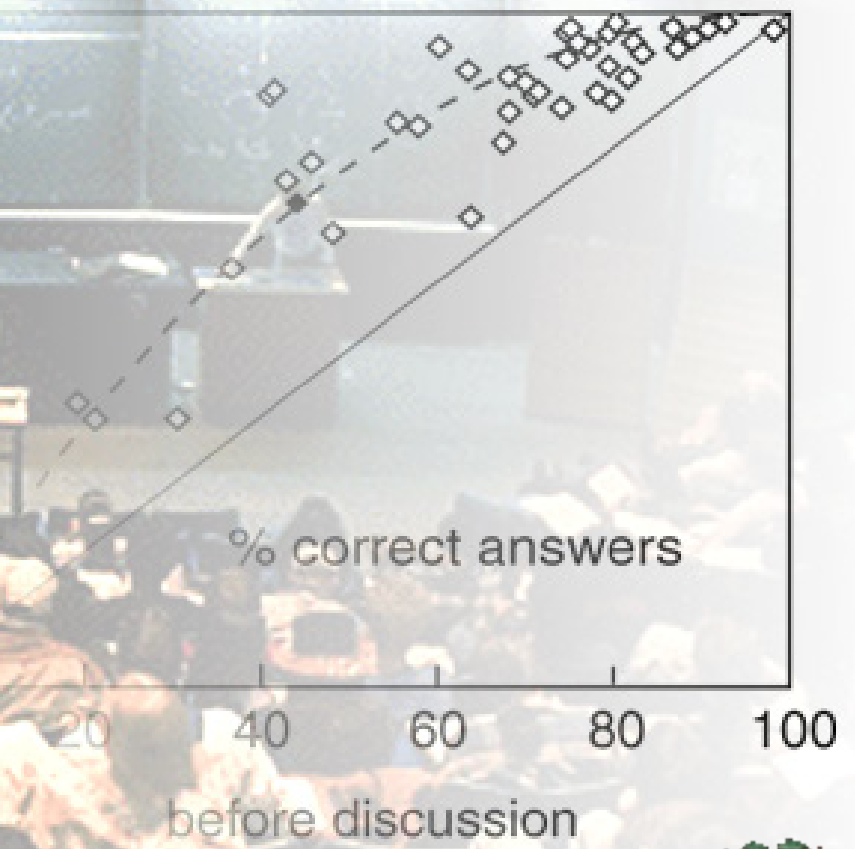
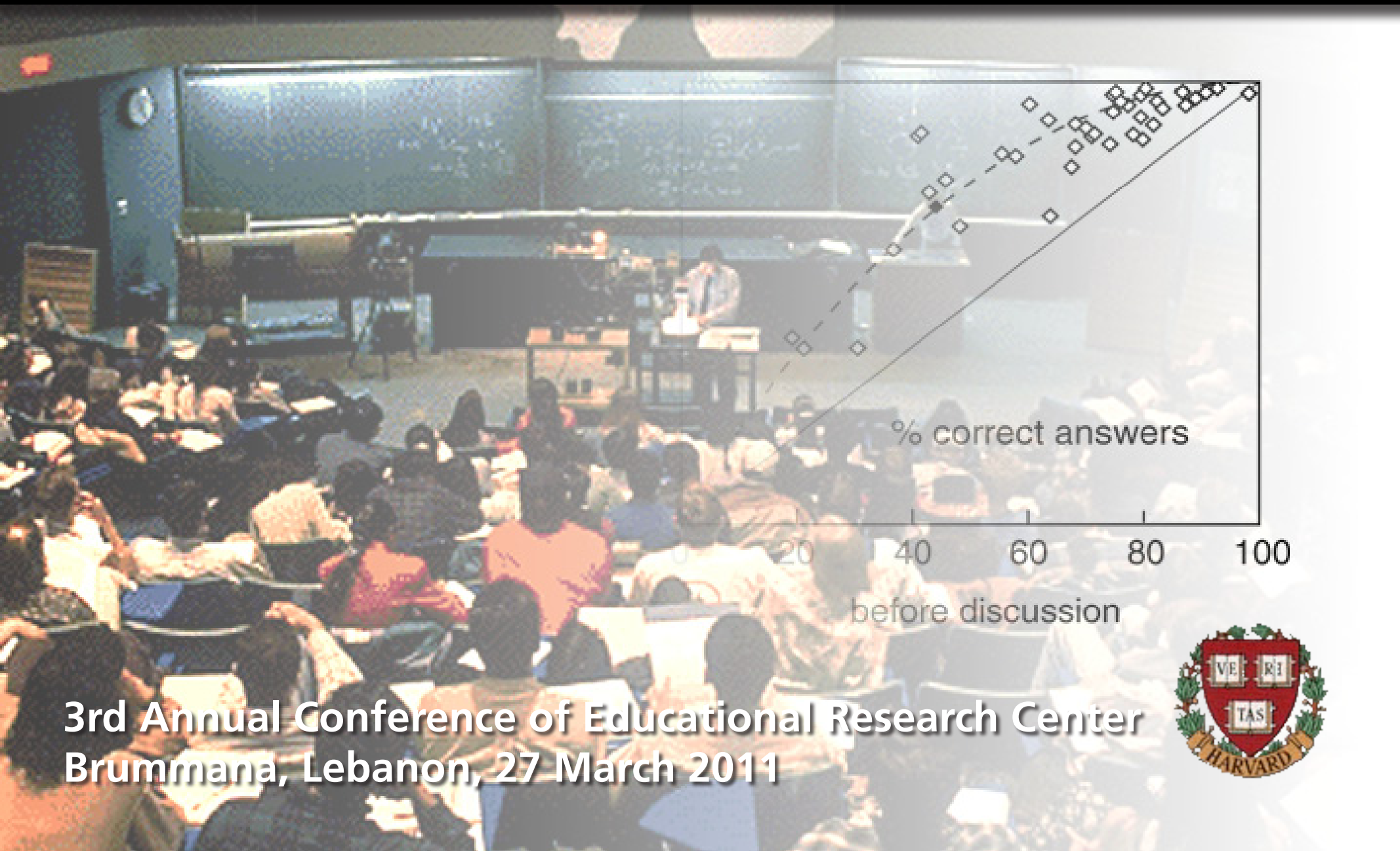


# The scientific approach to teaching: research as a basis for course design



3rd Annual Conference of Educational Research Center  
Brummana, Lebanon, 27 March 2011



# Education



# Introduction

**If you were to give your students a reading assignment before your next class, what fraction of your students would complete it?**

# Introduction

**If you were to give your students a reading assignment before your next class, what fraction of your students would complete it?**

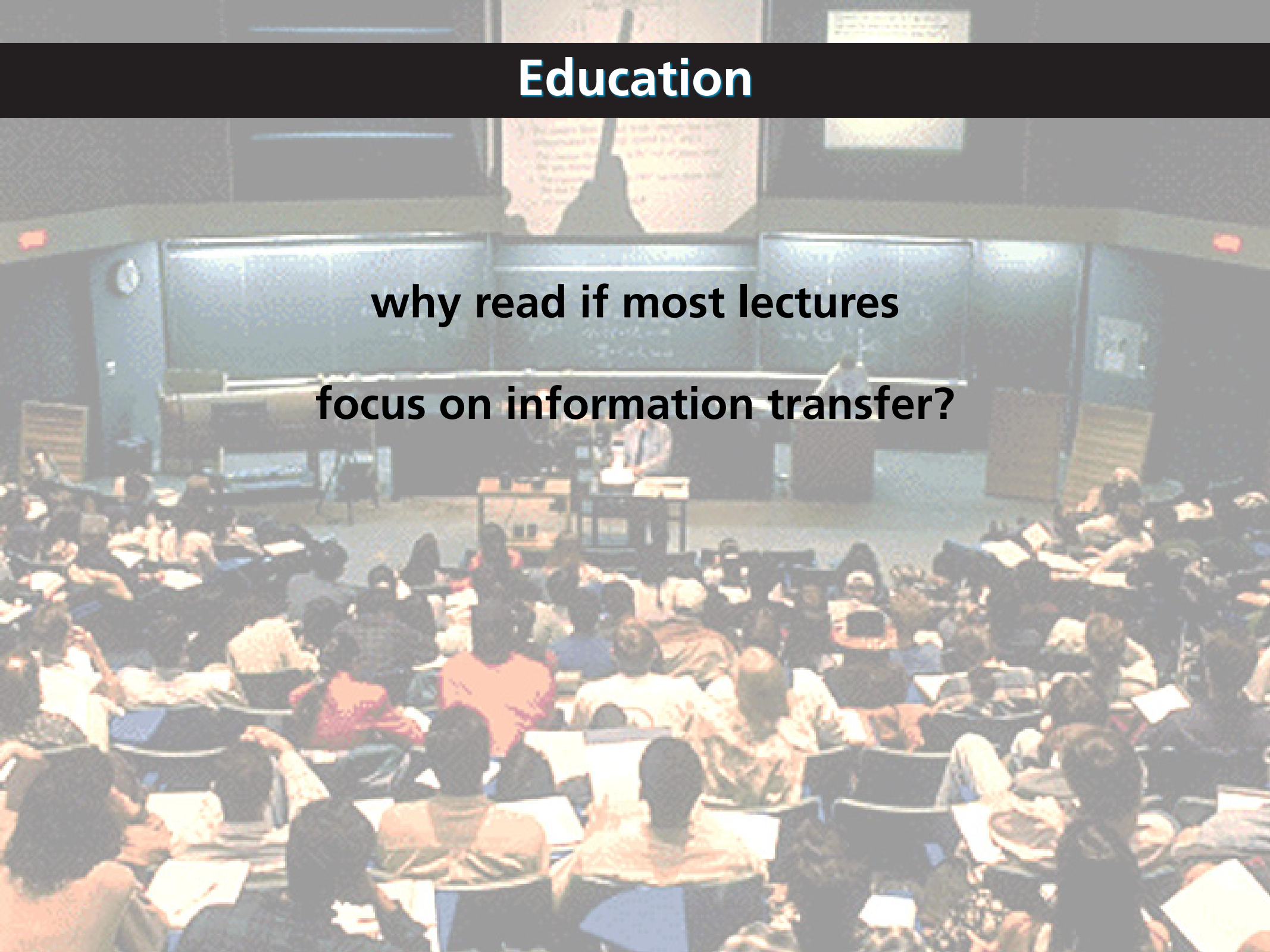
- 1. (nearly) all of them**
- 2. about three quarters**
- 3. about half**
- 4. about one quarter**
- 5. not many**

# Introduction

**WHY?**

# Education

**why read if most lectures  
focus on information transfer?**



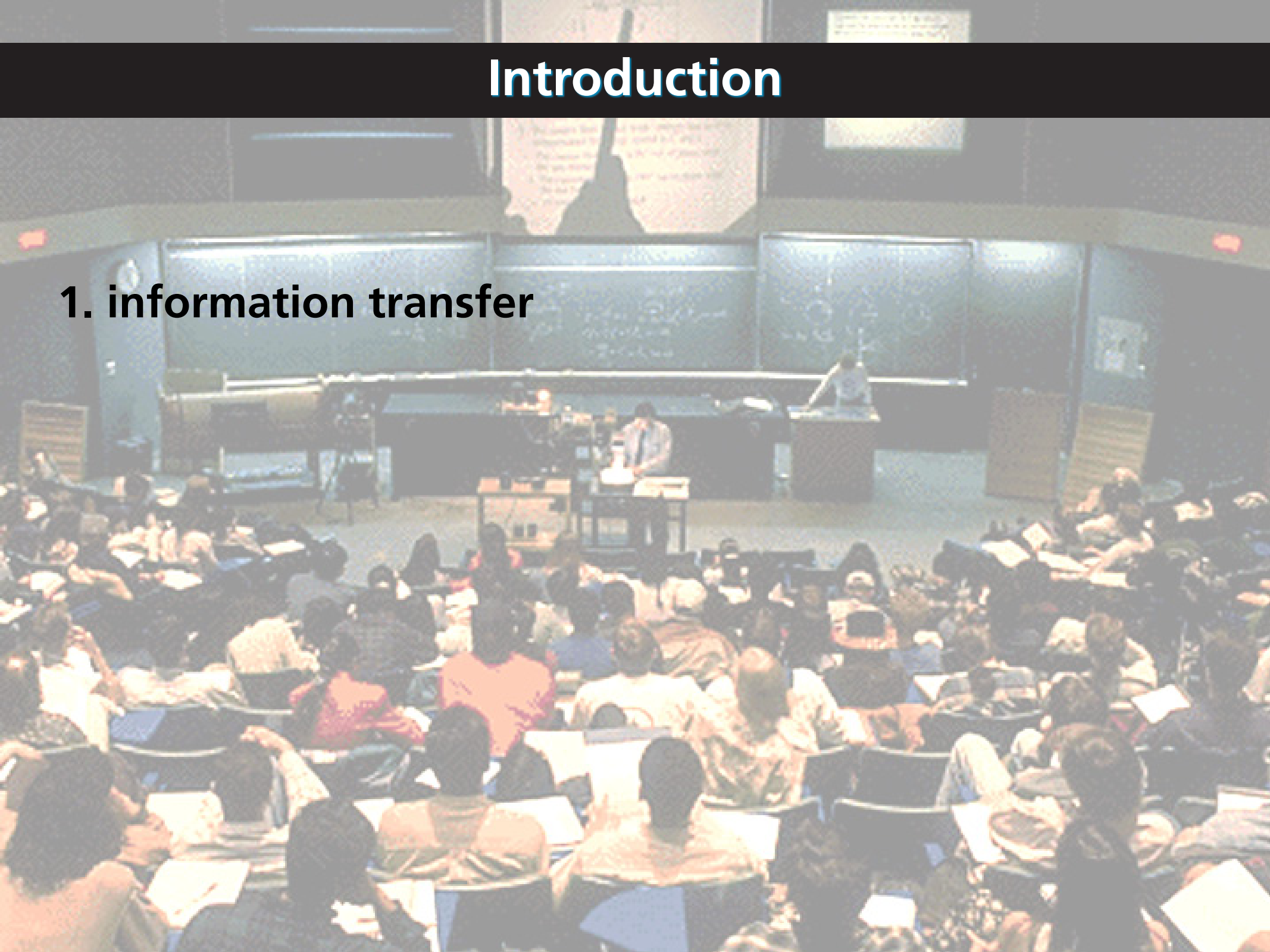
# Introduction

**education = information transfer?**

A large lecture hall with a professor at a podium and students seated at desks. The room is filled with students, and the professor is standing at the front, addressing the class. The text "education = information transfer?" is overlaid on the image.

