Peer Instruction Workshop

EDUVATE Forum
Universiteit van Pretoria
Pretoria, Suid-Afrika, 30 May 2012

Get your clickers ready!

- no ON/OFF button
- only last “click” counts
- display shows recorded answer

www.TurningTechnologies.com

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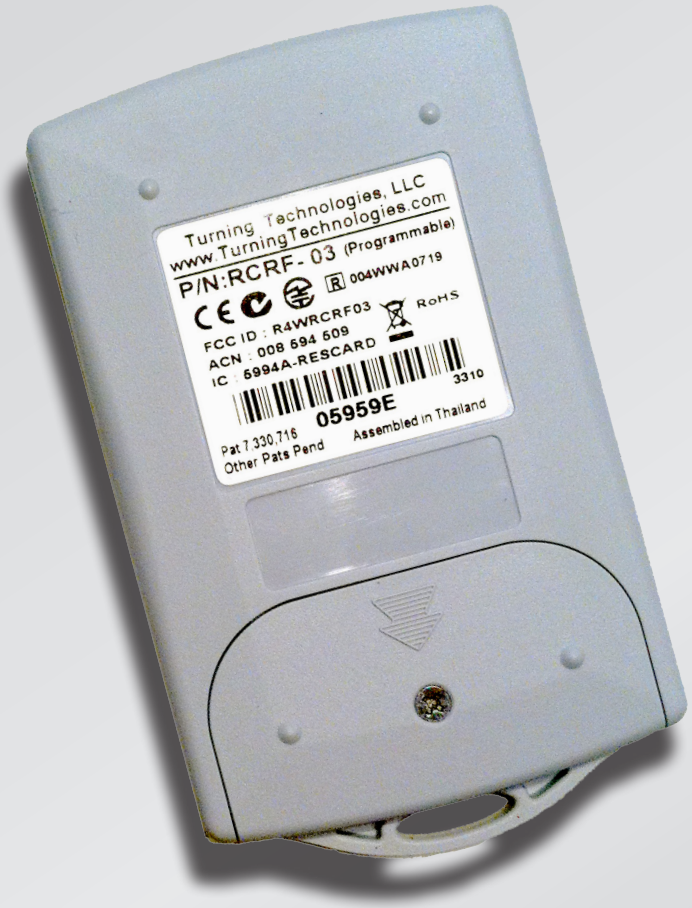

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Quick survey…

Did you watch the “Confessions” video online?

1. I’m sorry, but I couldn’t.
2. I watched a piece of it.
3. I watched most of it.
4. I watched the whole thing.
5. I watched it so often, I could give your talk!

Quick survey…

Where are you from?

1. Gauteng North (PTA region)
2. Gauteng South (JHB region)
3. North West
4. Limpopo
5. Free State
6. Western Cape
7. Other

Teaching survey

For the next questions,

think of a course you taught recently

(write down the subject of this course)

after K. Trigwell *et al.*, *Higher Ed. Res. & Dev.* 24 (2005) 349

Teaching survey

It is important to present a lot of facts to students so that they know what they have to learn for this subject.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

I set aside some teaching time so that the students can discuss, among themselves, key concepts and ideas in this subject.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

Lecturing is the best way for me cover the amount of material I need to cover in this subject.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

In teaching sessions for this subject, I deliberately provoke debate and discussion.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

I structure my teaching in this subject to help students to pass the formal assessment items.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

A lot of teaching time in this subject should be used to question students' ideas.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

In this subject my teaching focuses on the good presentation of information to students.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

I see teaching as helping students develop new ways of thinking in this subject.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

In this subject, I provide the students with the information they will need to pass the formal assessments.

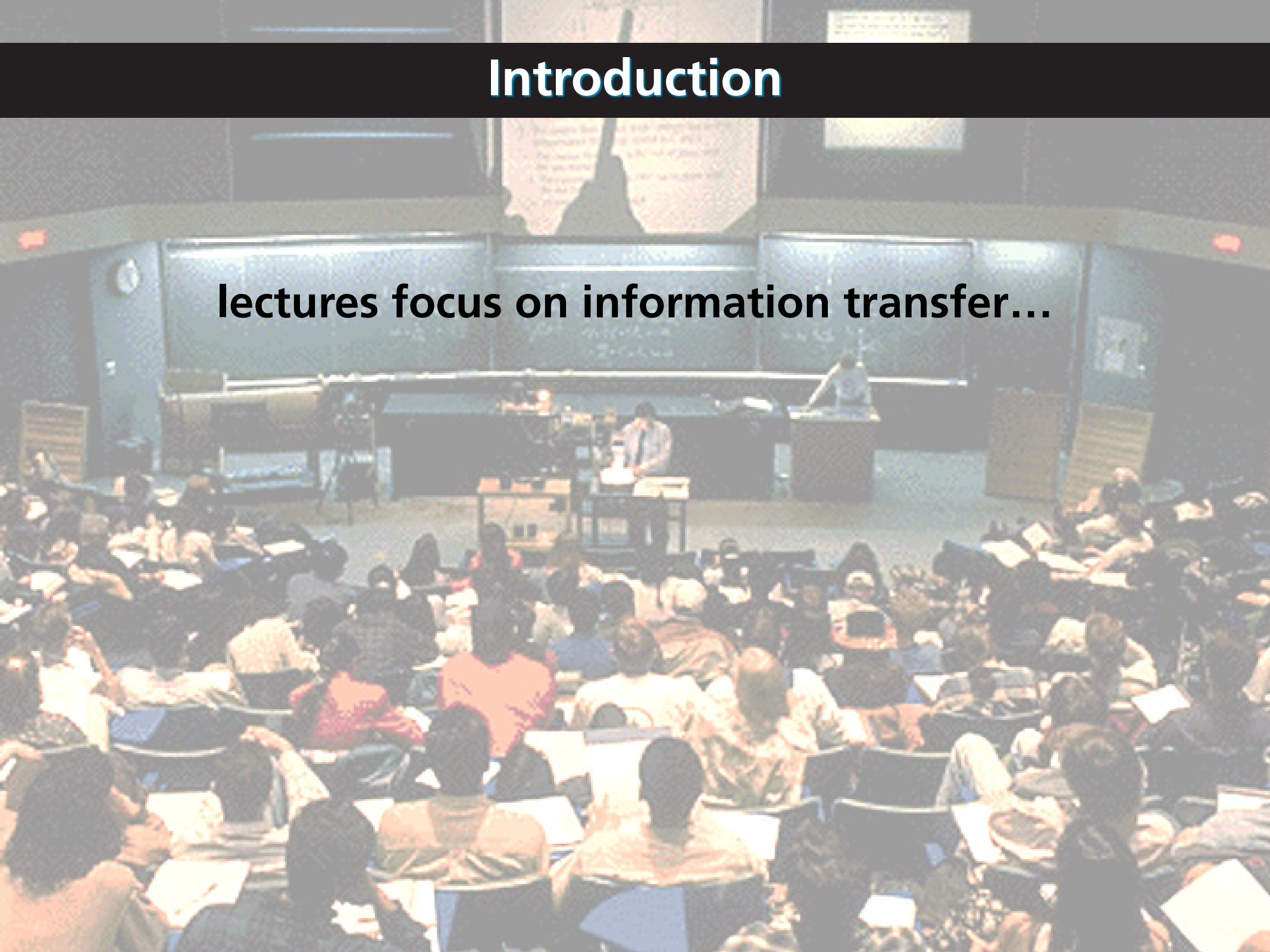
1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Teaching survey

Teaching in this subject should help students question their own understanding of the subject matter.

