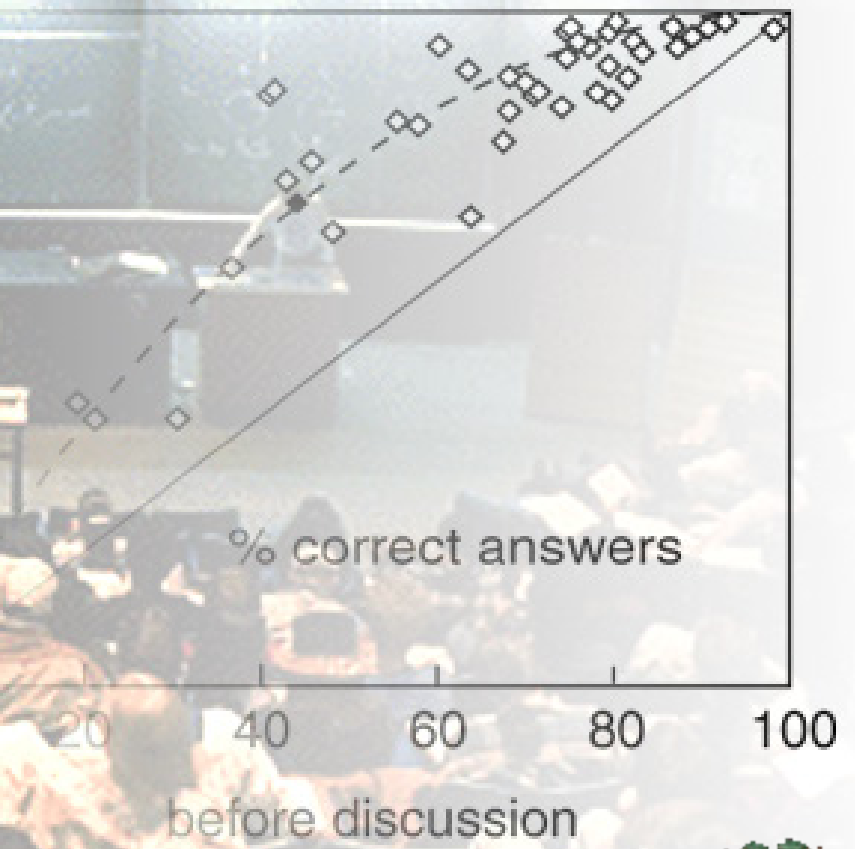
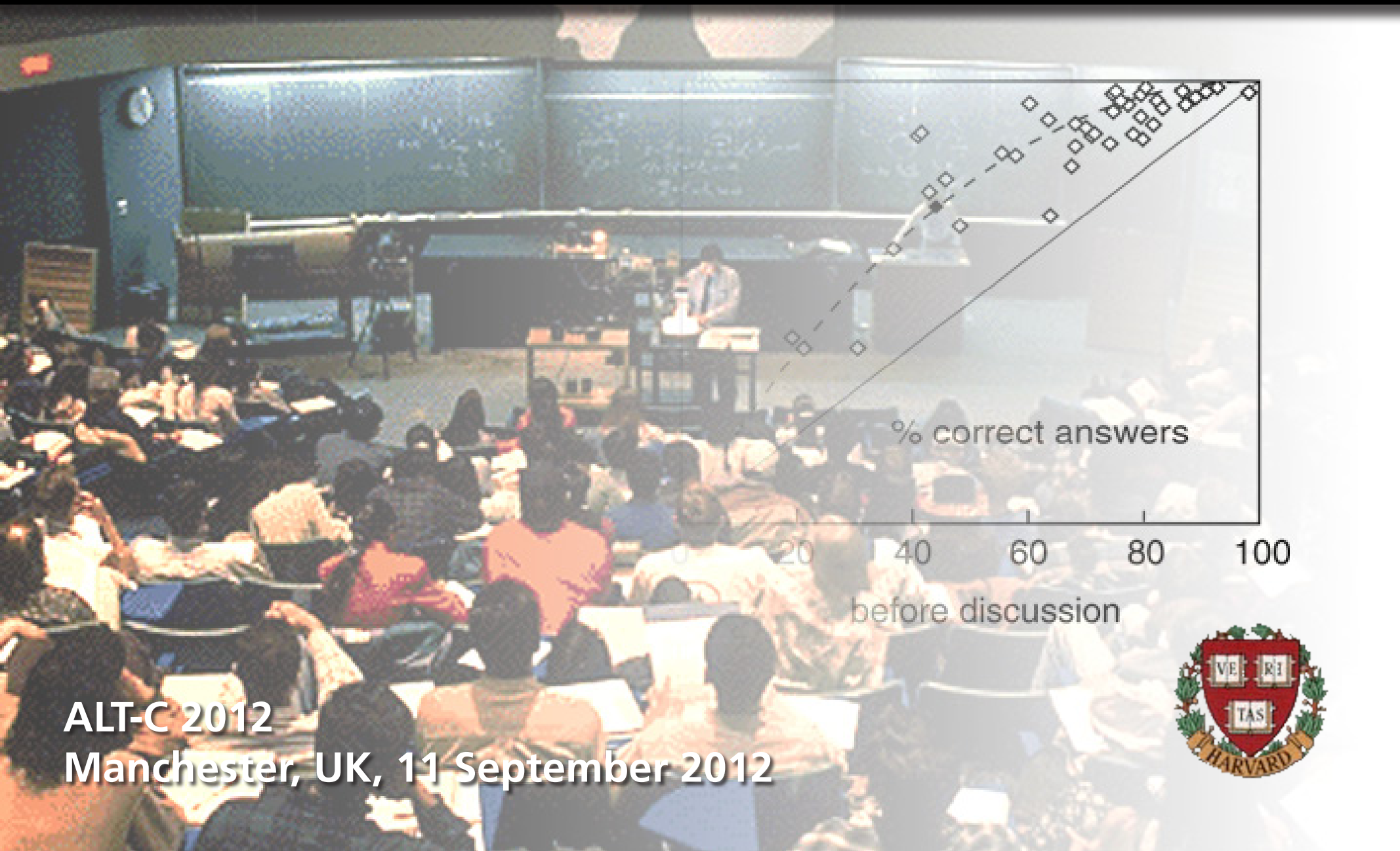


The Scientific Approach to Teaching: research as a basis for course design



ALT-C 2012
Manchester, UK, 11 September 2012



The Scientific Approach to Teaching: research as a basis for course design



@eric_mazur

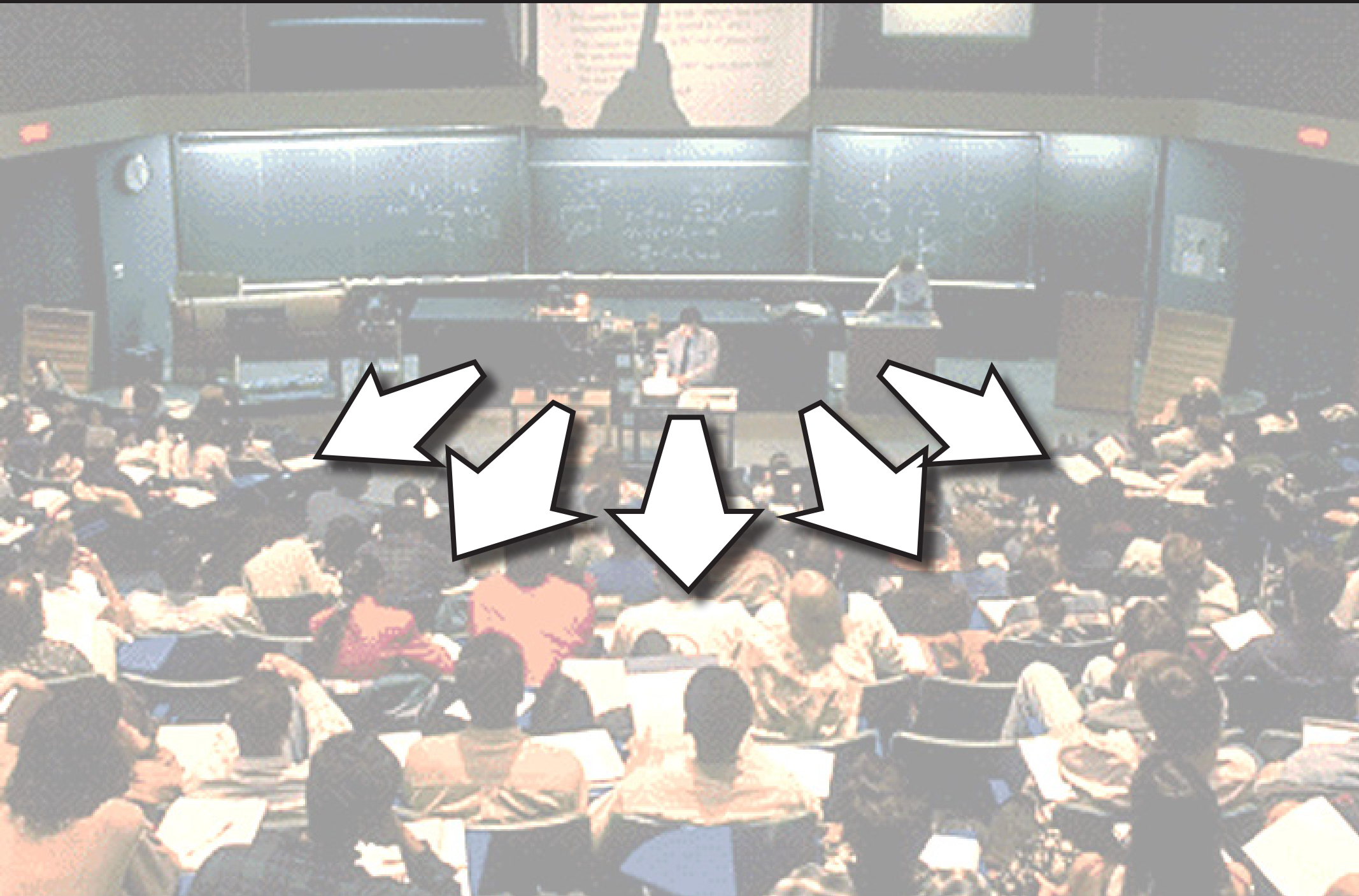
ALT-C 2012
Manchester, UK, 11 September 2012