# Introduction

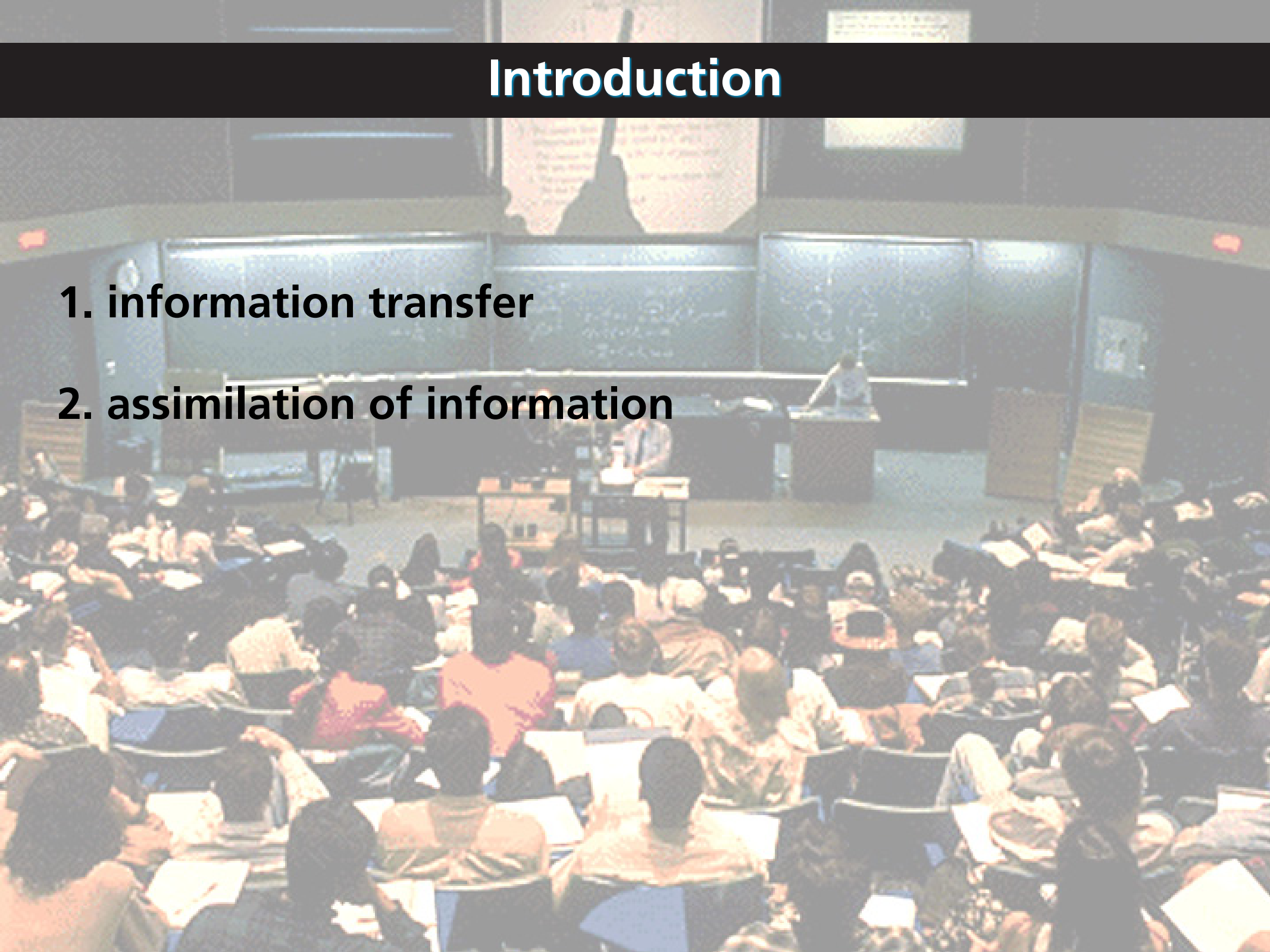
## 1. information transfer





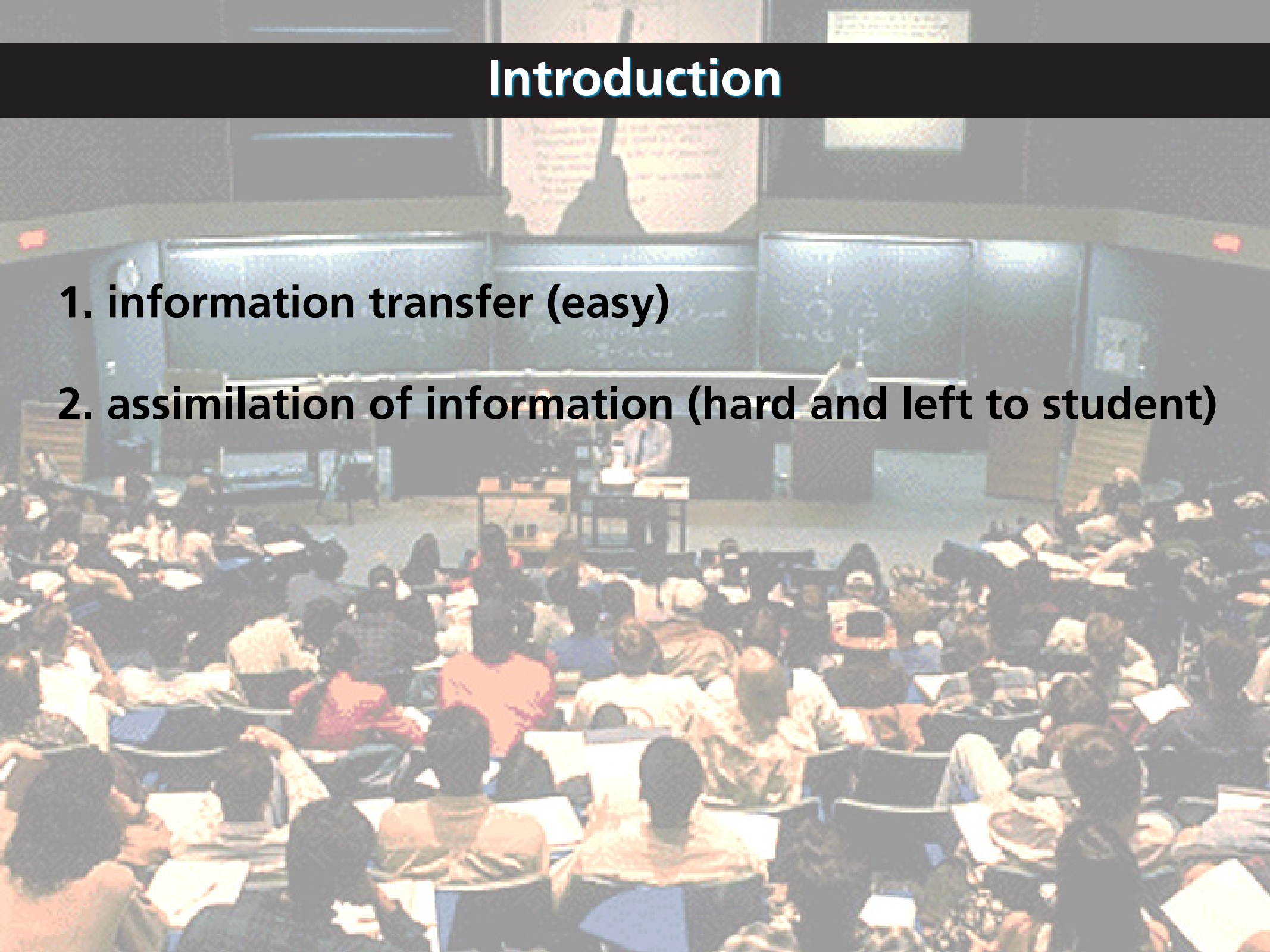
# Introduction

1. information transfer
2. assimilation of information



# Introduction

1. information transfer (easy)
2. assimilation of information (hard and left to student)



# Introduction

**move information transfer out of classroom!**

# Introduction

**move information transfer out of classroom!**

**(so we can help students assimilate the information in class)**

# Introduction



“Confessions of a converted lecturer”



0:02:34 / 1:20:09

CC 360p

Like Add to Share Embed

34,074

Uploaded by [UMBCtube](#) on Nov 12, 2009

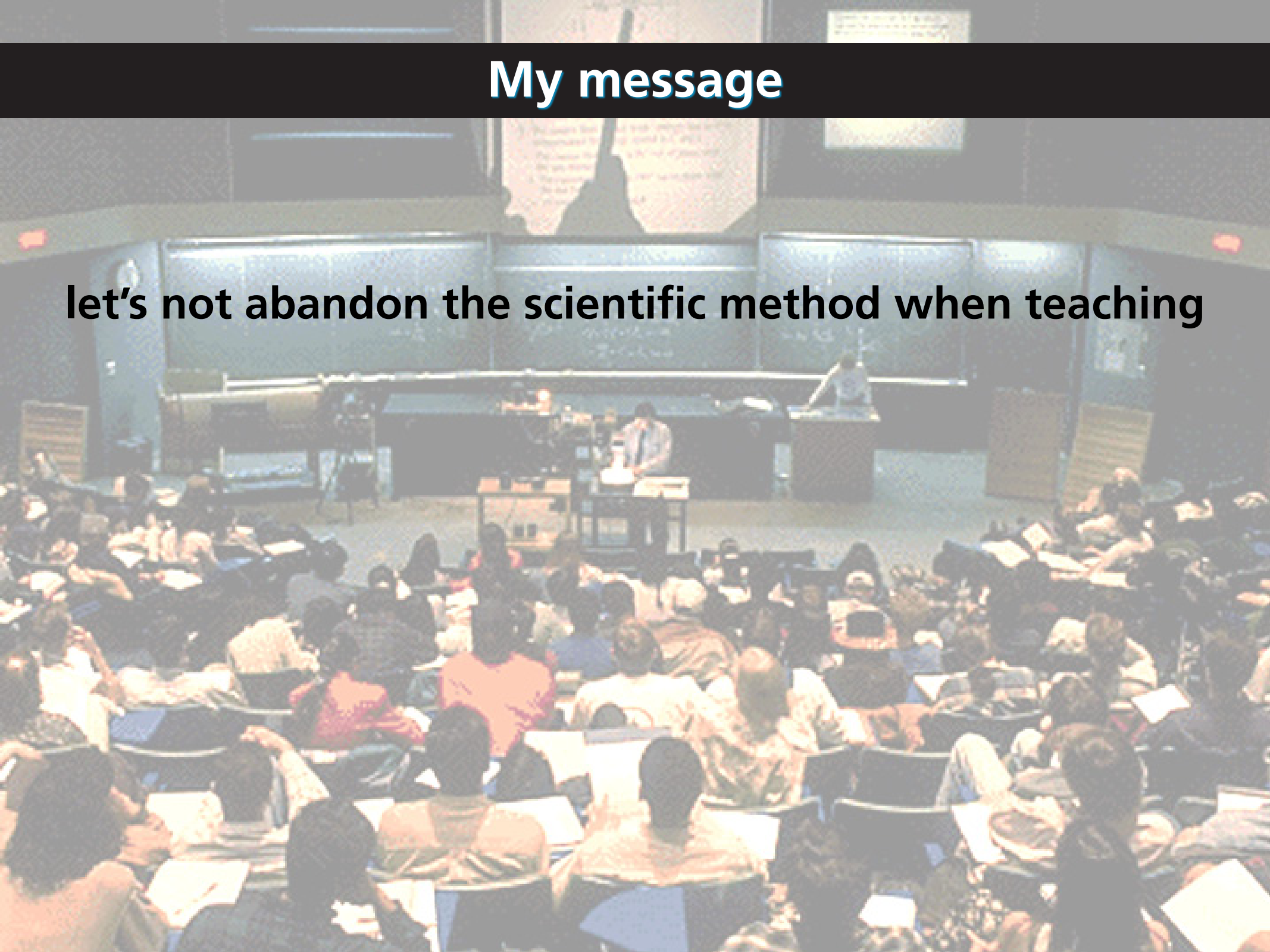
Eric Mazur: "I thought I was a good teacher until I discovered my students"

162 likes, 1 dislikes

The image shows a video player interface. The main video area displays a man in a tan suit and dark tie speaking in a lecture hall. Below the video is a control bar with play, volume, and progress indicators. The progress bar shows 0:02:34 / 1:20:09. To the right of the progress bar are icons for Creative Commons, 360p resolution, and other video controls. Below the control bar are buttons for Like, Add to, Share, and Embed. To the right of these buttons is a large number '34,074' with a small icon. Below the buttons and number is the text 'Uploaded by UMBCtube on Nov 12, 2009'. At the bottom of the player is the video title 'Eric Mazur: "I thought I was a good teacher until I discovered my students"' and a green progress bar. To the right of the green bar is the text '162 likes, 1 dislikes'.