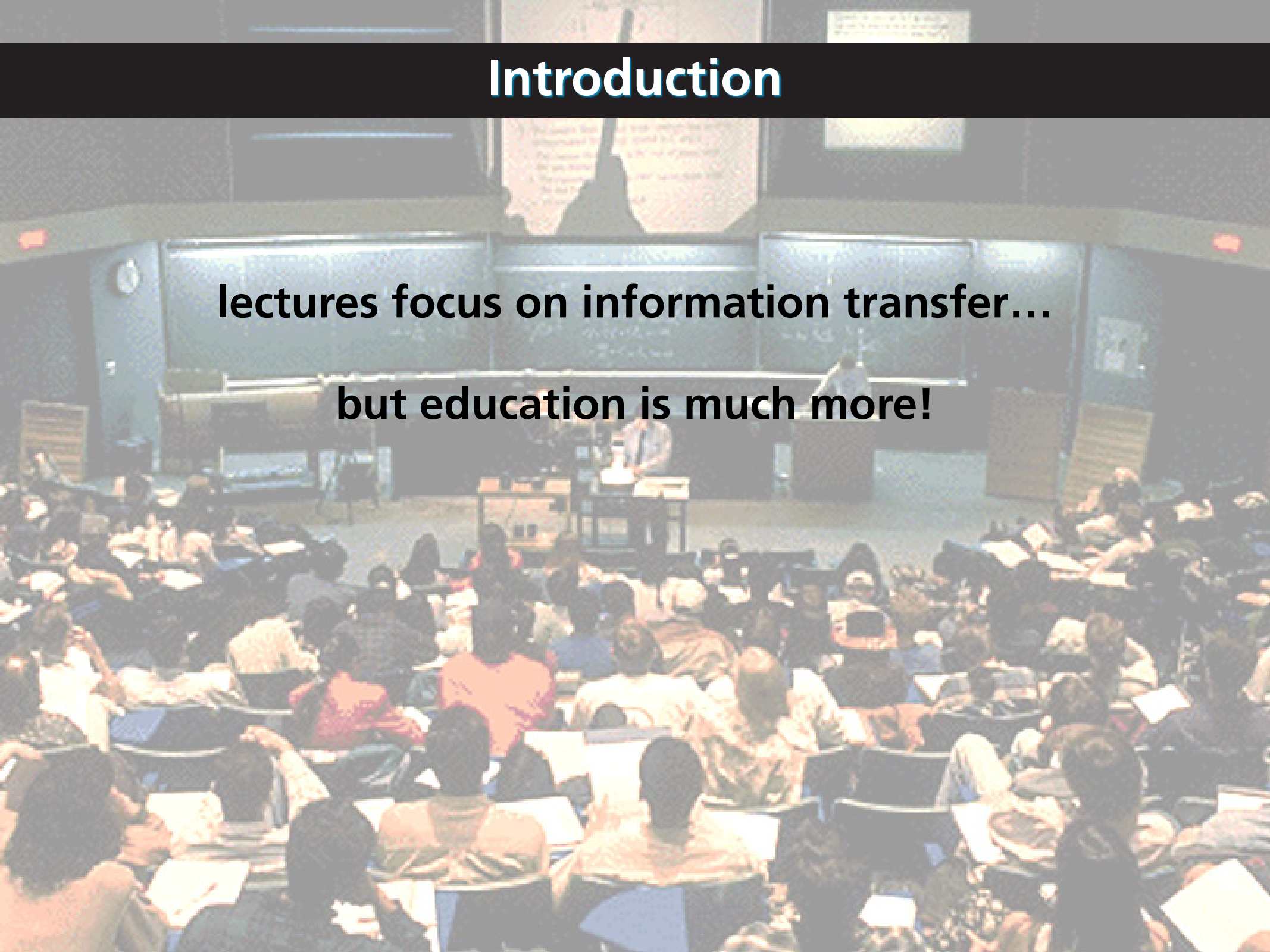
1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Introduction



