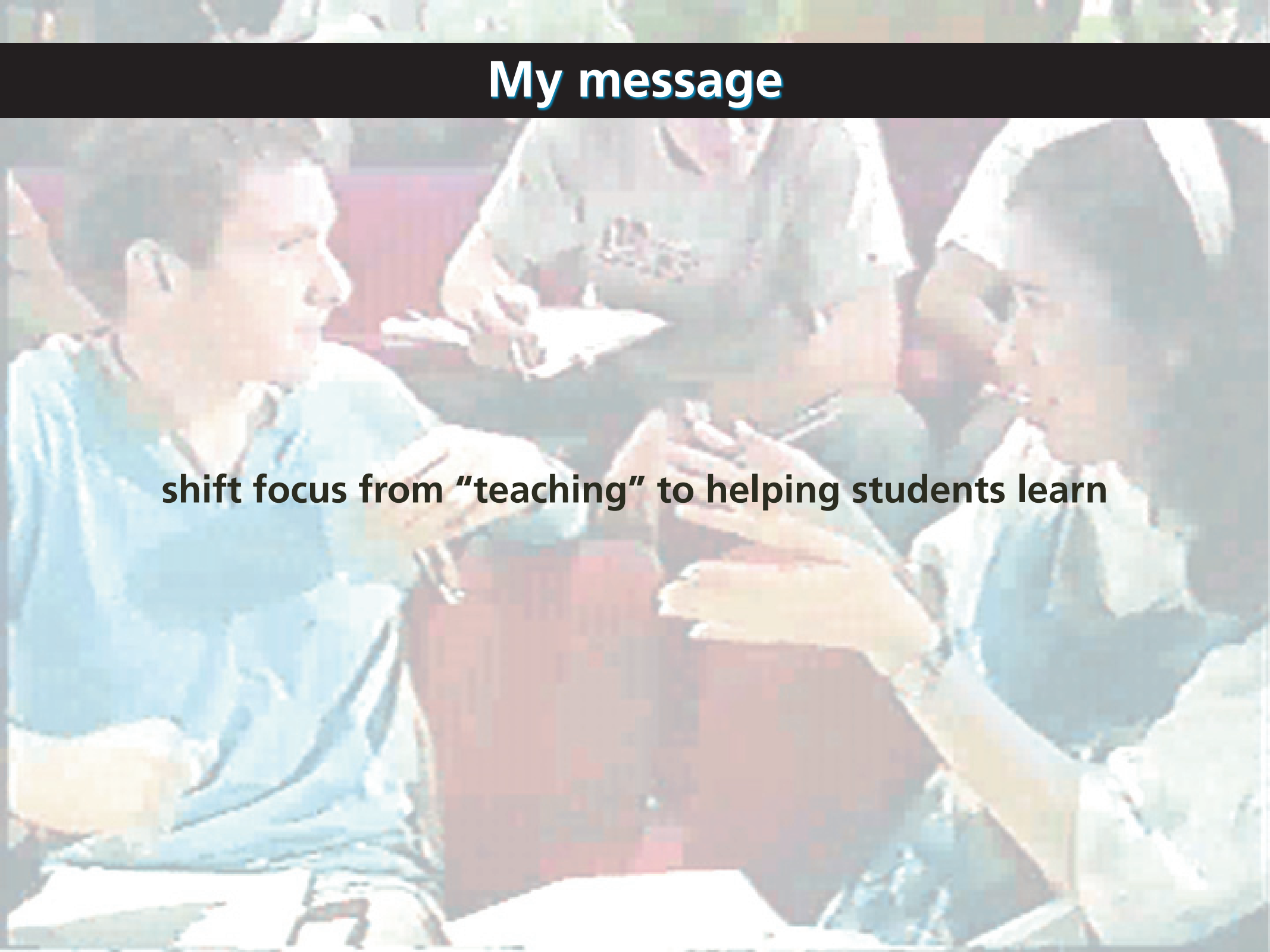
Active learning in the classroom

Learing and Teaching Engineering Workshop
FEUP
Porto, Portugal, 30 October 2009

My message

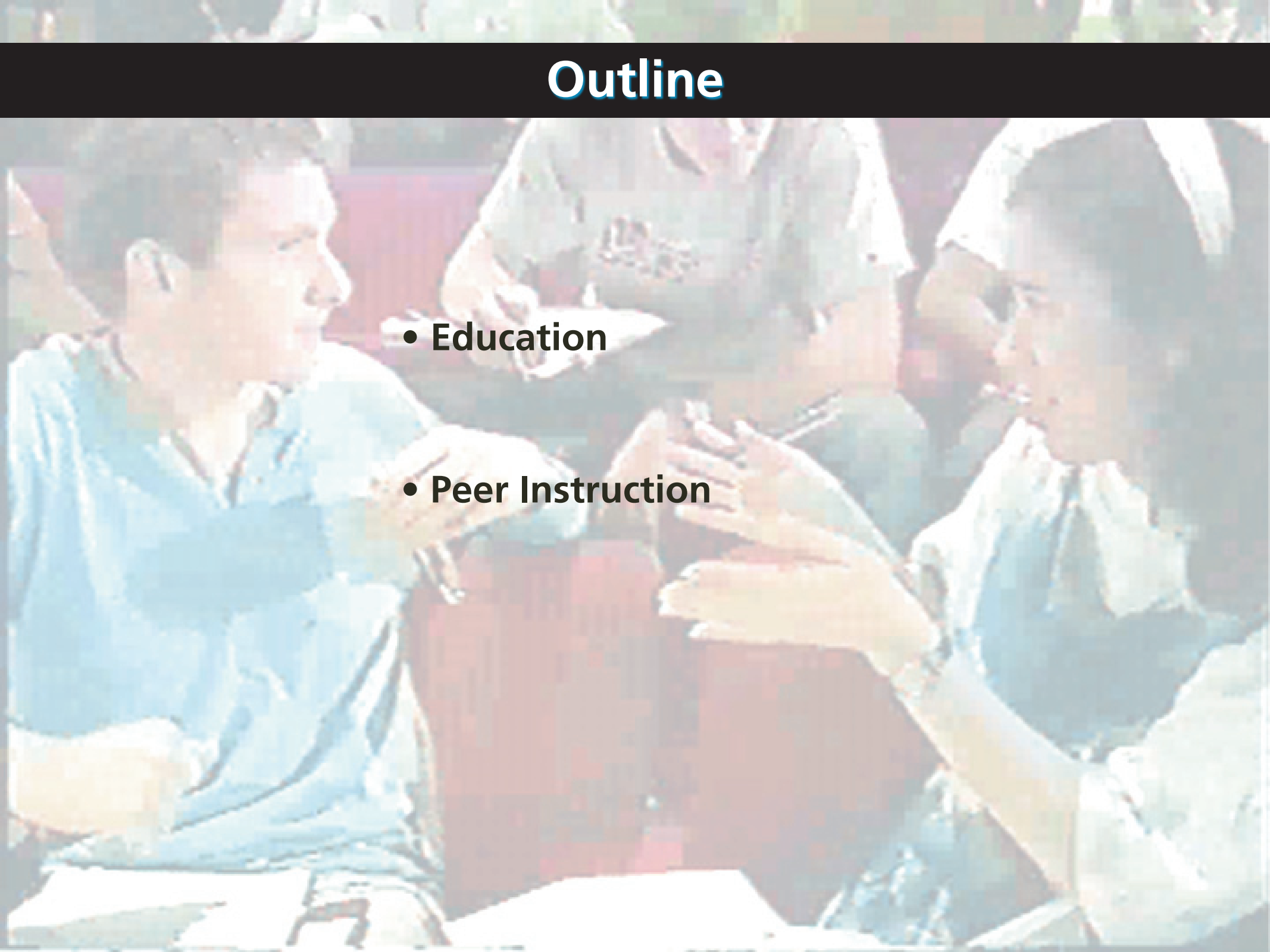


shift focus from “teaching” to helping students learn

Outline

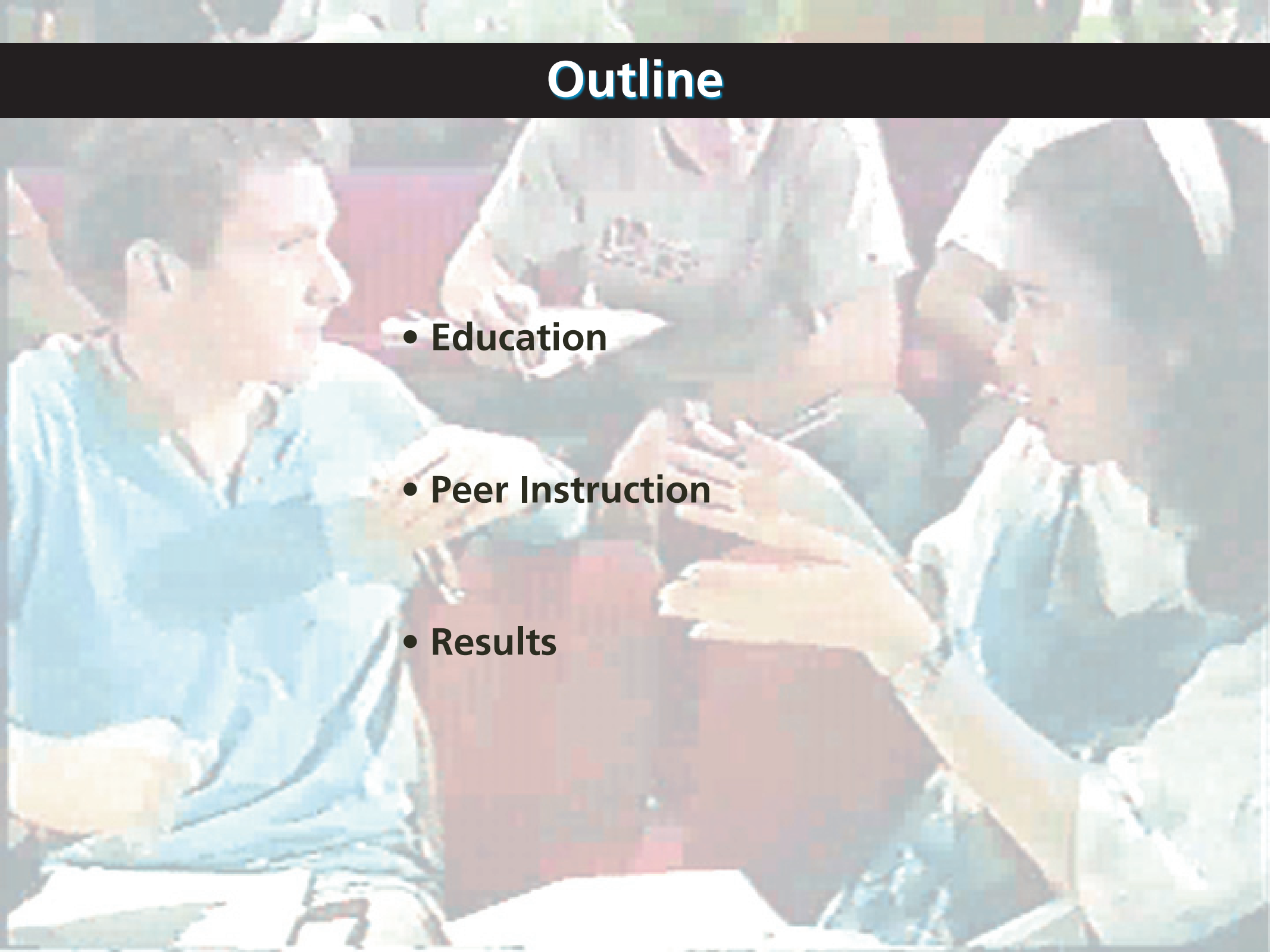
- Education

Outline



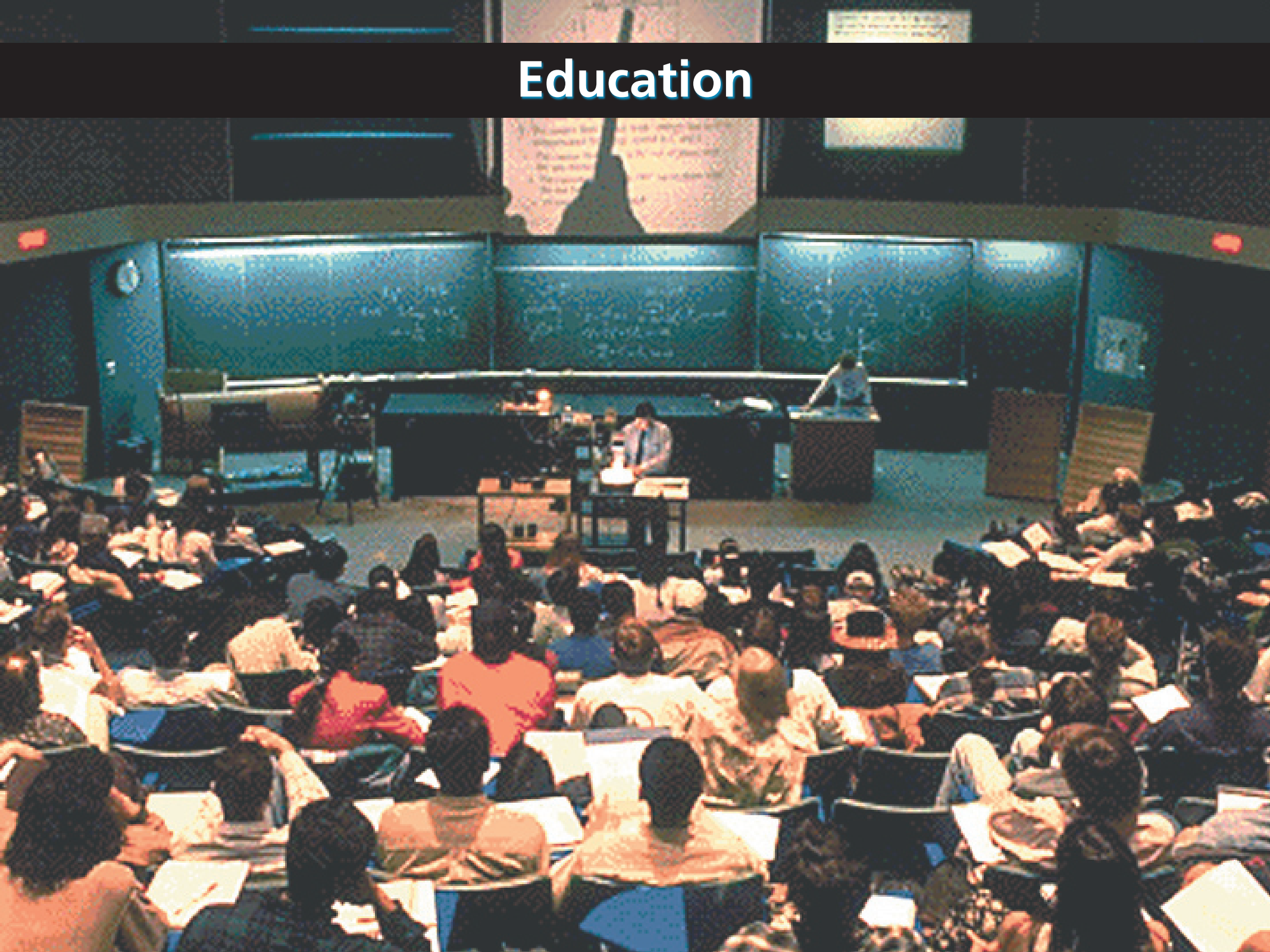
- Education
- Peer Instruction

Outline

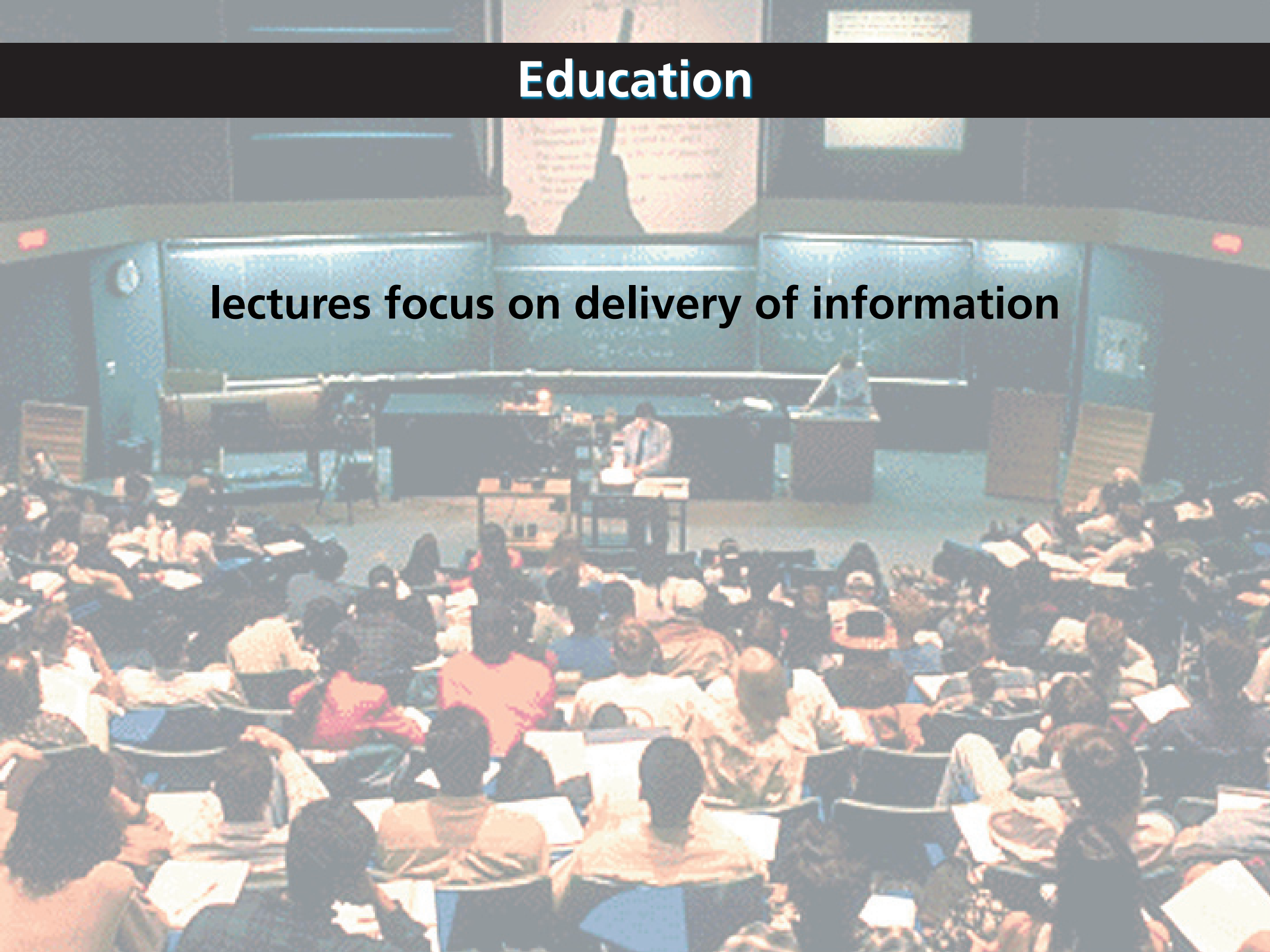