# 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

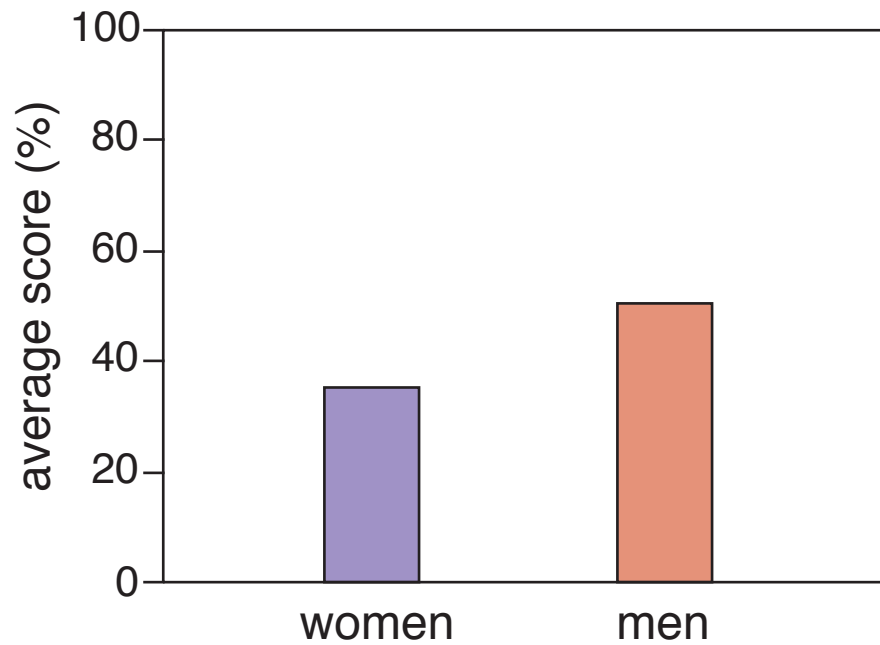
- Gender issues
- Lecture demonstrations
- Confusion





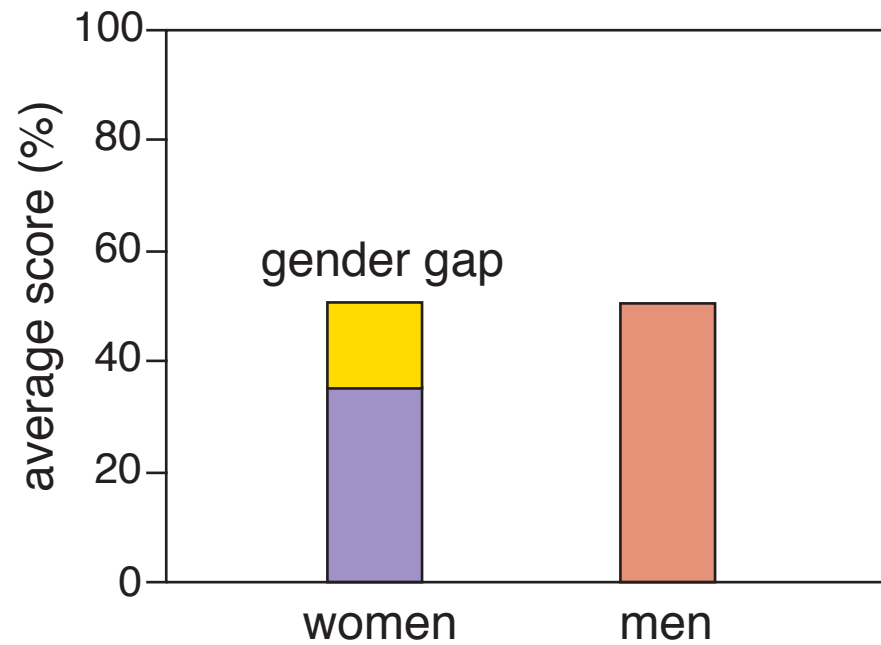
# Gender issues

## Force Concept Inventory posttest scores



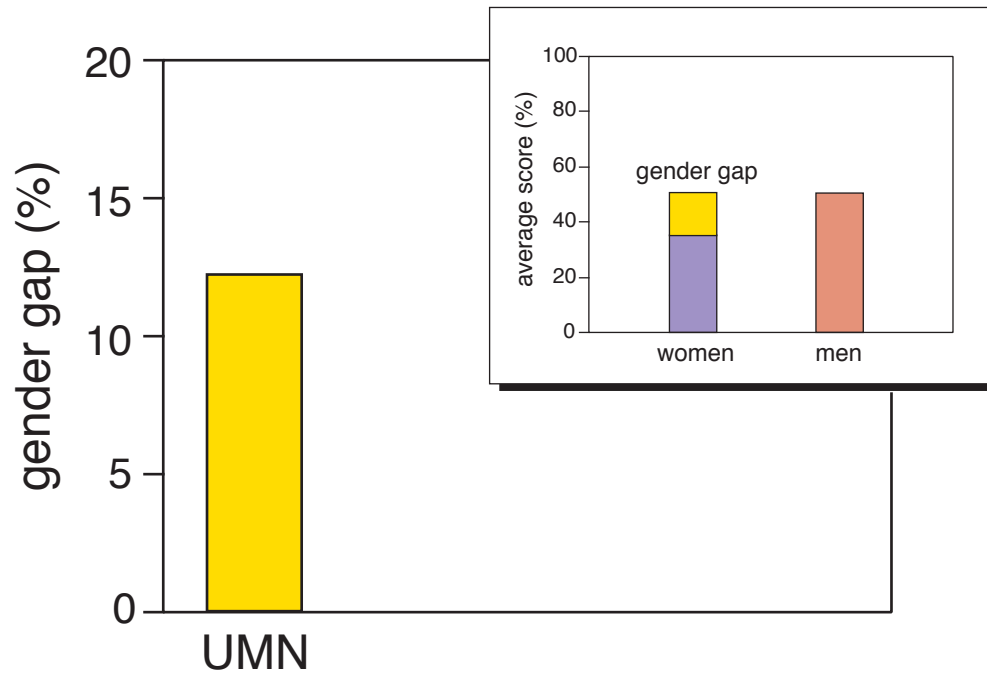
# Gender issues

## Force Concept Inventory posttest scores



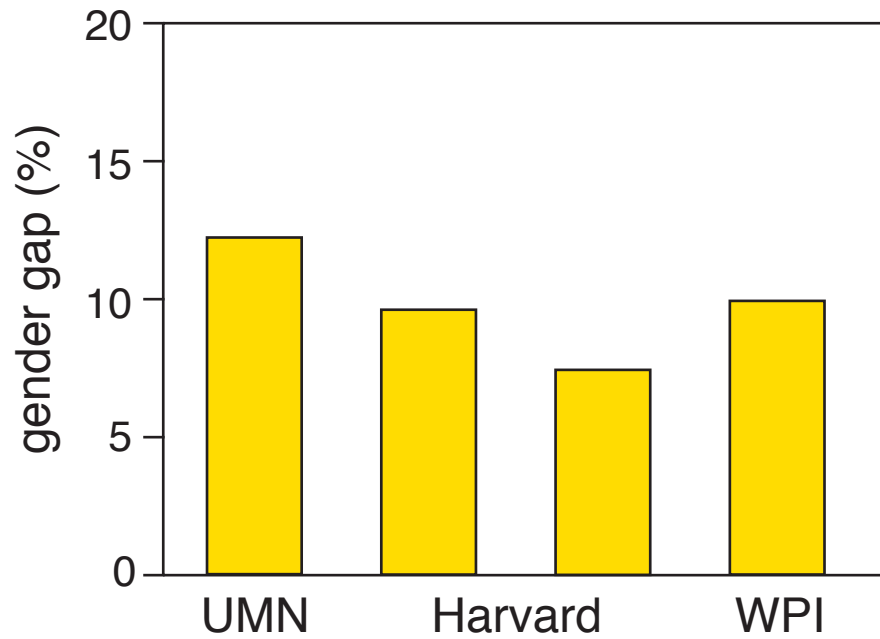
# Gender issues

## Force Concept Inventory posttest scores



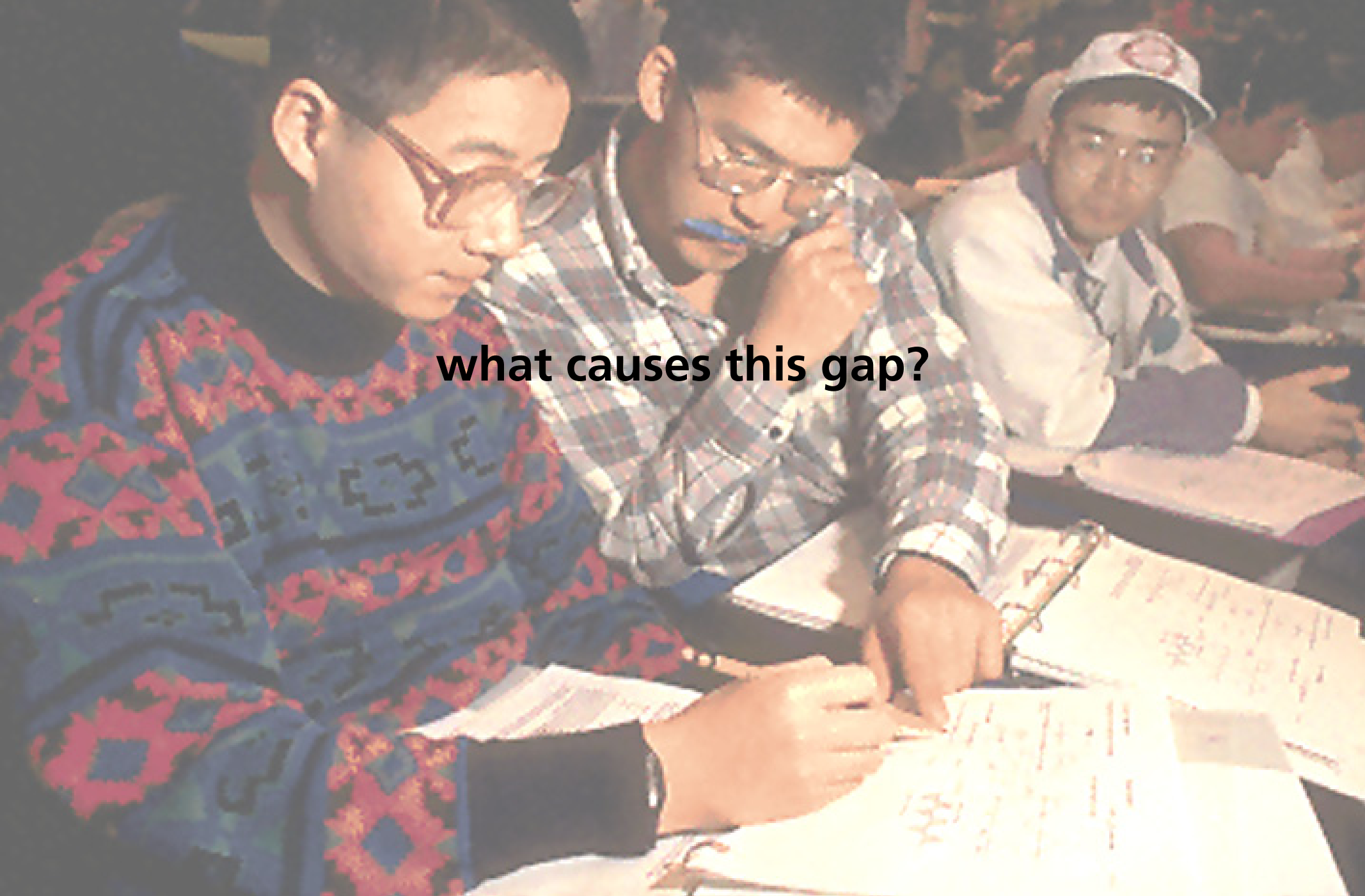
# Gender issues

## Force Concept Inventory posttest scores



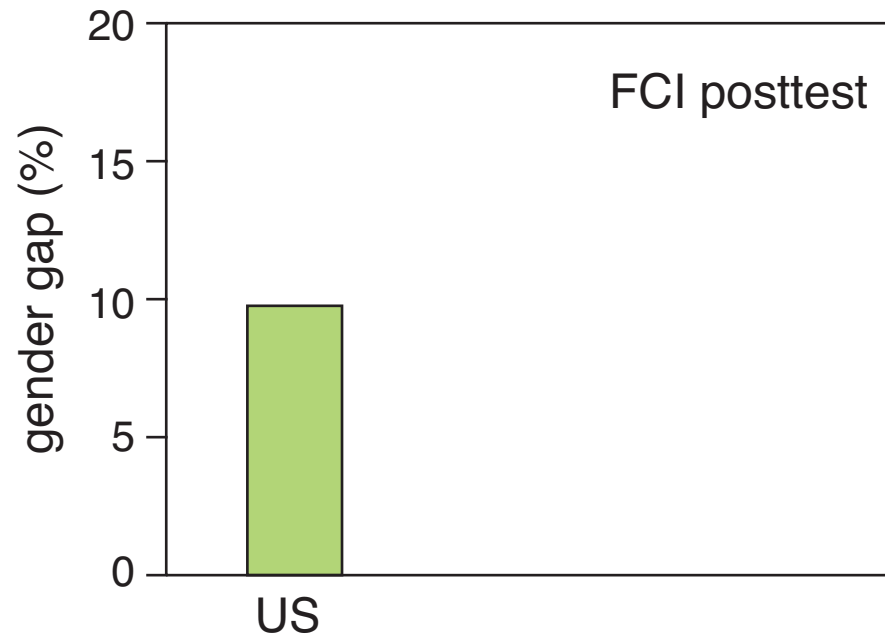
# Gender issues

what causes this gap?

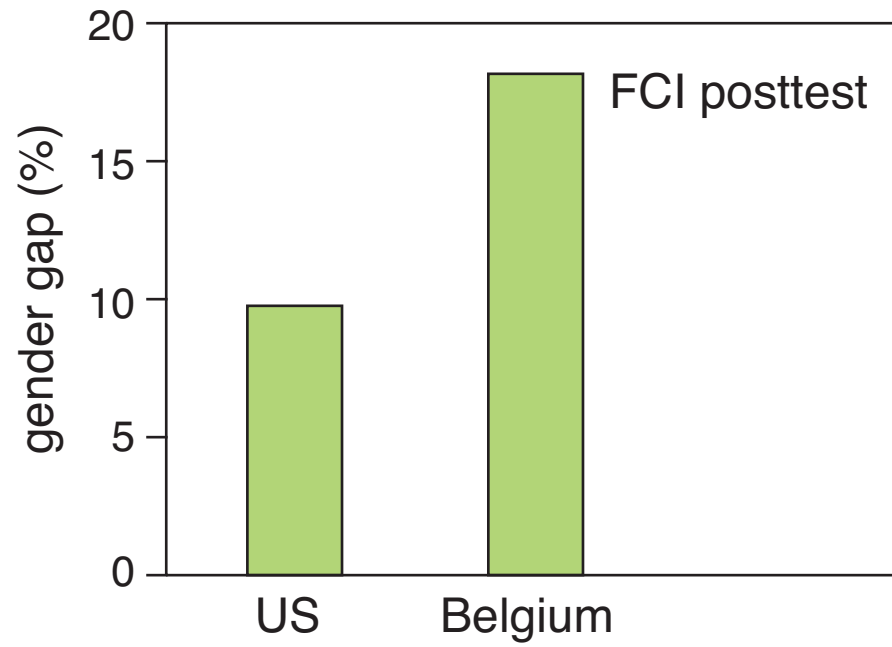


# Gender issues

is it cultural?