lectures focus on information transfer…

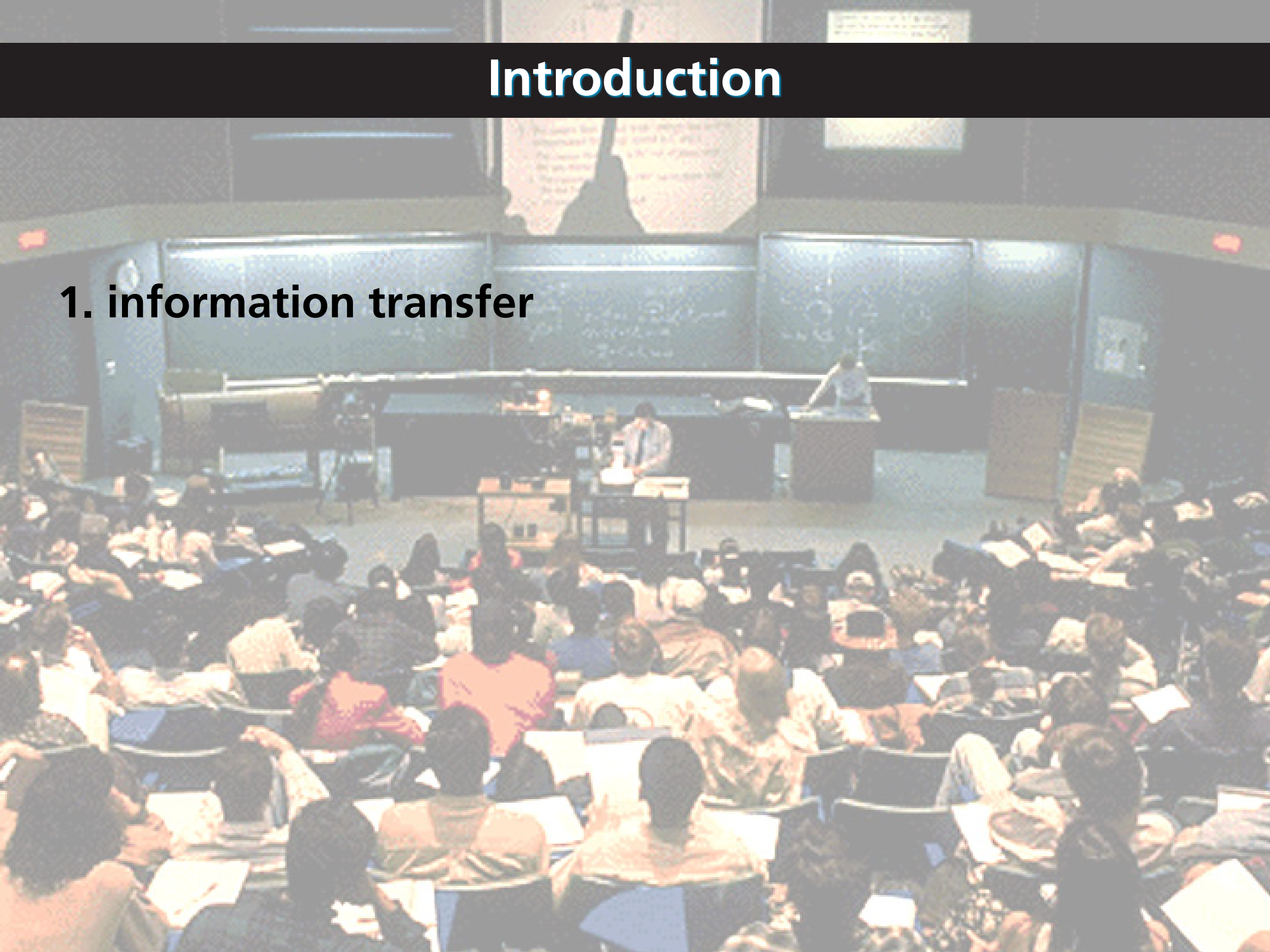
Introduction



lectures focus on information transfer…

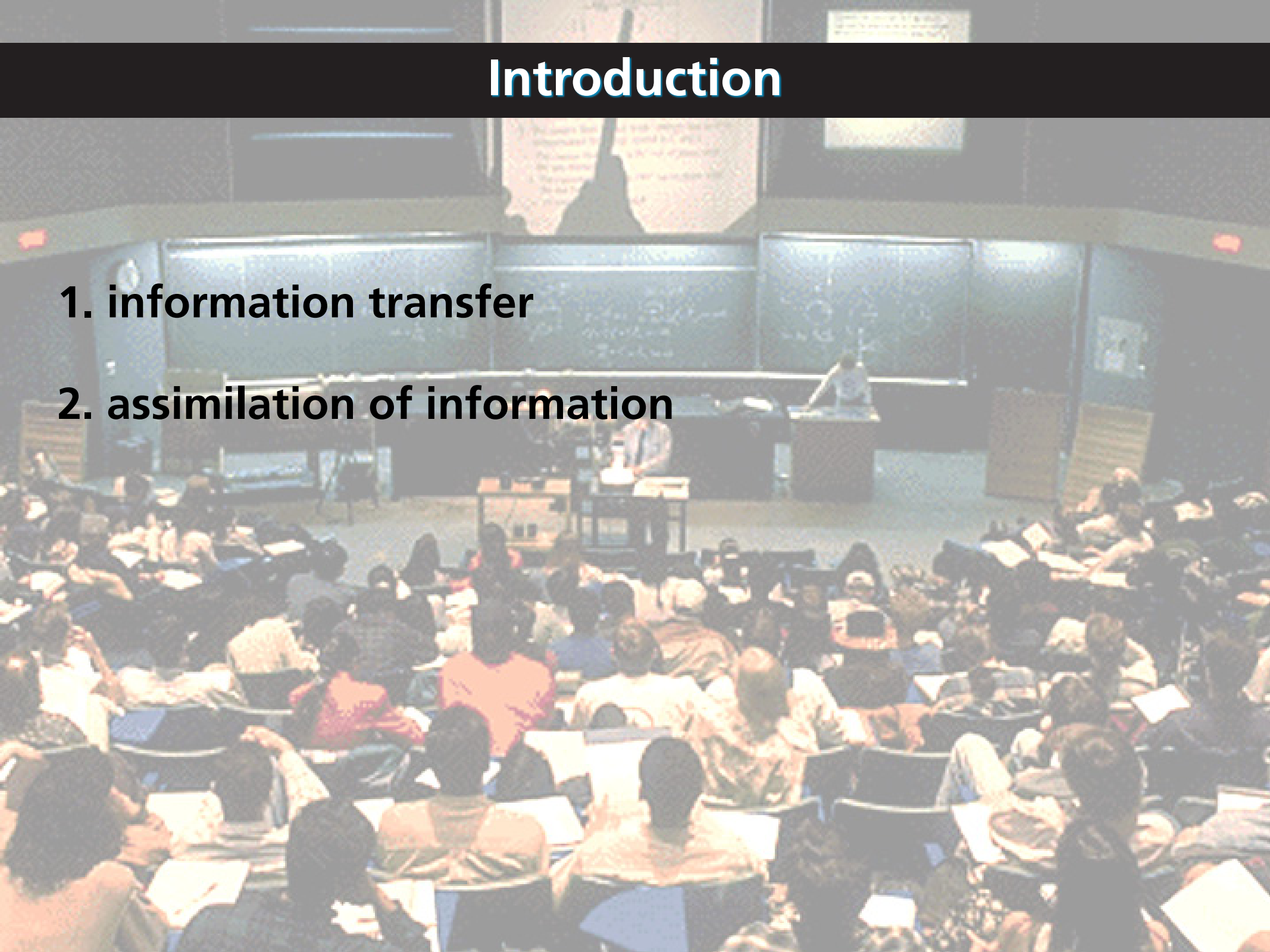
but education is much more!

Introduction



1. information transfer

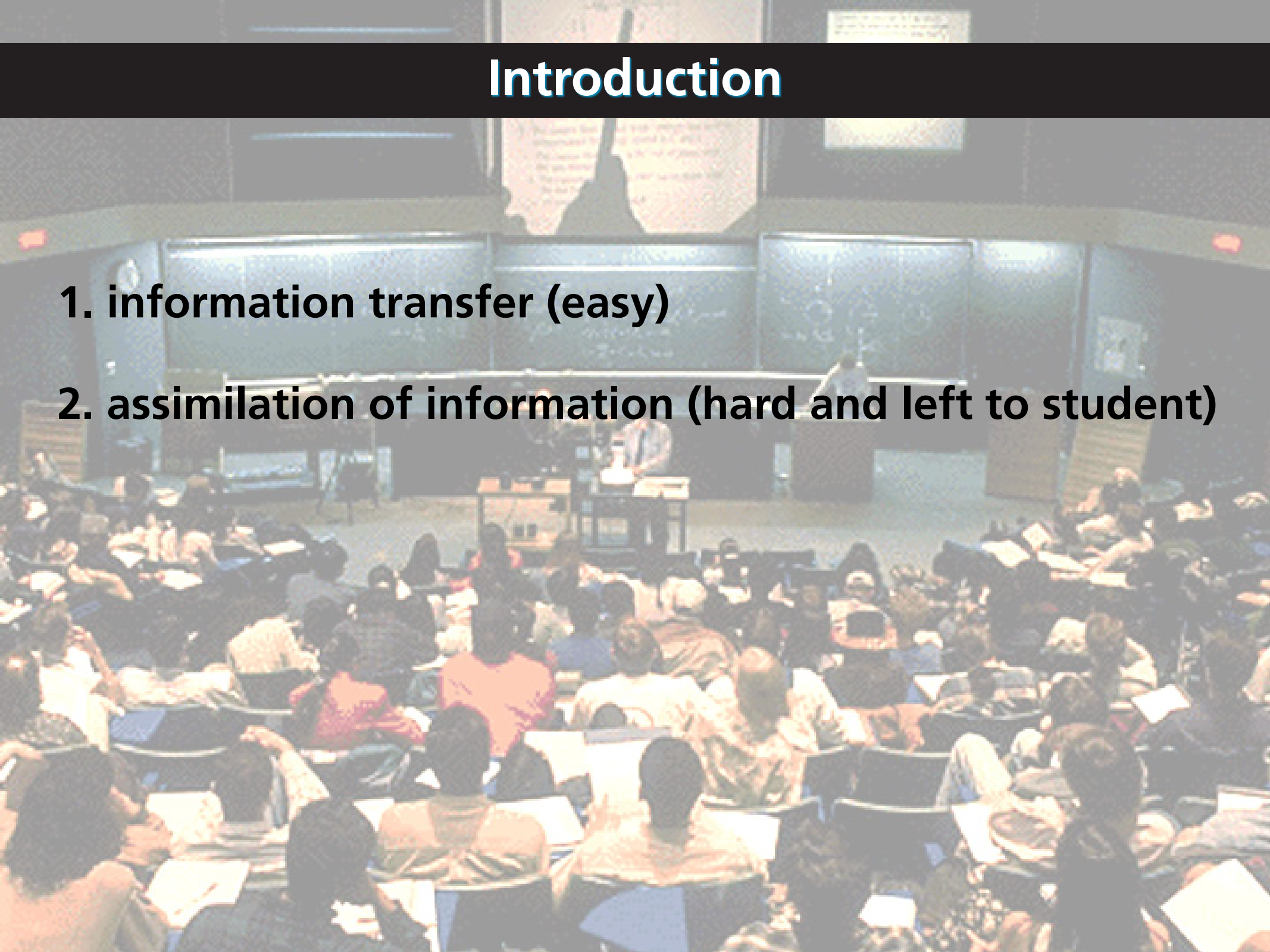
Introduction



1. information transfer

2. assimilation of information

Introduction



1. information transfer (easy)

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

Introduction

Solution: move information transfer out of classroom!