- Education
- Peer Instruction
- Results

Education



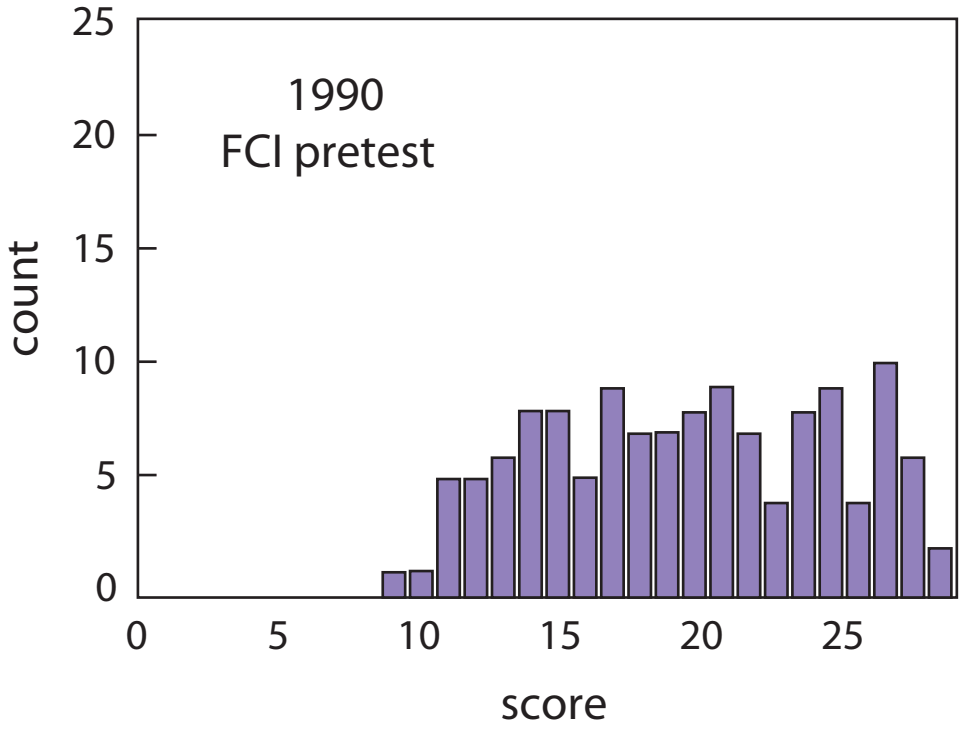
Education



lectures focus on delivery of information

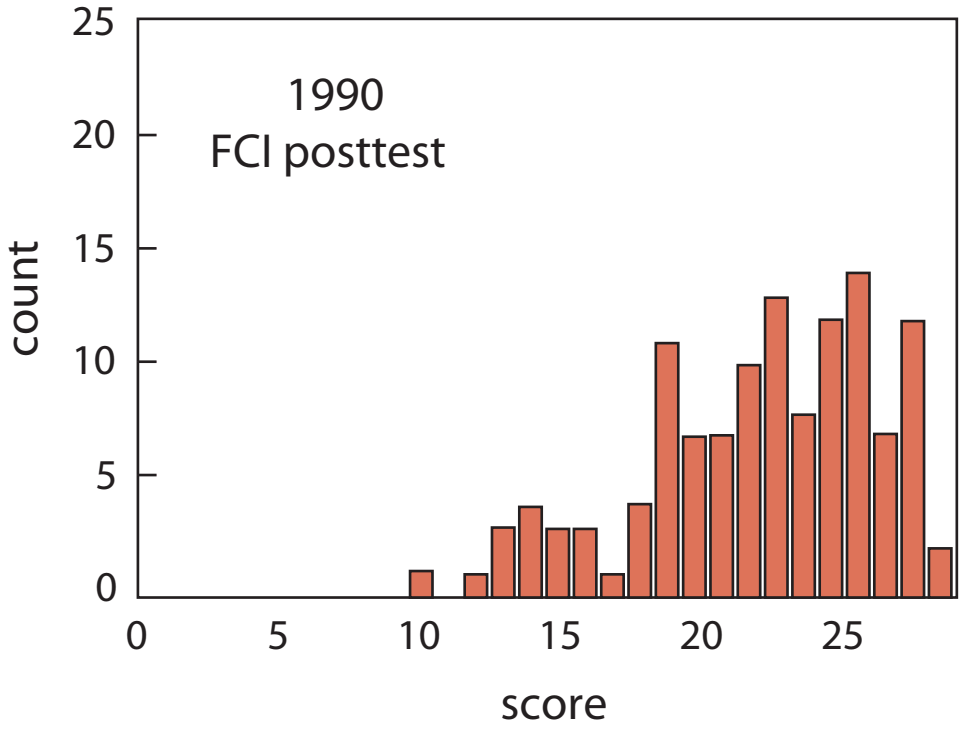
Education

education is not just information transfer



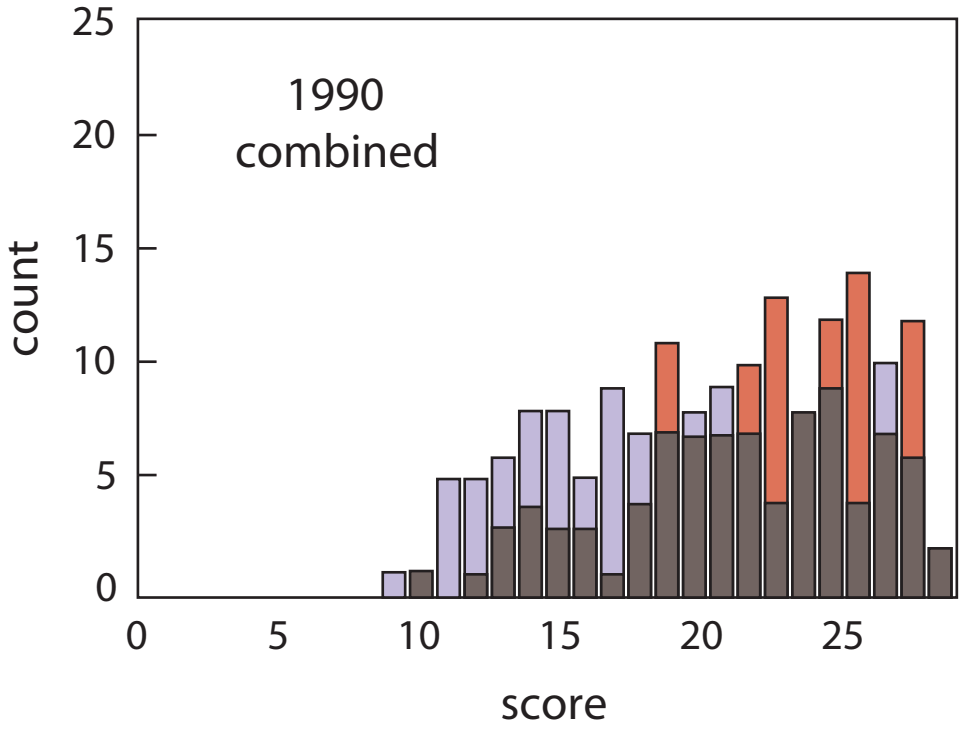
Education

education is not just information transfer

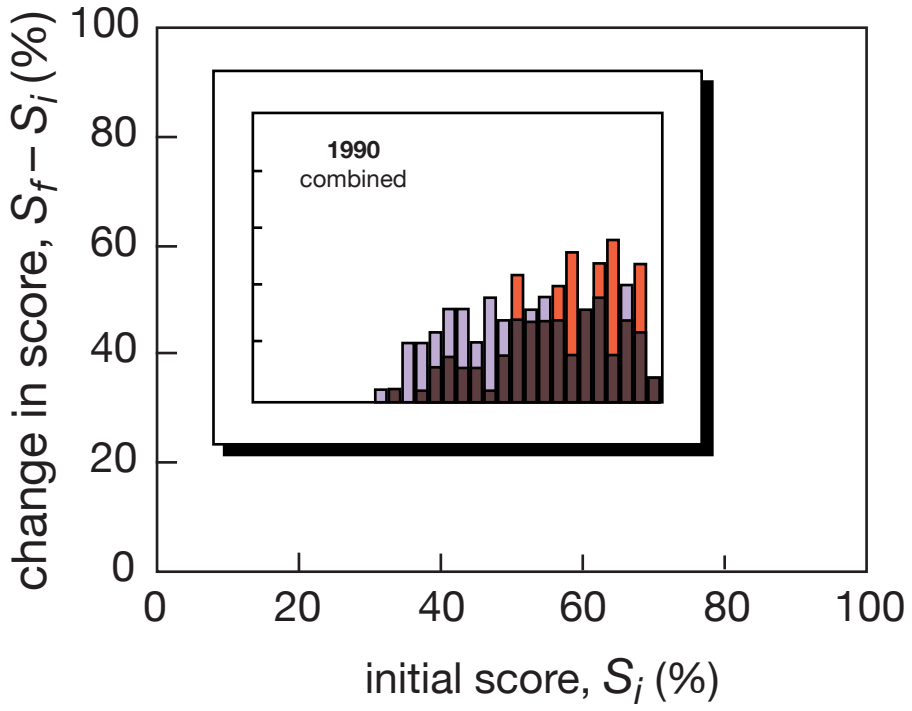


Education

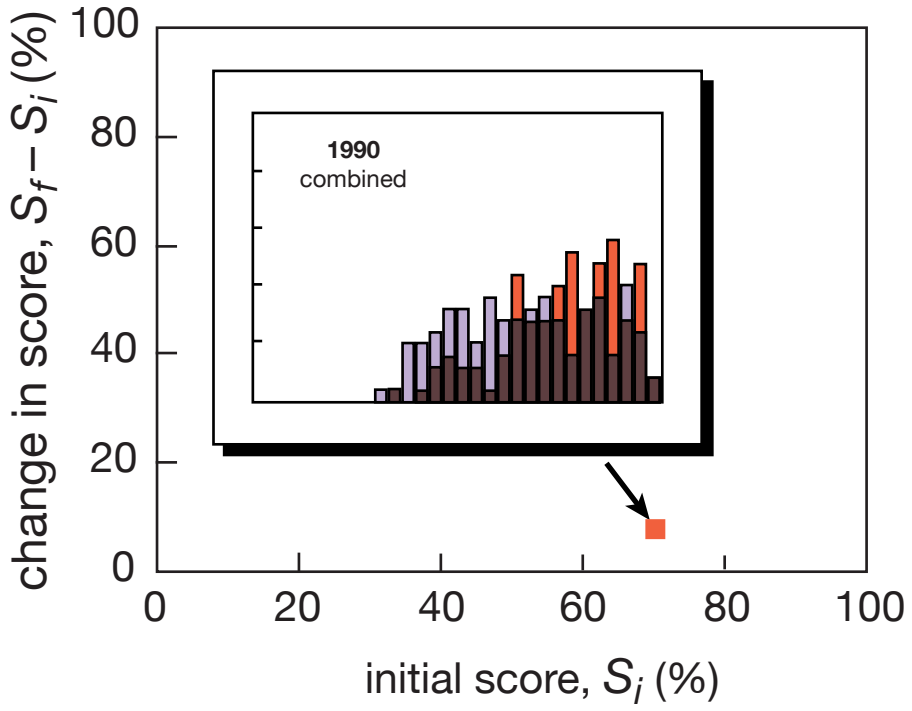