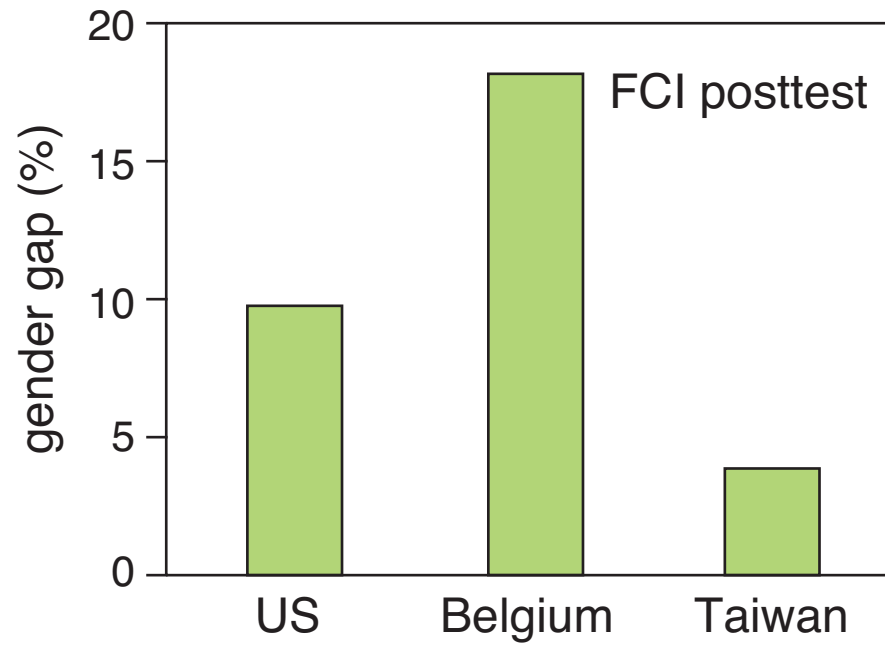


# Gender issues



# Gender issues

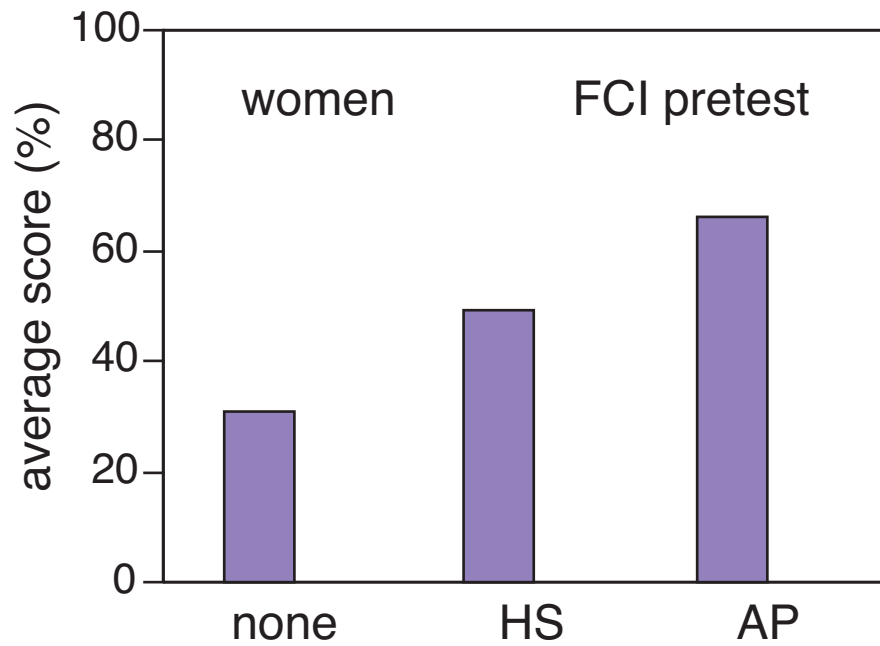
**strong dependence on culture!**





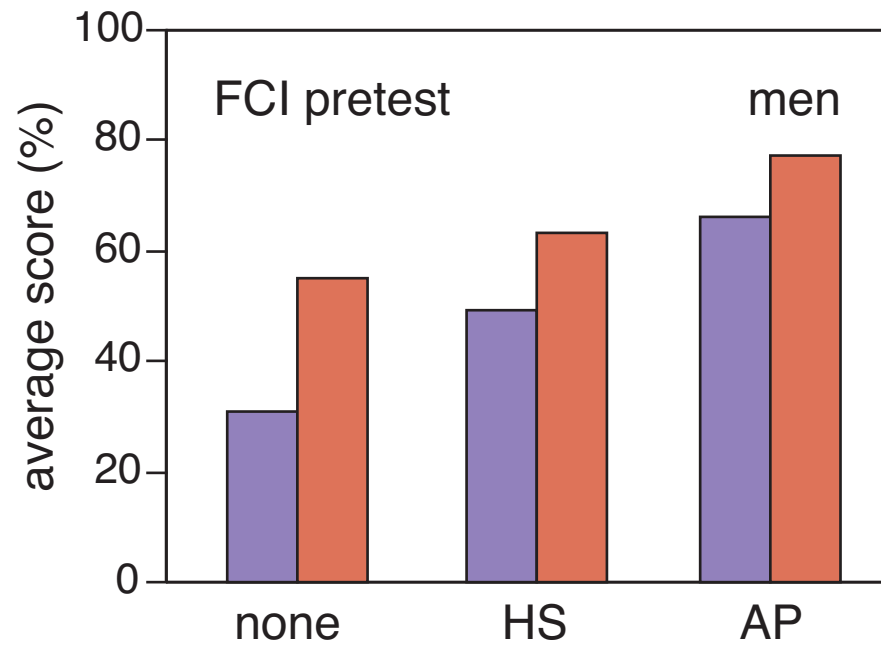
# Gender issues

## effect of precollege education



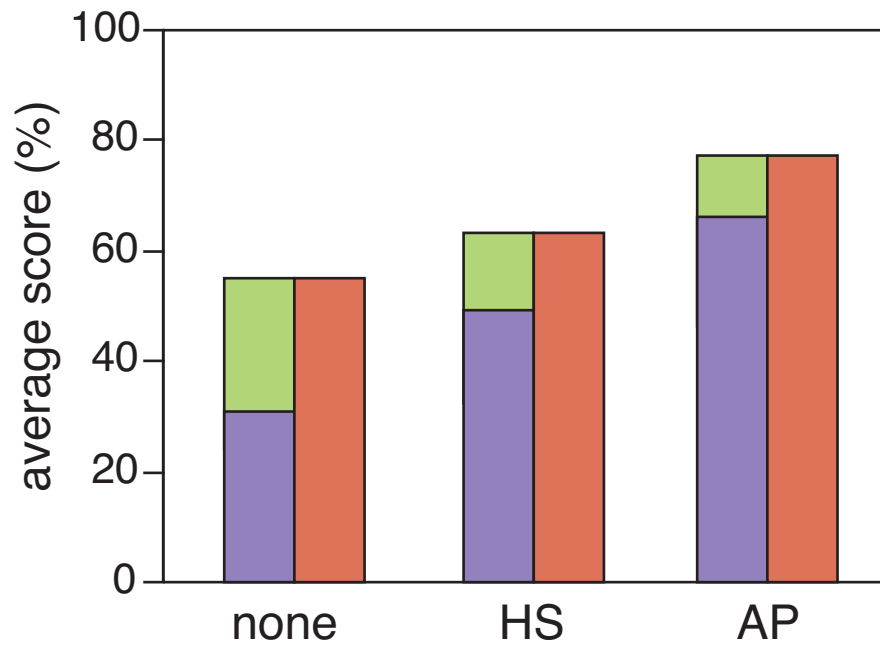
# Gender issues

everyone gains...



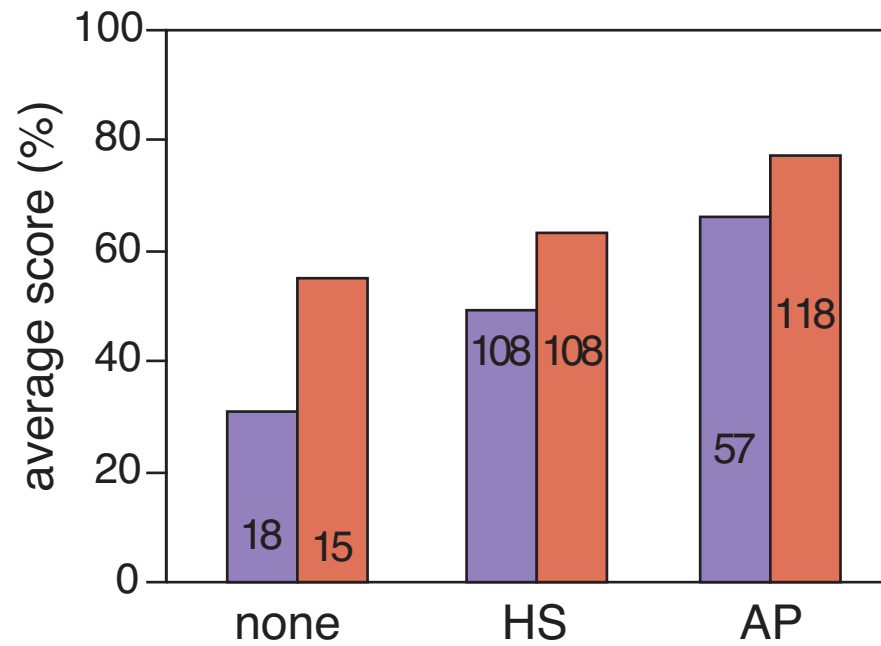
# Gender issues

...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. The woman in the center, wearing a red patterned top, is speaking and gesturing with her hand. To her left, a woman with long dark hair and glasses is looking towards her. To her right, another woman is partially visible, wearing a white top with blue and red patterns. On the table in front of them are several sheets of paper, a pen, and a small notebook. The background shows other people seated in rows, suggesting a larger gathering or conference.

# Gender issues

**increase collaboration and interactivity**

A group of women are seated around a table in a meeting room, focused on a large document or map spread out before them. One woman in the foreground is wearing a red and orange patterned top and blue jeans, leaning over the table. To her right, another woman is wearing a white top with a blue and red floral pattern. In the background, a woman with long dark hair and glasses is looking towards the document. The setting appears to be a professional or educational environment with green chairs and a dark table.

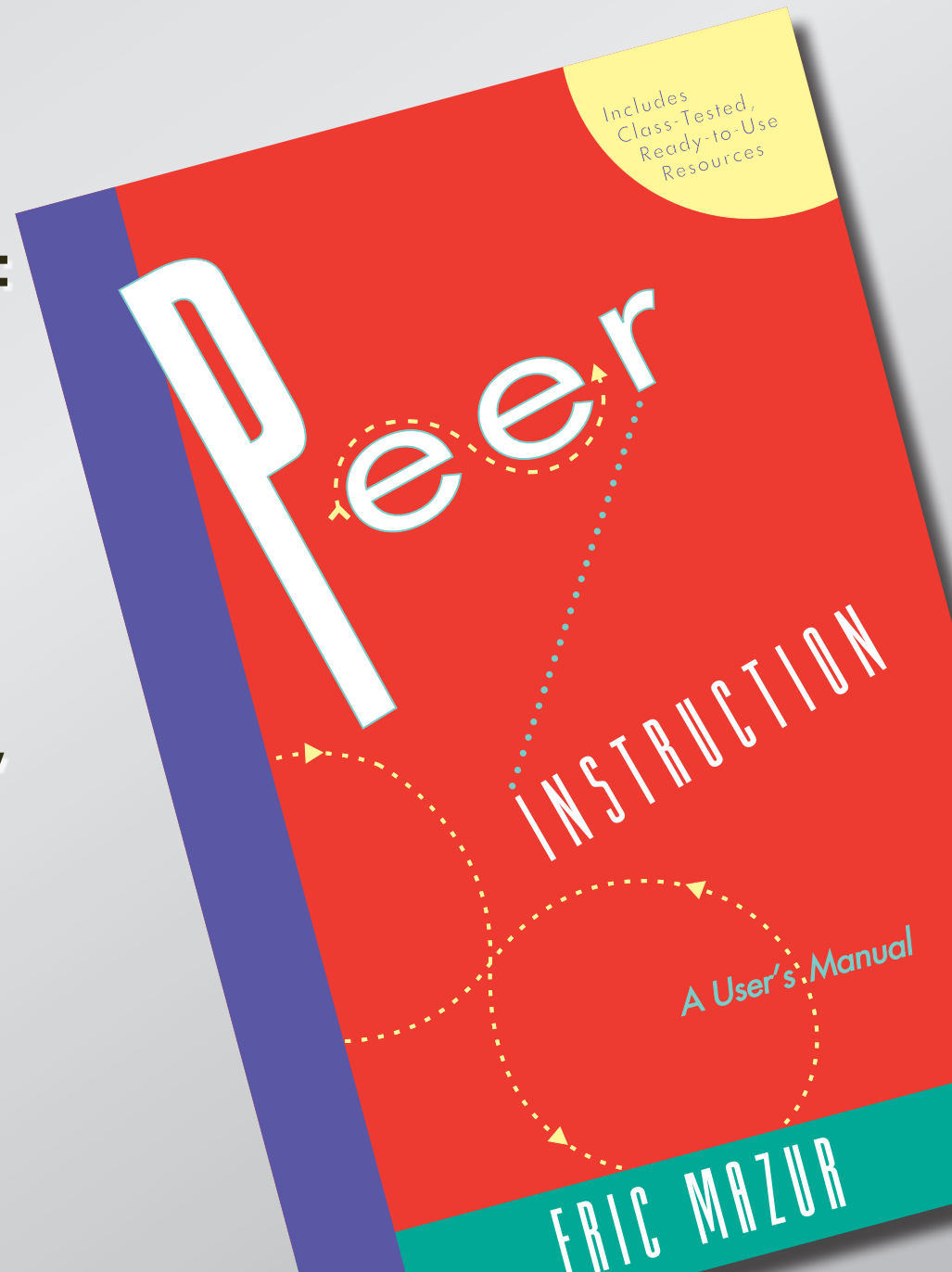
# Gender issues

Compare three pedagogies:

**T:** traditional lectures

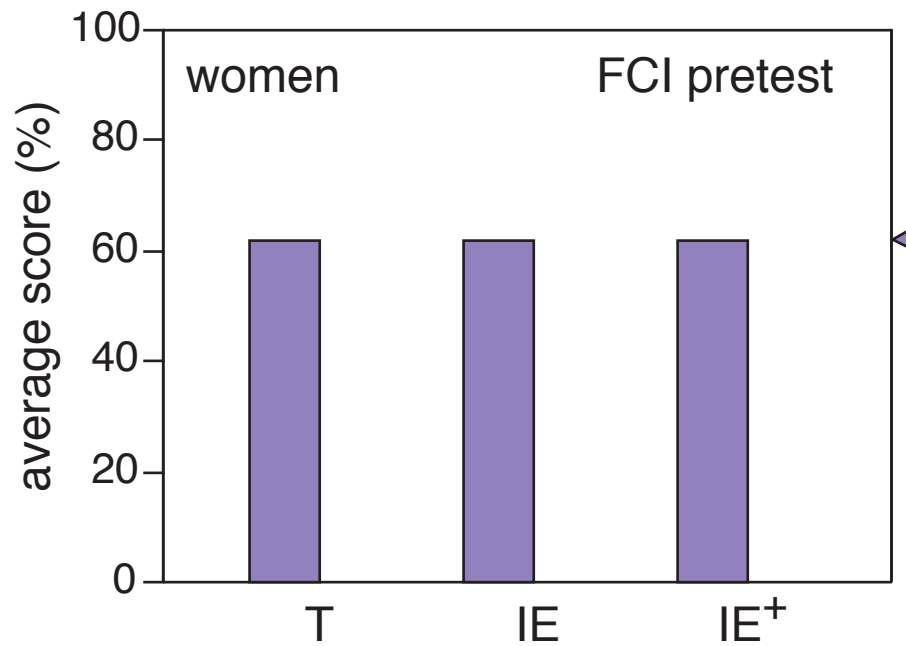
**I:** interactive lectures

**I<sup>+</sup>:** interactive assignments,  
lectures, and tutorials



# Gender issues

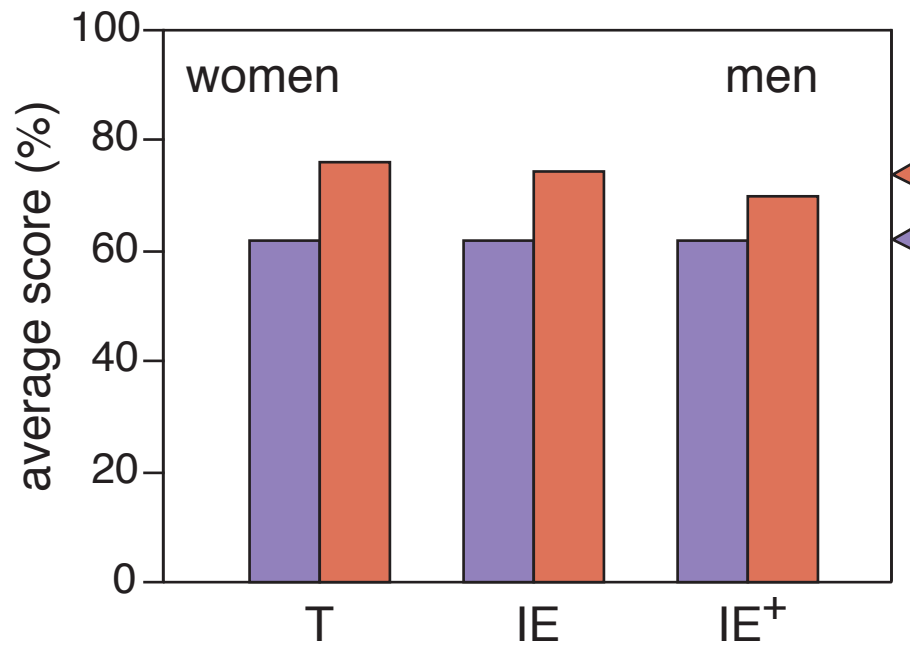
does pedagogy help?





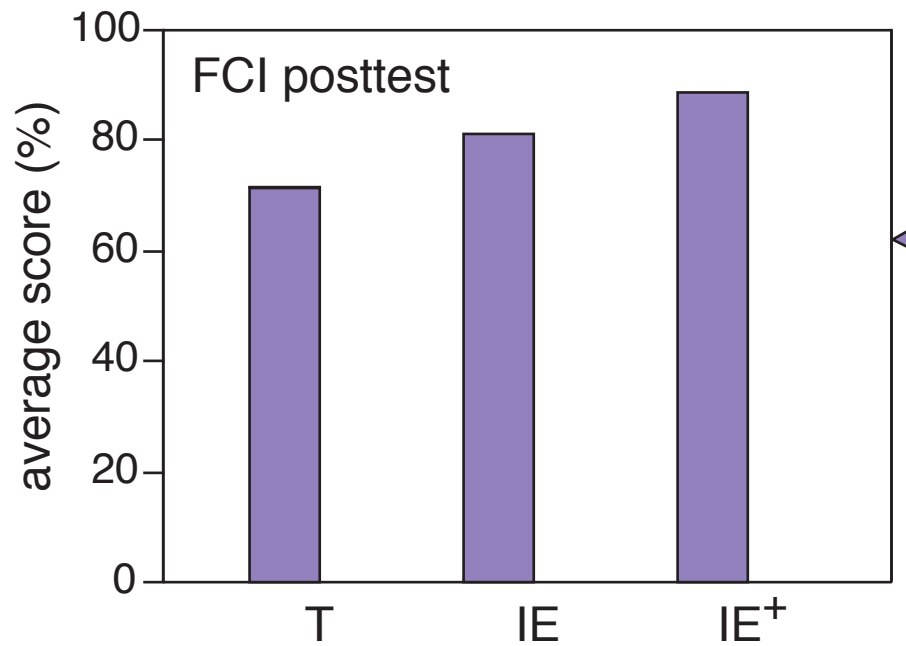
# Gender issues

does pedagogy help?



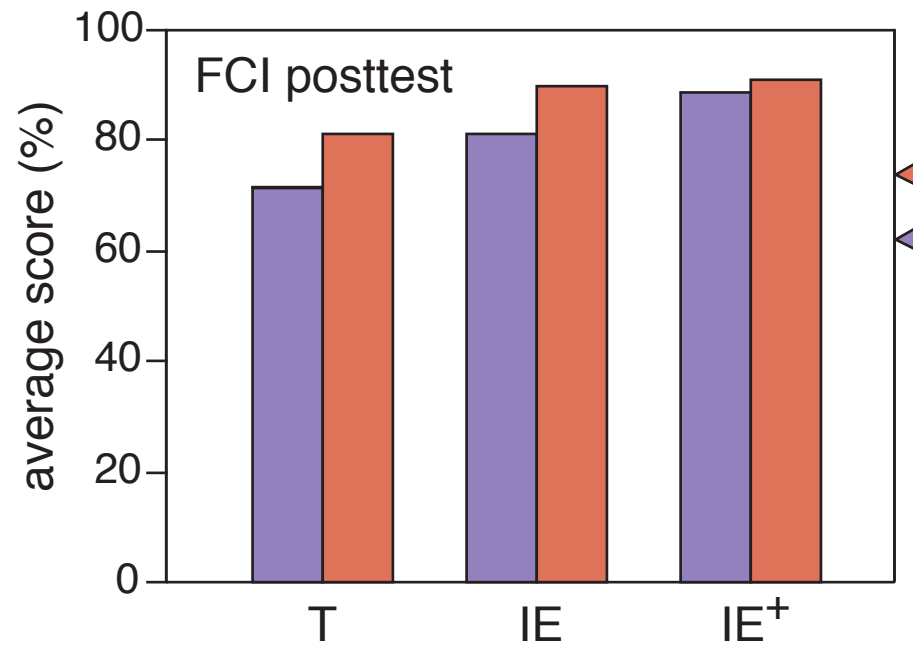
# Gender issues

does pedagogy help?



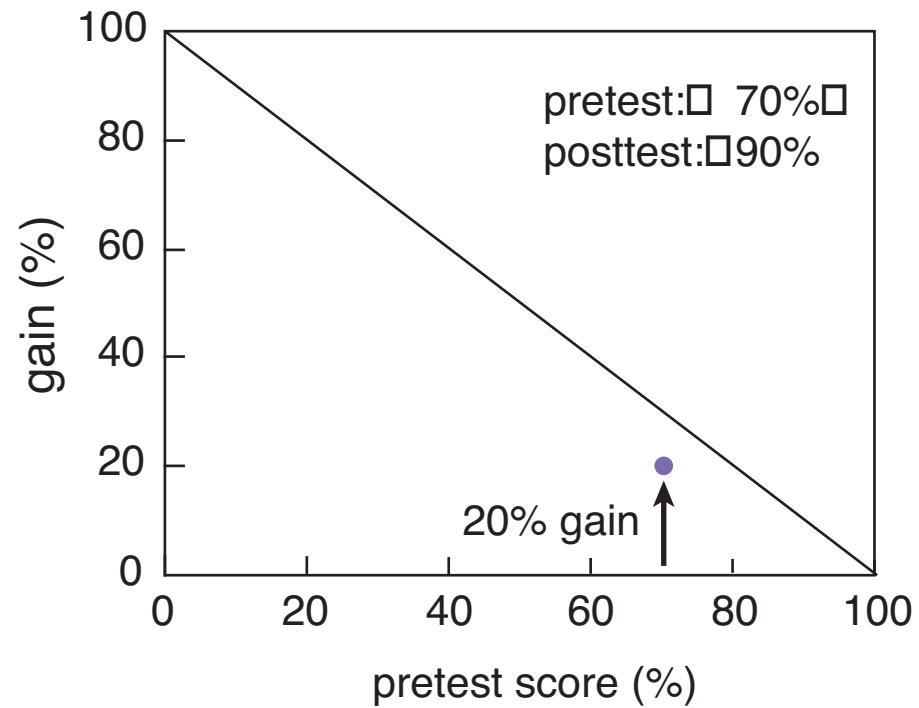
# Gender issues

yes, pedagogy can eliminate gap!



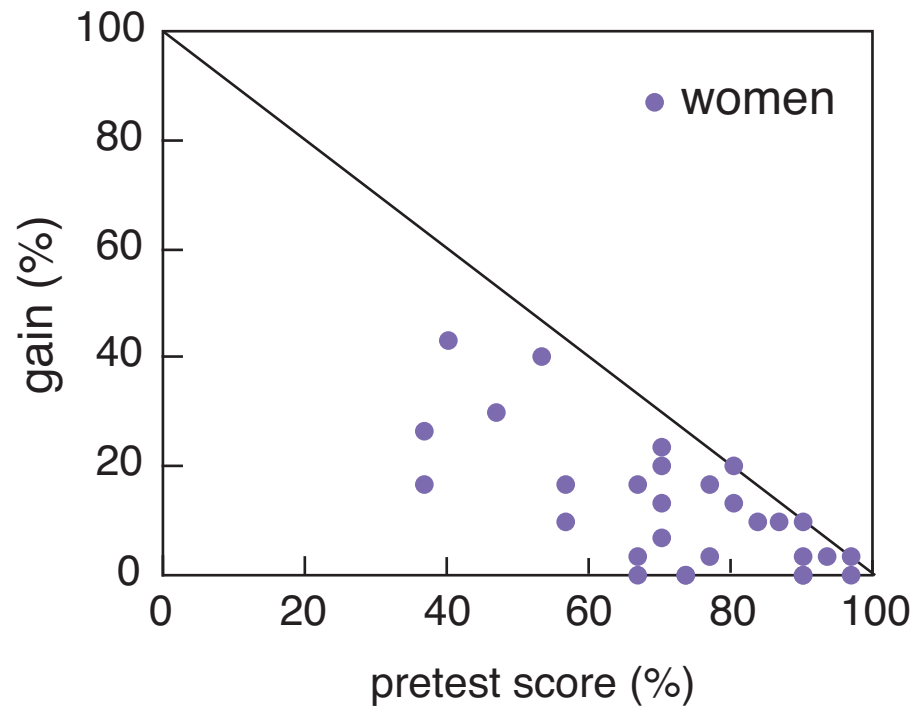
# Gender issues

who are the low-gain students?