Education

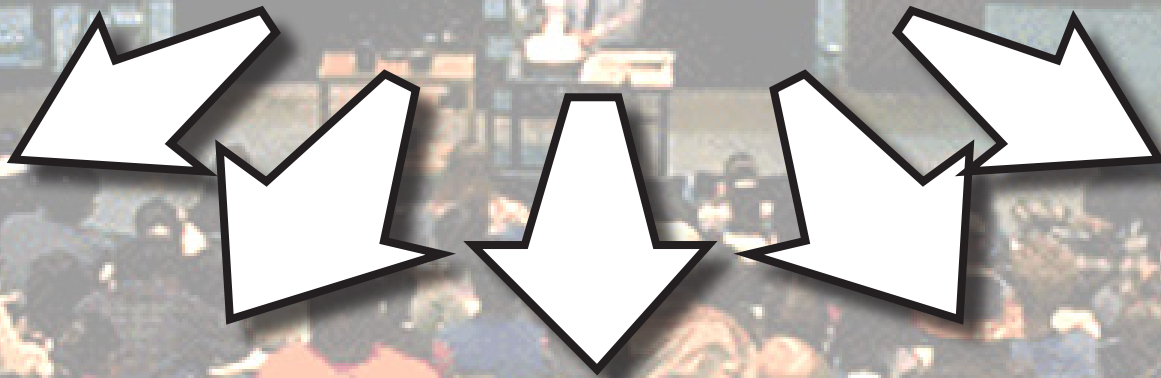


Education

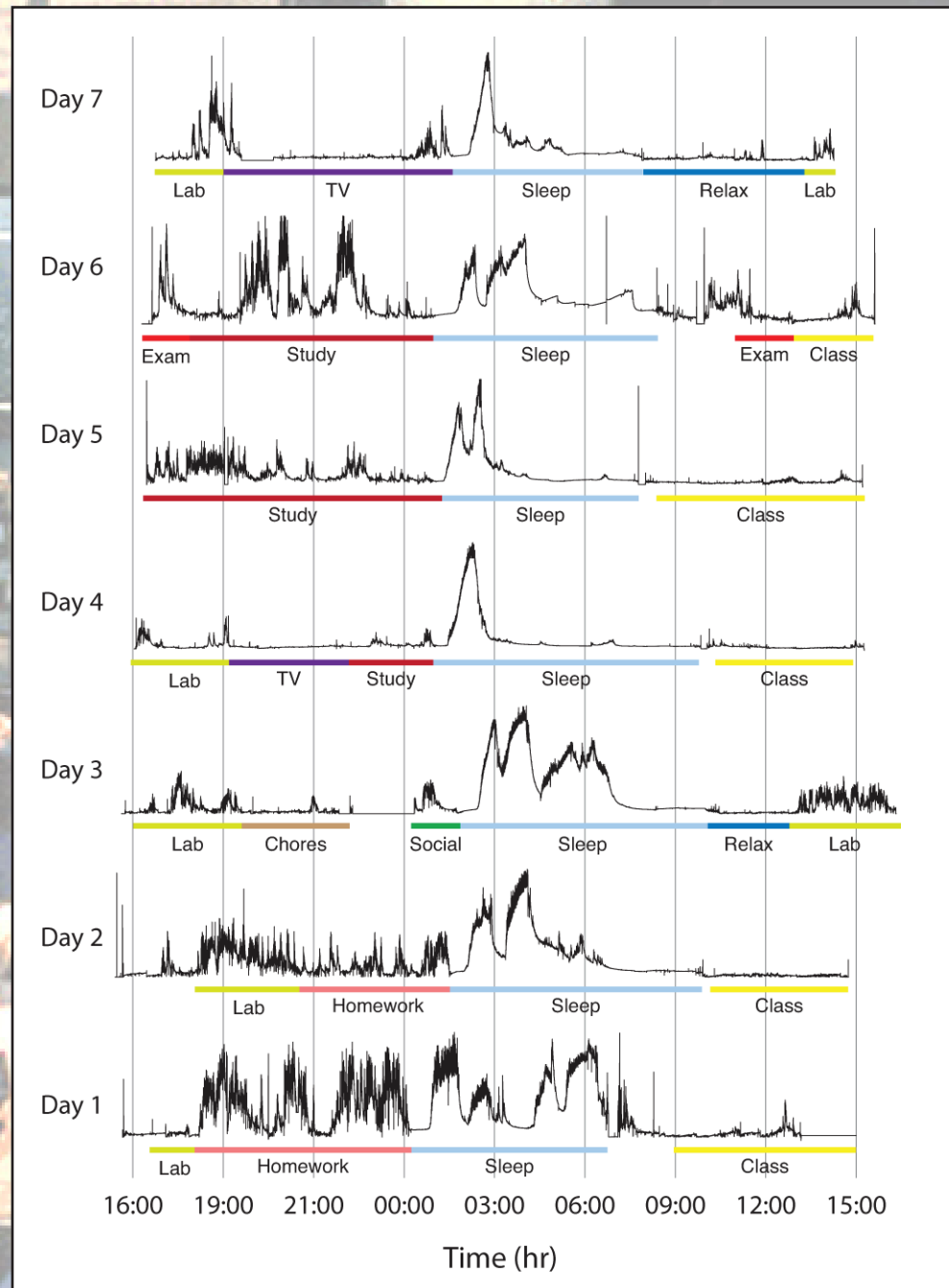


Education

not transfer but assimilation of information is key

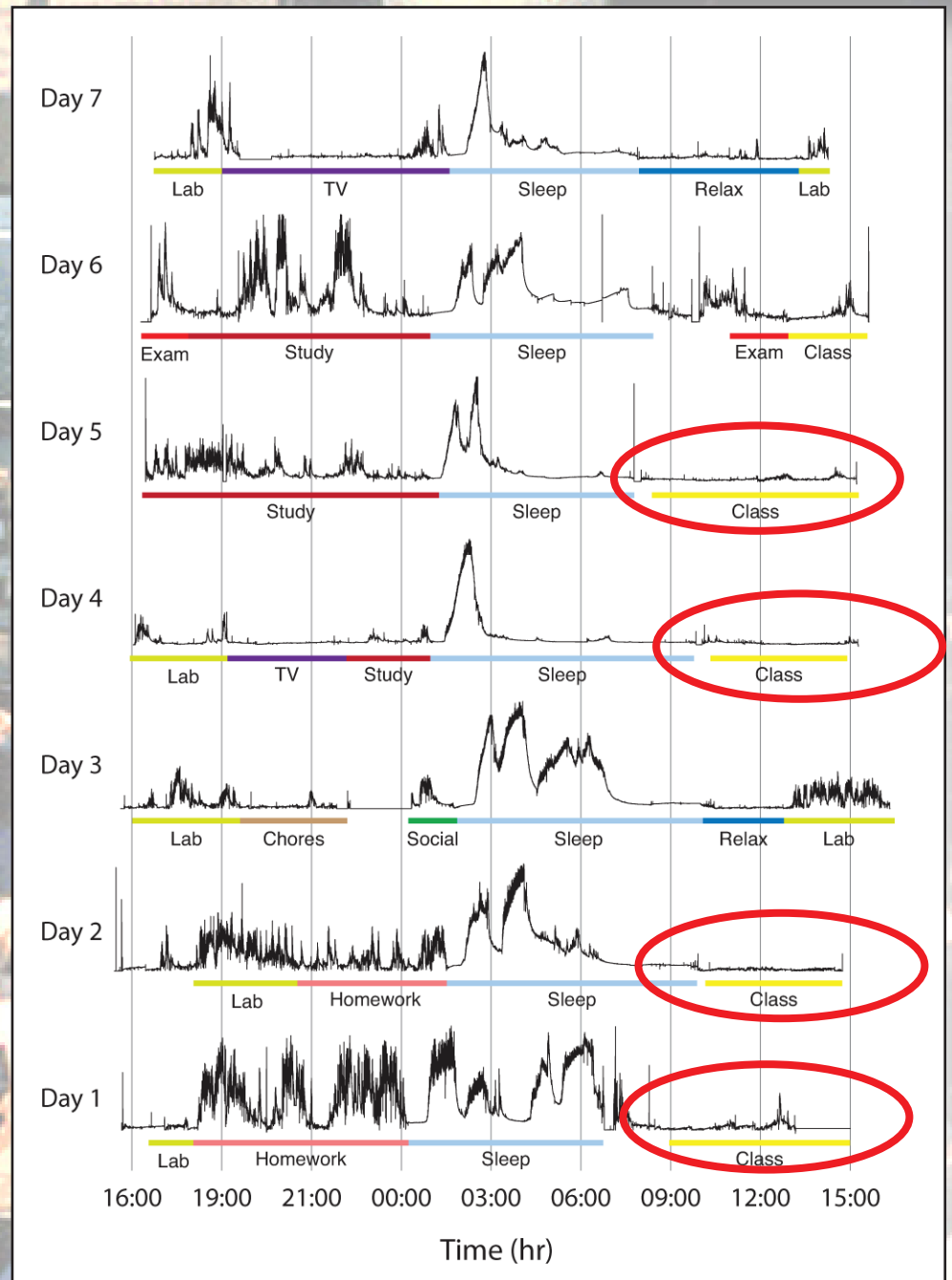


Education



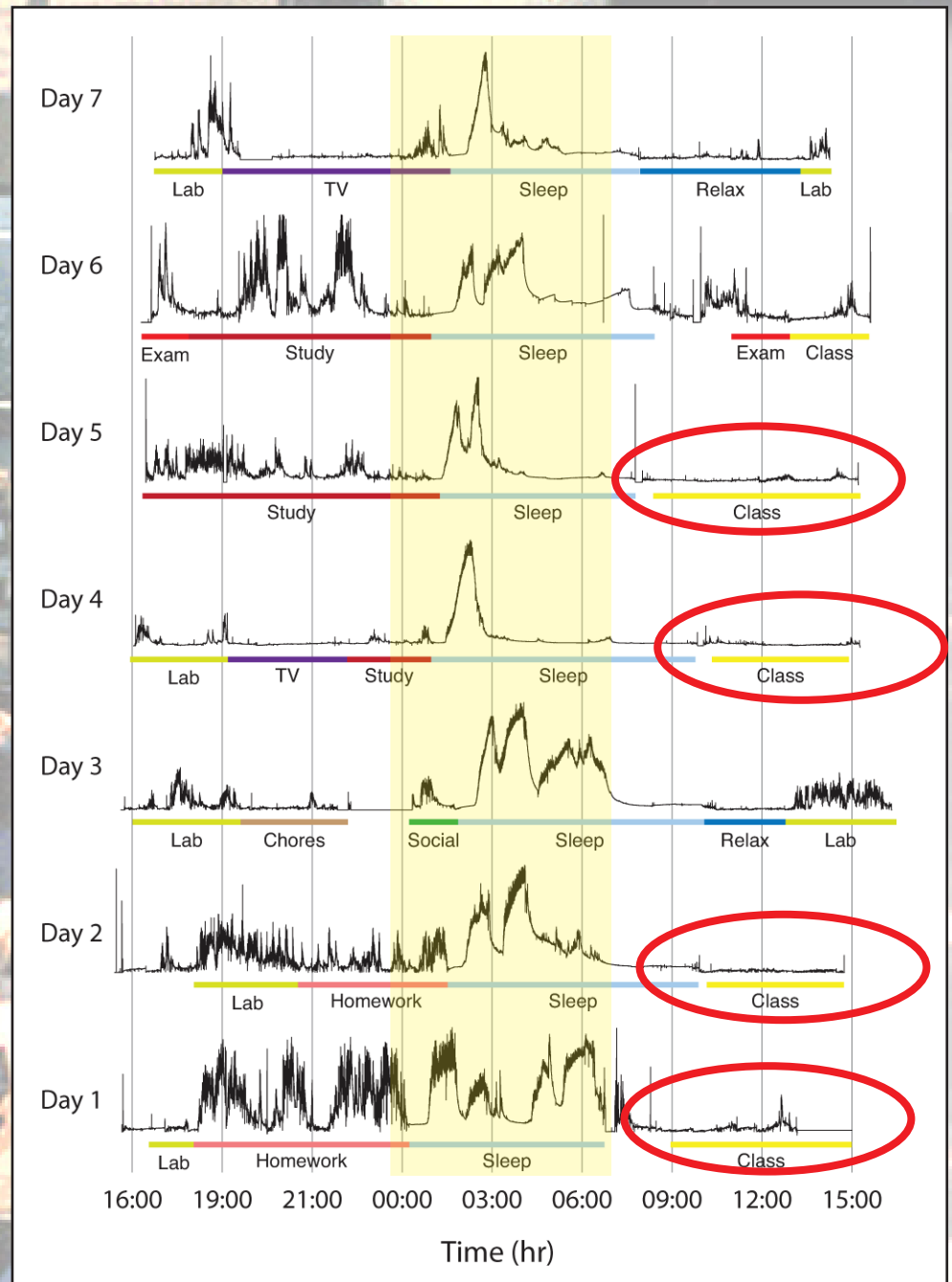
doi: 10.1109/TBME.2009.2038487

Education



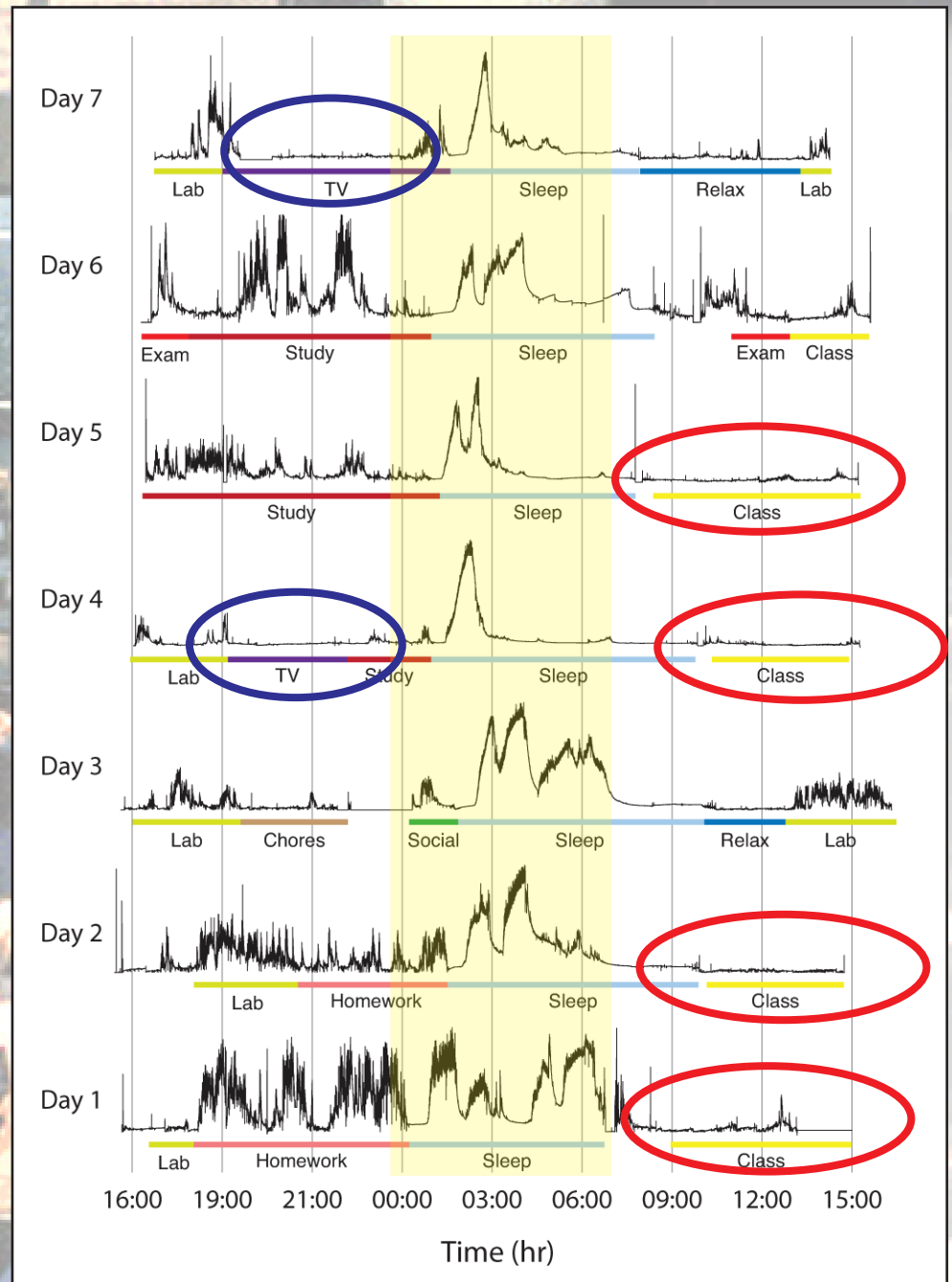
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Education



