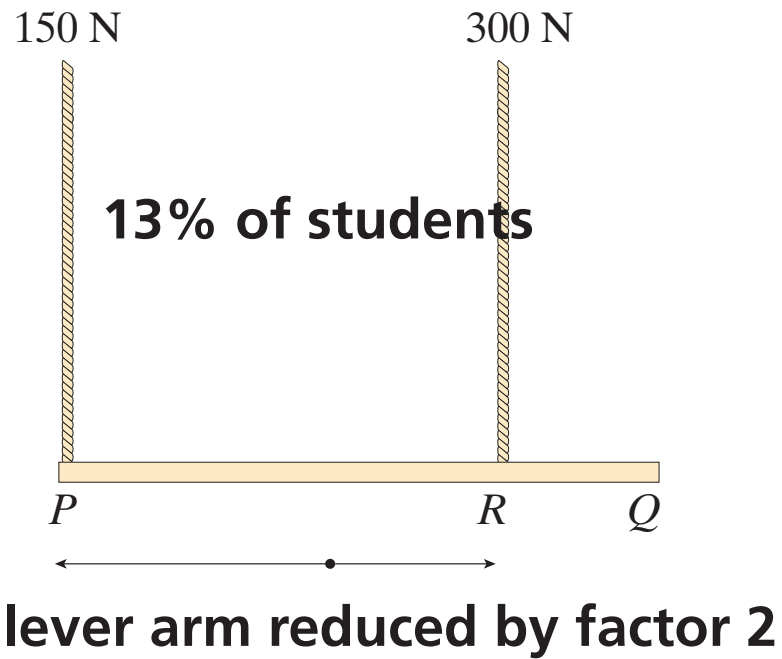
Lecture demonstrations

incorrect answers



Lecture demonstrations

incorrect answers

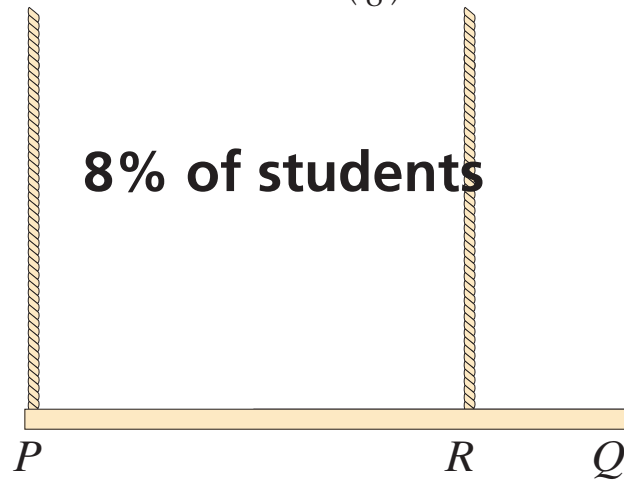


Lecture demonstrations

incorrect answers

$$\left(\frac{3}{8}\right) 300 \text{ N} = 112.5 \text{ N} \quad \left(\frac{5}{8}\right) 300 \text{ N} = 187.5 \text{ N}$$