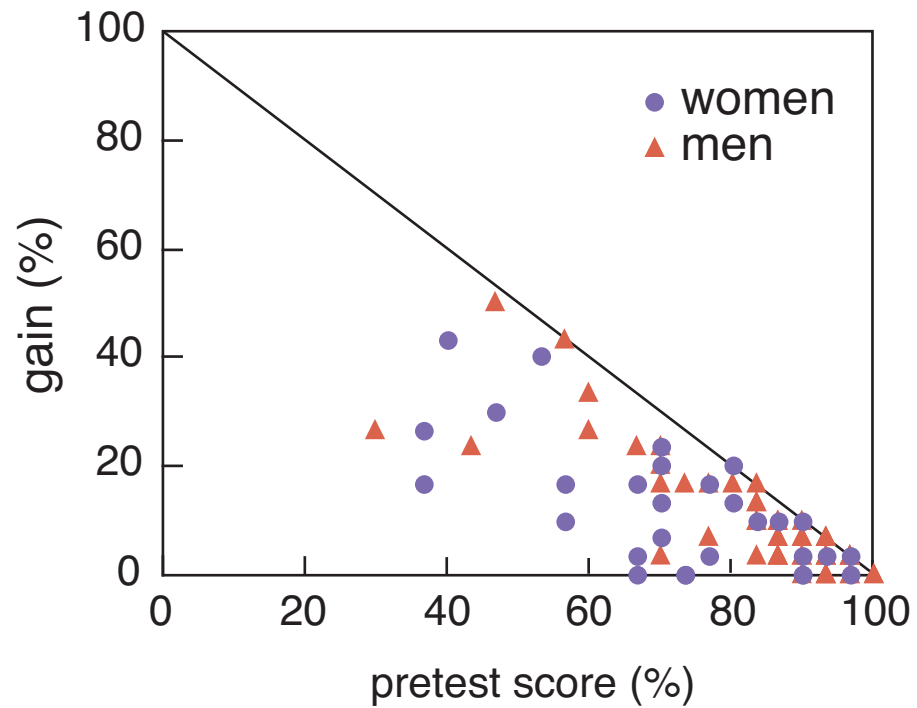
# Gender issues

## traditional class



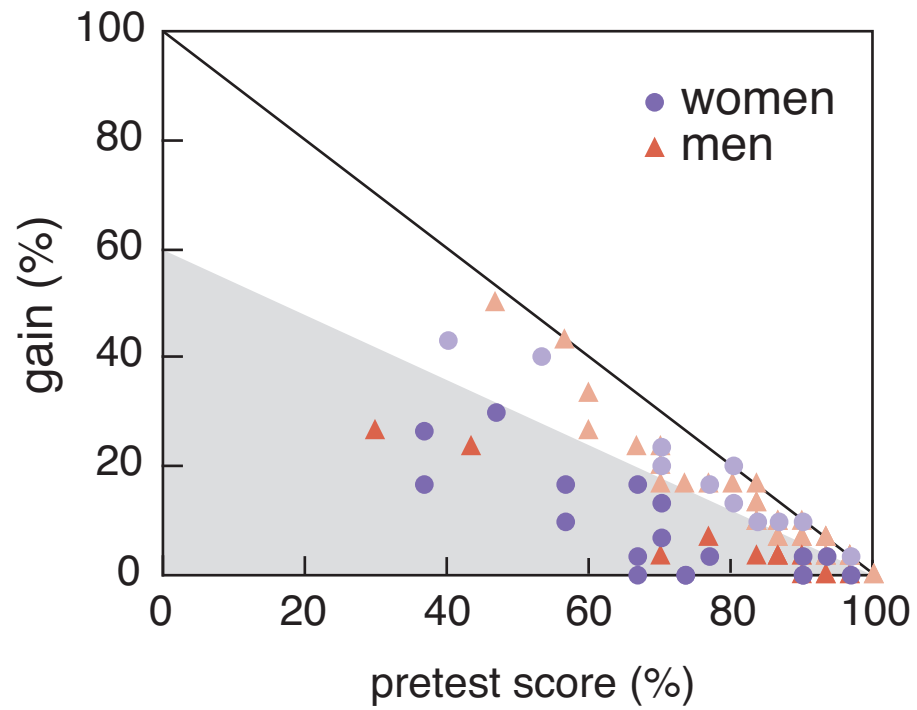
# Gender issues

## traditional class



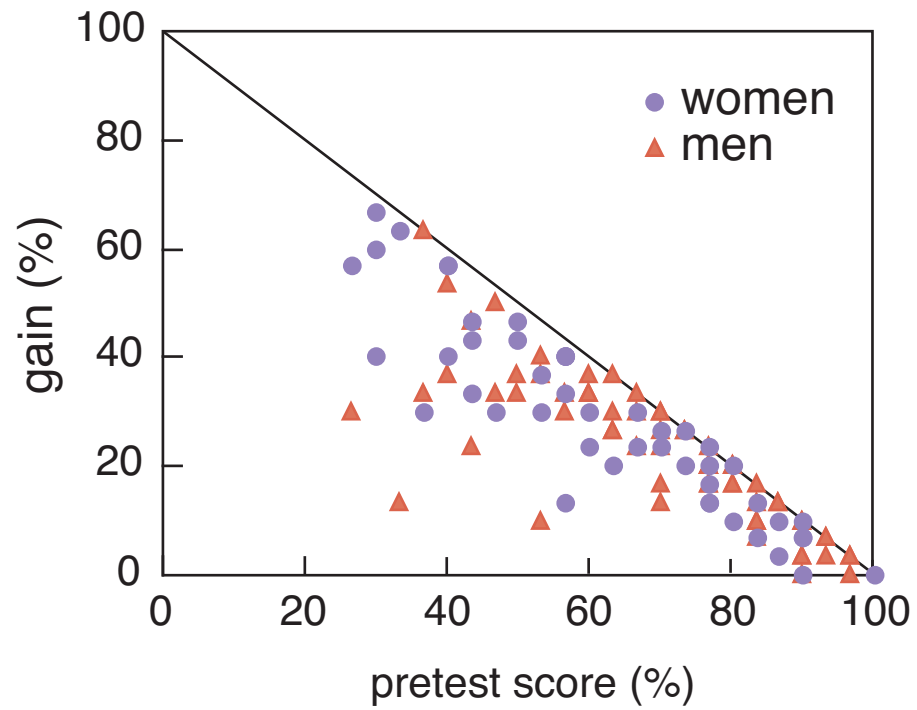
# Gender issues

traditional class: gender imbalance



# Gender issues

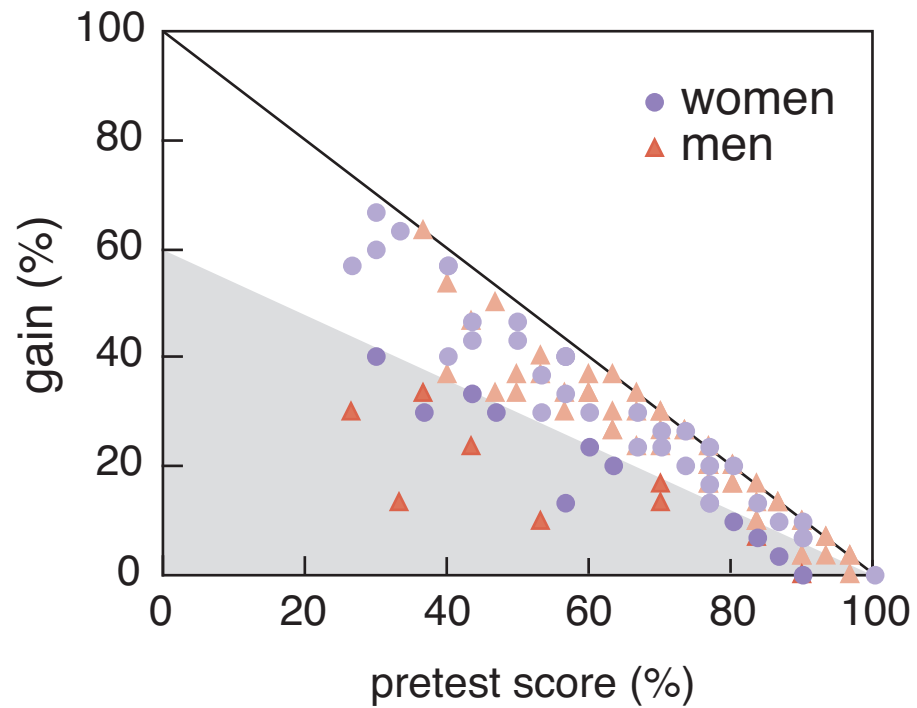
## interactive class





# 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.)

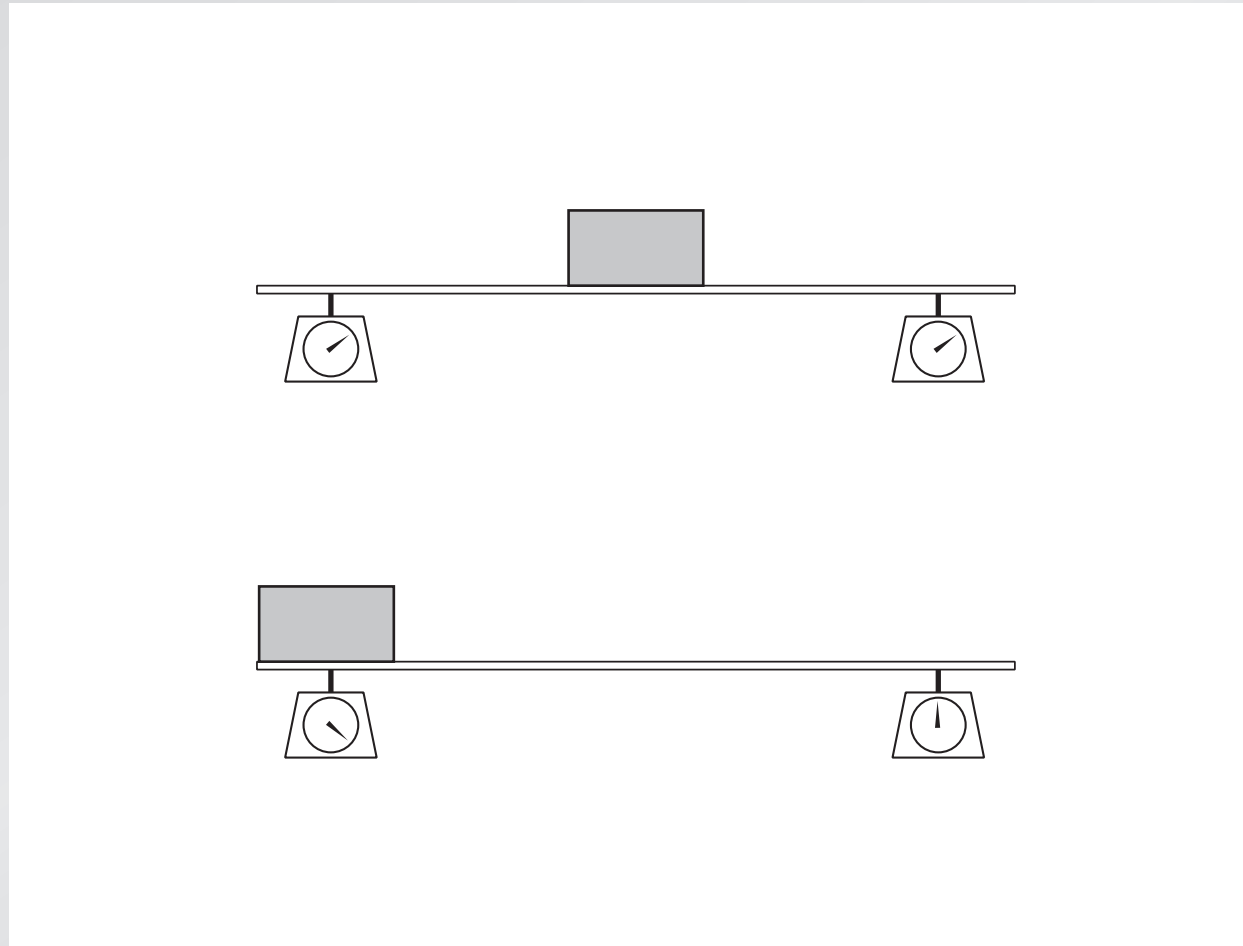
# Lecture demonstrations

**Follow up:**

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

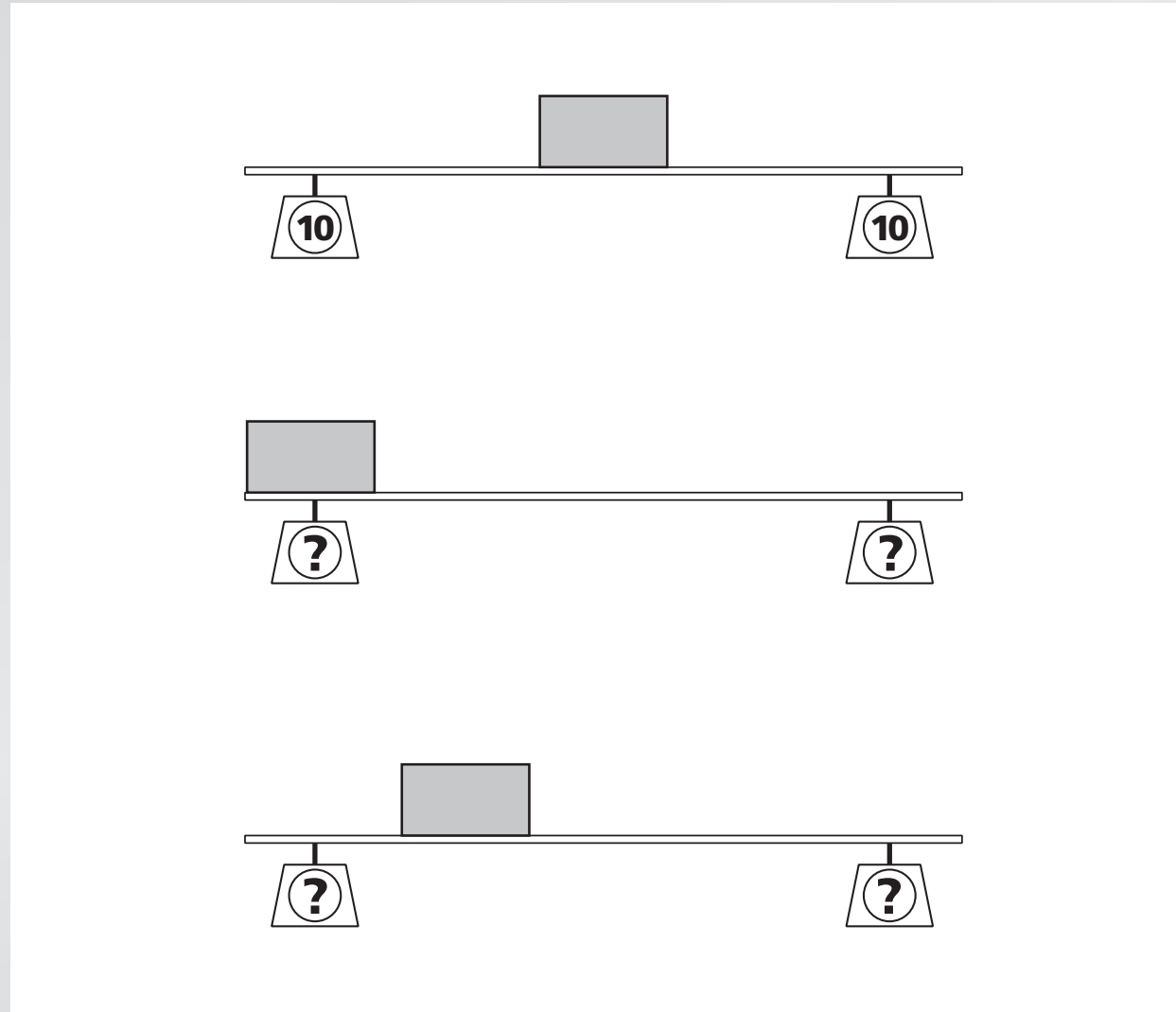
# Lecture demonstrations

## loaded beam demo



# Lecture demonstrations

online test question

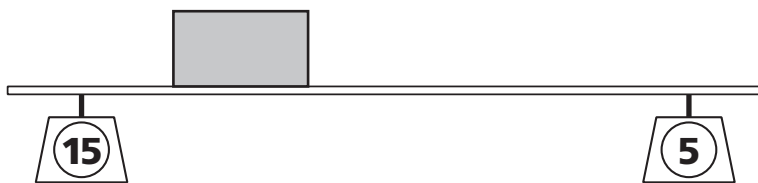




# Lecture demonstrations

answers given

24% of students



correct (mentions torque)