doi: 10.1109/TBME.2009.2038487

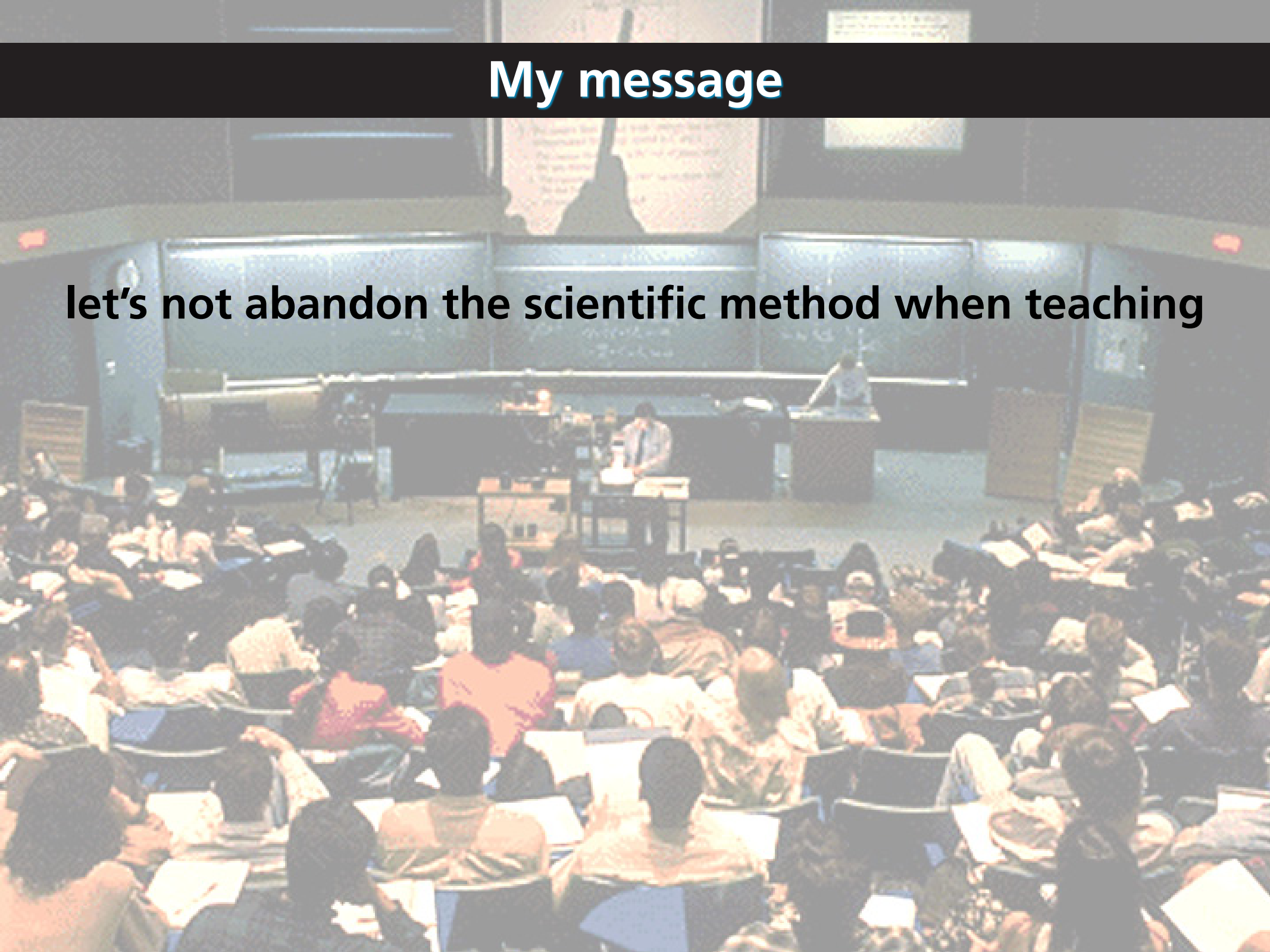
Education



doi: 10.1109/TBME.2009.2038487

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

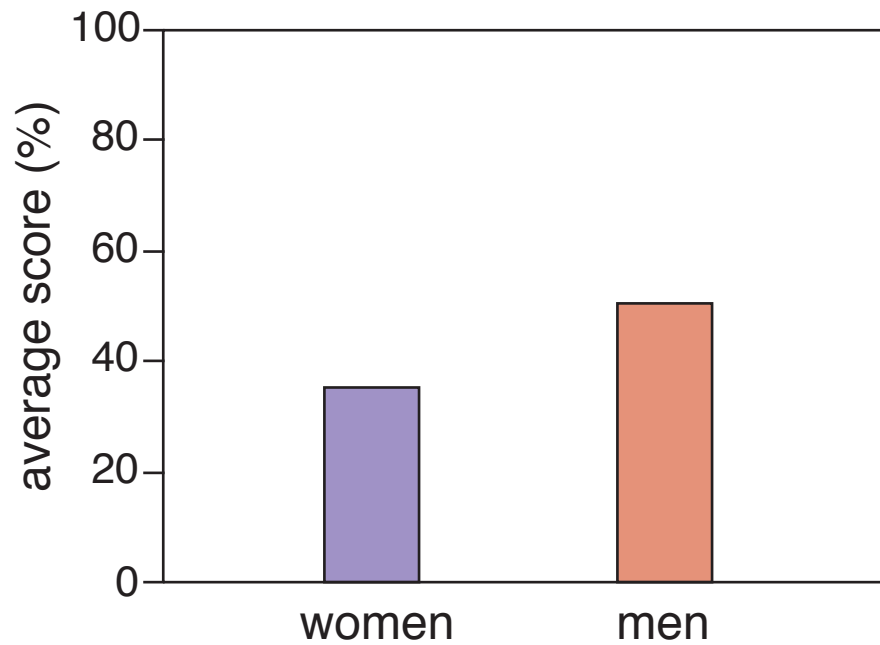
Lee Shulman

Outline

- Gender issues
- Lecture demonstrations
- Confusion

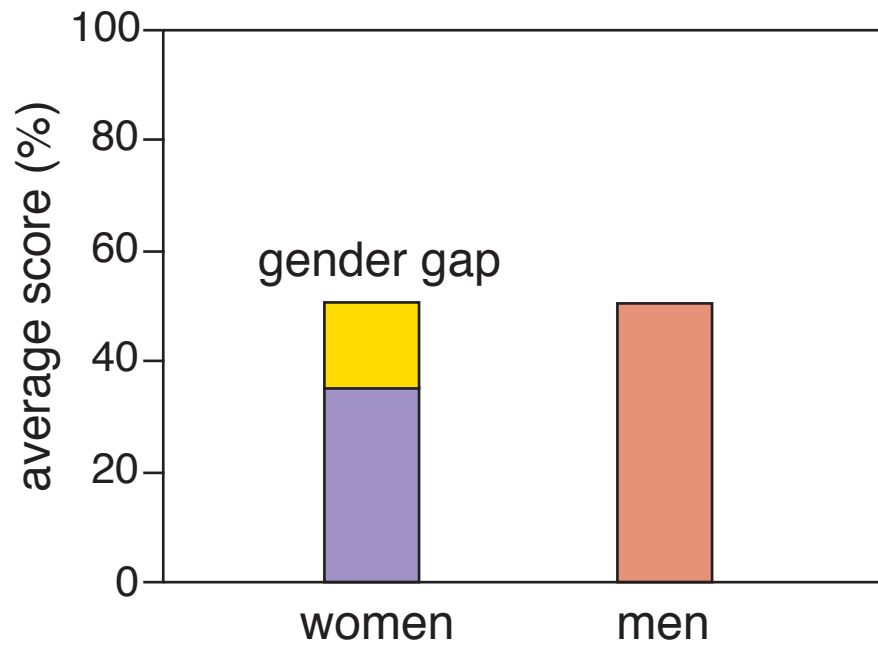
Gender issues

Force Concept Inventory posttest scores



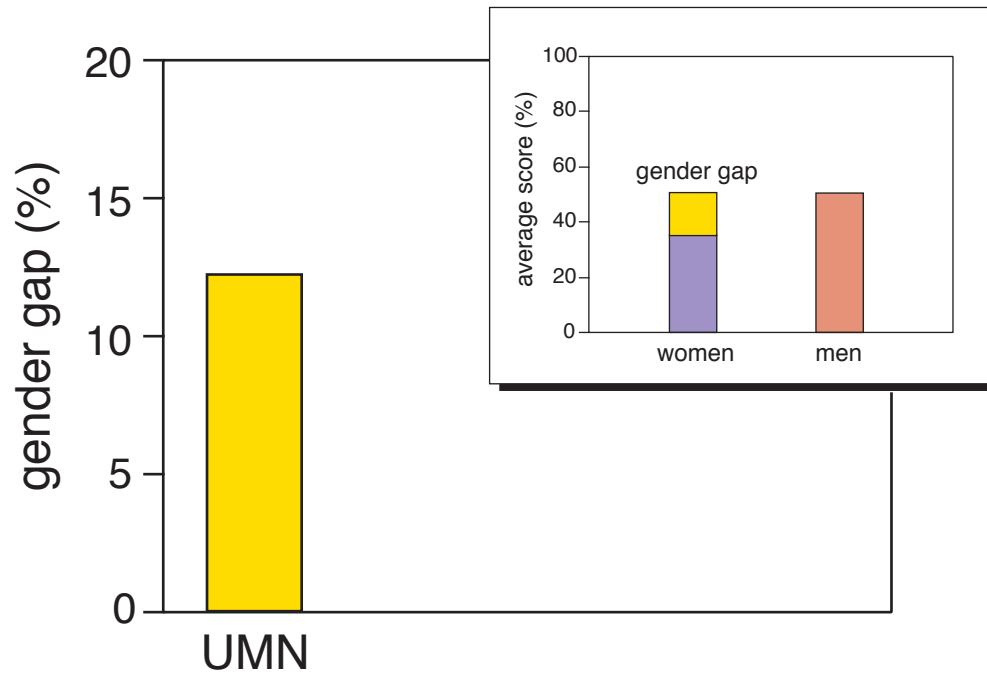
Gender issues

Force Concept Inventory posttest scores



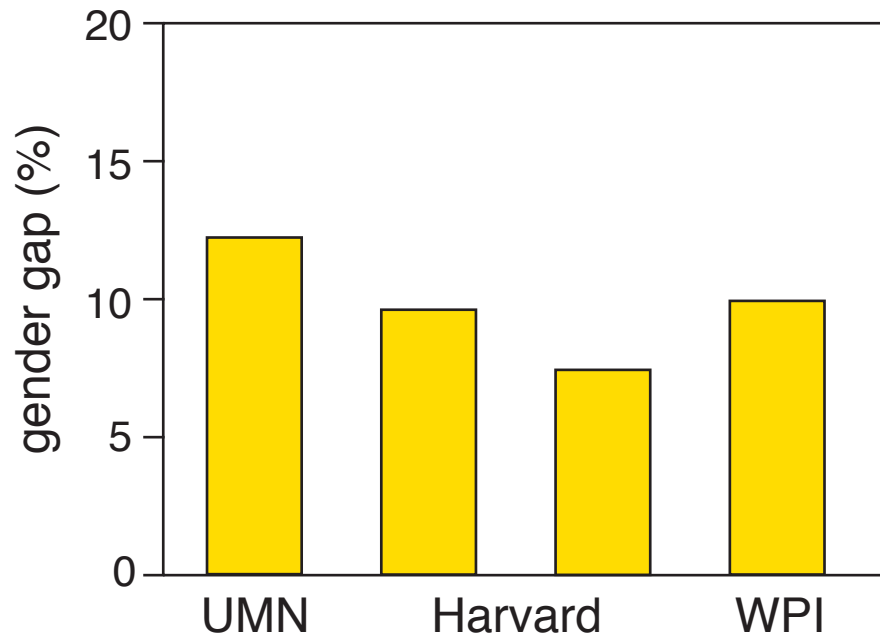
Gender issues

Force Concept Inventory posttest scores



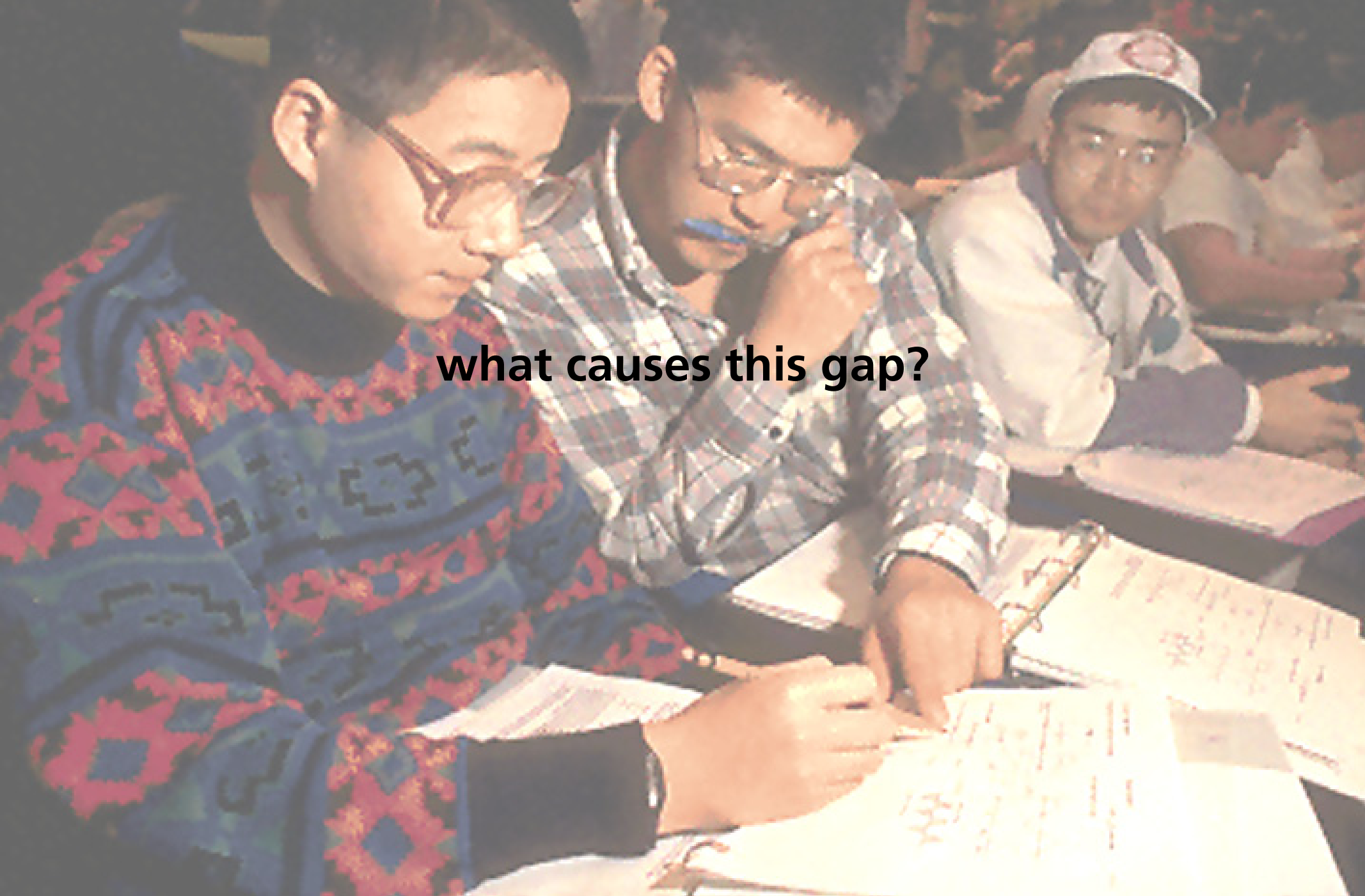
Gender issues

Force Concept Inventory posttest scores



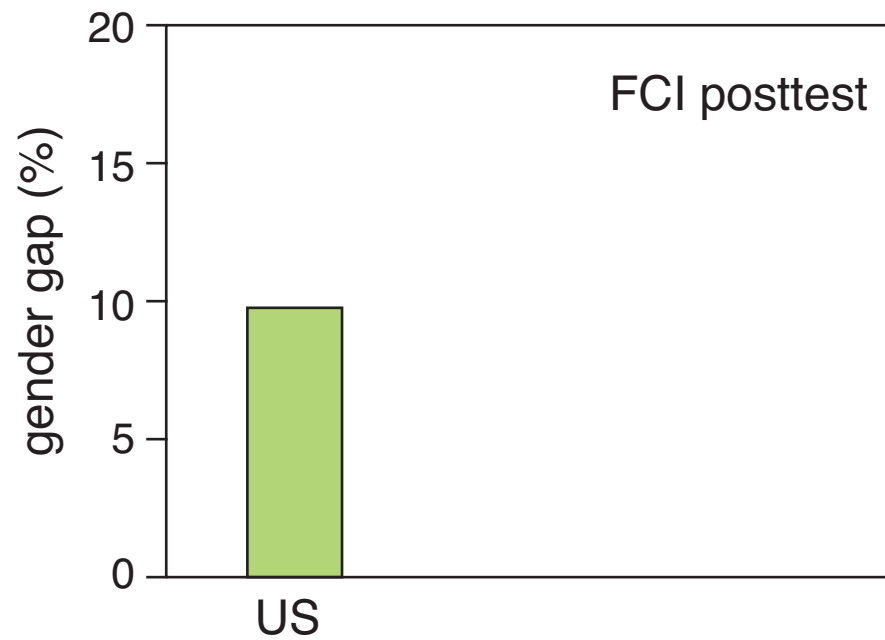
Gender issues

what causes this gap?

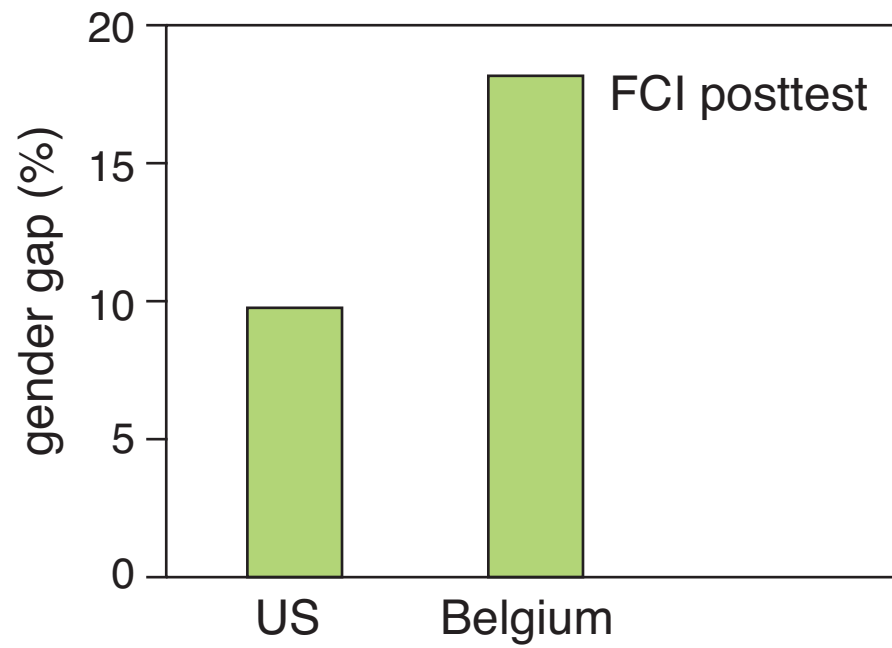


Gender issues

is it cultural?