education is not just information transfer



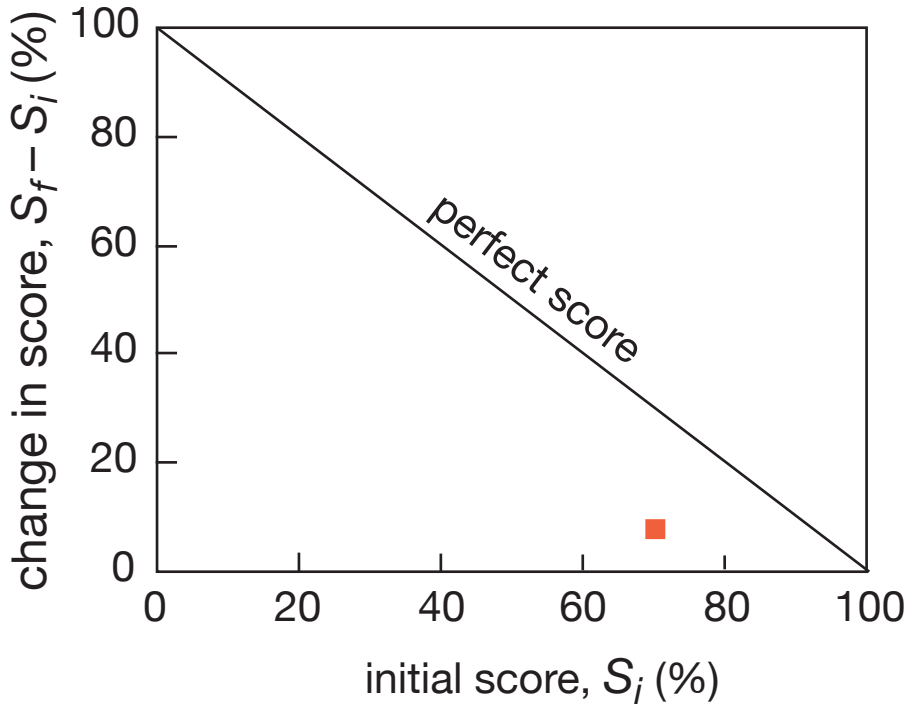
Education


1990
combined
change in score, $S_f - S_i$ (%)
initial score, S_i (%)
0
20
40
60
80
100

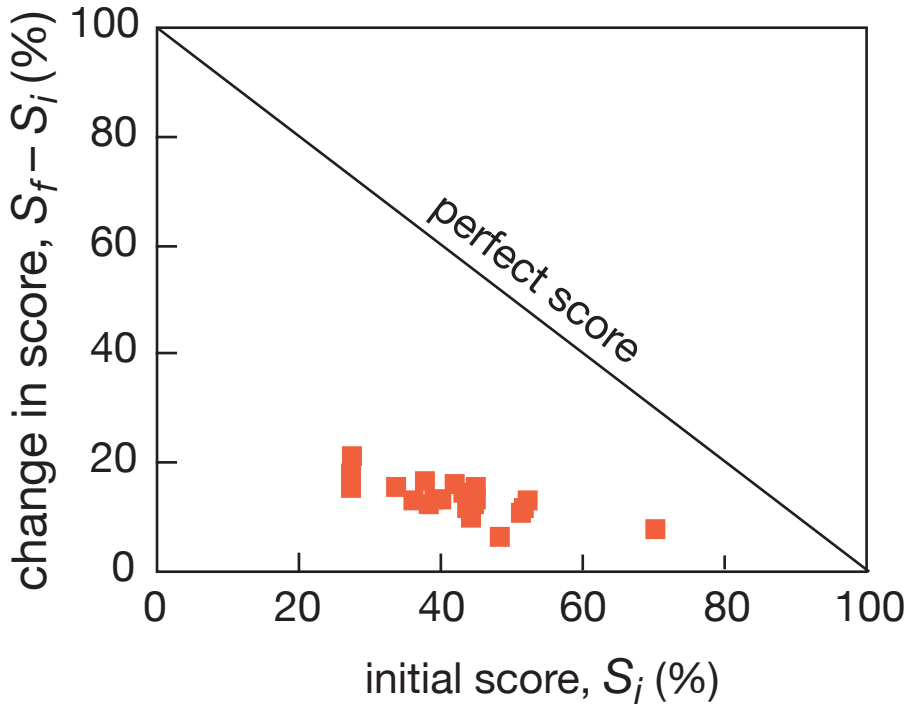
Education


1990
combined
change in score, $S_f - S_i$ (%)
initial score, S_i (%)
0
20
40
60
80
100

Education


change in score, $S_f - S_i$ (%)
100
80
60
40
20
0
0
20
40
60
80
100
initial score, S_i (%)
perfect score