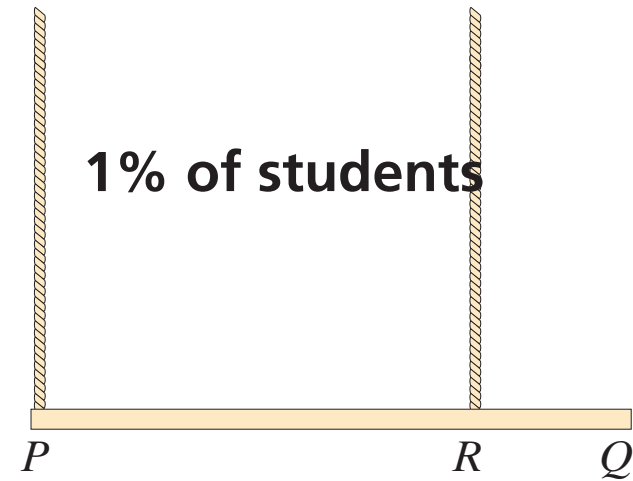
8% of students



$$112.5 \text{ N}$$

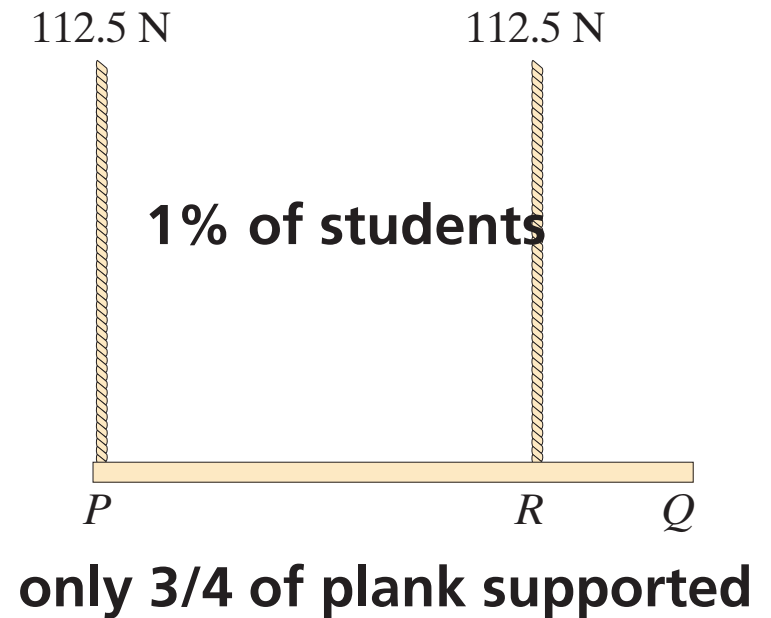
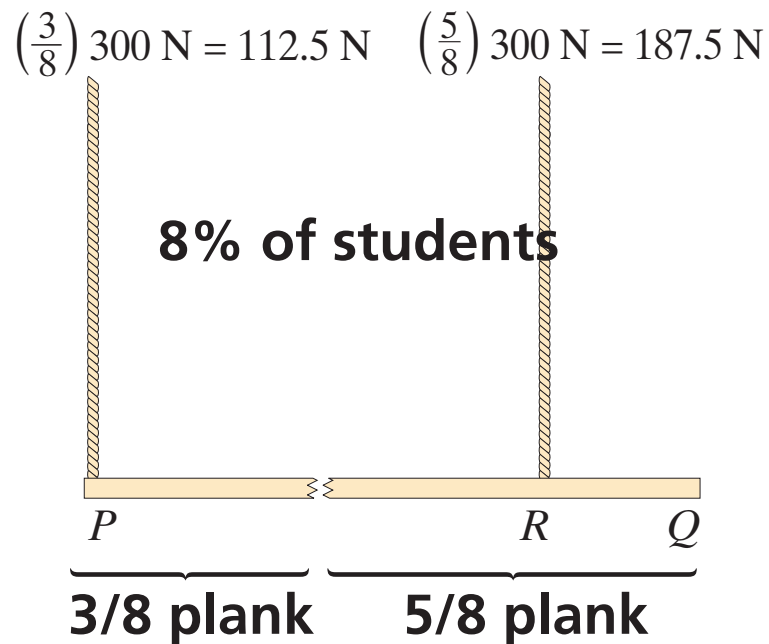
$$112.5 \text{ N}$$

1% of students



Lecture demonstrations

incorrect answers



who would have thought??

Lecture demonstrations

mode	correct	balances torques	no clear reasoning
no demo	31%	53%	42%
observe	42%	55%	42%
predict	41%	65%	32%
discuss	46%	85%	15%