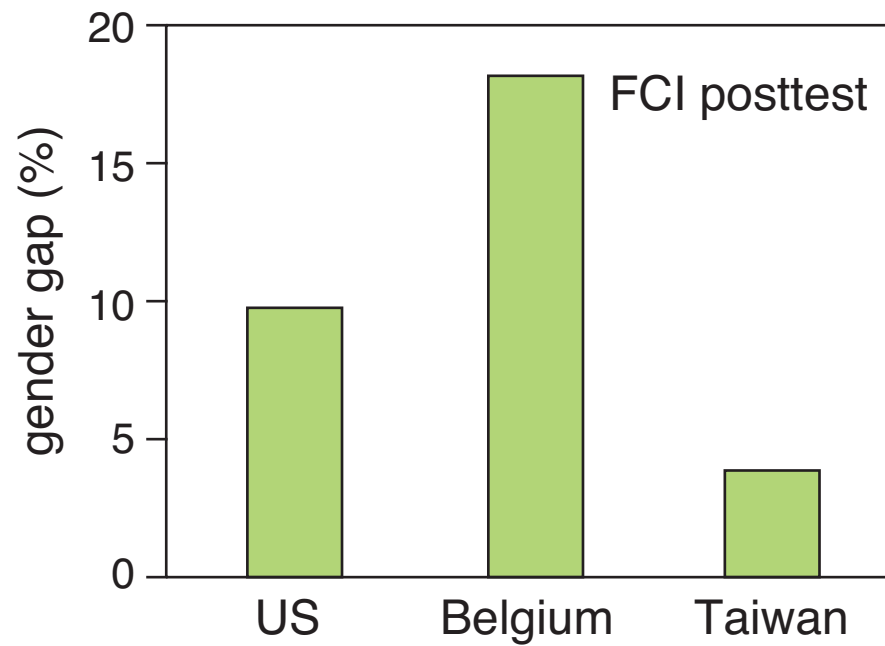


Gender issues



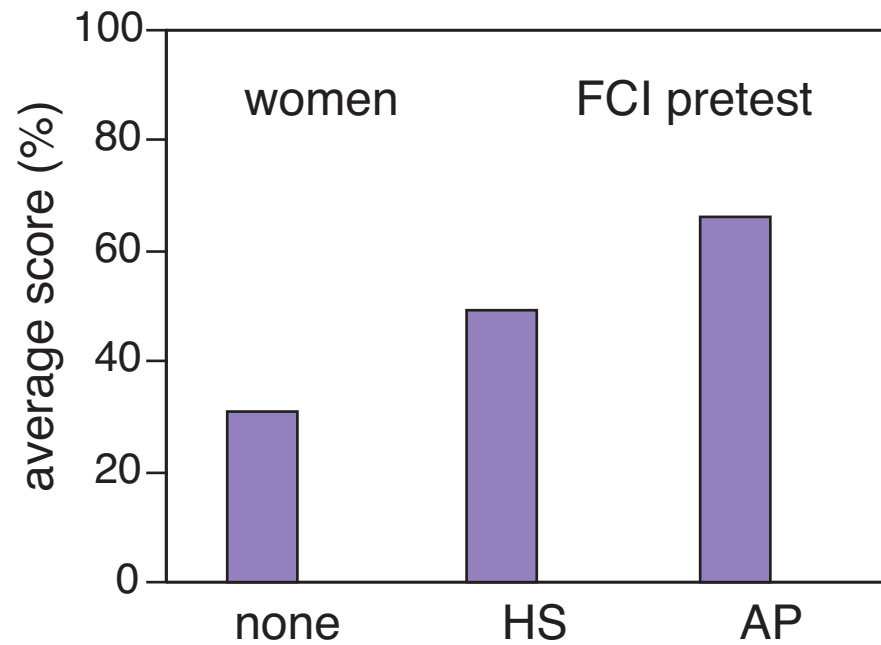
Gender issues

strong dependence on culture!



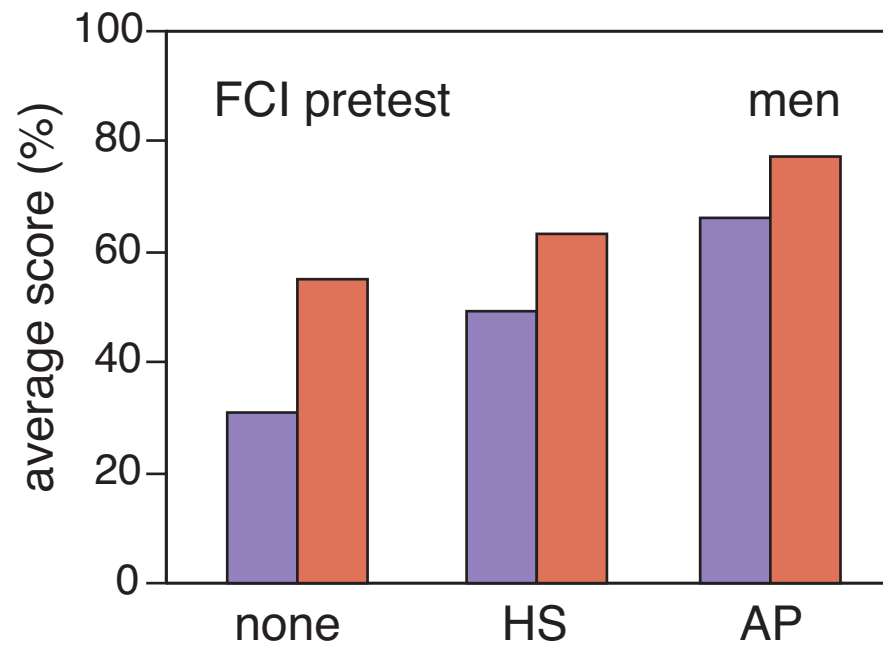
Gender issues

effect of precollege education



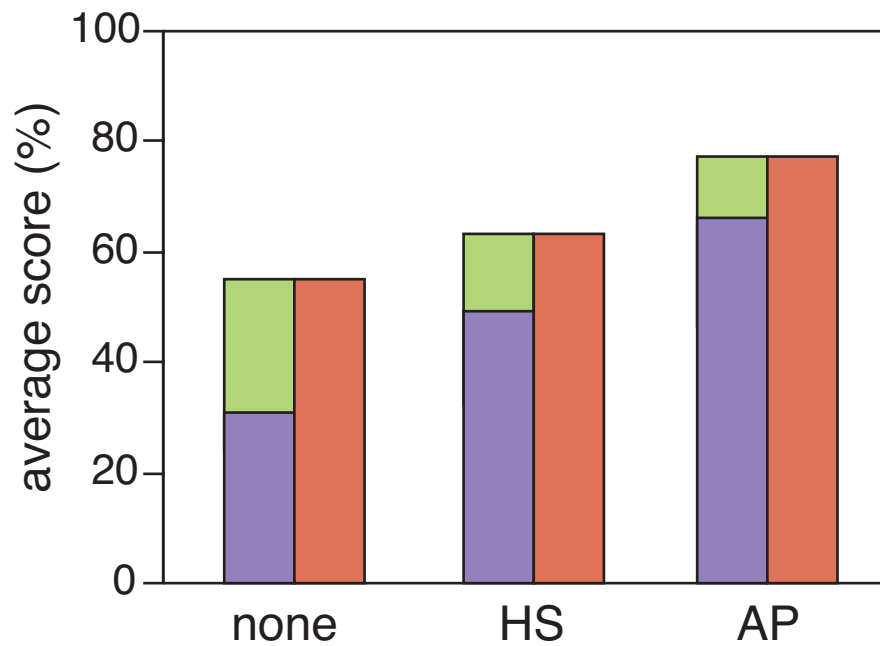
Gender issues

everyone gains...



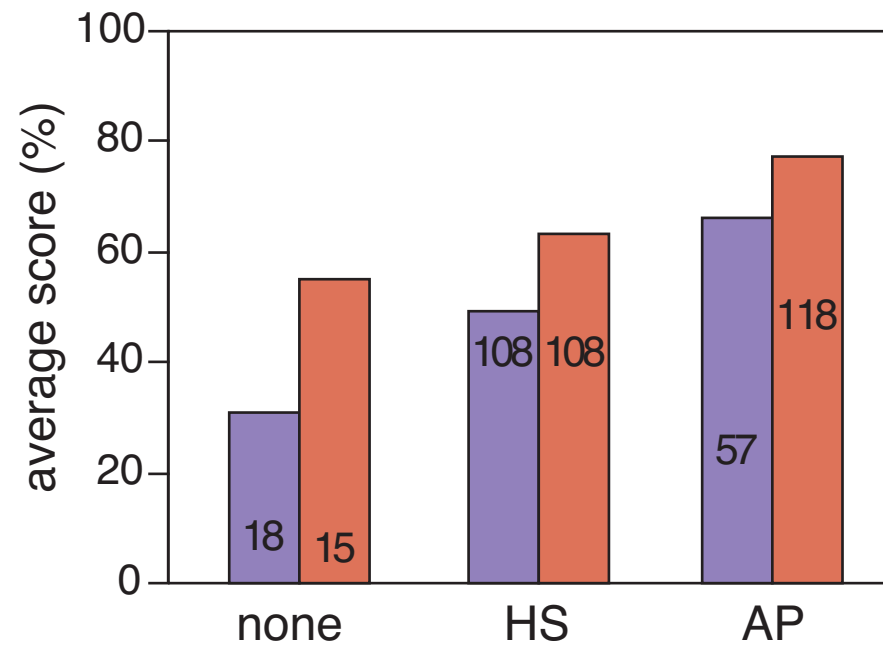
Gender issues

...but gap persists...



Gender issues

...and women underrepresented



Gender issues

A photograph of a group of people, primarily women, sitting around a table in what appears to be a meeting or workshop. The image has a painterly, textured quality. In the foreground, a woman with long dark hair, wearing a red and orange patterned top, is looking down at a notebook. To her left, another woman with long brown hair and glasses is looking towards the center. On the right, a woman with dark hair is partially visible, wearing a patterned top. The table is covered with papers, notebooks, and pens. The background is slightly blurred, showing other people seated at tables.

what can we do?

Gender issues

increase collaboration and interactivity



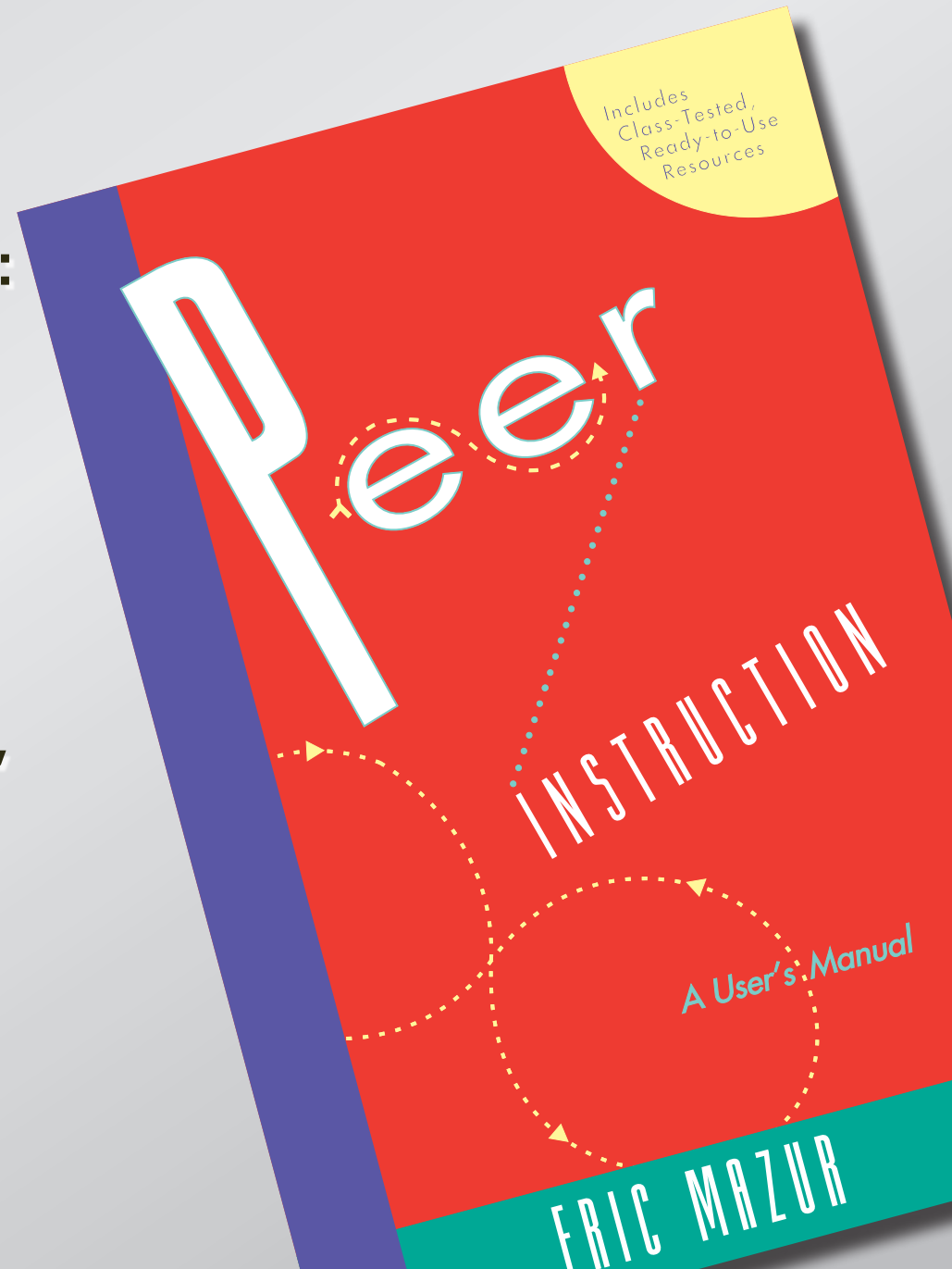
Gender issues

Compare three pedagogies:

T: traditional lectures

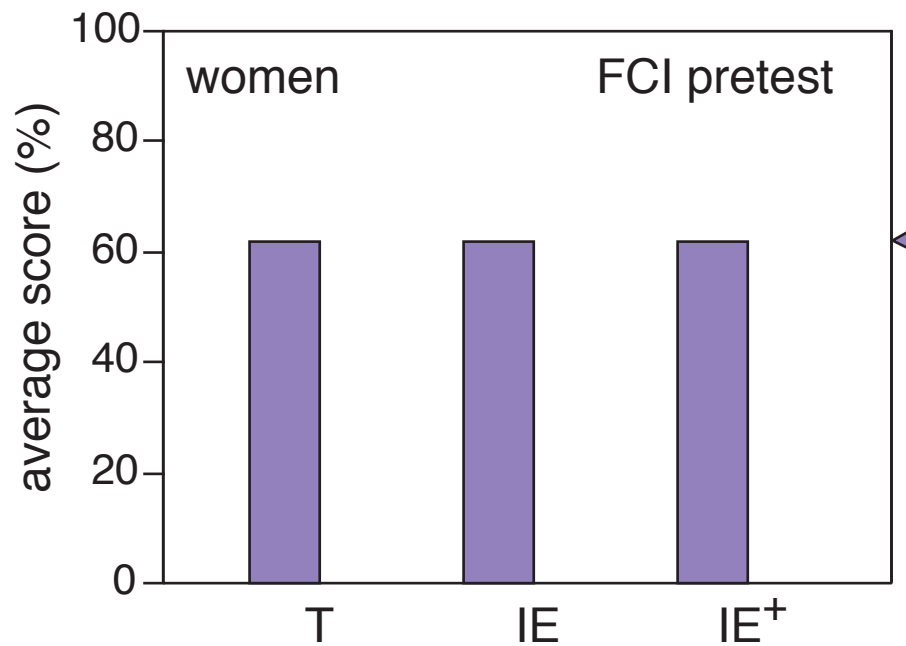
I: interactive lectures

I⁺: interactive assignments,
lectures, and tutorials



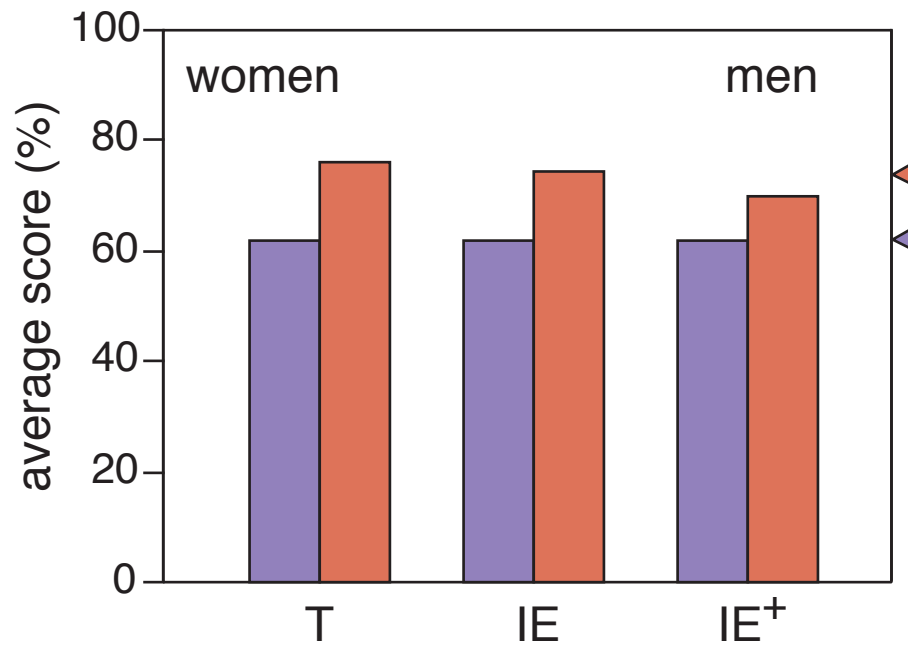
Gender issues

does pedagogy help?