Introduction

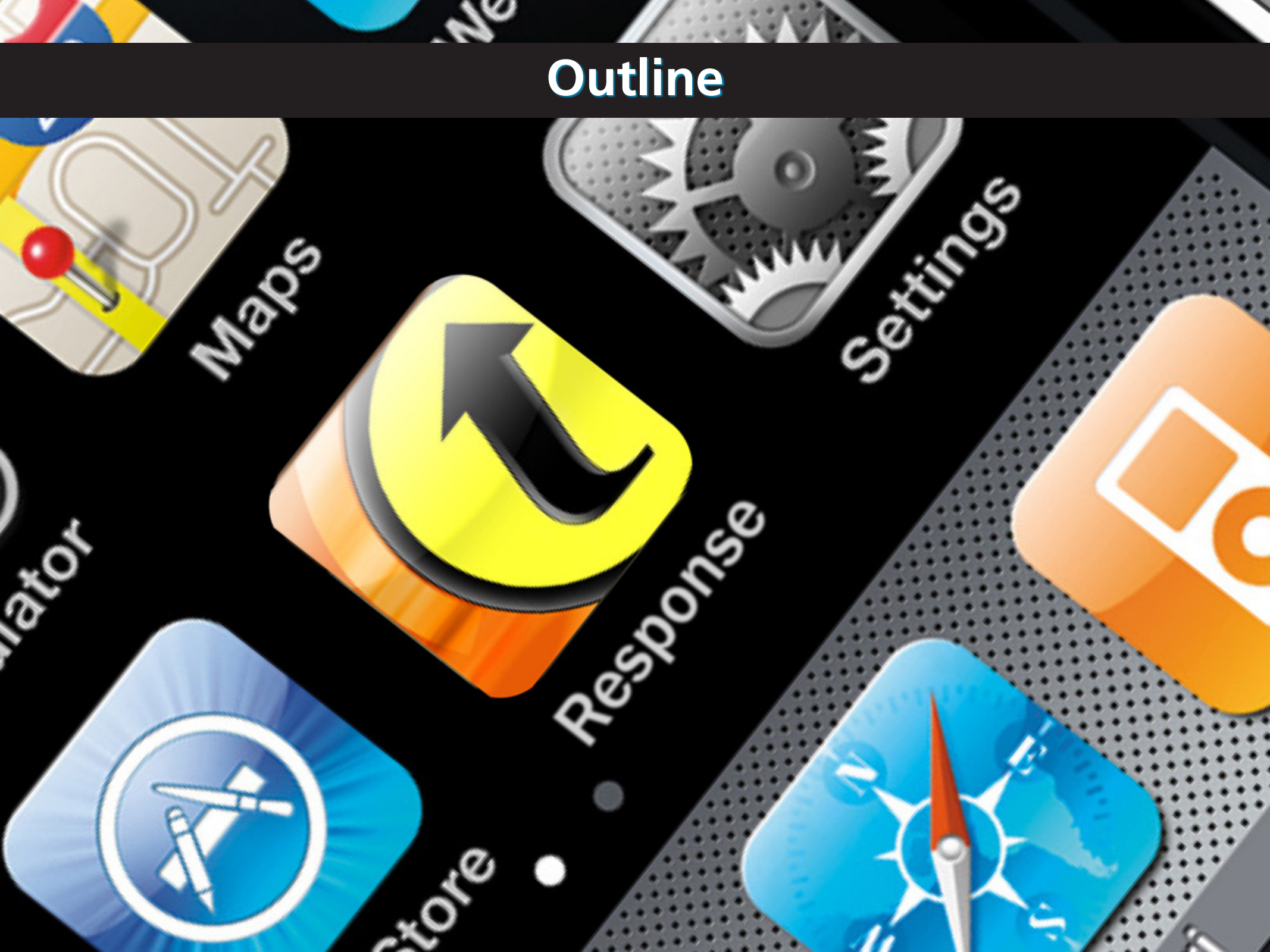
How to move information transfer out of classroom?

Introduction

How to move information transfer out of classroom?

Use JiTT (before class) and PI (in class)!

Outline



Outline

- PI & JiTT Overview
- Implementing PI & JiTT
- ConcepTests

PI & JiTT Overview

"How can I be sure that my students will prepare for class?"

PI & JiTT Overview

Students do not come to class prepared, because...

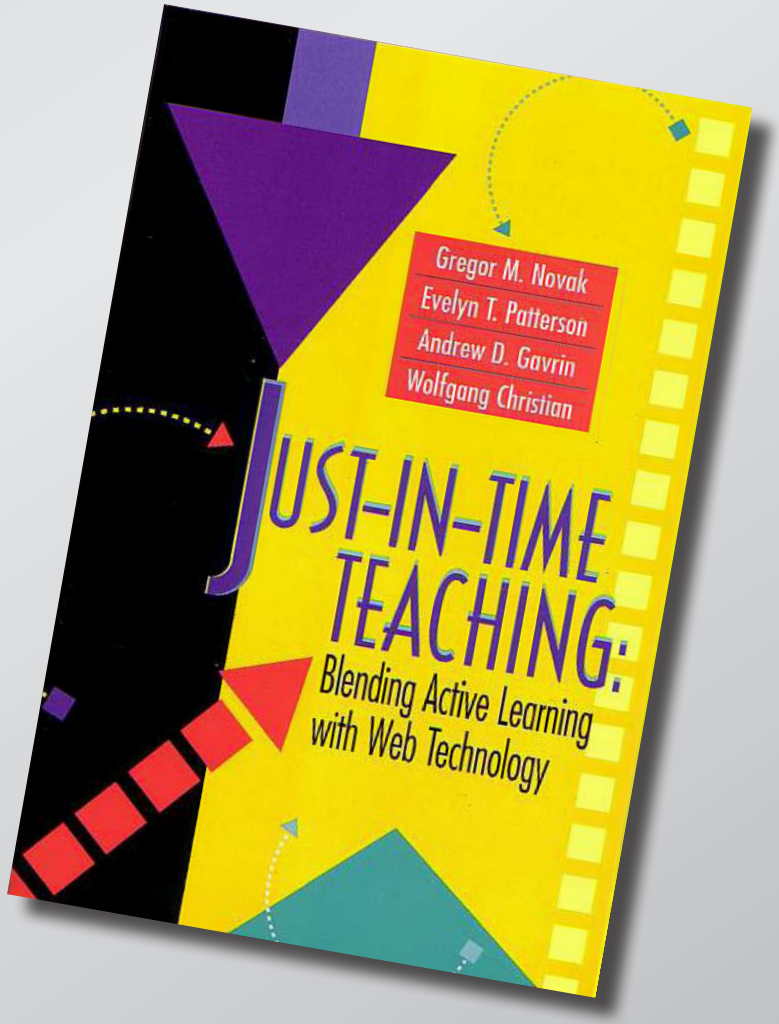
1. they don't have time.
2. they are not motivated to learn.
3. their instructors take away the incentive.
4. they do not have the requisite skills.
5. of some other reason.
6. They do come prepared in my class!