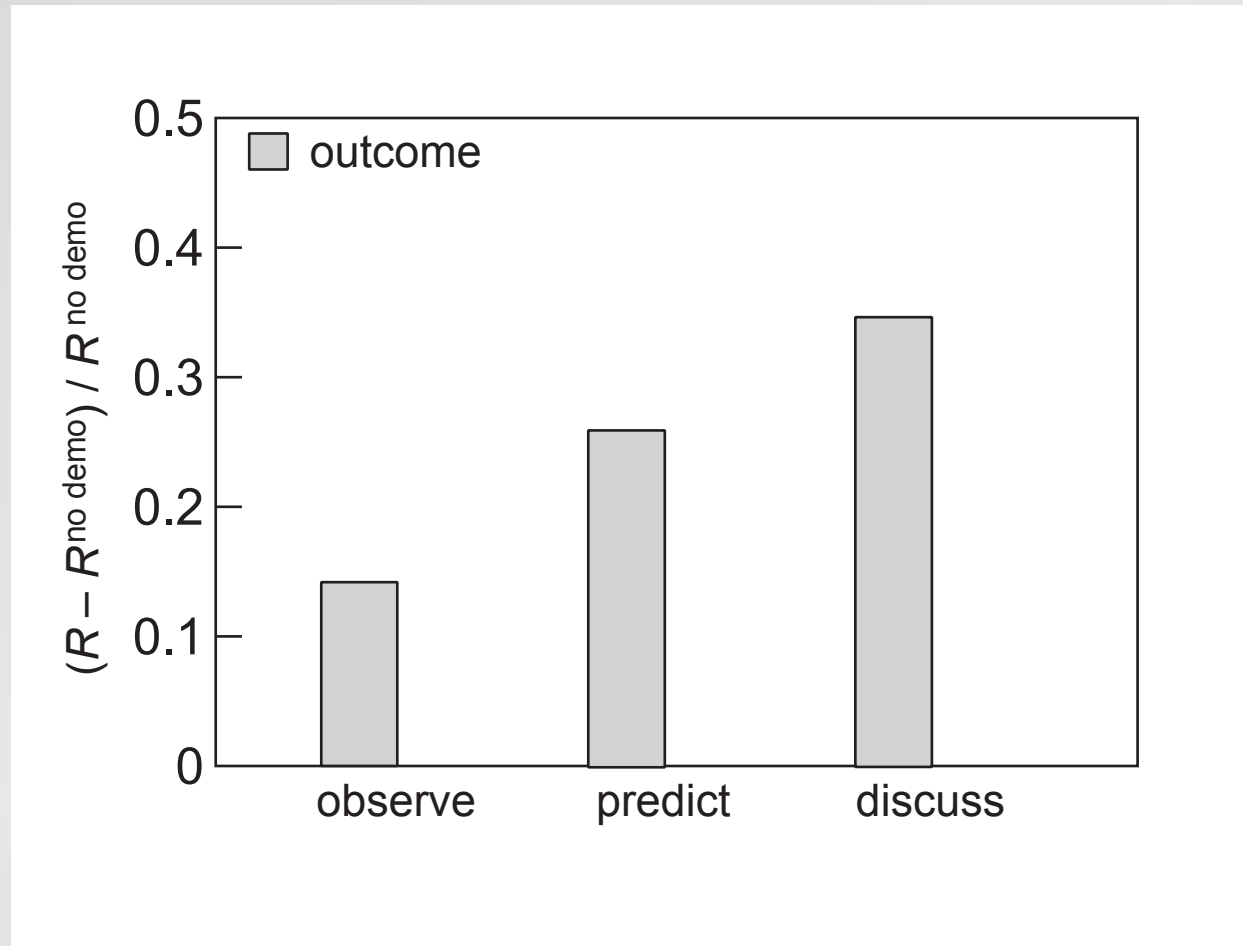
Lecture demonstrations

aggregate results for seven demonstrations

mode	N	R_{outcome}	$R_{\text{explanation}}$
no demo	297	61%	22%
observe	220	70%	24%
predict	179	77%	30%
discuss	158	82%	32%