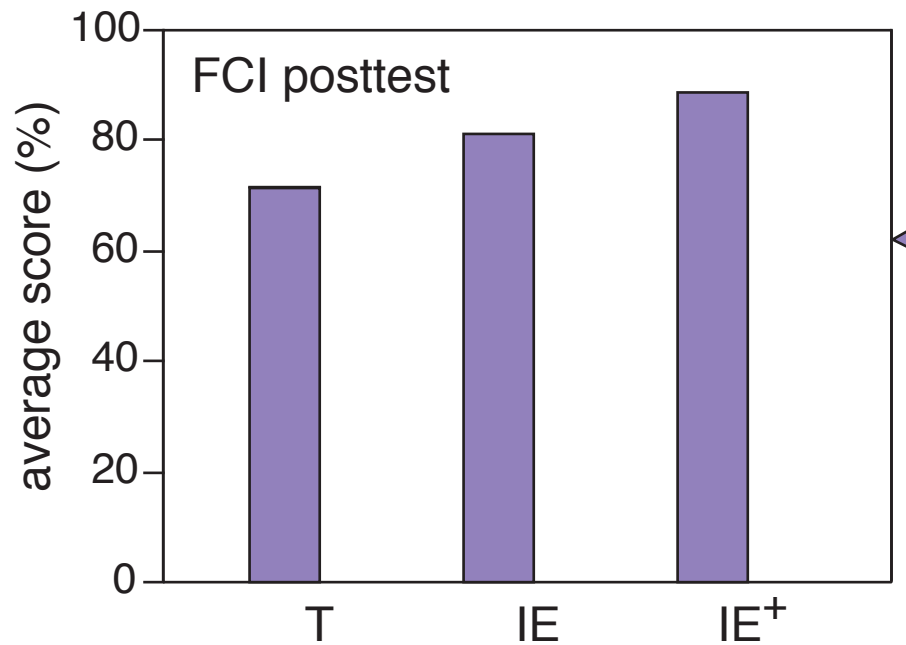
Gender issues

does pedagogy help?



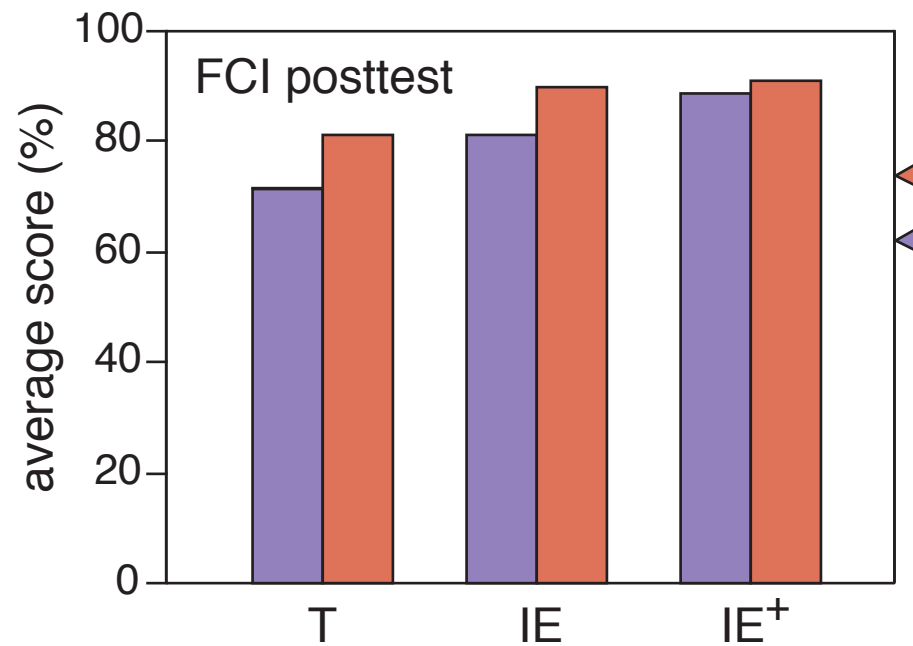
Gender issues

does pedagogy help?



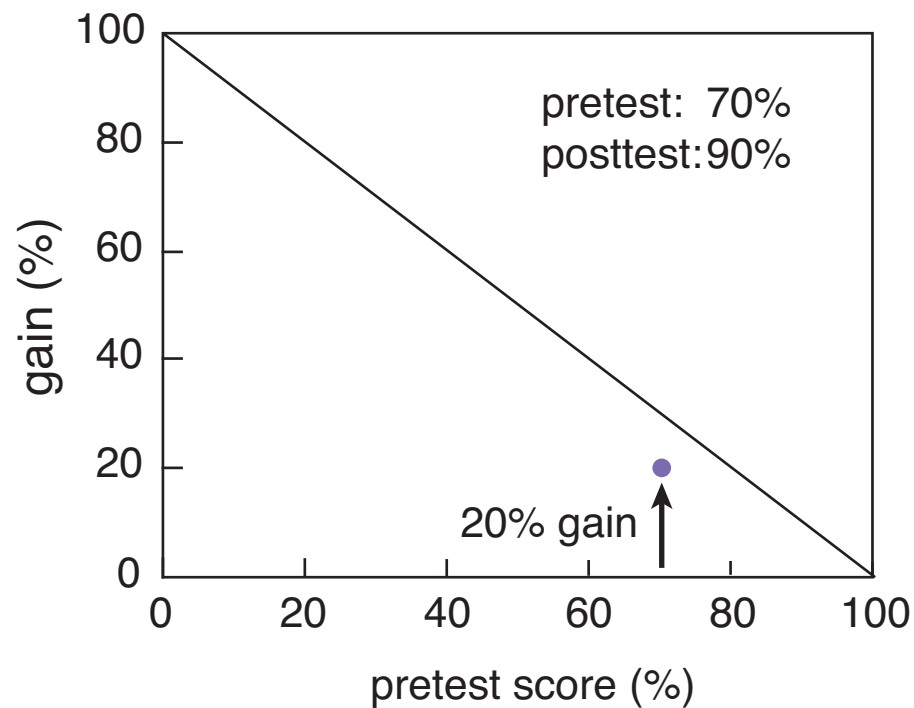
Gender issues

yes, pedagogy can eliminate gap!



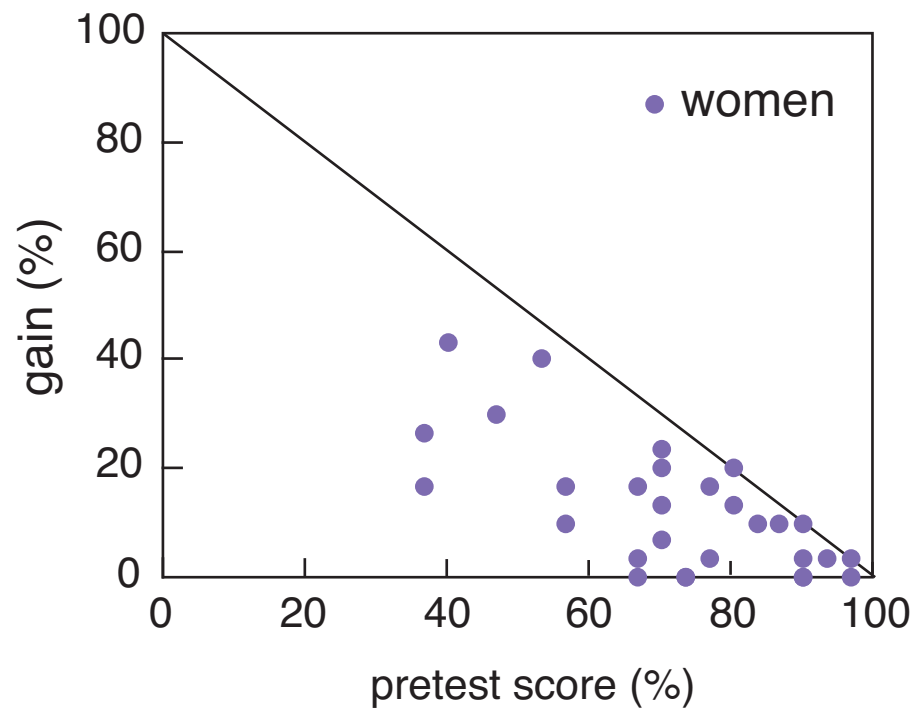
Gender issues

who are the low-gain students?



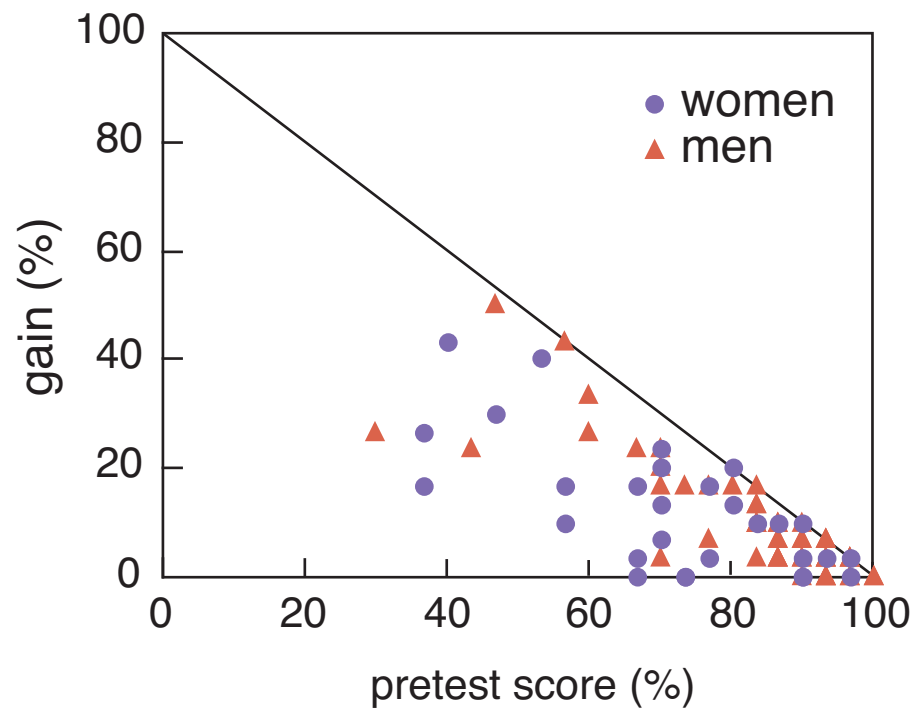
Gender issues

traditional class



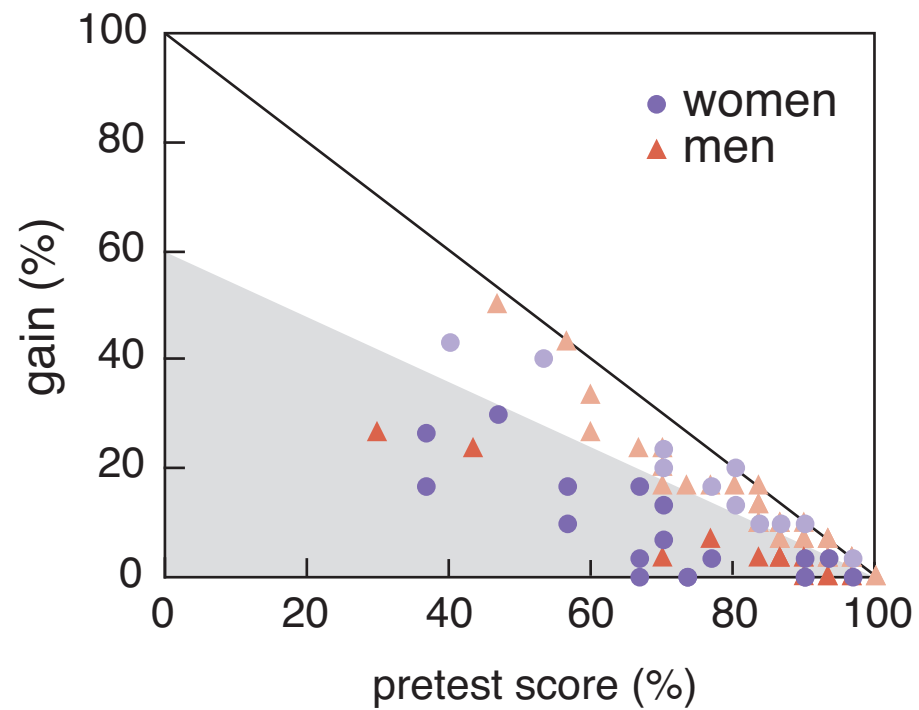
Gender issues

traditional class



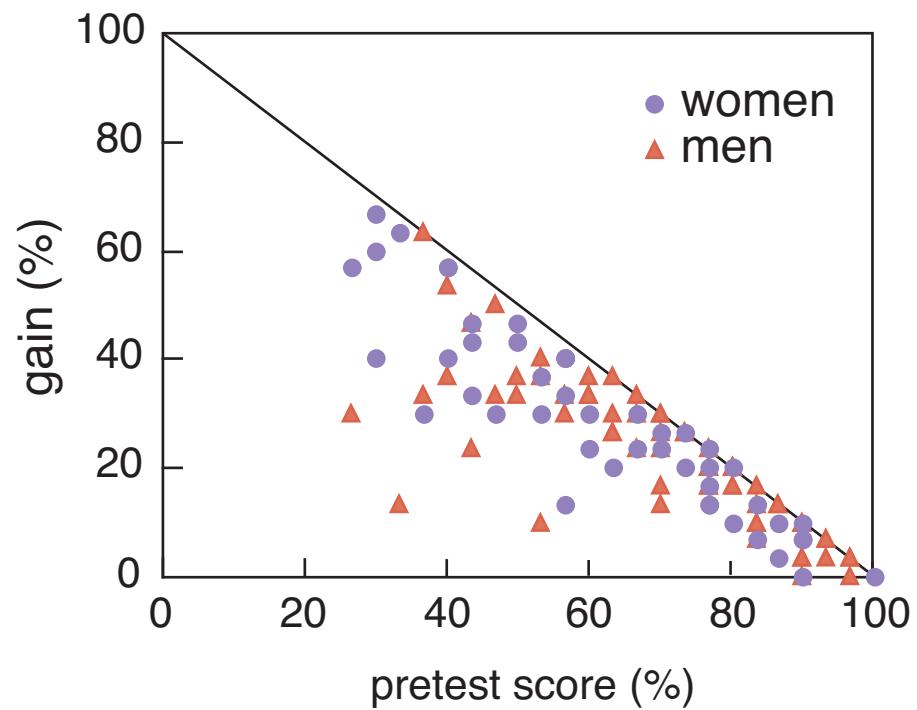
Gender issues

traditional class: gender imbalance



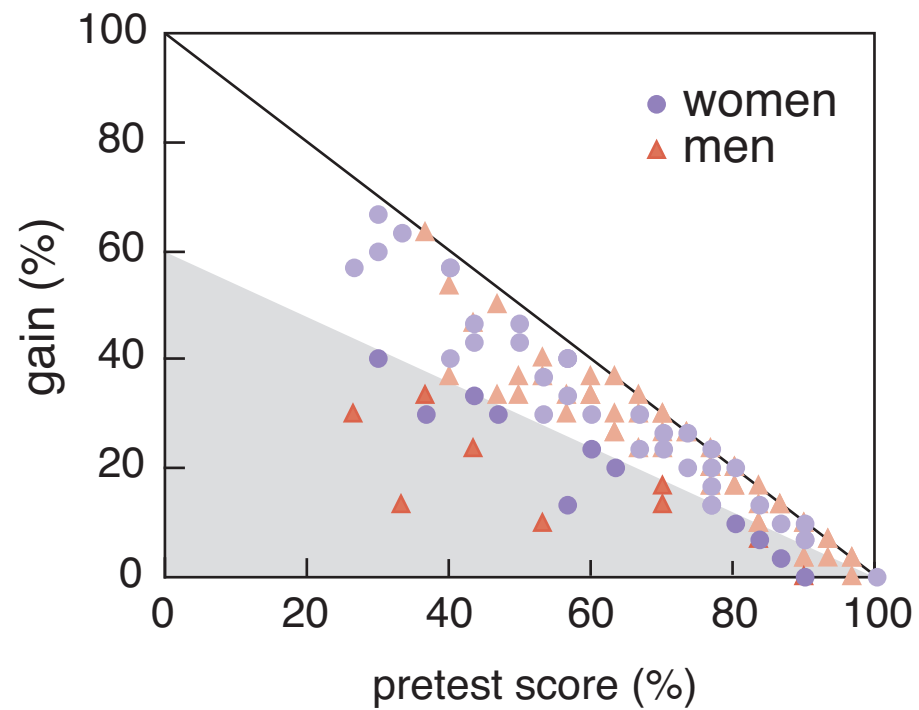
Gender issues

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.)