(select what you consider to be the main reason)

PI & JiTT Overview

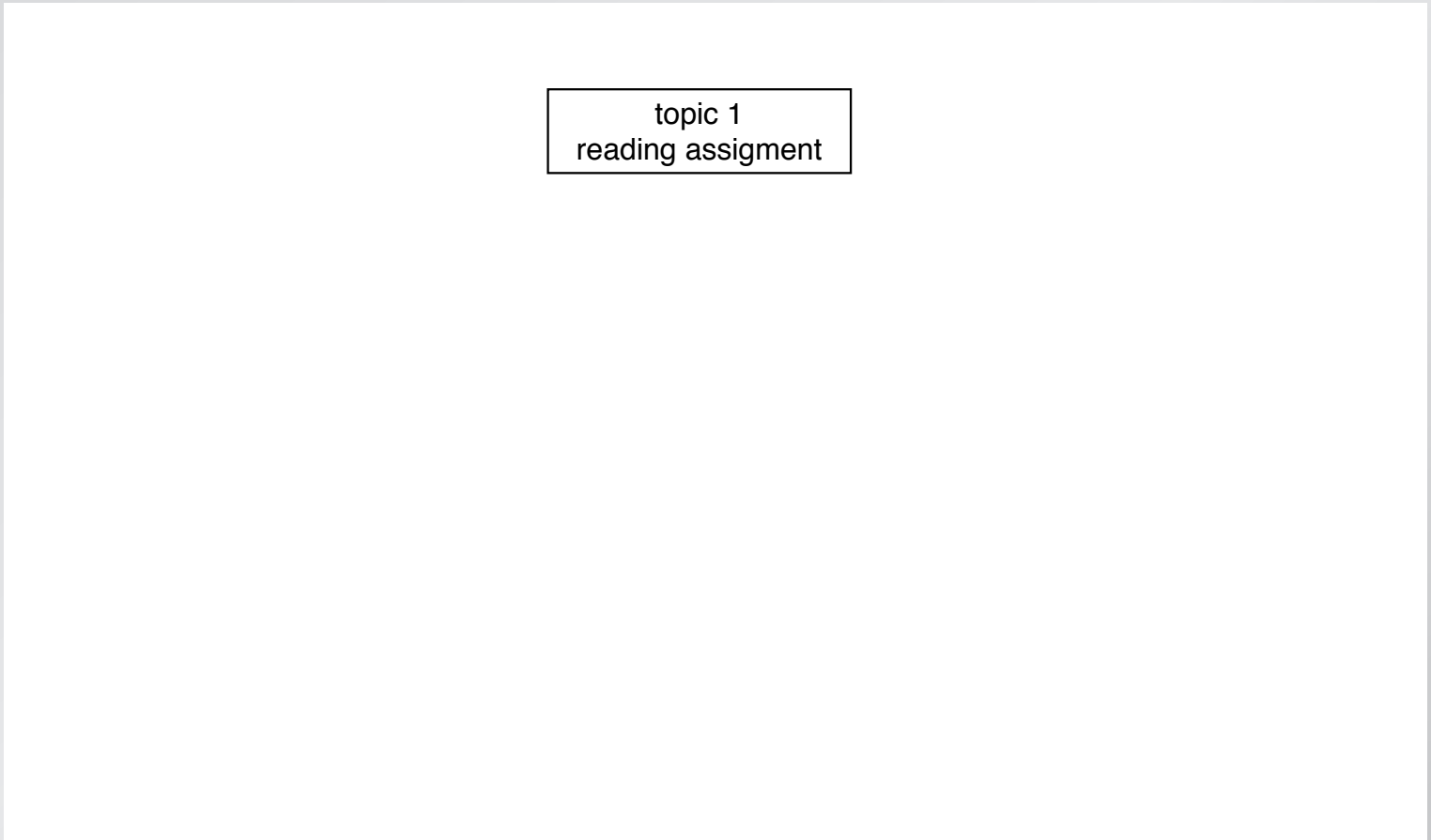
Just-in-time-Teaching (JiTT)