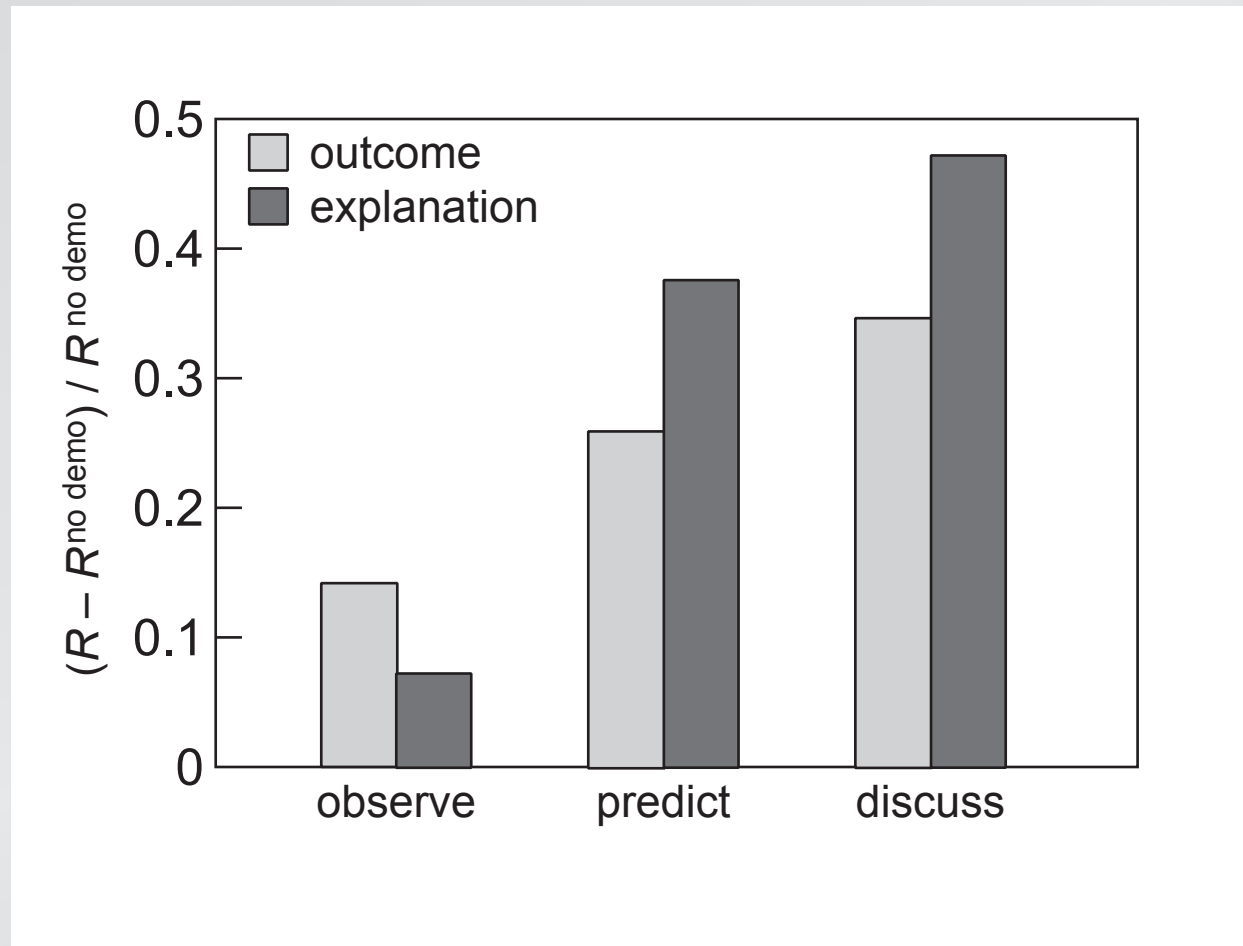
Lecture demonstrations

improvement correlates with engagement



Lecture demonstrations

improvement correlates with engagement



Lecture demonstrations

Points to keep in mind:

- **demonstrations without engagement not very helpful**
- **results can be improved by having students predict outcome**

Confusion



Confusion

instructors are praised for 'clear' lectures

A photograph of a male instructor in a dark suit and red tie leaning over a row of green lecture hall chairs. He is looking down at a student's work. The student in the foreground has long blonde hair in a ponytail and is wearing a dark jacket. To her right, a student with long dark hair is writing on a piece of paper. The background shows other students seated in the lecture hall, some looking towards the front. The overall scene suggests a moment of clarification or assistance during a lecture.