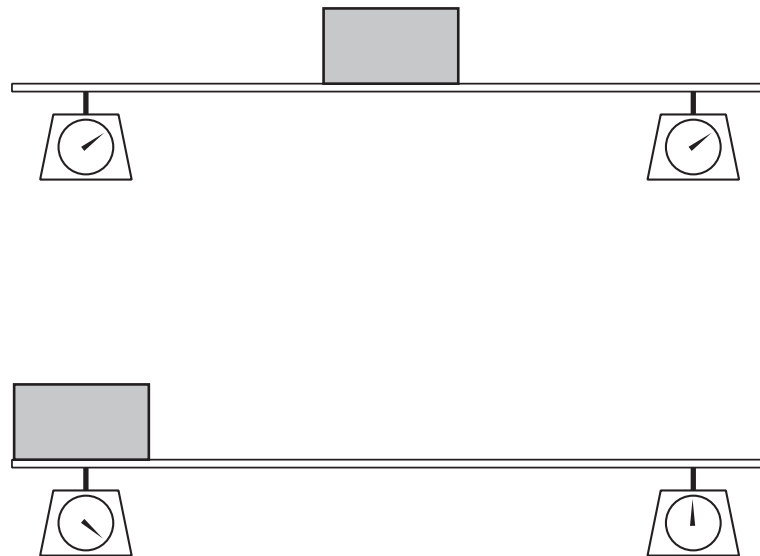
Lecture demonstrations

Follow up:

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

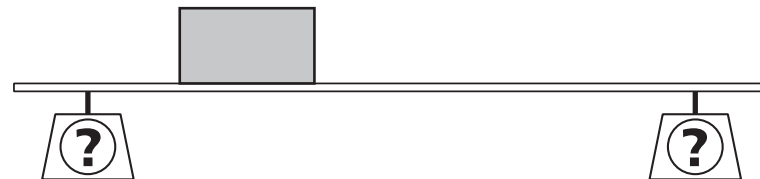
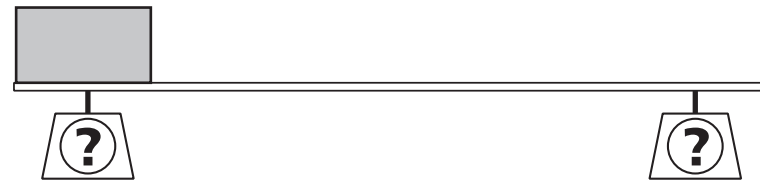
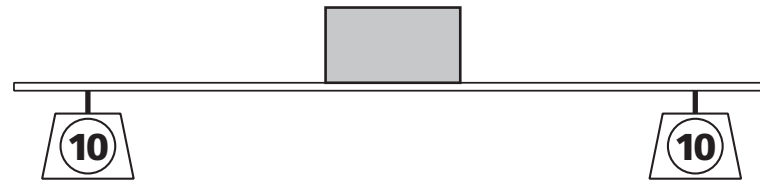
Lecture demonstrations

loaded beam demo



Lecture demonstrations

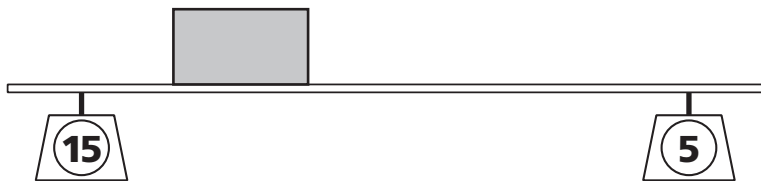
online test question



Lecture demonstrations

answers given

24% of students



correct (mentions torque)

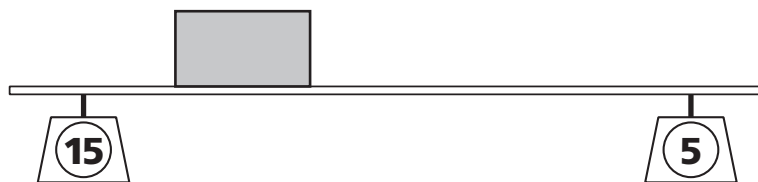
Lecture demonstrations

answers given

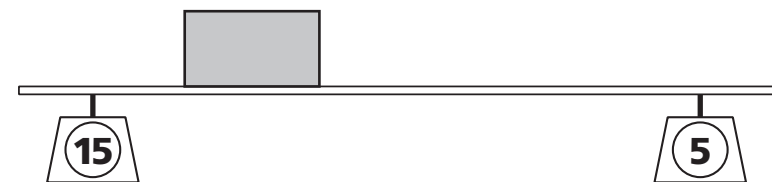
24% of students



38% of students



correct (mentions torque)



proportional reasoning

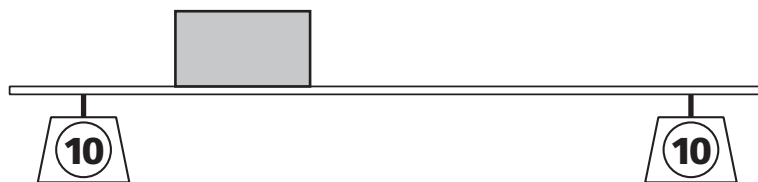
Lecture demonstrations

answers given

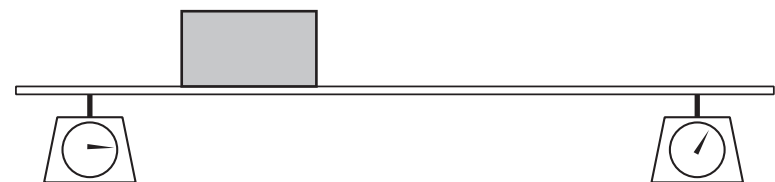
20% of students



10% of students



independent of position



qualitative reasoning

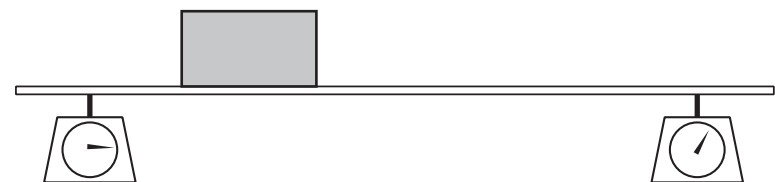
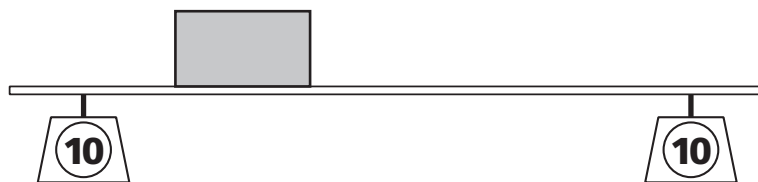
Lecture demonstrations

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% |

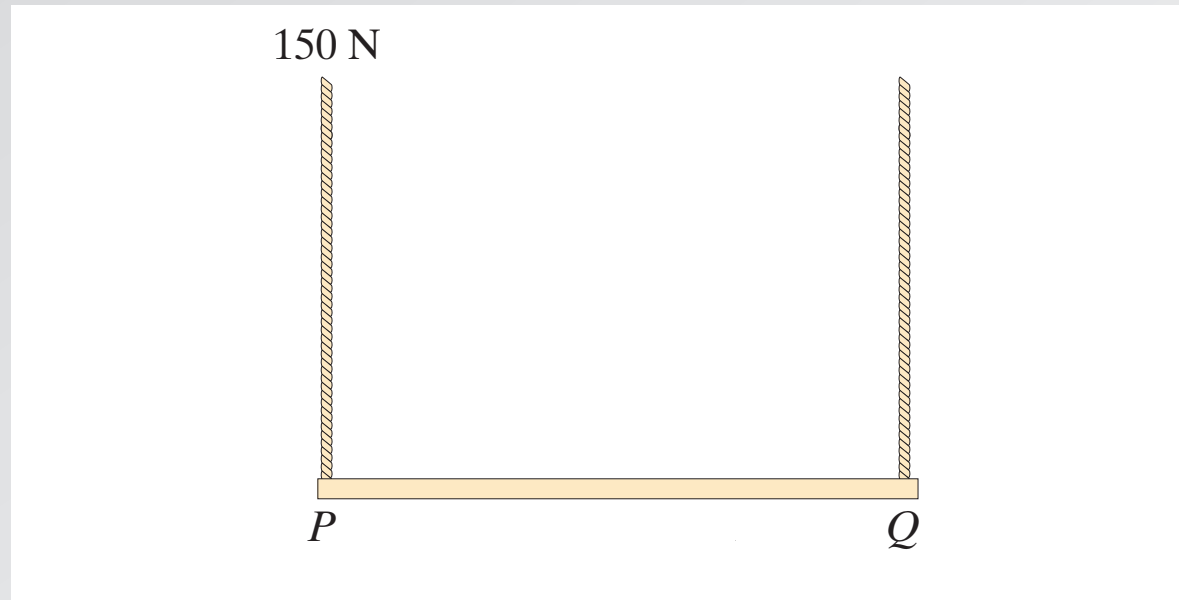
Lecture demonstrations

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

just presenting harmful?

Lecture demonstrations

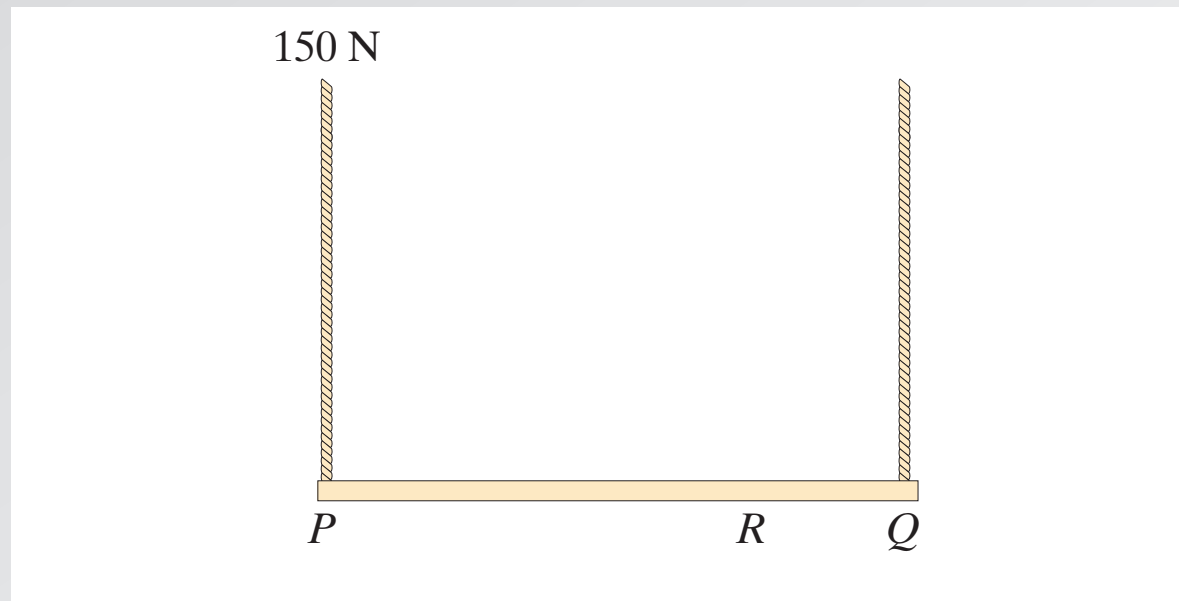
exam question



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

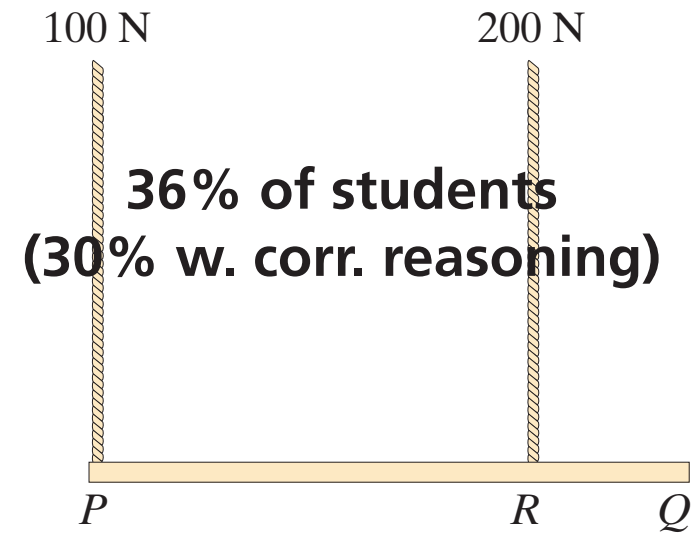
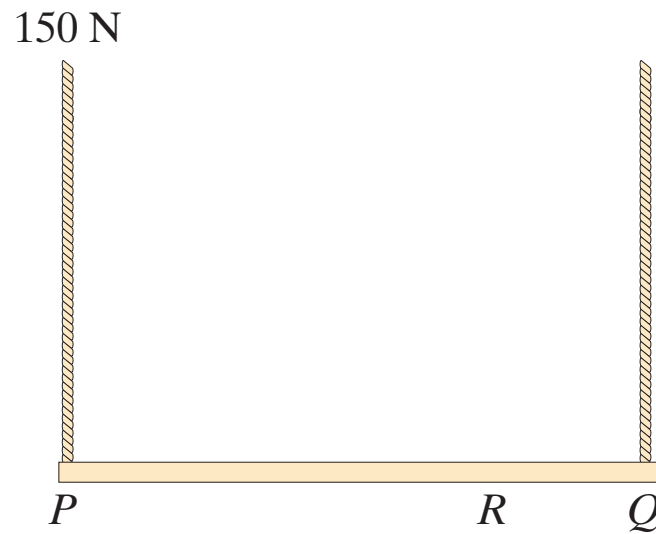
exam question