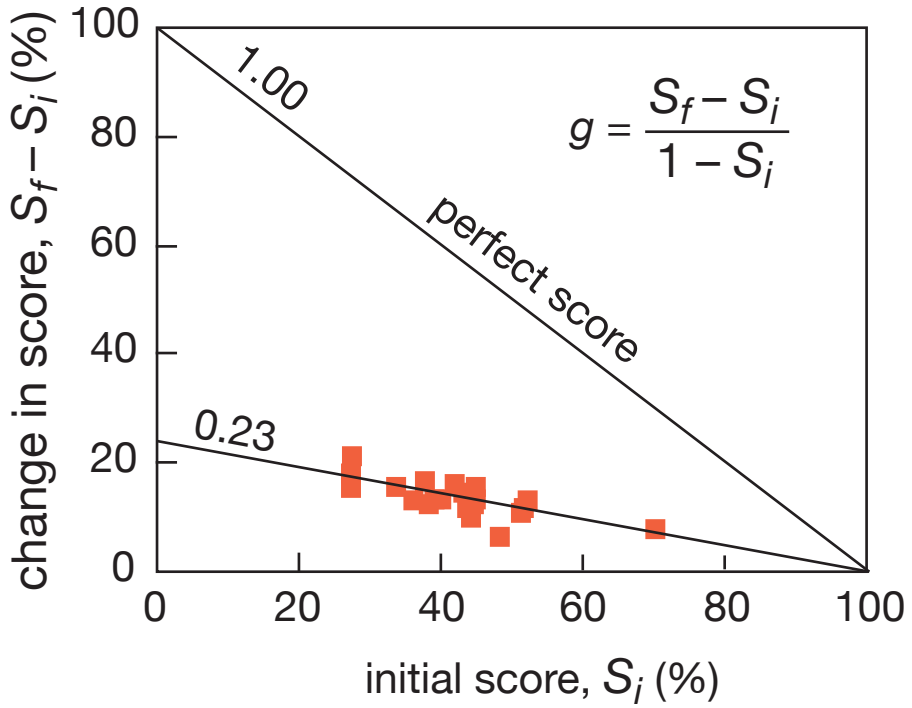
Education



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

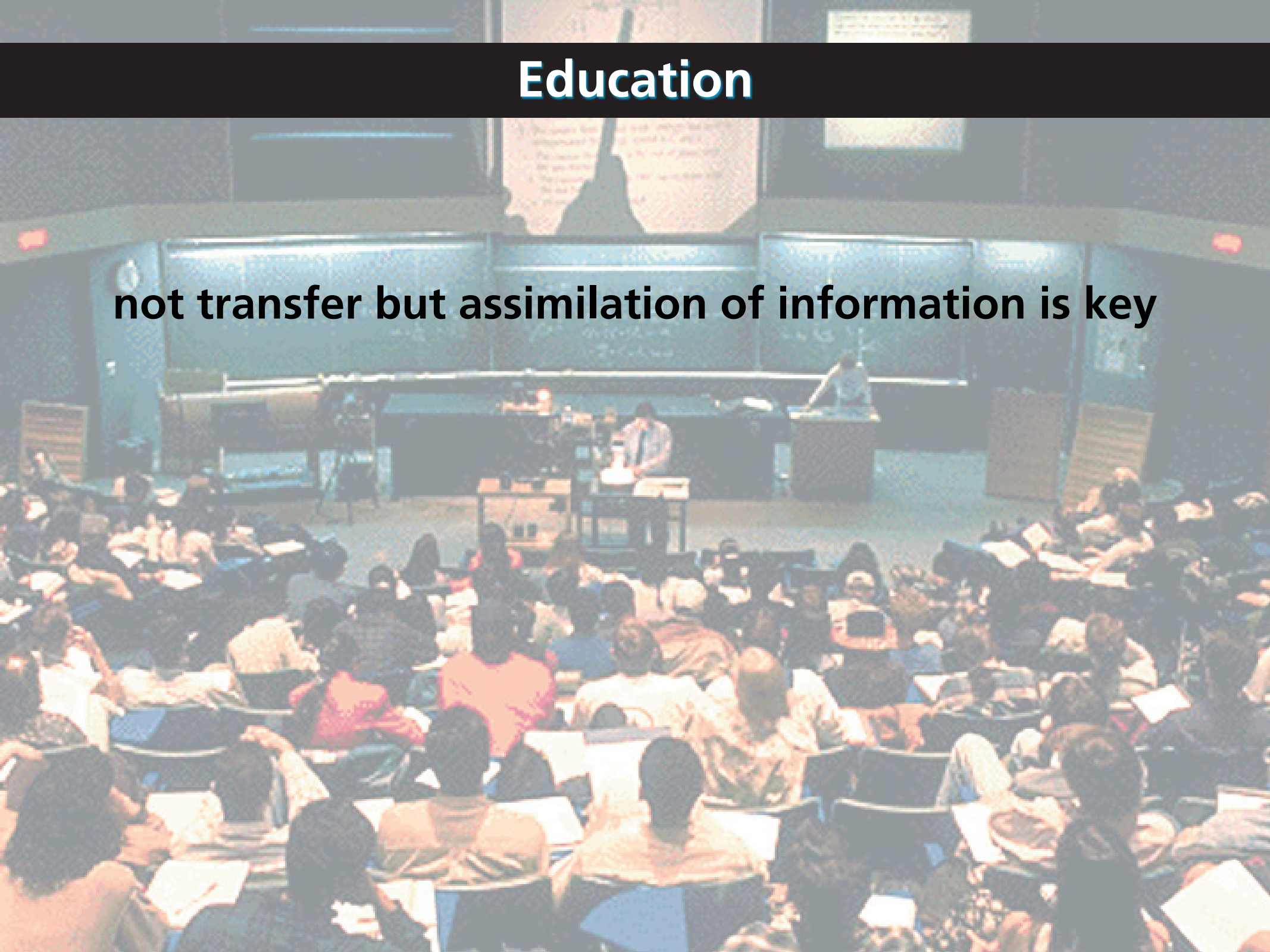
Education

only one quarter of maximum gain realized



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

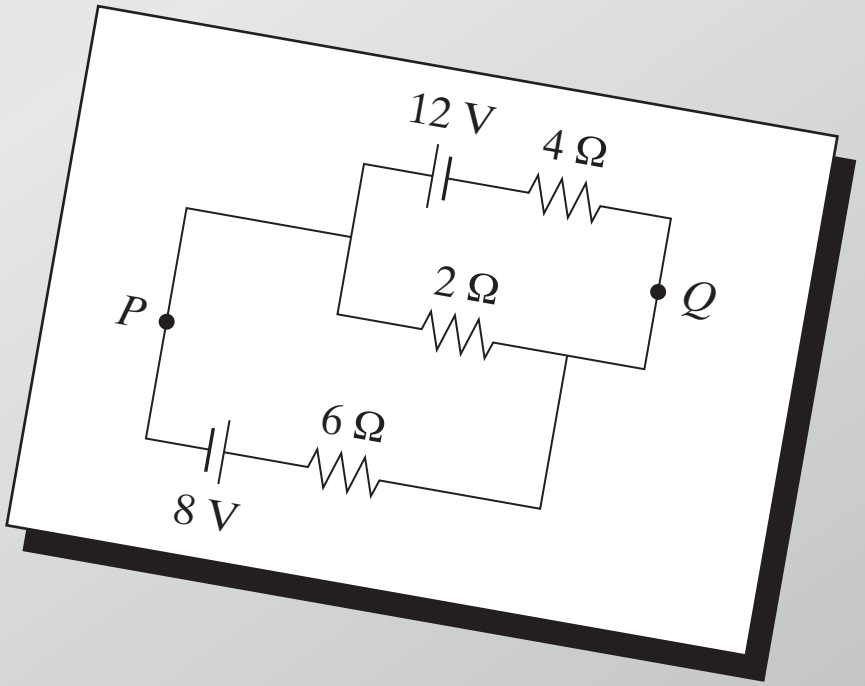
Education



not transfer but assimilation of information is key

Education

conventional problems misleading



Education

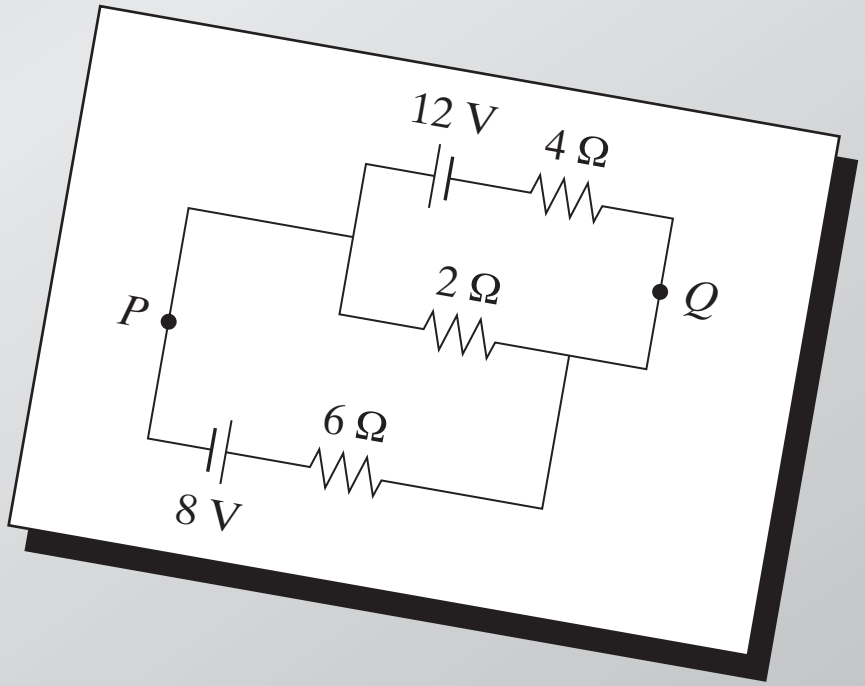
conventional problems misleading

Calculate:

(*a*) current in 2-Ω resistor

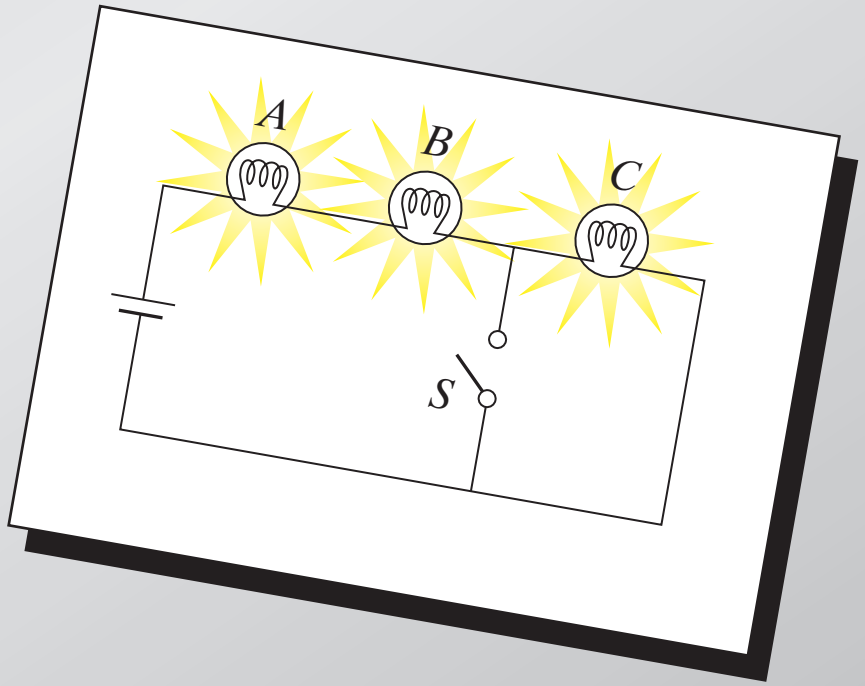
(*b*) potential difference

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?

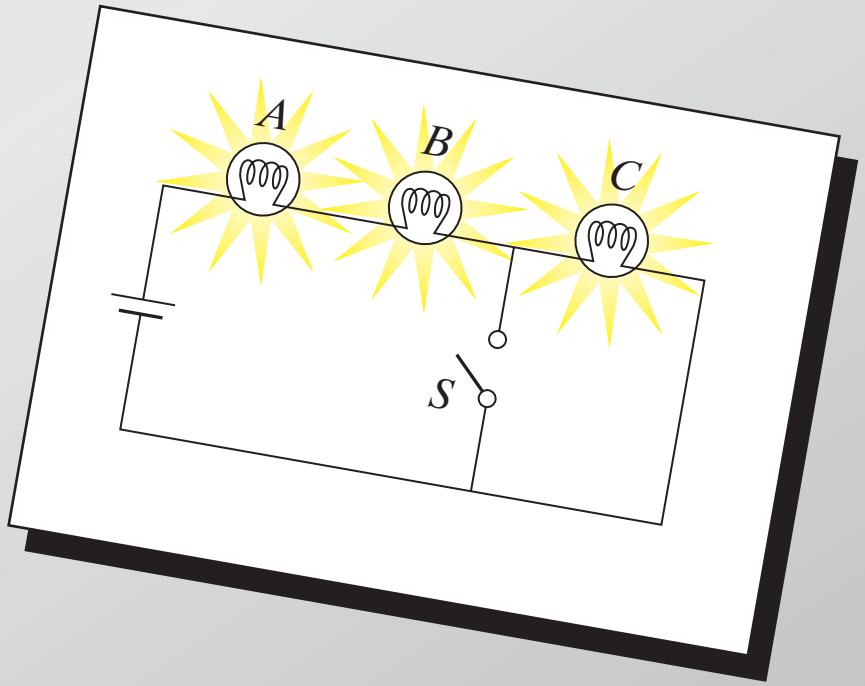
(*b*) intensity of C?

(*c*) current through battery?

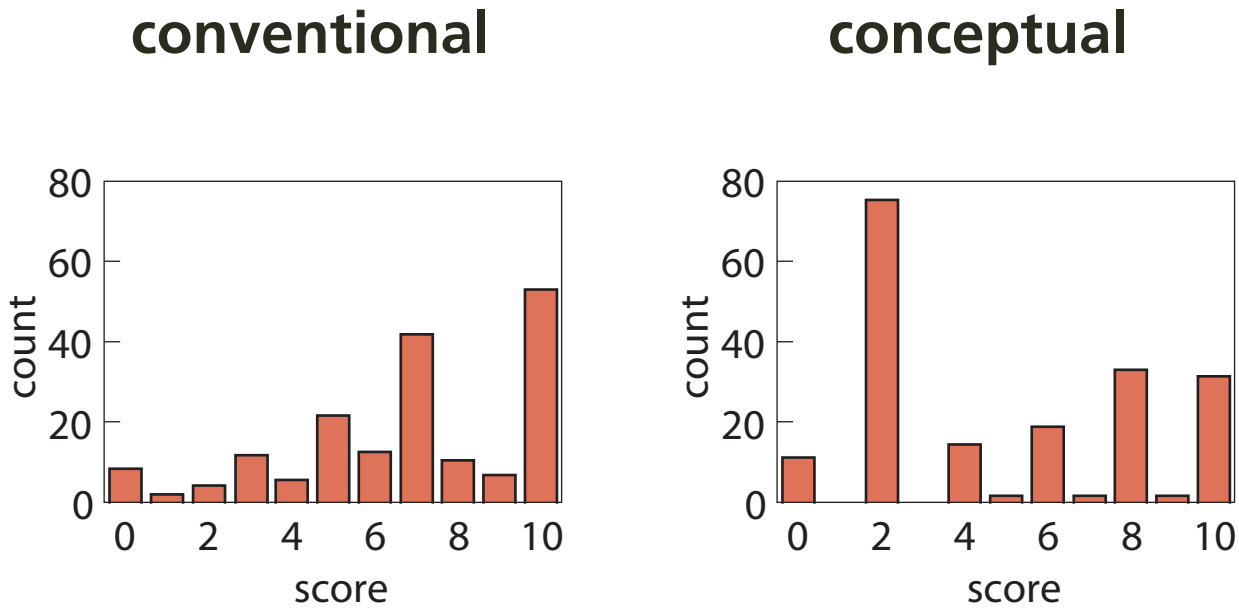
(*d*) potential difference across

A, *B*, and *C*?