Confusion

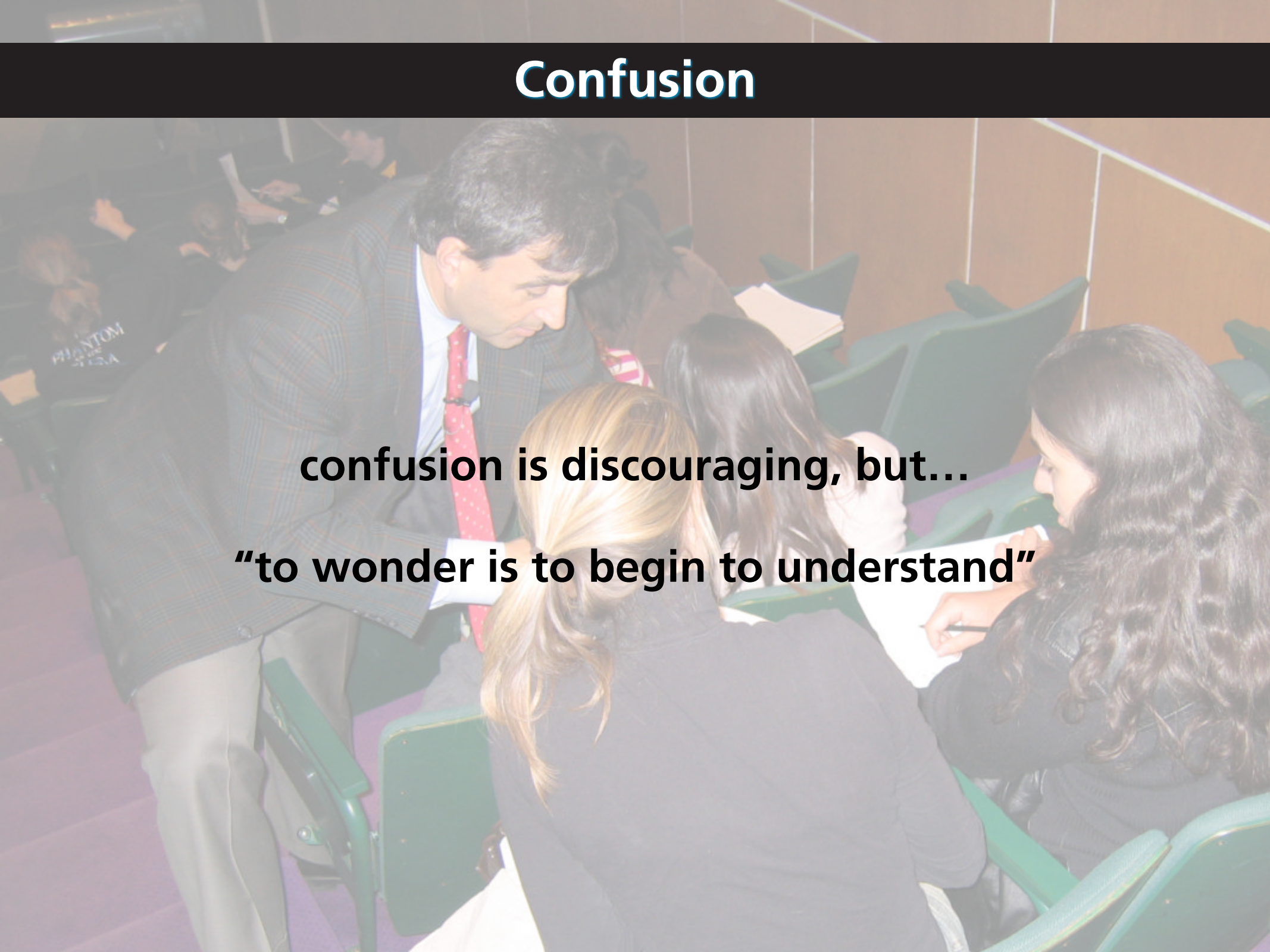
confusion is discouraging, but...

A photograph of a man in a dark, patterned suit and a red tie with white polka dots leaning over a desk in a classroom. He is looking down at a book or paper held by a student. Several other students are seated at desks in the foreground and background, some looking towards the man. The classroom has green chairs and a wood-paneled wall. The text 'PHANTOM' is visible on a student's shirt in the background.

Confusion

confusion is discouraging, but...