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

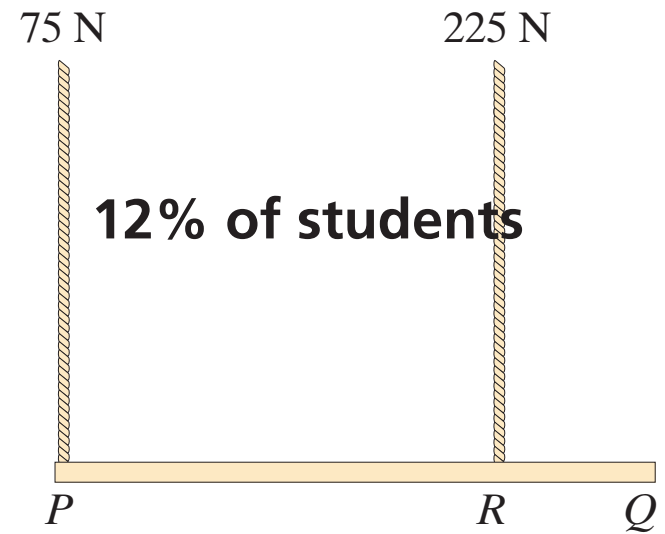
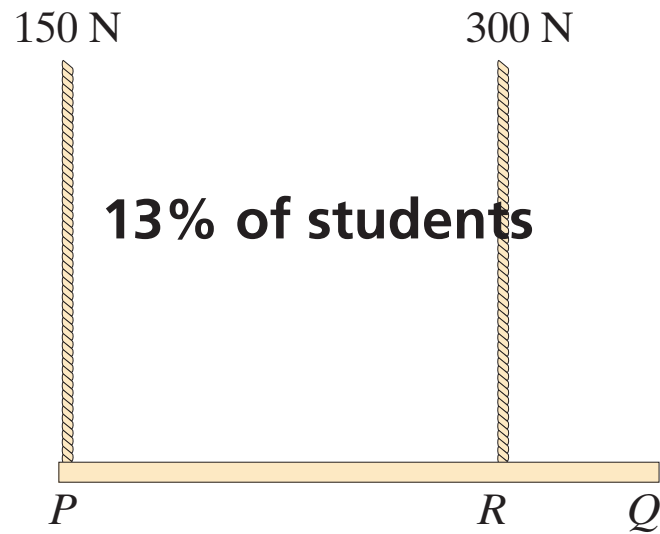
correct answer



considerable improvement from online test

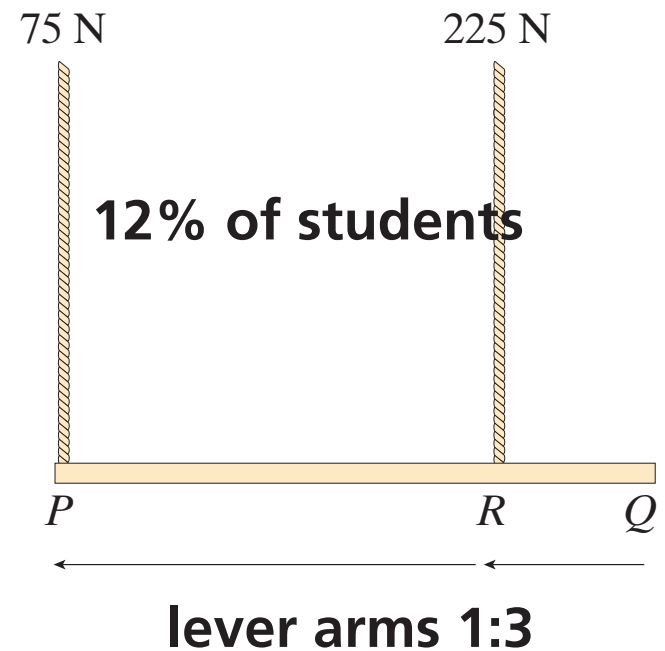
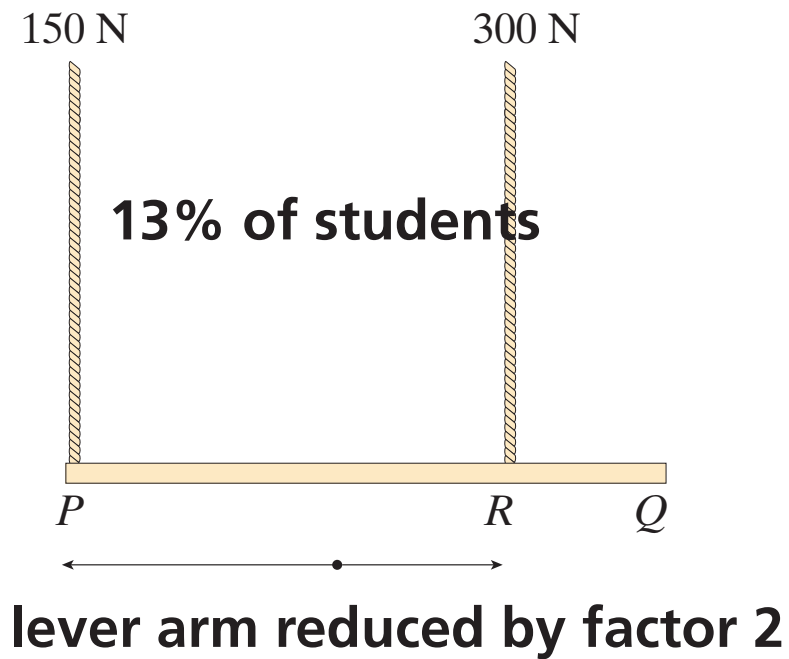
Lecture demonstrations

incorrect answers



Lecture demonstrations

incorrect answers

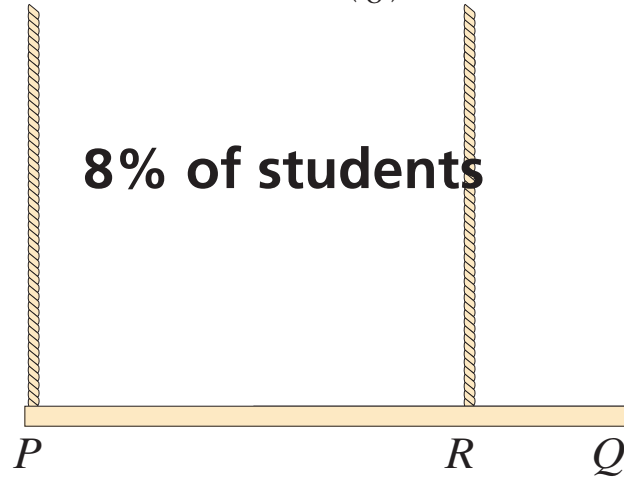


Lecture demonstrations

incorrect answers

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

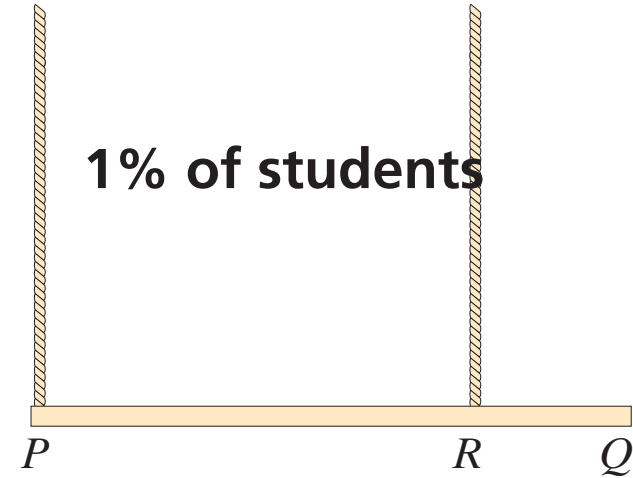
8% of students



$$112.5 \text{ N}$$

$$112.5 \text{ N}$$

1% of students

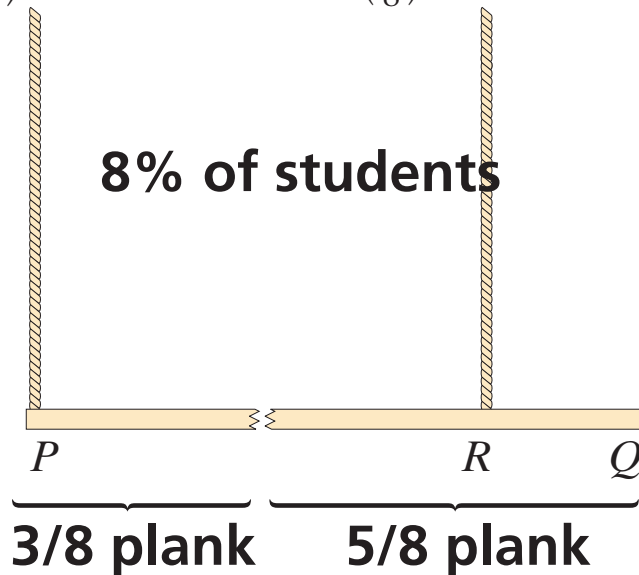


Lecture demonstrations

incorrect answers

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

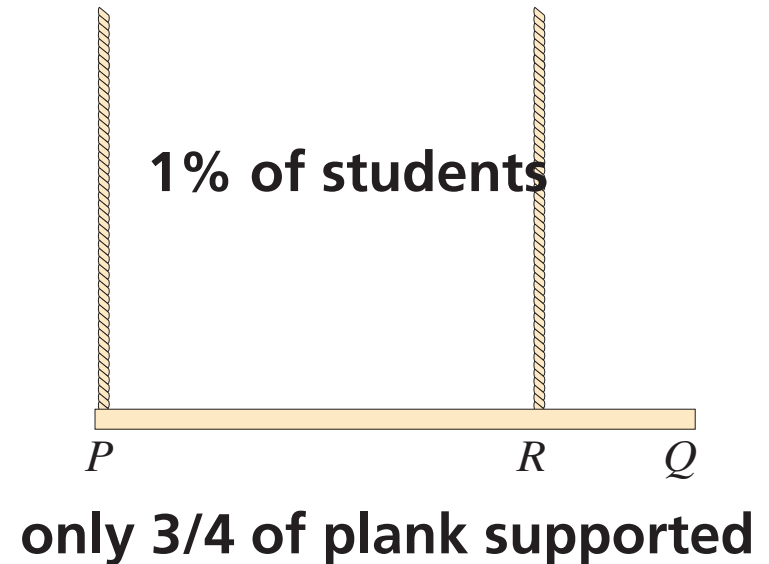
8% of students



$$112.5 \text{ N}$$

$$112.5 \text{ N}$$

1% of students



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% |

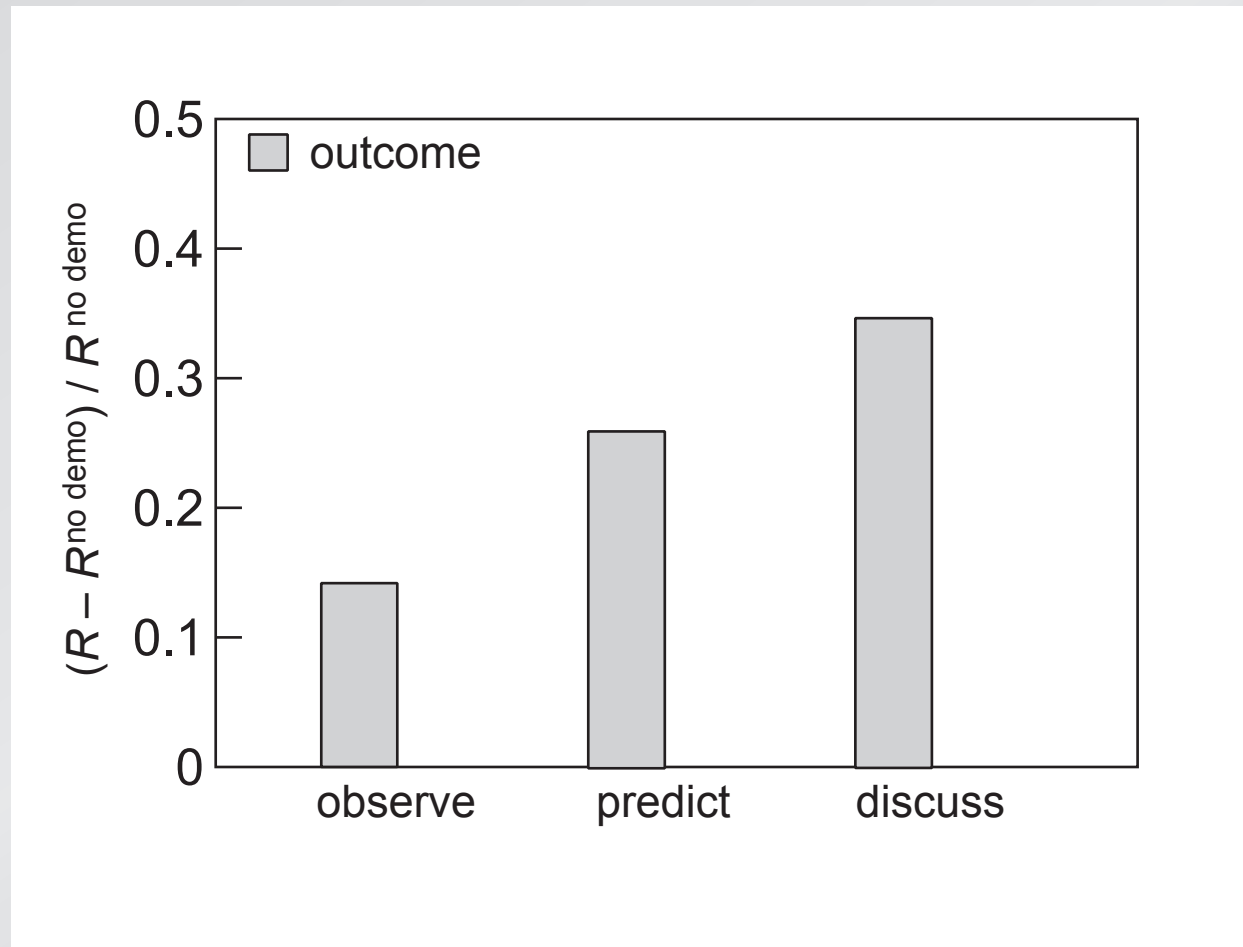
Lecture demonstrations

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% |

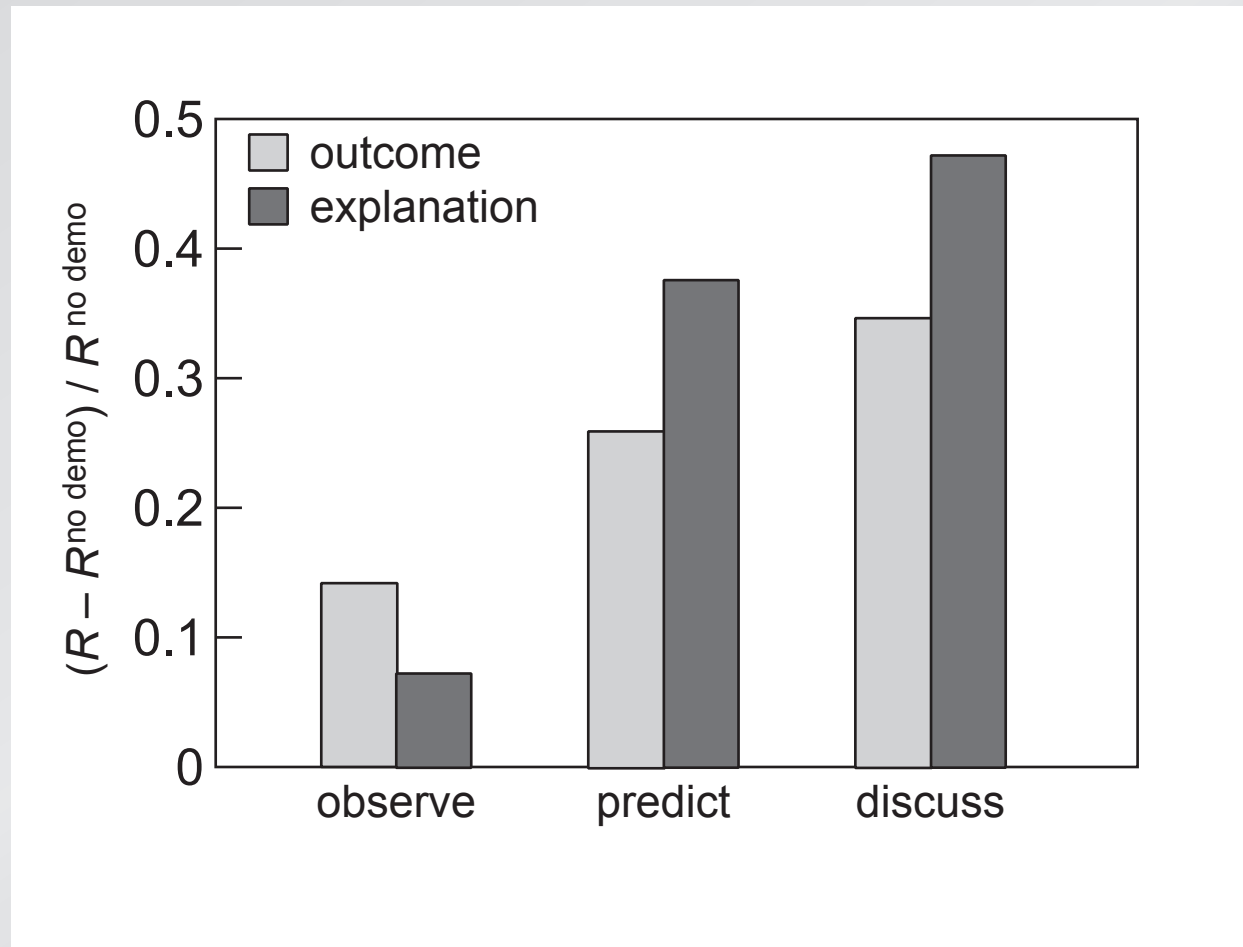
Lecture demonstrations

improvement correlates with engagement



Lecture demonstrations

improvement correlates with engagement



Lecture demonstrations

Points to keep in mind:

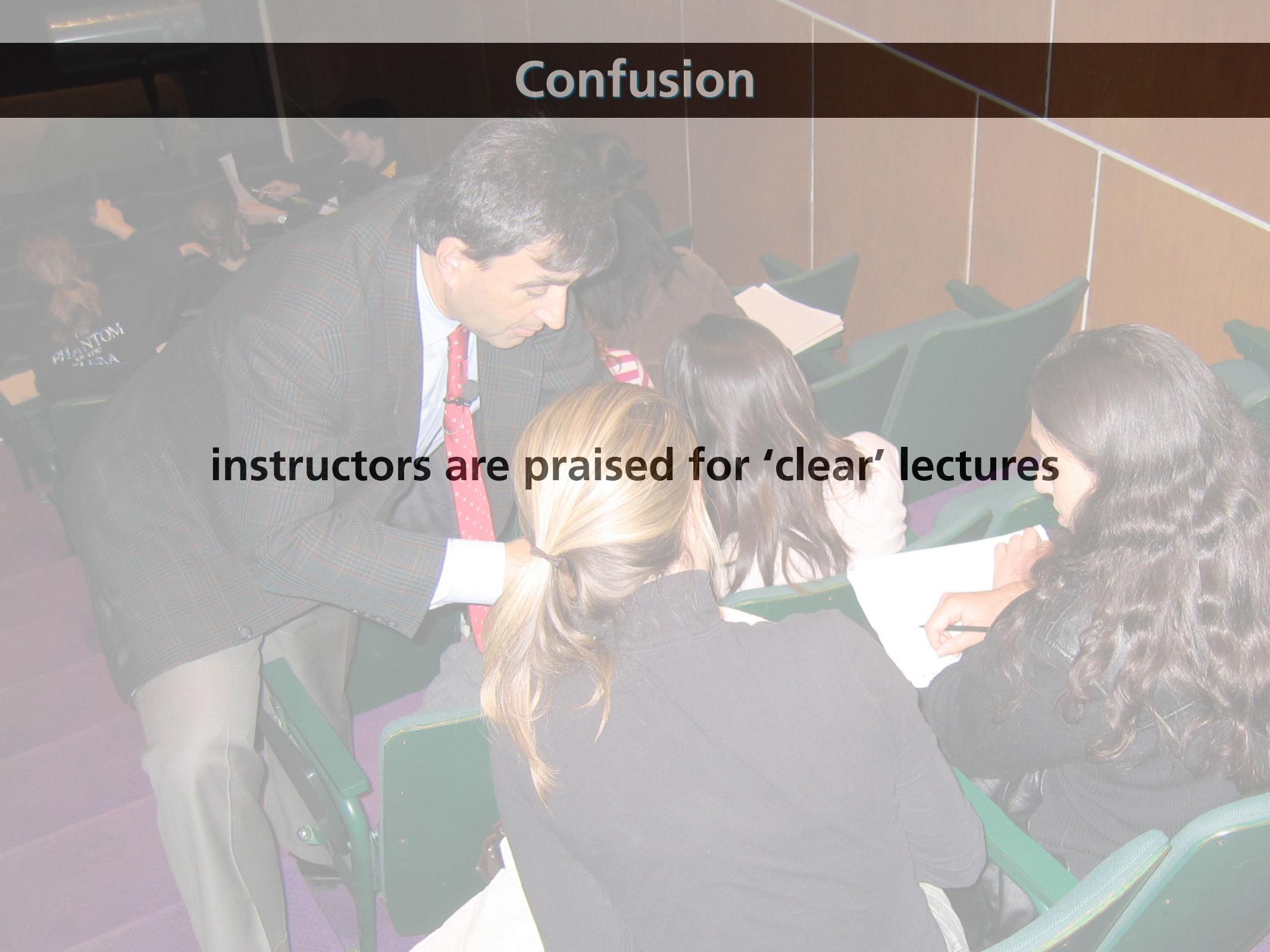
- **demonstrations without engagement not very helpful**
- **results can be improved by having students predict outcome**

Confusion



Confusion

instructors are praised for 'clear' lectures



Confusion

A photograph of a man in a grey plaid suit and red tie leaning over a row of green plastic chairs in a lecture hall. He is looking down at a book or paper held by a student. Several other students are seated in the row, some looking at their own materials. The background shows the wooden paneling of the lecture hall.

confusion is discouraging, but...

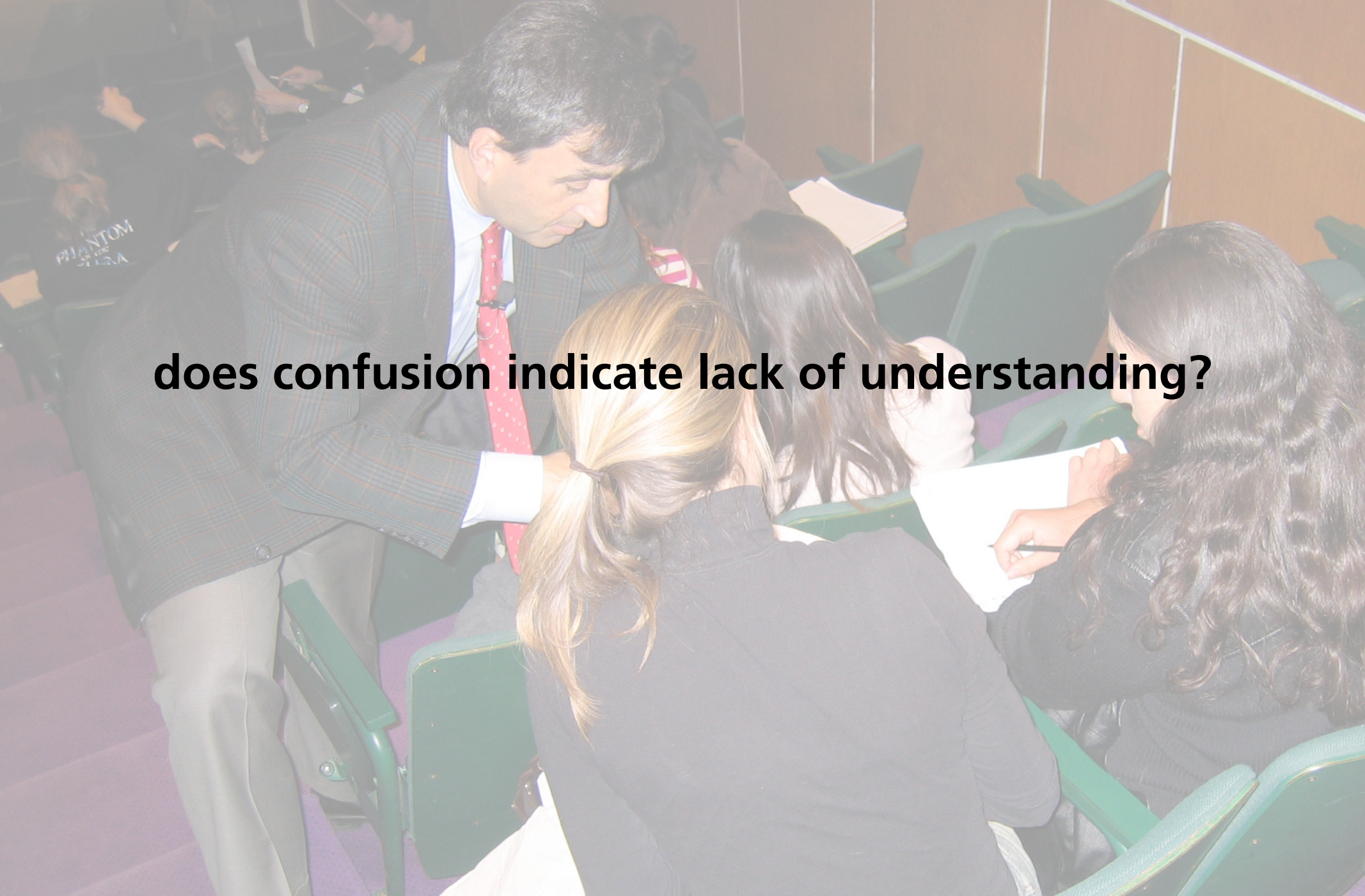
Confusion

A photograph of a man in a grey plaid suit and red tie leaning over a row of green school desks in a classroom. He is looking down at papers held by a student. Two other students, a blonde girl and a dark-haired girl, are seated at the desks, looking towards the man. The background shows other students and a wooden wall.

confusion is discouraging, but...
"to wonder is to begin to understand"

Confusion

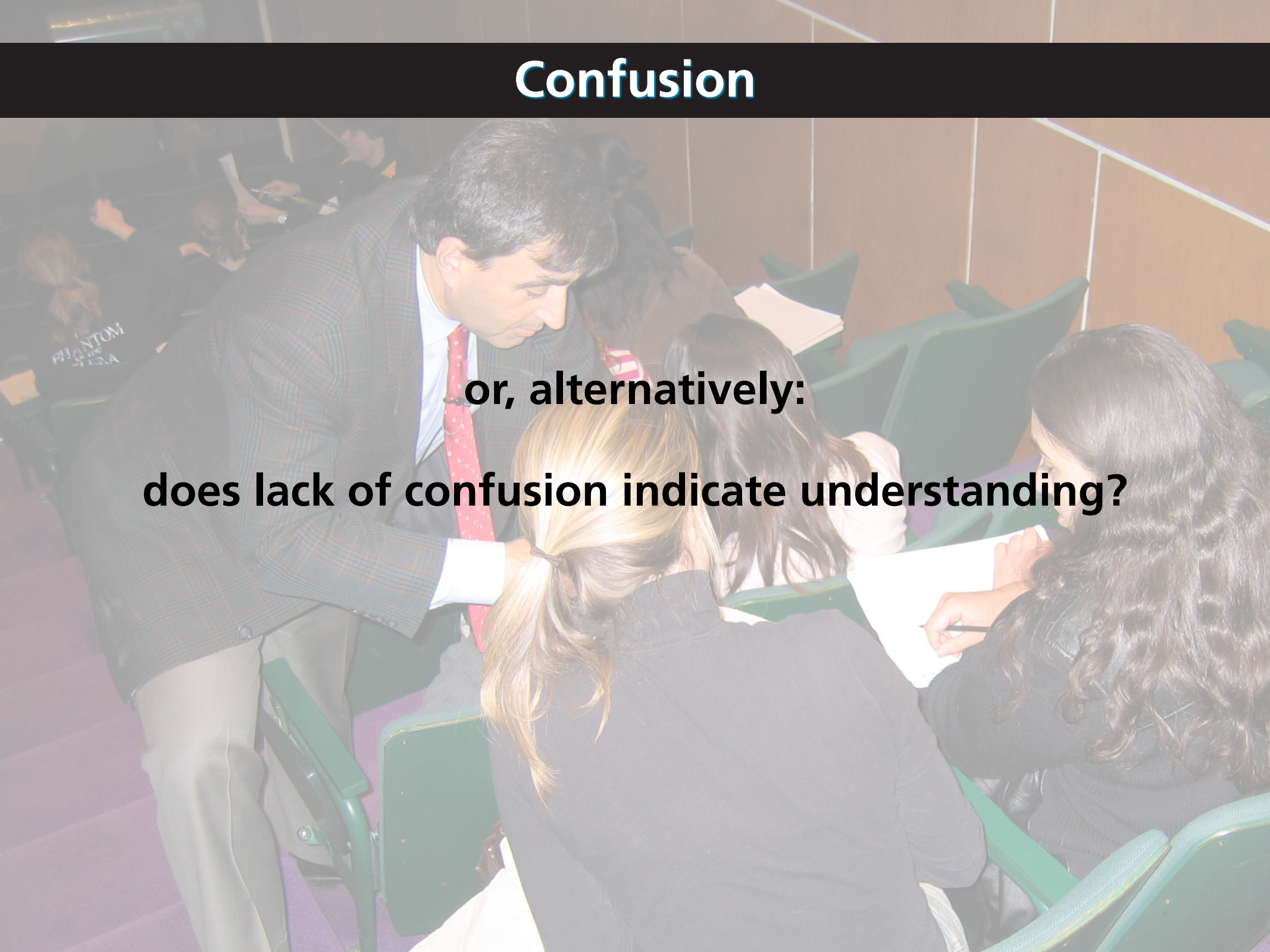
does confusion indicate lack of understanding?



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:

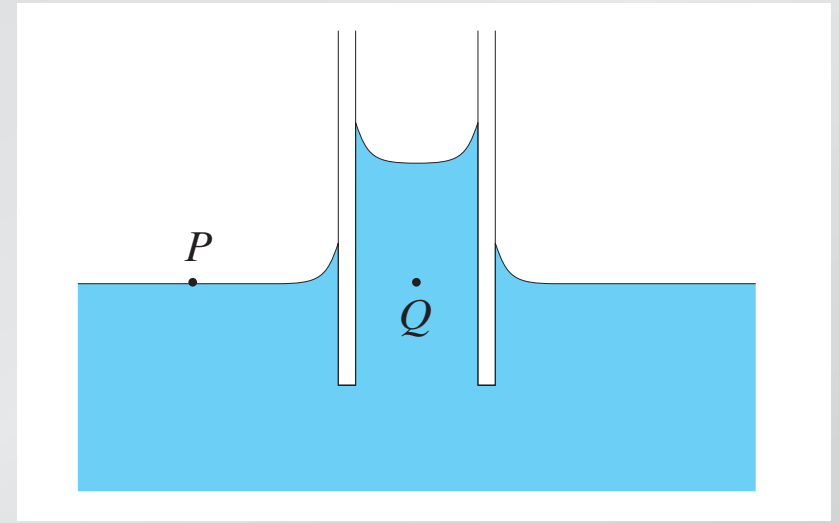
- **two questions on content (difficult!)**
- **one feedback question**

analyze understanding and confusion

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

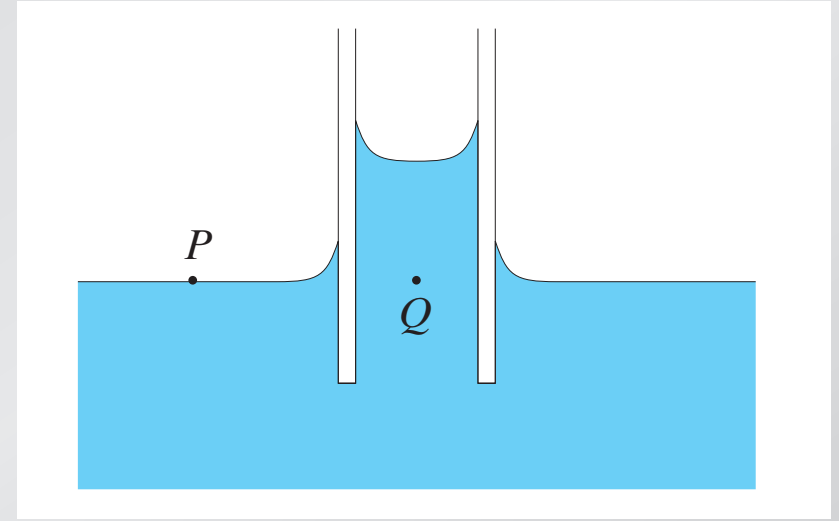
Confusion

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?

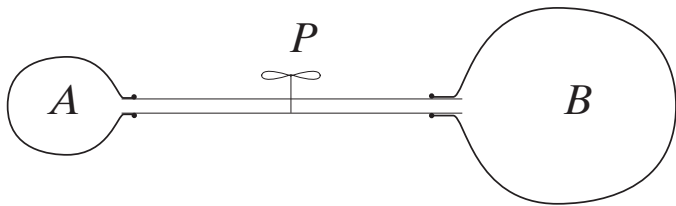


Confusion

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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Confusion

sample answer

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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

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

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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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 |
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| confused | 45% | 55% |
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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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