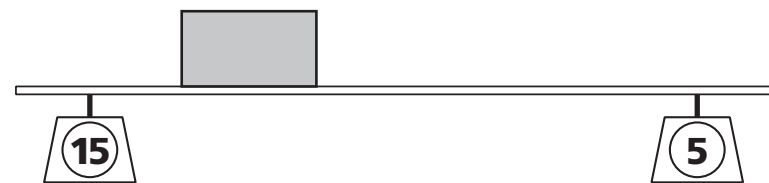
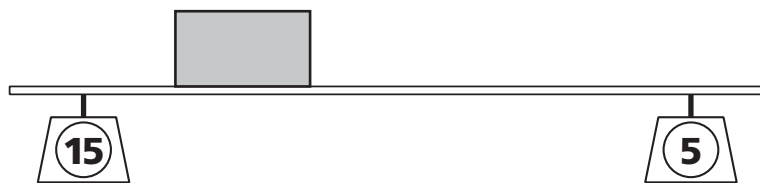
# Lecture demonstrations

answers given

24% of students



38% of students



correct (mentions torque)

proportional reasoning

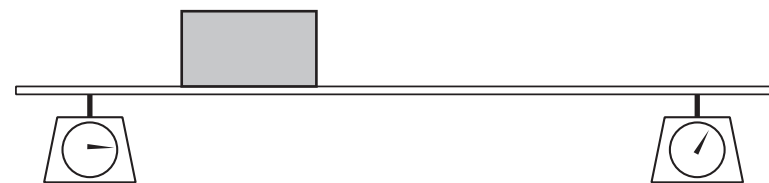
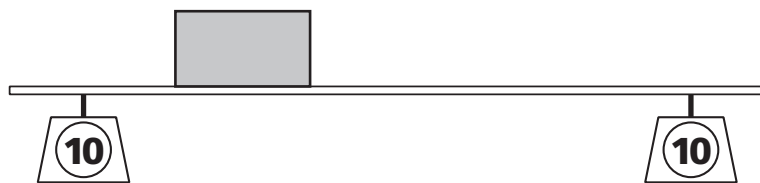
# Lecture demonstrations

answers given

20% of students



10% of students



independent of position

qualitative reasoning

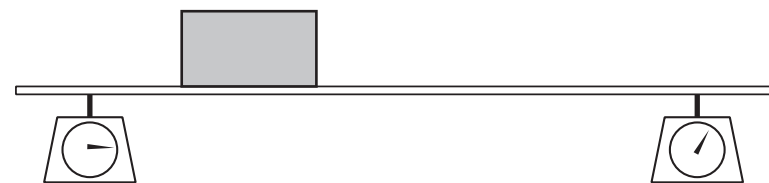
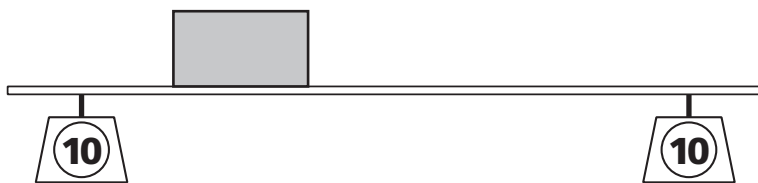
# Lecture demonstrations

answers given

20% of students



10% of students



independent of position

qualitative reasoning

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

# Lecture demonstrations

---

<b>mode</b>	<b>correct</b>	<b>incorrect</b>
<b>no demo</b>	<b>30%</b>	<b>70%</b>
<b>observe</b>	<b>18%</b>	<b>82%</b>
<b>predict</b>	<b>29%</b>	<b>71%</b>
<b>discuss</b>	<b>30%</b>	<b>70%</b>

---

# Lecture demonstrations

---

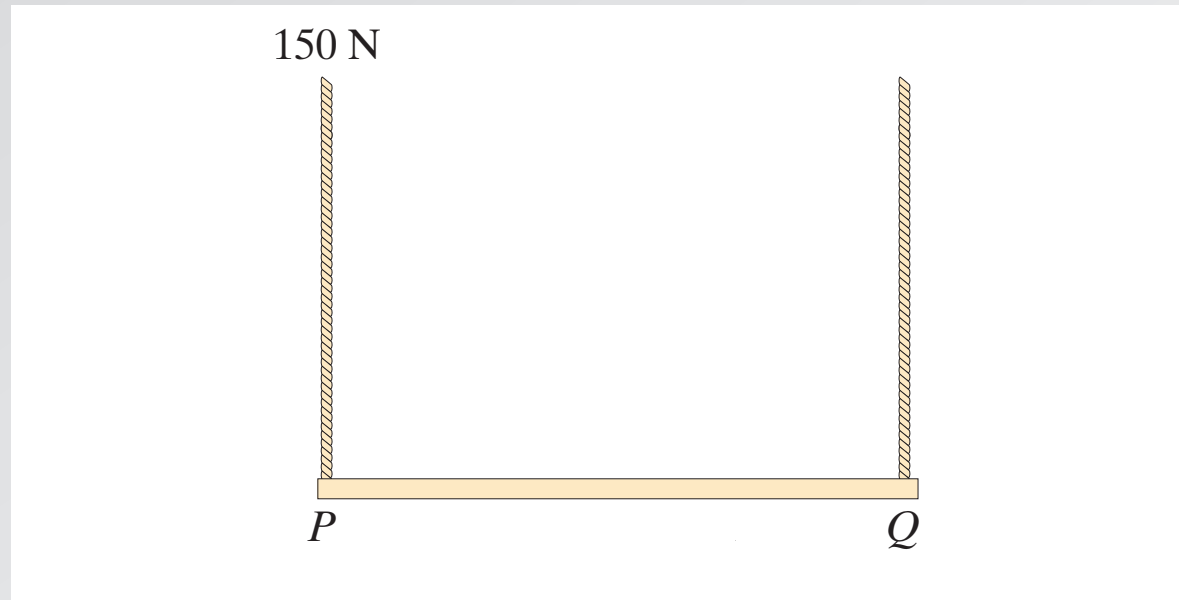
mode	correct	incorrect
no demo	30%	70%
<b>observe</b>	<b>18%</b>	<b>82%</b>
predict	29%	71%
discuss	30%	70%

---

**just presenting harmful?**

# Lecture demonstrations

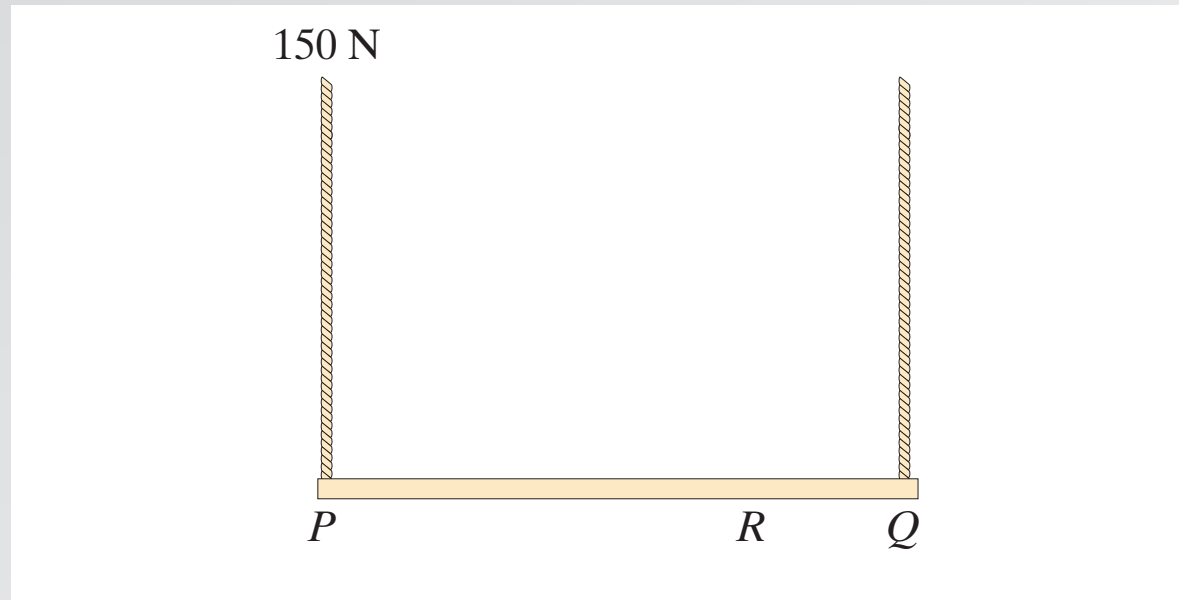
## exam question



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

# 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  $150\text{ N}$ . 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

---

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

---

# Lecture demonstrations

aggregate results for seven demonstrations

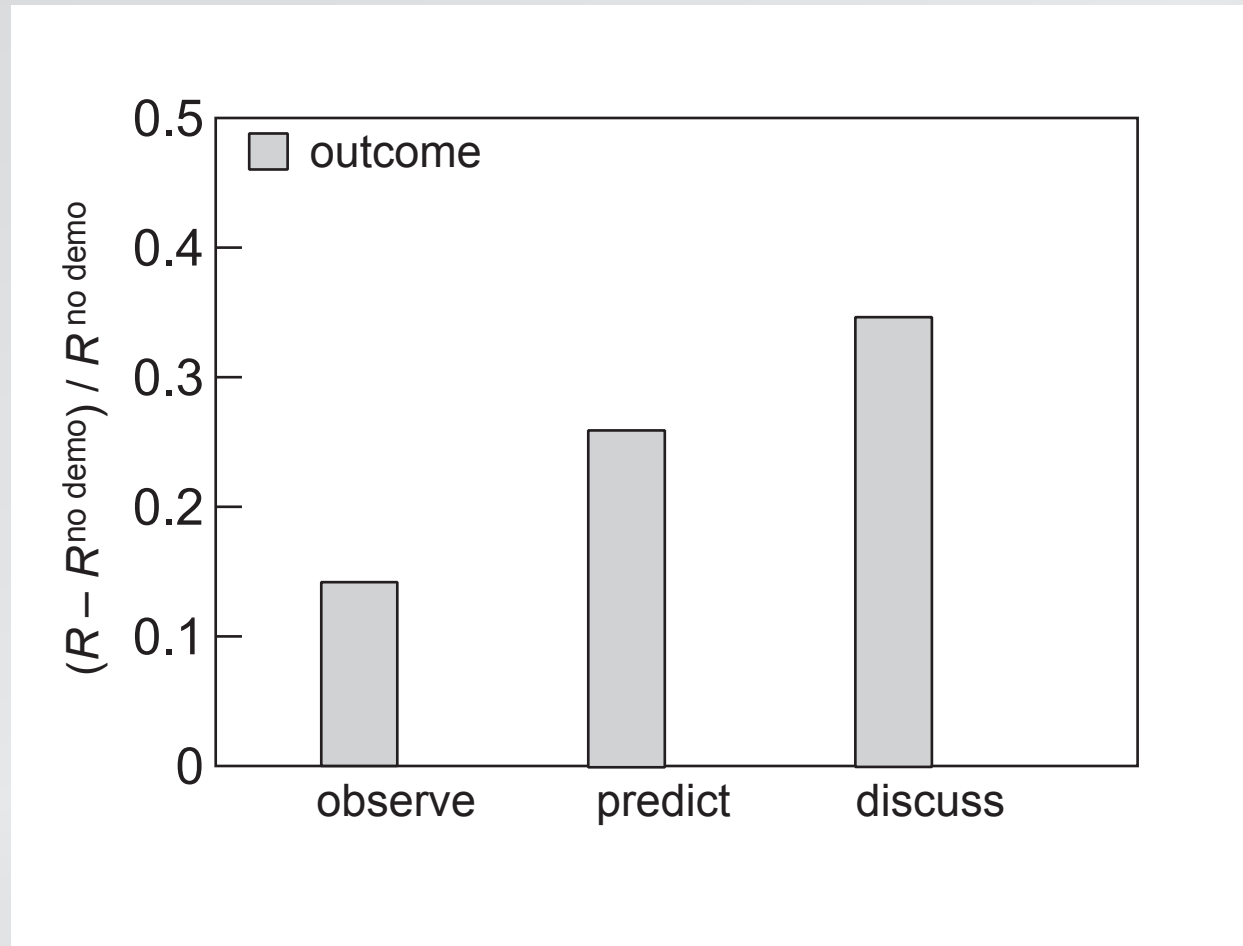
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<b>mode</b>	<b><math>N</math></b>	<b><math>R_{\text{outcome}}</math></b>	<b><math>R_{\text{explanation}}</math></b>
<b>no demo</b>	<b>297</b>	<b>61%</b>	<b>22%</b>
<b>observe</b>	<b>220</b>	<b>70%</b>	<b>24%</b>
<b>predict</b>	<b>179</b>	<b>77%</b>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