www.jitt.org



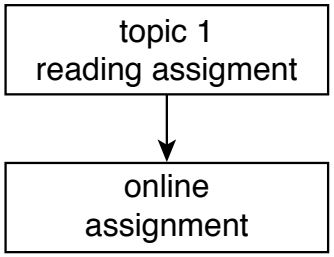
PI & JiTT Overview

JiTT workflow



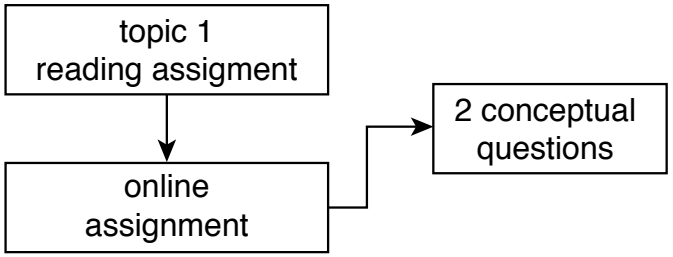
PI & JiTT Overview

JiTT workflow



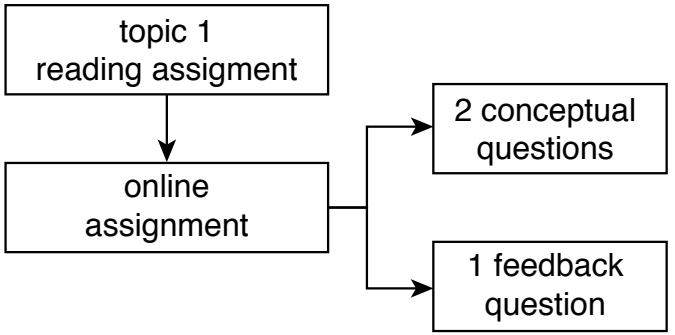
PI & JiTT Overview

JiTT workflow



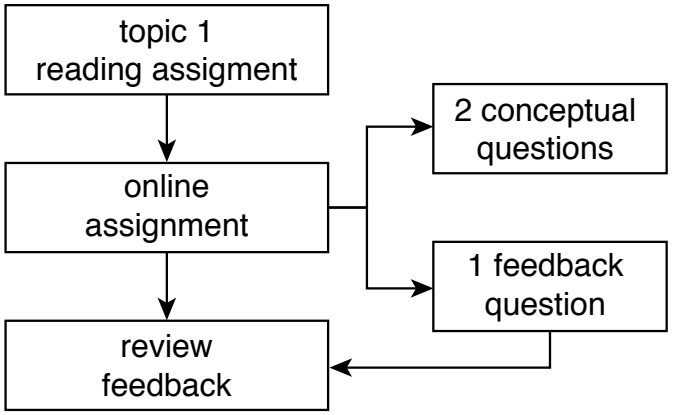
PI & JiTT Overview

JiTT workflow



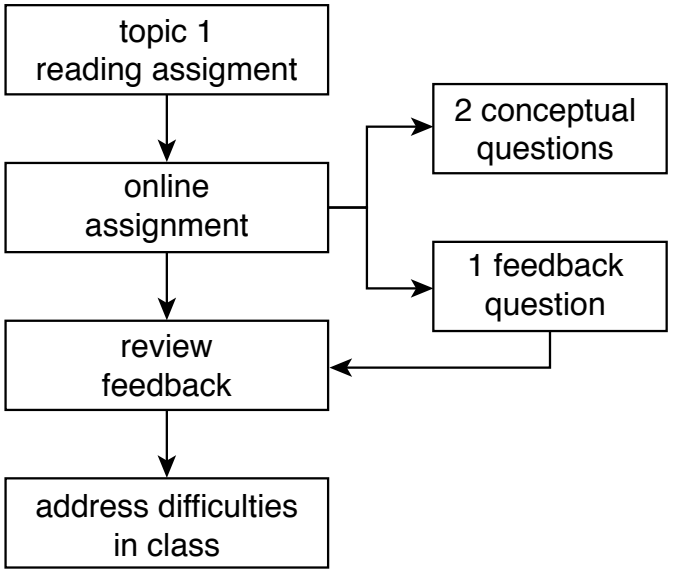
PI & JiTT Overview

JiTT workflow



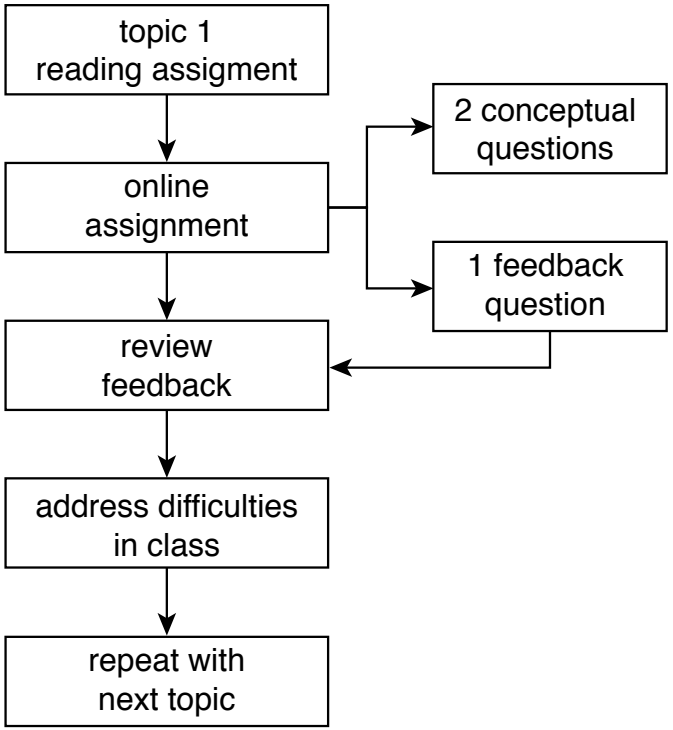
PI & JiTT Overview

JiTT workflow



PI & JiTT Overview

JiTT workflow



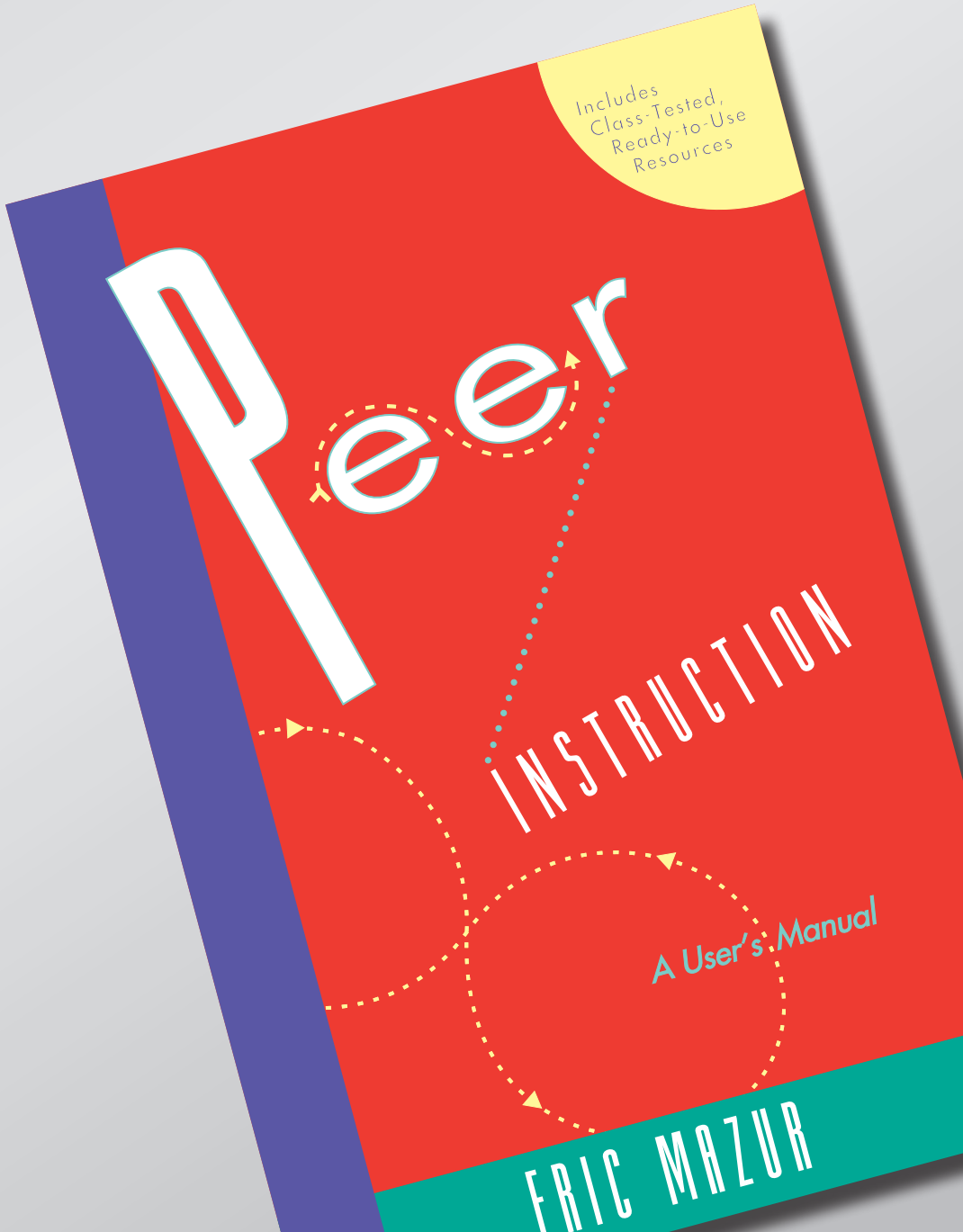
PI & JiTT Overview

JiTT:

- prepares you for class
- prepares students for class
- helps you address student difficulties