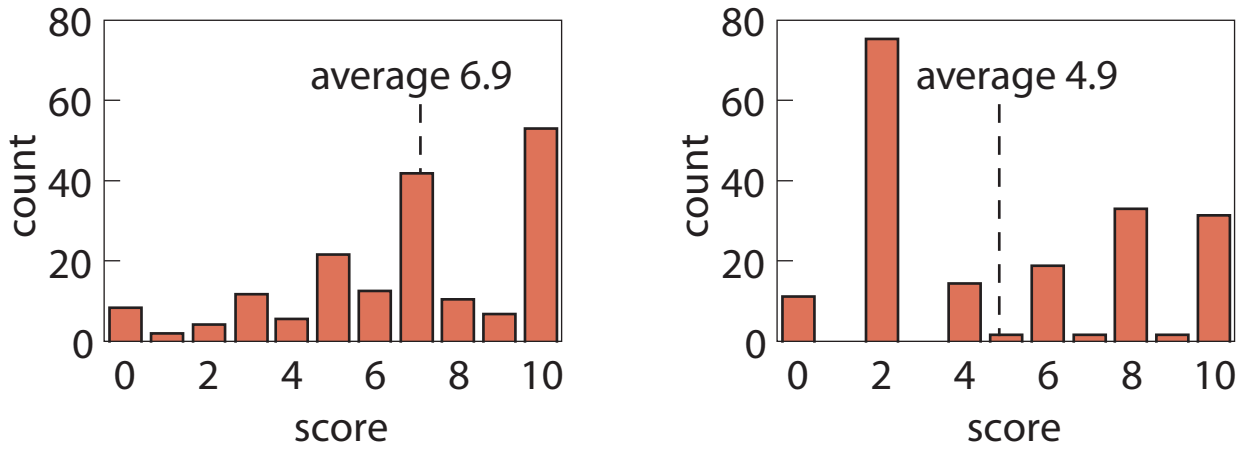
(*e*) the total power dissipated?



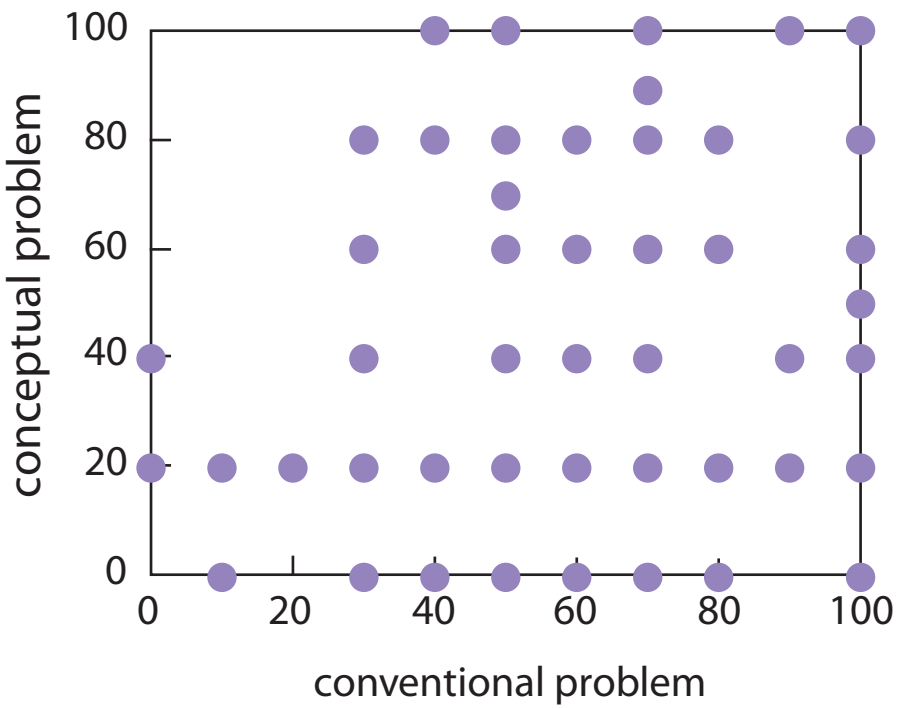
Education



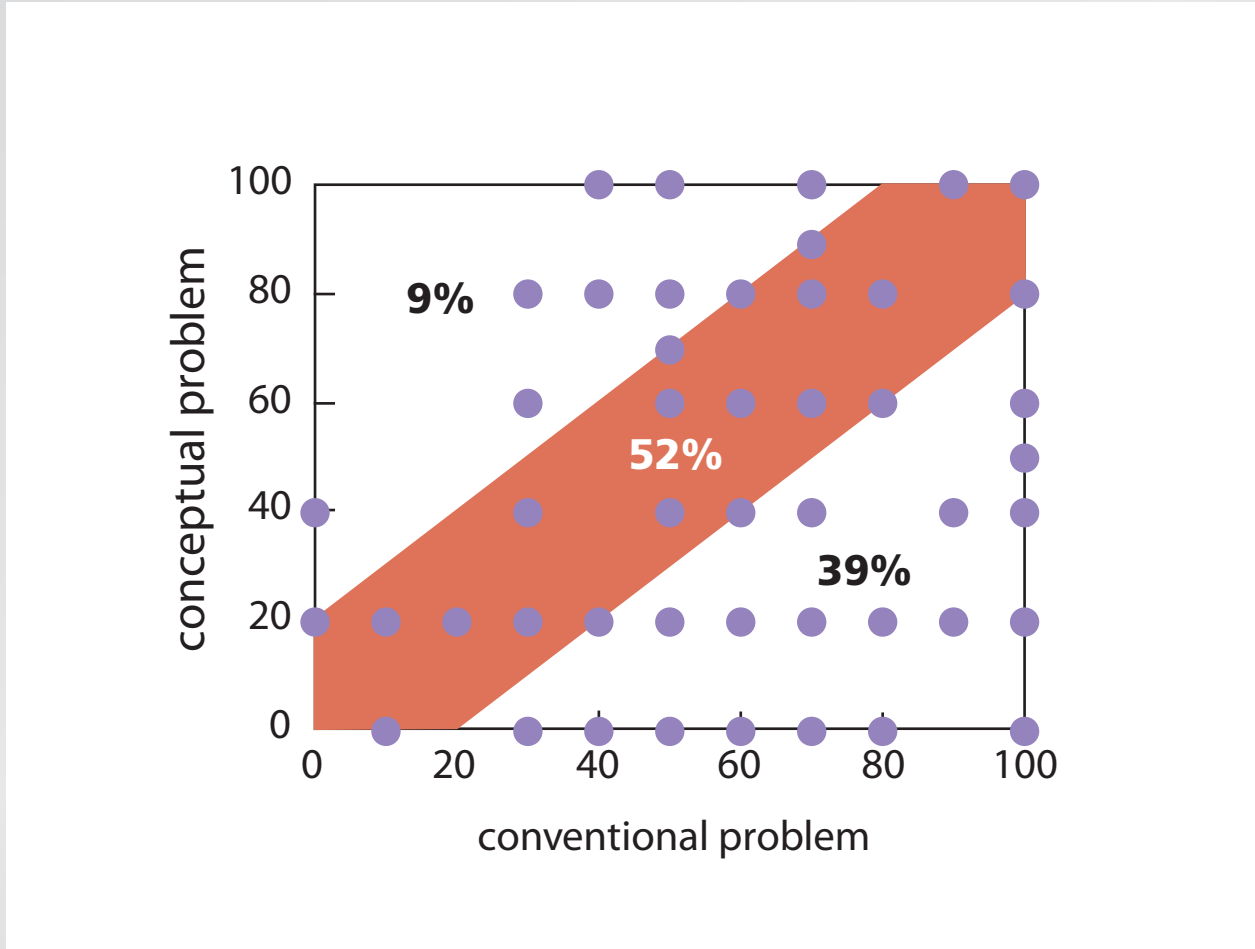
Education


conventional
conceptual
80
60
40
20
0
count
average 6.9
average 4.9
0
2
4
6
8
10
score

Education


100
80
60
40
20
0
conceptual problem
0
20
40
60
80
100
conventional problem

Education


100
80
60
40
20
0
conceptual problem
9%
52%
39%
0
20
40
60
80
100
conventional problem


So what should we do?