“to wonder is to begin to understand”



Confusion

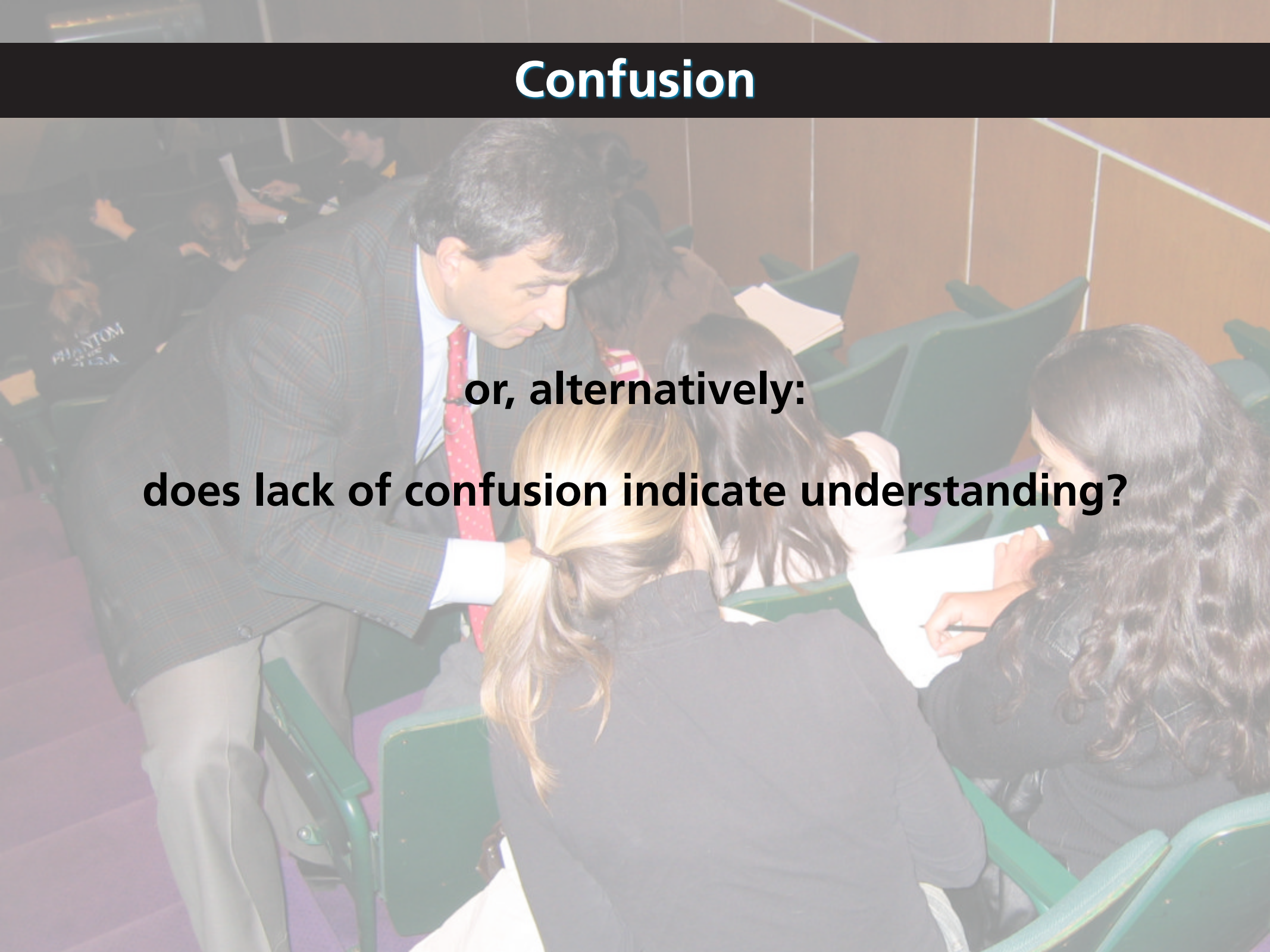
does confusion indicate lack of understanding?

A photograph of a man in a dark suit and red tie leaning over a desk to assist students. The students are seated at green desks, and the man is pointing at a document on the desk. The background shows a classroom setting with other students and a wall with wood paneling.

Confusion

or, alternatively:

does lack of confusion indicate understanding?



Confusion

Web-based free-response reading assignment:

- **two questions on content (difficult!)**
- **one feedback question**

Novak et al., Just-in-Time Teaching: Blending active learning with web technology (Prentice Hall, 1999).