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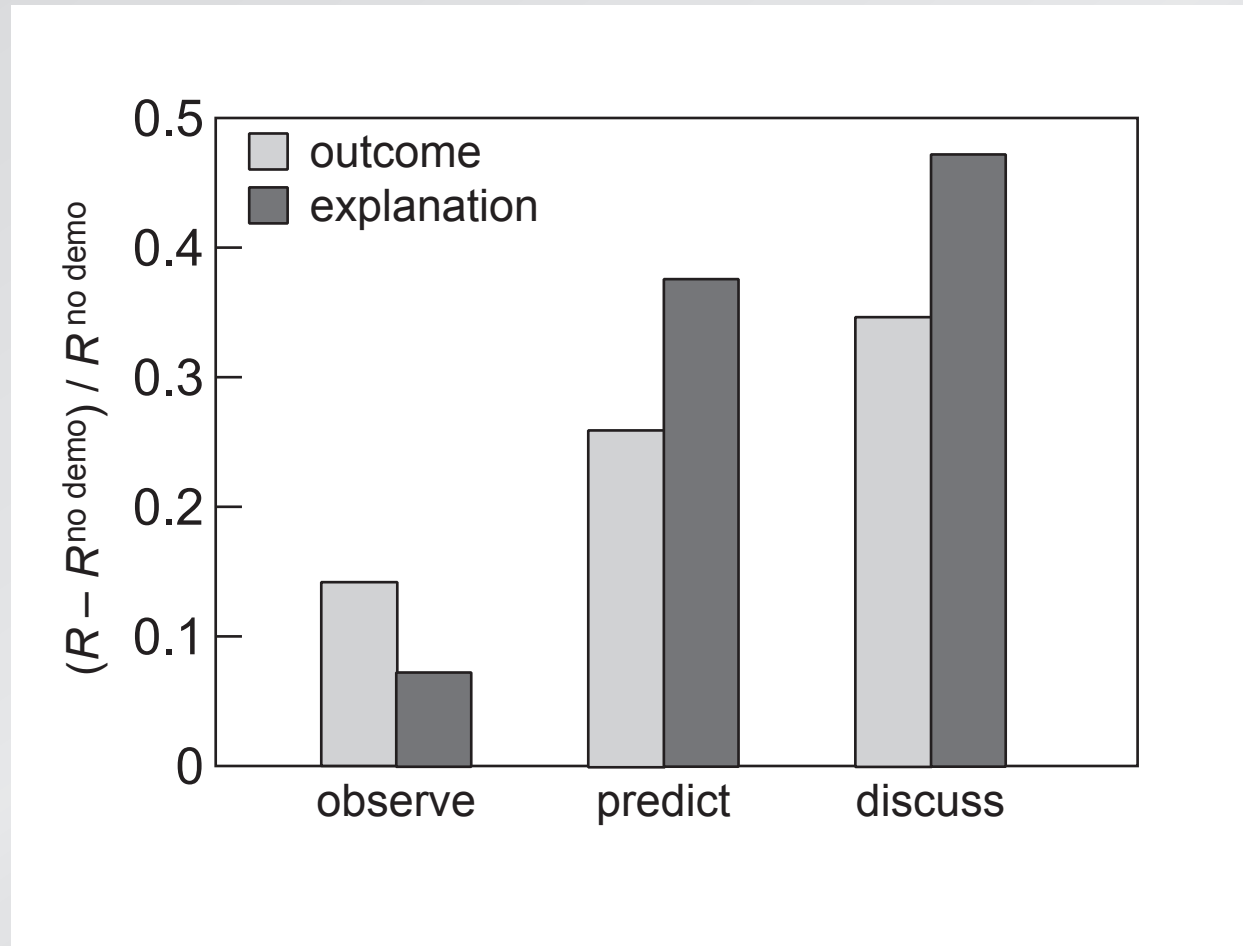
# Lecture demonstrations

improvement correlates with engagement



# Lecture demonstrations

improvement correlates with engagement



# Lecture demonstrations

**Points to keep in mind:**

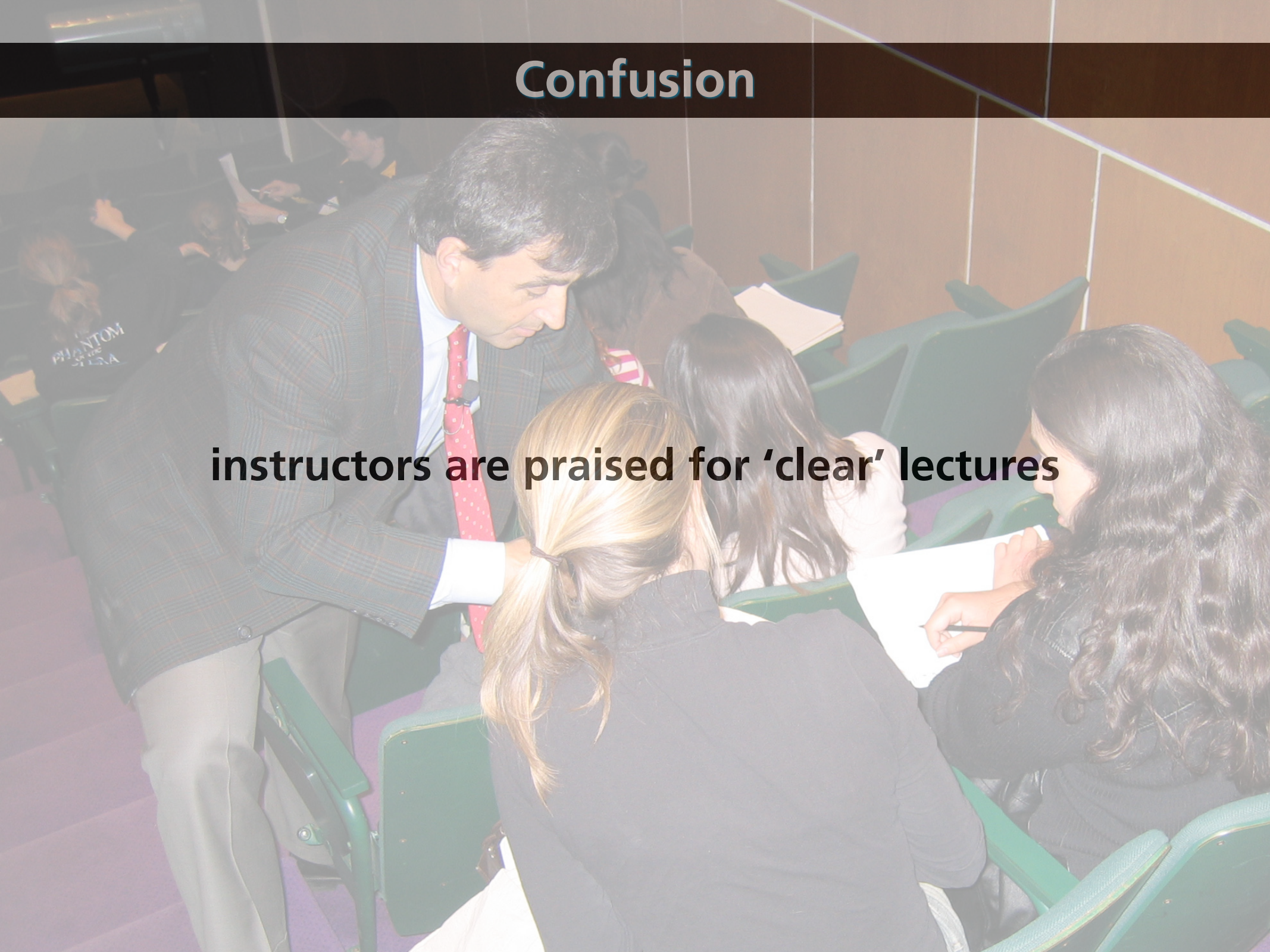
- **demonstrations without engagement not very helpful**
- **results can be improved by having students predict outcome**

# Confusion



# Confusion

**instructors are praised for 'clear' lectures**



# Confusion

**confusion is discouraging, but...**

A photograph of a man in a dark plaid suit and red tie leaning over a desk to assist students. The students are seated at green desks in a classroom or lecture hall. The man is looking down at a book or paper on the desk. The students are focused on their work. The background shows other students and a wooden wall.



# Confusion

A photograph of a man in a dark plaid suit and red tie leaning over a desk to assist students. The students are seated at green desks in a classroom. The man is looking down at a book or paper on the desk. The students are also looking at the book. The background shows other students and a wooden wall.

**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 plaid suit and red tie leaning over a desk to assist students. The students are seated at green desks in a classroom. One student in the foreground has long blonde hair in a ponytail. Another student to the right has long dark hair and is writing on a piece of paper. The background shows other students and a wooden wall.

# 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:**

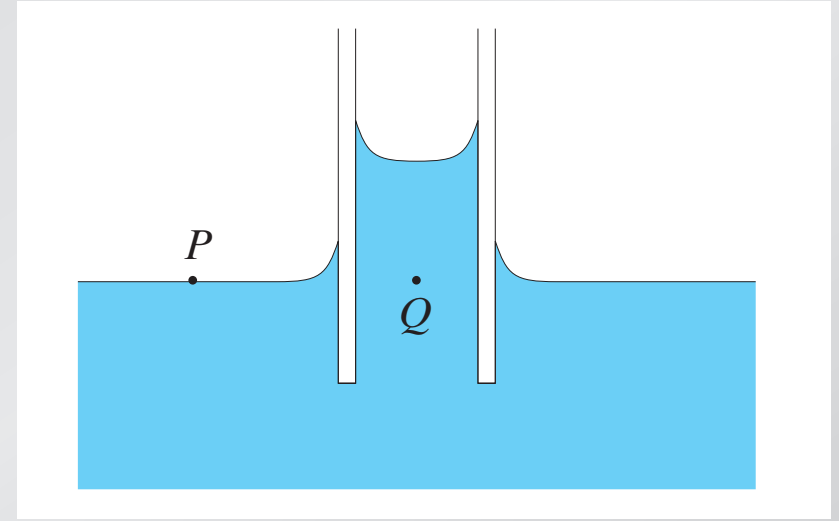
- **two questions on content (difficult!)**
- **one feedback question**

**analyze understanding and confusion**

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

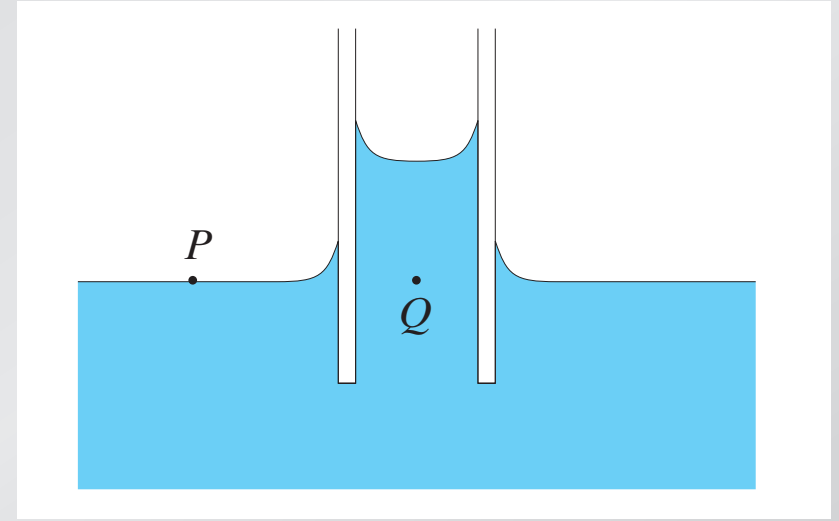
# Confusion

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?

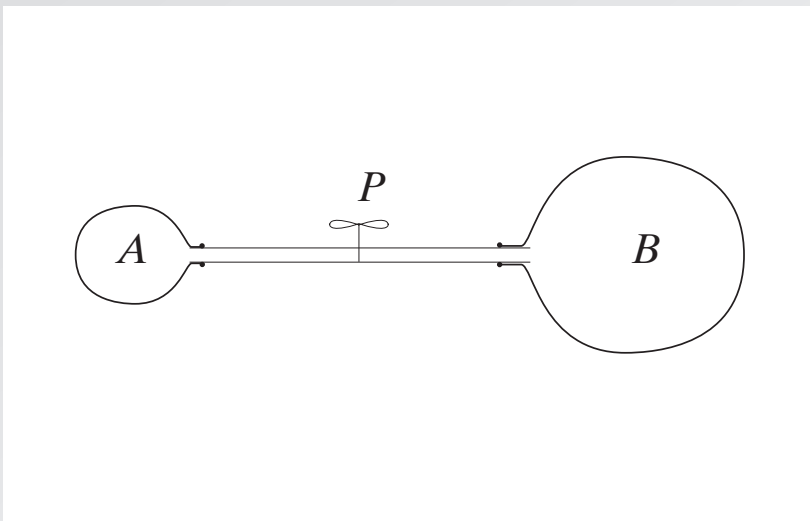


# Confusion

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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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

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.

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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

<b>torque</b>	<b>correct</b>	<b>incorrect</b>
<b>confused</b>	<b>45%</b>	<b>55%</b>
<b>not confused</b>	<b>43%</b>	<b>57%</b>

# Confusion

using research-based text

---

<b>torque</b>	<b>correct</b>	<b>incorrect</b>
<b>confused</b>	<b>45%</b>	<b>55%</b>
<b>not confused</b>	<b>43%</b>	<b>57%</b>

---

**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

- **active engagement essential for learning**
- **confusion likely to increase**

# Conclusion

- **active engagement essential for learning**
- **confusion likely to increase**

**classroom data vital to improving education!**

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