Peer Instruction

Give students more responsibility for gathering information…

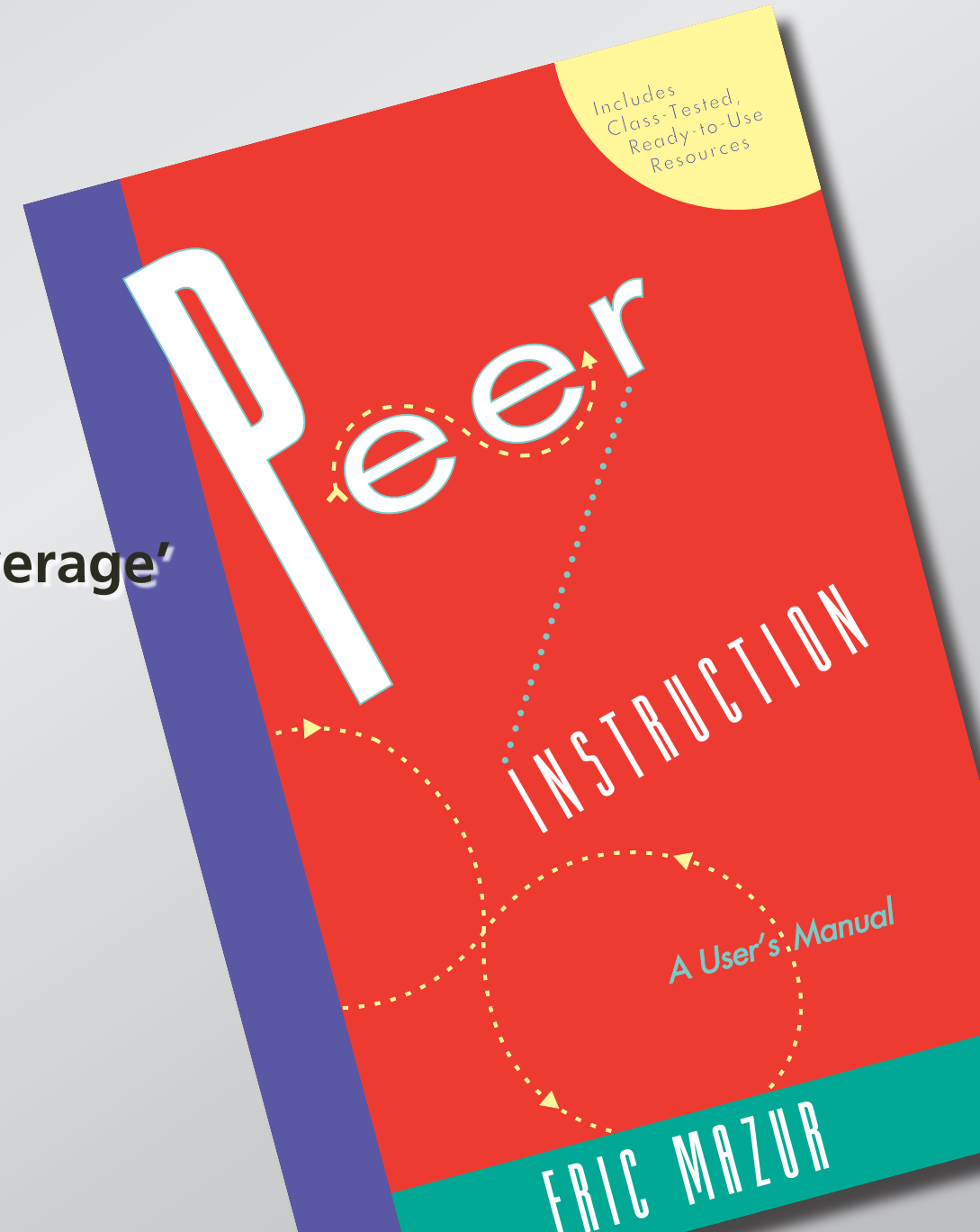
Peer Instruction

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

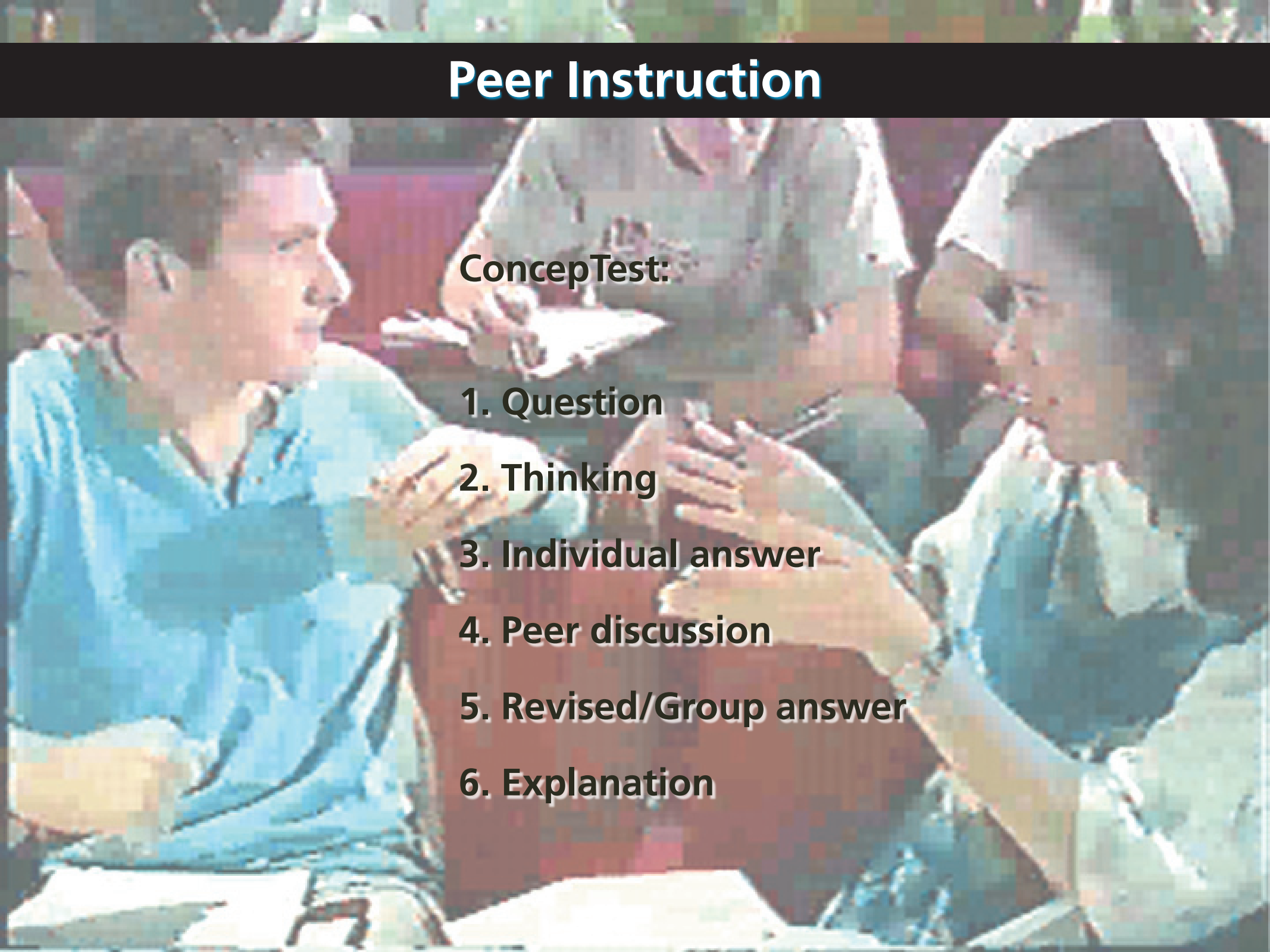
Peer Instruction

Main features:

- pre-class reading
- in-class: depth, not ‘coverage’
- ConcepTests



Peer Instruction

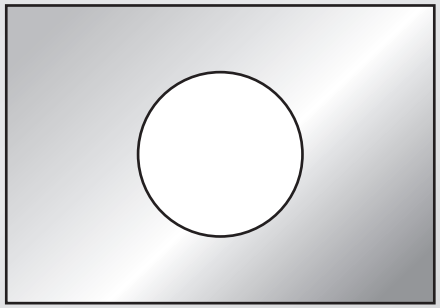


ConcepTest:

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

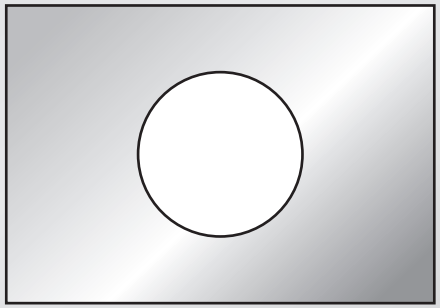
Let's try it!

Consider a rectangular metal plate with a circular hole in it.



Let's try it!

Consider a rectangular metal plate with a circular hole in it.

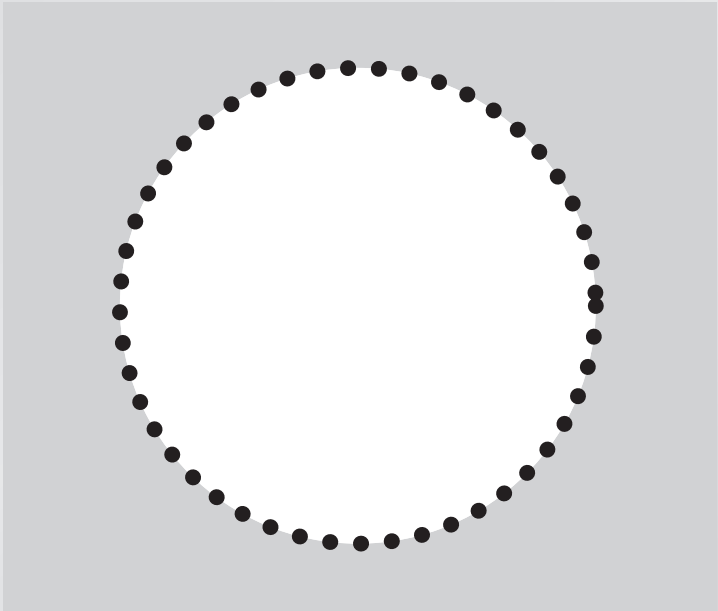


When the plate is uniformly heated, the diameter of the hole

1. increases.
2. stays the same.
3. decreases.

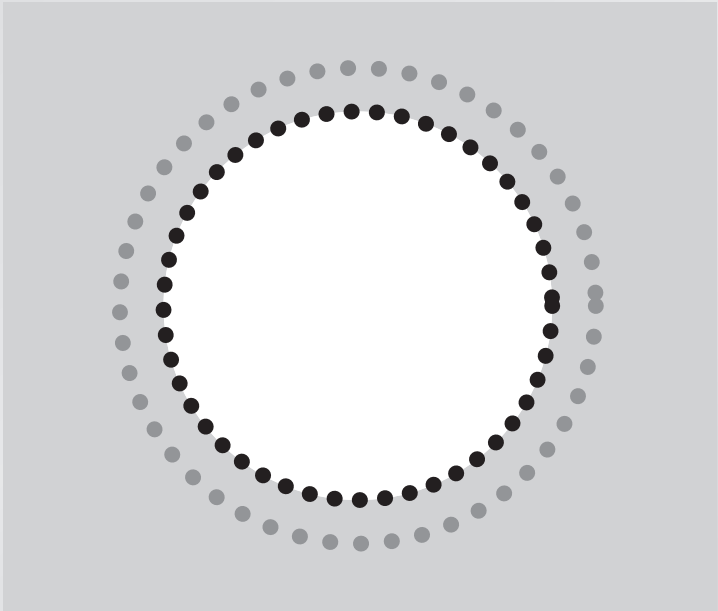
Let's try it!

consider the atoms at the rim of the hole



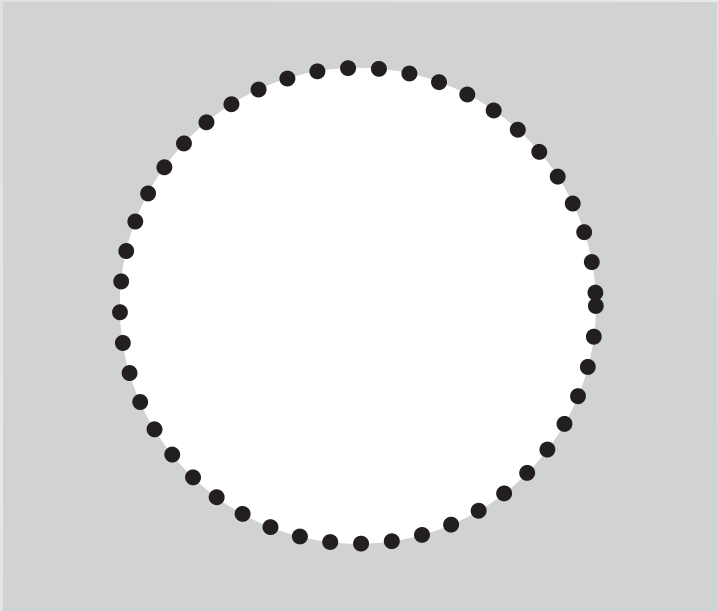
Let's try it!

consider the atoms at the rim of the hole



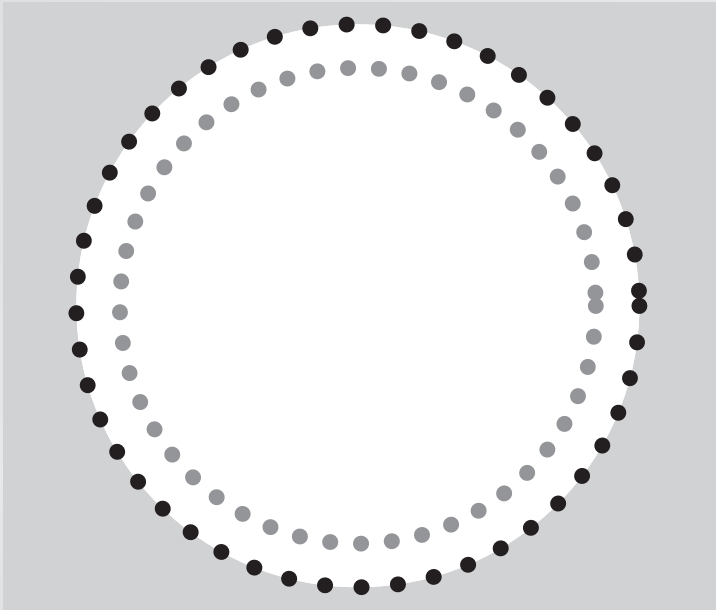
Let's try it!

consider the atoms at the rim of the hole



Let's try it!

consider the atoms at the rim of the hole



Let's try it!

Imagine a rope that fits snugly along the equator.

Let's try it!

Imagine a rope that fits snugly along the equator.

Suppose the rope is cut and 1 m of rope is inserted between the cut ends. If the rope were to maintain a circular shape, how far off the surface of the Earth would it float?

1. the width of a few atoms
2. the width of a few hairs
3. the height of a curb
4. exactly 1 m
5. more than 1 m

Let's try it!

circumference at equator:

$$2\pi R_{\mathrm{E}}$$

Let's try it!

circumference at equator:

$$2\pi R_{\mathrm{E}}$$

new circumference:

$$2\pi R_{\mathrm{E}} + 1\ \mathrm{m}$$

Let's try it!

circumference at equator:

$$2\pi R_{\mathrm{E}}$$

new circumference:

$$2\pi R_{\mathrm{E}} + 1\ \mathrm{m}$$

radius of circle with new circumference:

$$2\pi R = 2\pi R_{\mathrm{E}} + 1\ \mathrm{m}, \quad \textbf{and so} \quad R = R_{\mathrm{E}} + \frac{1\ \mathrm{m}}{2\pi}.$$

Let's try it!