PI & JiTT Overview

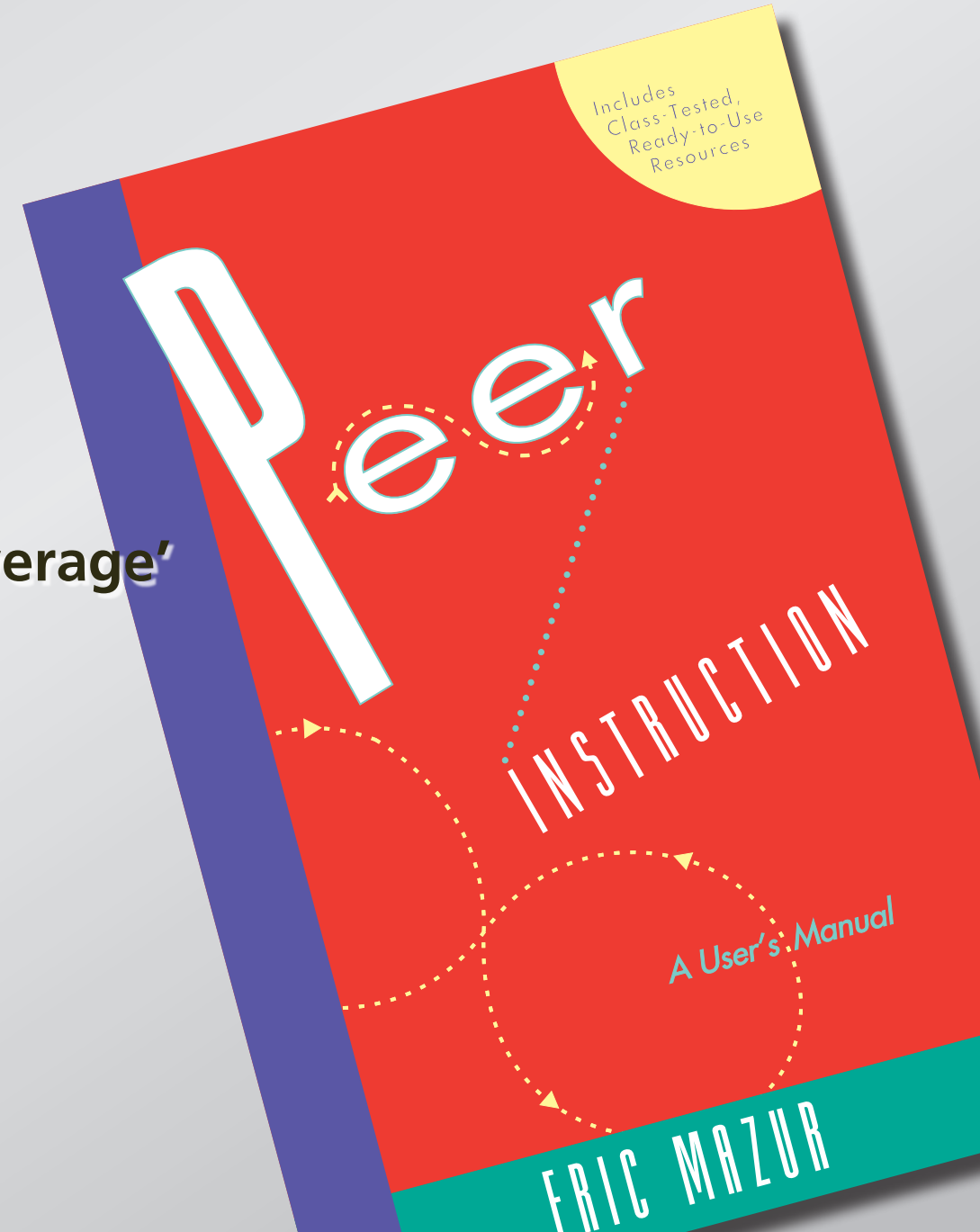
Peer Instruction (PI)



PI & JiTT Overview

Main features:

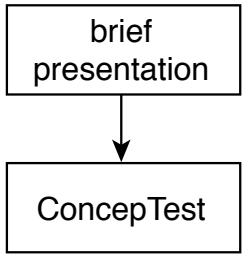
- **pre-class assignment**
- **in-class: depth, not 'coverage'**
- **ConcepTests**



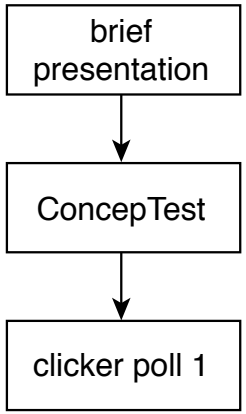
PI & JiTT Overview

brief
presentation

PI & JiTT Overview



PI & JiTT Overview



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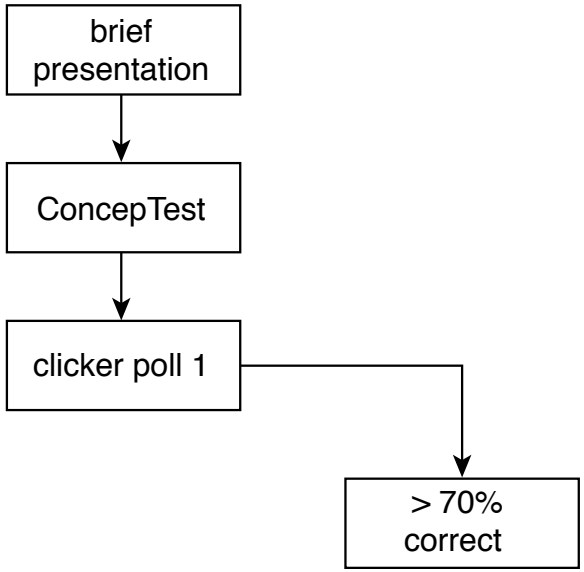

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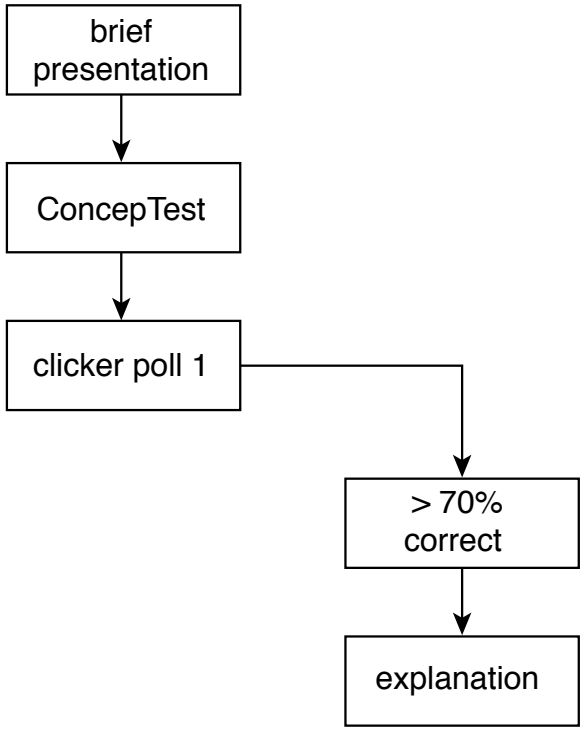

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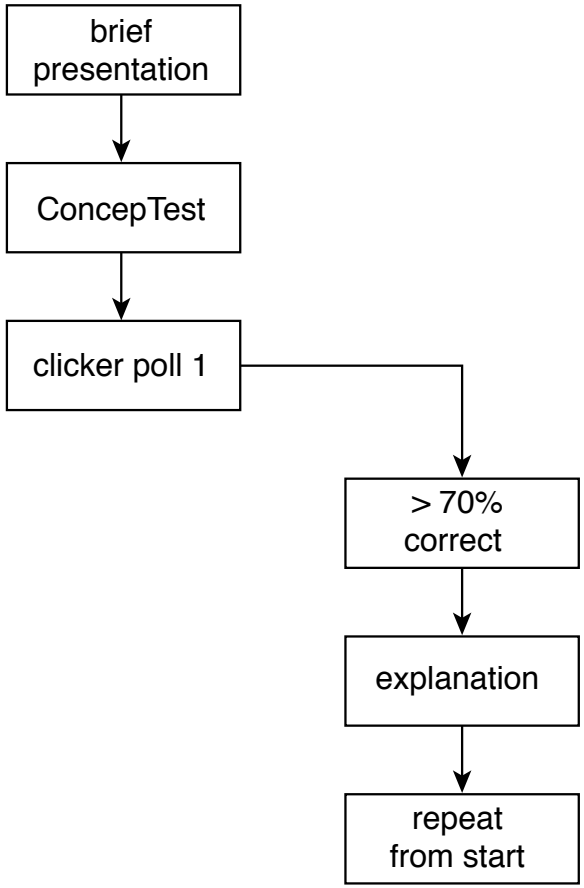