Confusion

Web-based free-response reading assignment:

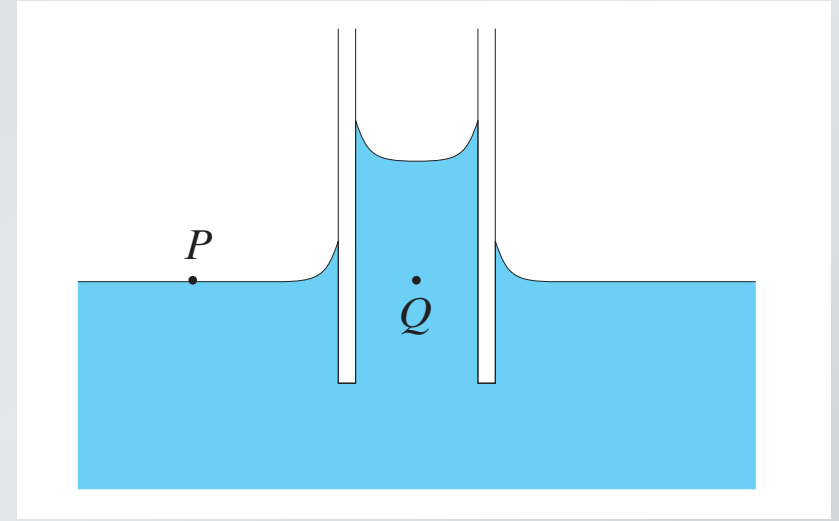
- **two questions on content (difficult!)**
- **one feedback question**

analyze understanding and confusion

Novak et al., Just-in-Time Teaching: Blending active learning with web technology (Prentice Hall, 1999).

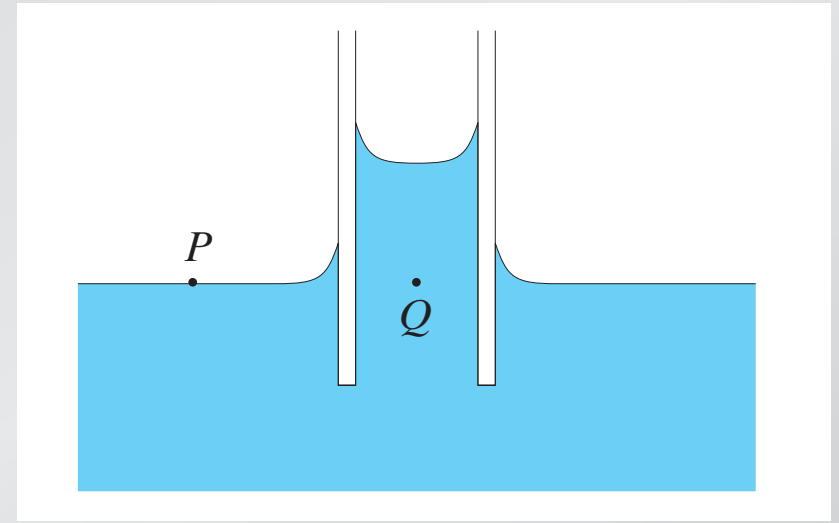
Confusion

1. Consider the capillary rise of a liquid in a glass tube. How does the pressure at point P at the surface of the liquid compare to the pressure at point Q at equal height?