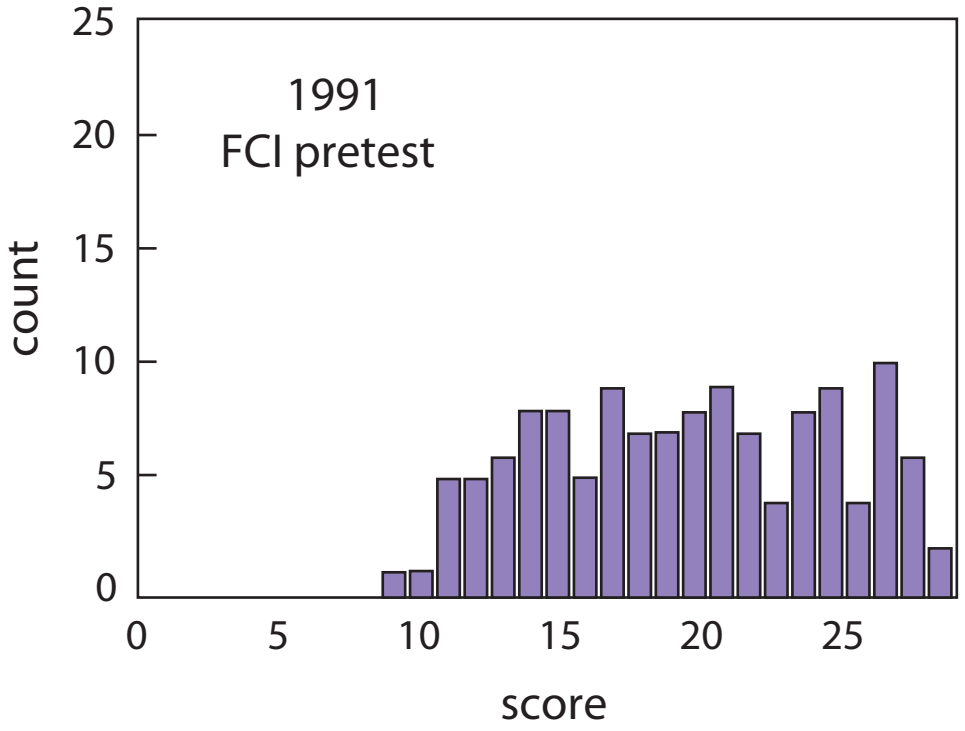
It's easy to fire up the audience!

Results

is it any good?

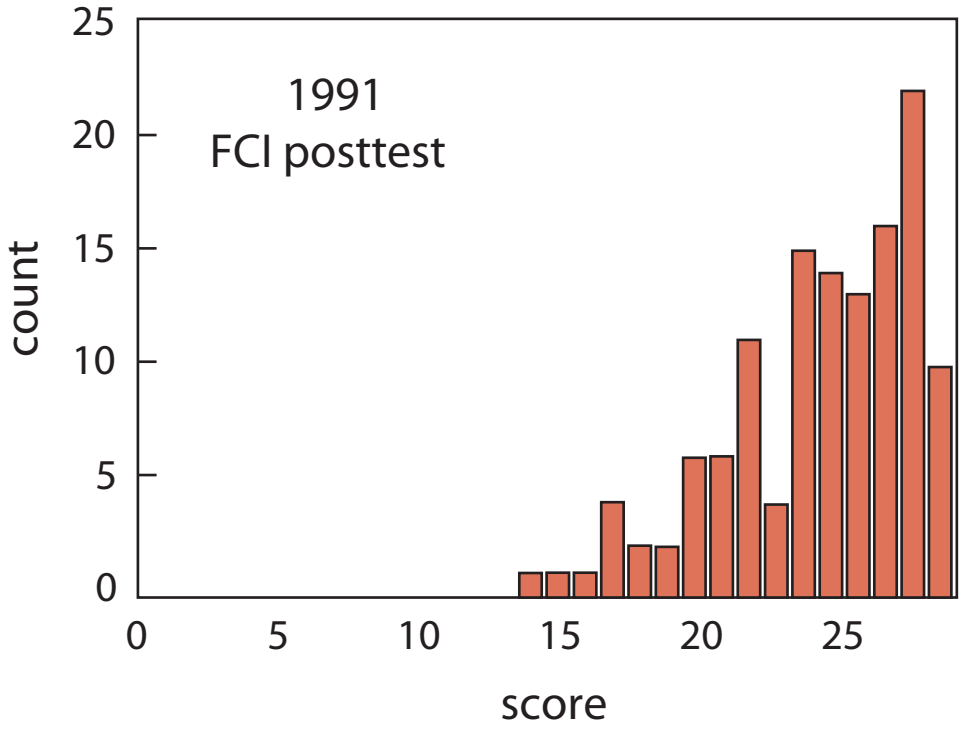
Results

first year of implementing PI



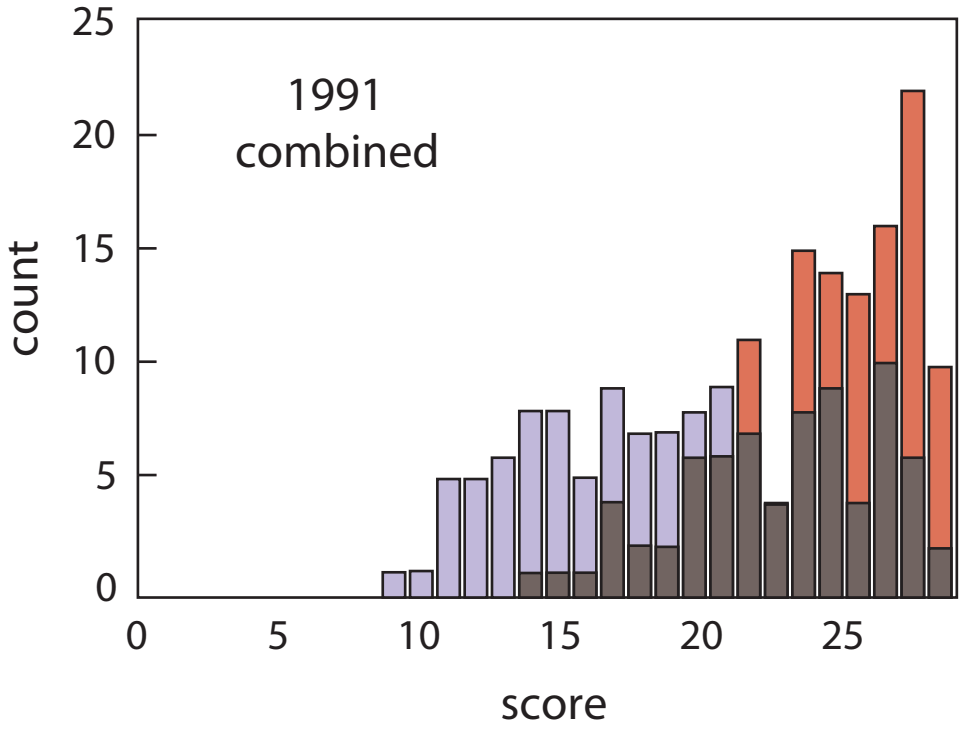
Results

first year of implementing PI

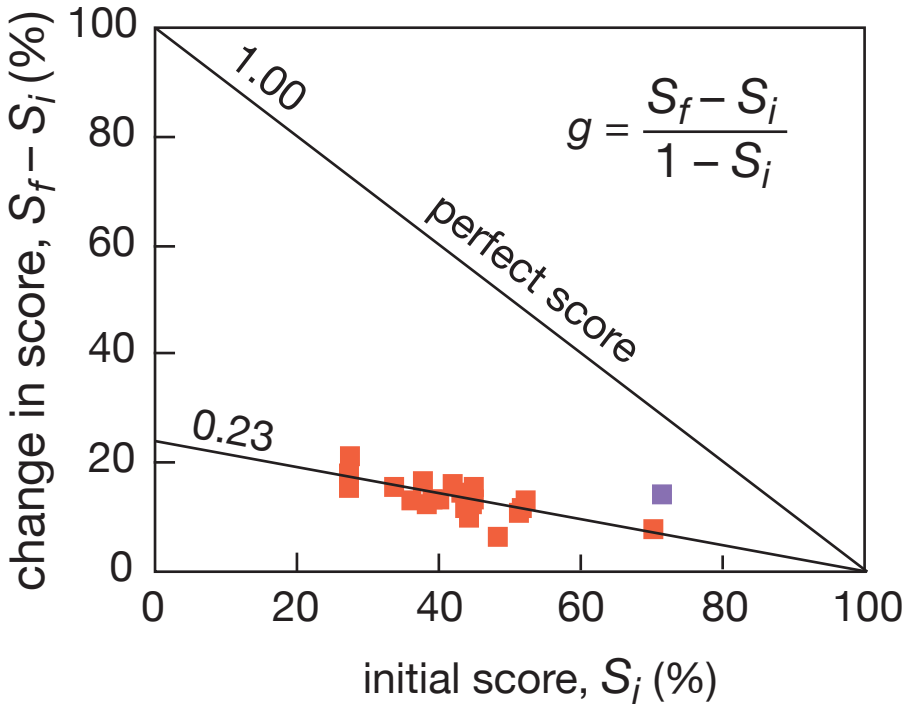


Results

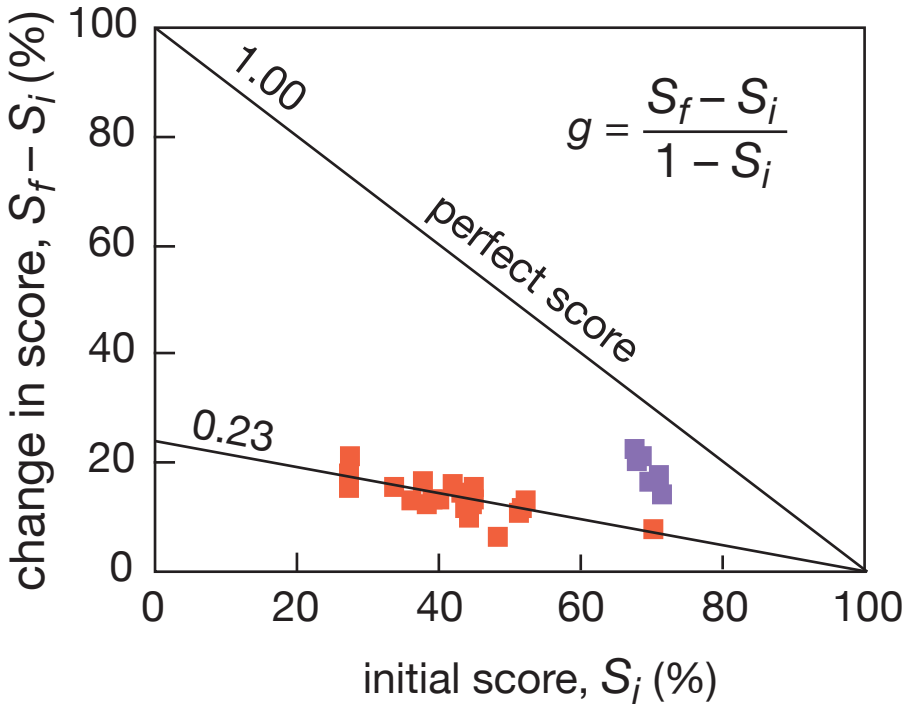
first year of implementing PI



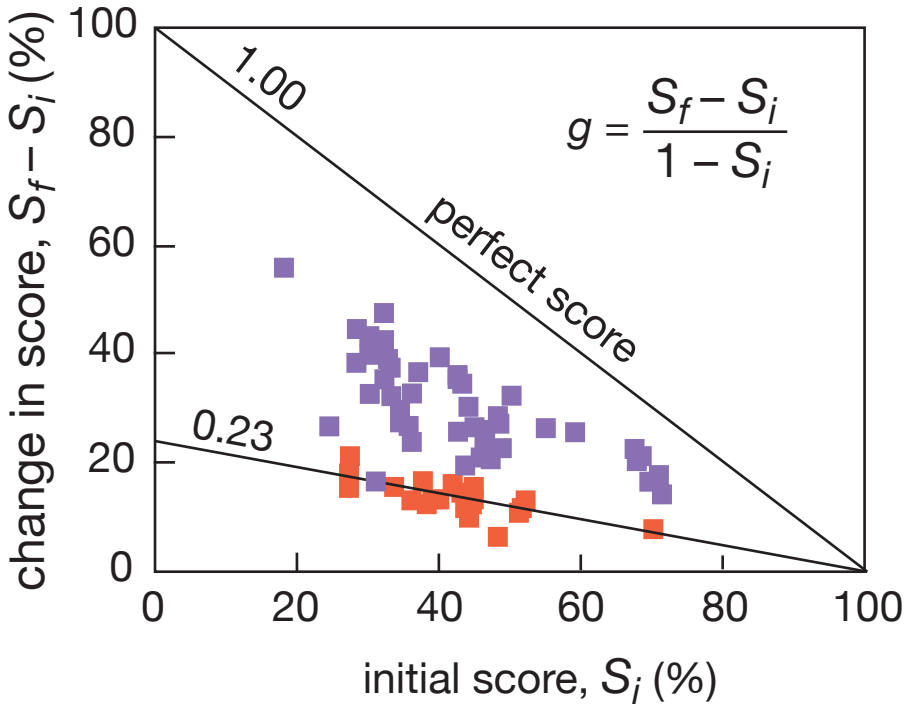
Results


change in score, $S_f - S_i$ (%)
initial score, S_i (%)
100
80
60
40
20
0
0
20
40
60
80
100
1.00
perfect score
0.23
$g = \frac{S_f - S_i}{1 - S_i}$

Results

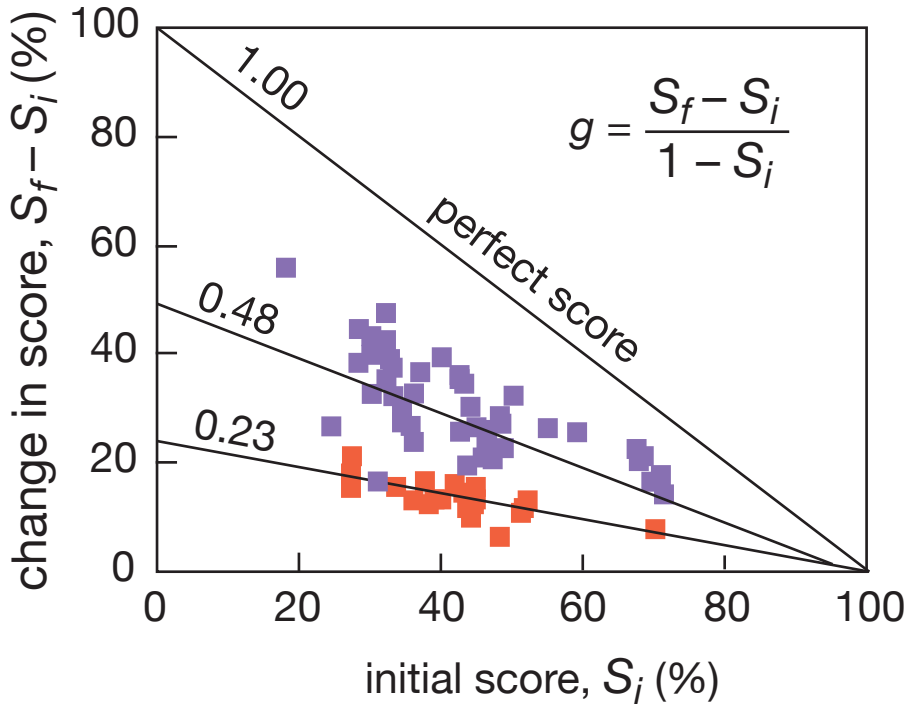

change in score, $S_f - S_i$ (%)
100
80
60
40
20
0
0
20
40
60
80
100
initial score, S_i (%)
1.00
perfect score
$g = \frac{S_f - S_i}{1 - S_i}$
0.23

Results



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

Results

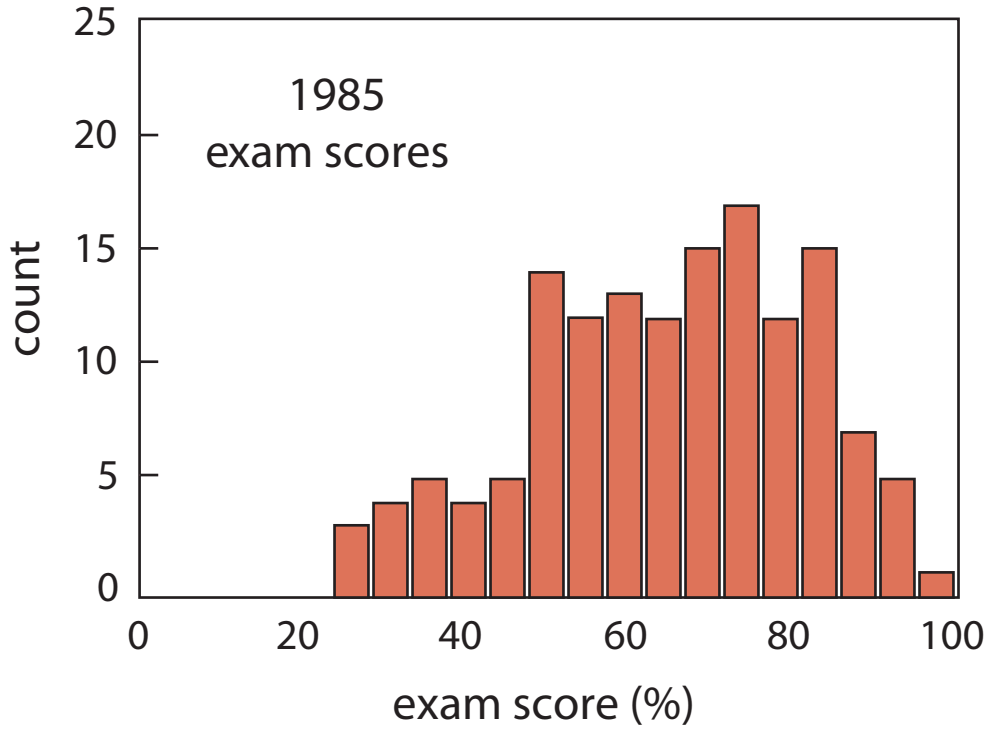


R.R. Hake, *Am. J. Phys.* 66, 64 (1998)

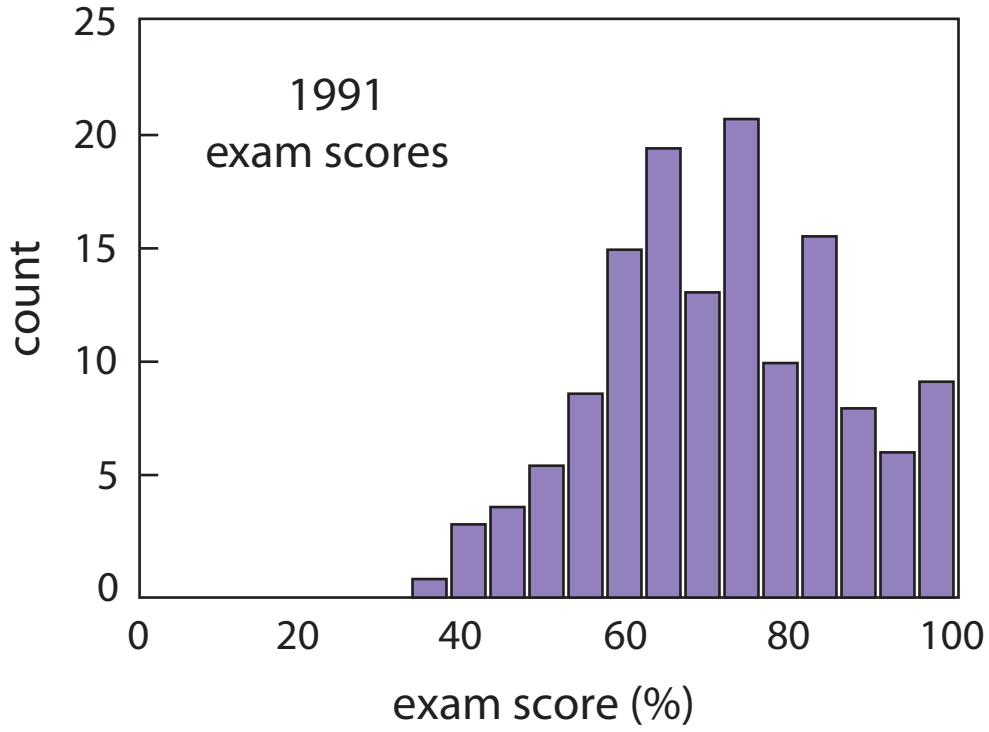
Results

what about problem solving?

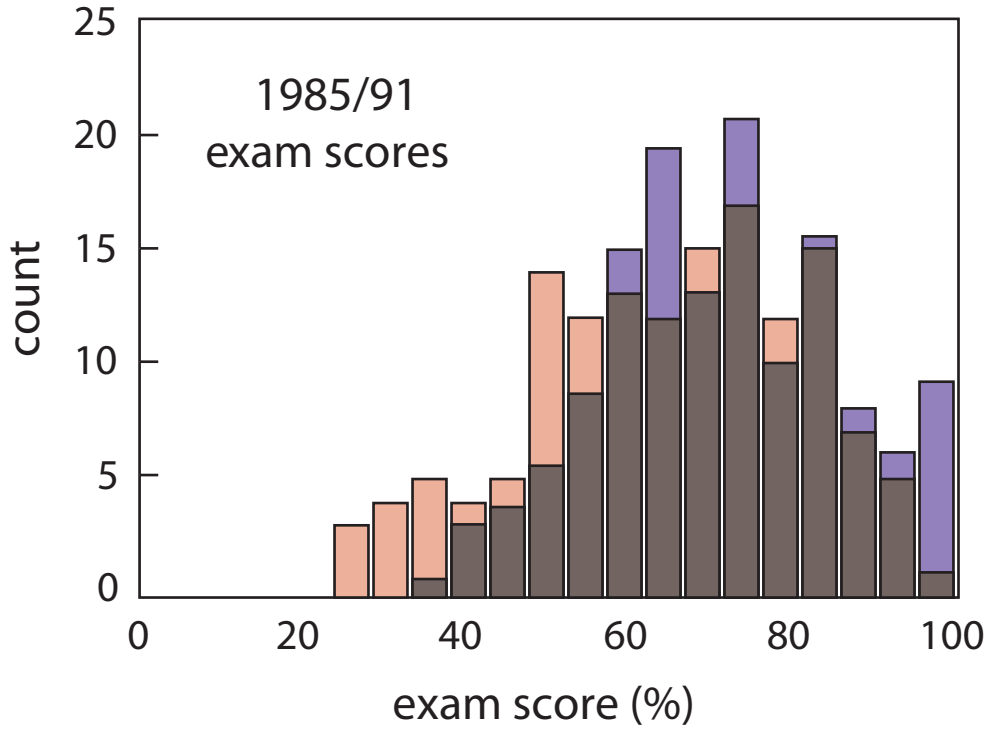
Results


1985
exam scores
count
25
20
15
10
5
0
0
20
40
60
80
100
exam score (%)

Results


1991
exam scores
count
25
20
15
10
5
0
0
20
40
60
80
100
exam score (%)

Results


1985/91
exam scores
count
25
20
15
10
5
0
0
20
40
60
80
100
exam score (%)

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:

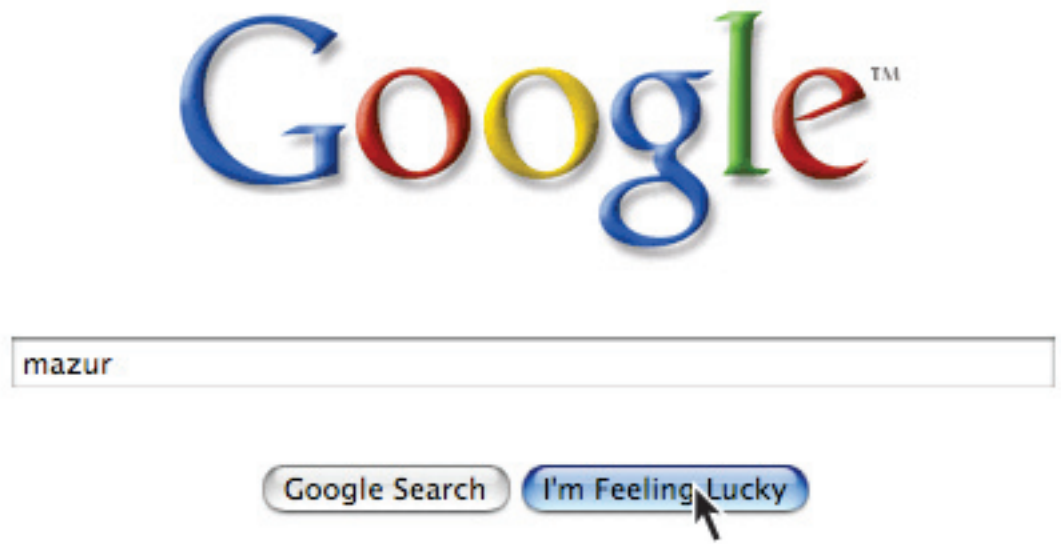
http://mazur-www.harvard.edu

Google Search I'm Feeling Lucky

mazur

Google Search I'm Feeling Lucky


Google
mazur
Google Search
I'm Feeling Lucky


Google
mazur
Google Search
I'm Feeling Lucky

Funding:

National Science Foundation

for a copy of this presentation:

http://mazur-www.harvard.edu