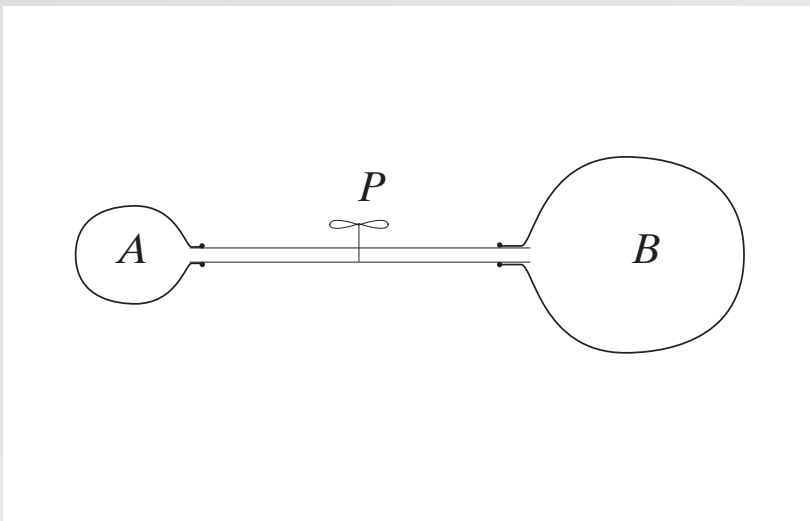


Confusion

1. Consider the capillary rise of a liquid in a glass tube. How does the pressure at point P at the surface of the liquid compare to the pressure at point Q at equal height?



2. Two identical balloons are connected to a tube as shown below. Balloon B is inflated more than balloon A . Which way does the air flow when valve P is opened?



Confusion

3. Please tell us briefly what points of the reading you found most difficult or confusing. If you did not find any part of it difficult or confusing, please tell us what parts you found most interesting.

Confusion

sample answer

- 1. Capillary action is due to the cohesion between water molecules, and the adhesion of water to the surface of the glass tube. Negative pressures can result from the cohesive forces of water. At the same height, the pressure inside the tube is much less due to negative pressures.**
- 2. The air flows from high pressure to low pressure. The fully blown up balloon has higher pressure than the 1/2 blown up balloon. So the air flows from the fully blown balloon to the half filled balloon.**
- 3. Nothing was difficult or confusing. The sections on the surfactant in the lungs and the heart as a pump were interesting because they relate physics to biology.**

Confusion

sample answer

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3. **Nothing was difficult or confusing.** The sections on the surfactant in the lungs and the heart as a pump were interesting because they relate physics to biology.

Confusion

1. The water rises because of an interaction between the water and the walls of the tube. This interaction creates an upward force which causes the water to rise. The force is due to surface tension between the water and the walls of the tube. The pressure at the point inside the tube must be the same as the pressure at the point of equal height outside the tube, because if there was a pressure difference, then there would be a net flow of water, into or out of the tube, until the pressure difference was equalized.

2. Laplace's law tells us that it requires a greater pressure difference to maintain a small sphere than a larger one. So, the pressure in the small balloon must be greater, and the air will flow from the small balloon into the large one.

3. I found the explanation of Laplace's law to be inadequate, and while I can understand the conclusion drawn, I don't understand the reasoning which led to the conclusion.

Confusion

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Confusion

1. The water rises because of an interaction between the water and the walls of the tube. This interaction creates an upward force which causes the water to rise. The force is due to surface tension between the water and the walls of the tube. The pressure at the point inside the tube must be the same as the pressure at the point of equal height outside the tube, because if there was a pressure difference, then there would be a net flow of water, into or out of the tube, until the pressure difference was equalized.

2. Laplace's law tells us that it requires a greater pressure difference to maintain a small sphere than a larger one. So, the pressure in the small balloon must be greater, and the air will flow from the small balloon into the large one.

3. I found the explanation of Laplace's law to be **inadequate**, and while I can understand the conclusion drawn, **I don't understand the reasoning** which led to the conclusion.

Confusion

Analysis

Coding of responses:

- Q1 and Q2: correct or incorrect
- Q3: confusion expressed on topic of Q1/Q2

Correlate confusion with correctness

Confusion

traditional textbook on Laplace's law and capillarity

capillarity	correct	incorrect
confused	44%	56%
not confused	25%	75%

Confusion

traditional textbook on Laplace's law and capillarity

capillarity	correct	incorrect
confused	44%	56%
not confused	25%	75%

Laplace	correct	incorrect
confused	49%	51%
not confused	21%	79%

Confusion

“Confused” students twice as likely correct!

Confusion

using research-based text

torque	correct	incorrect
confused	45%	55%
not confused	43%	57%

Confusion

using research-based text

torque	correct	incorrect
confused	45%	55%
not confused	43%	57%

text compels students to think while reading

Confusion

**More confusion among students who understand!
(especially when students are not pushed to think)**

Confusion

Confusion...

- **doesn't correlate with understanding**
- **is not (necessarily) the result of poor teaching**
- **is part of the learning process**

Conclusion

classroom data vital to improving education!

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