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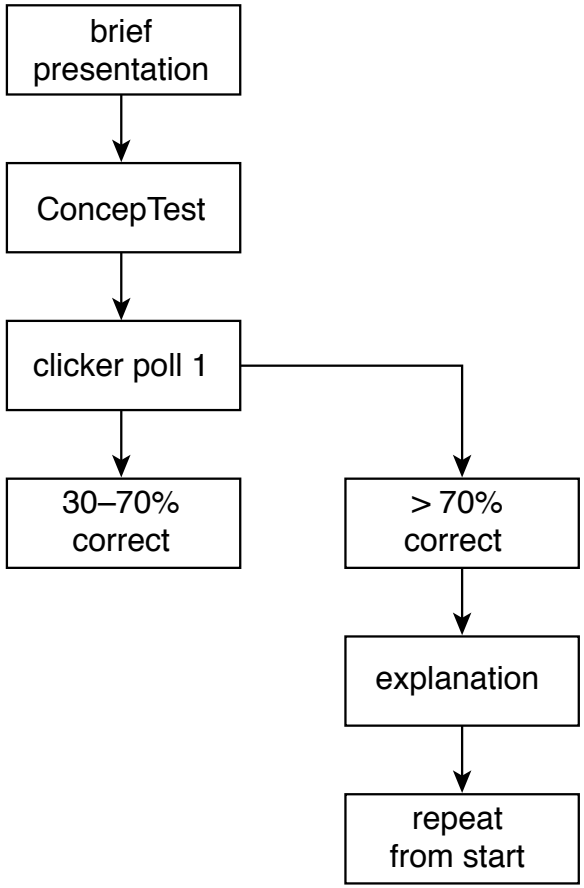

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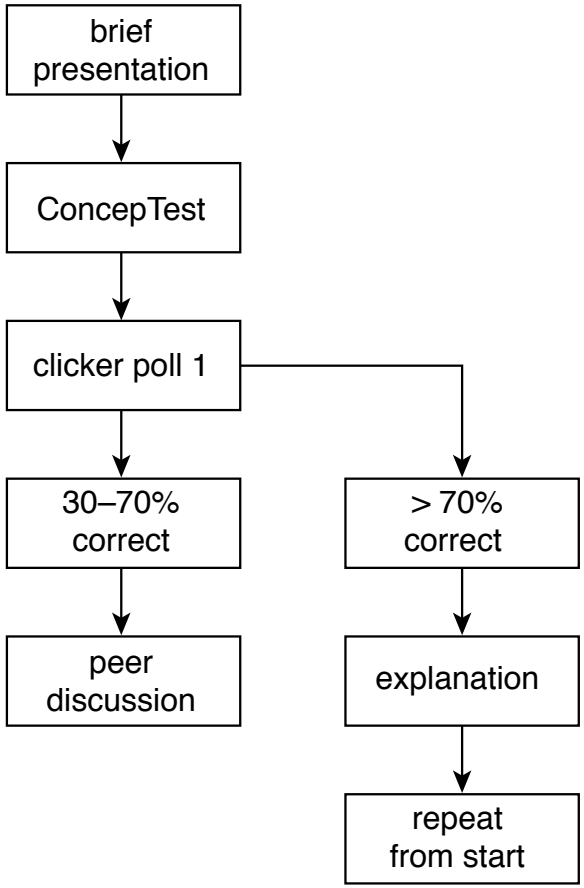

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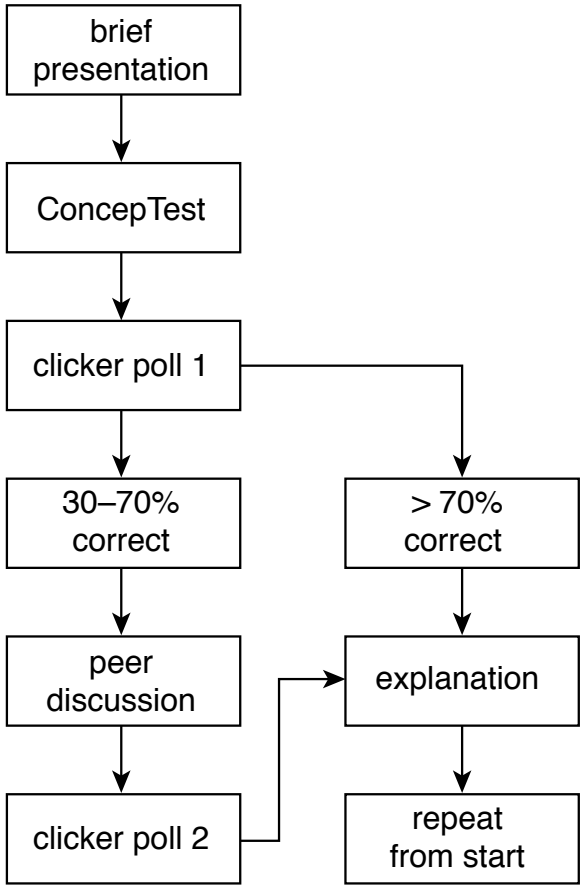

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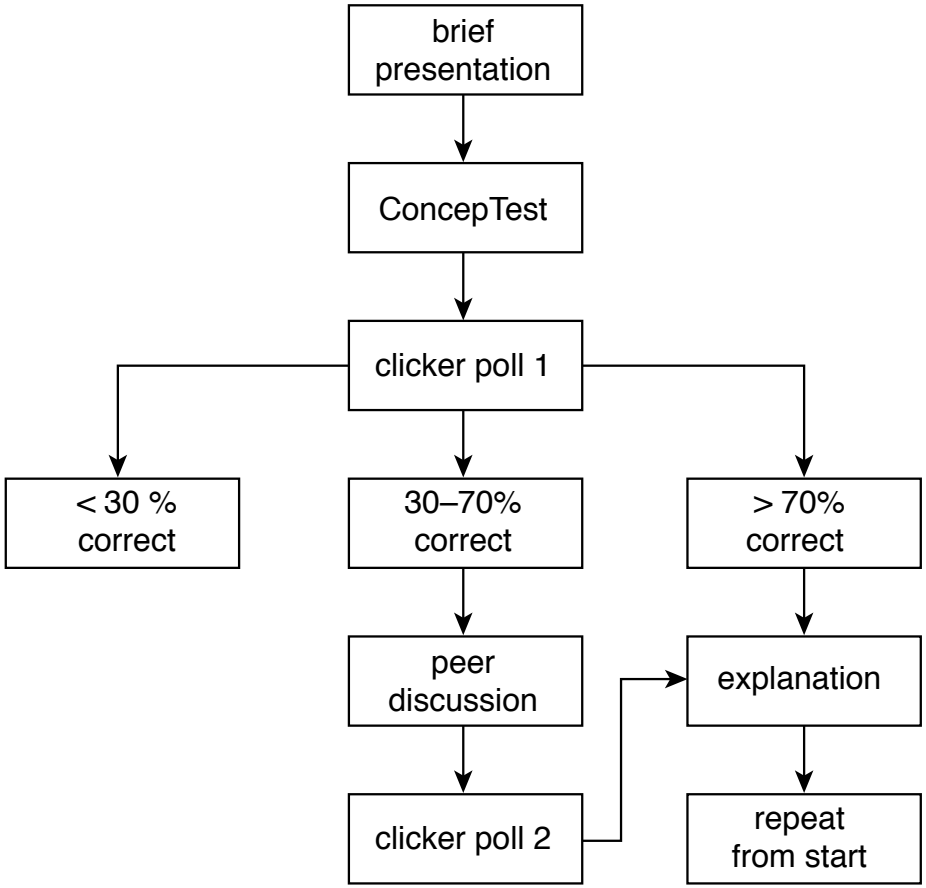

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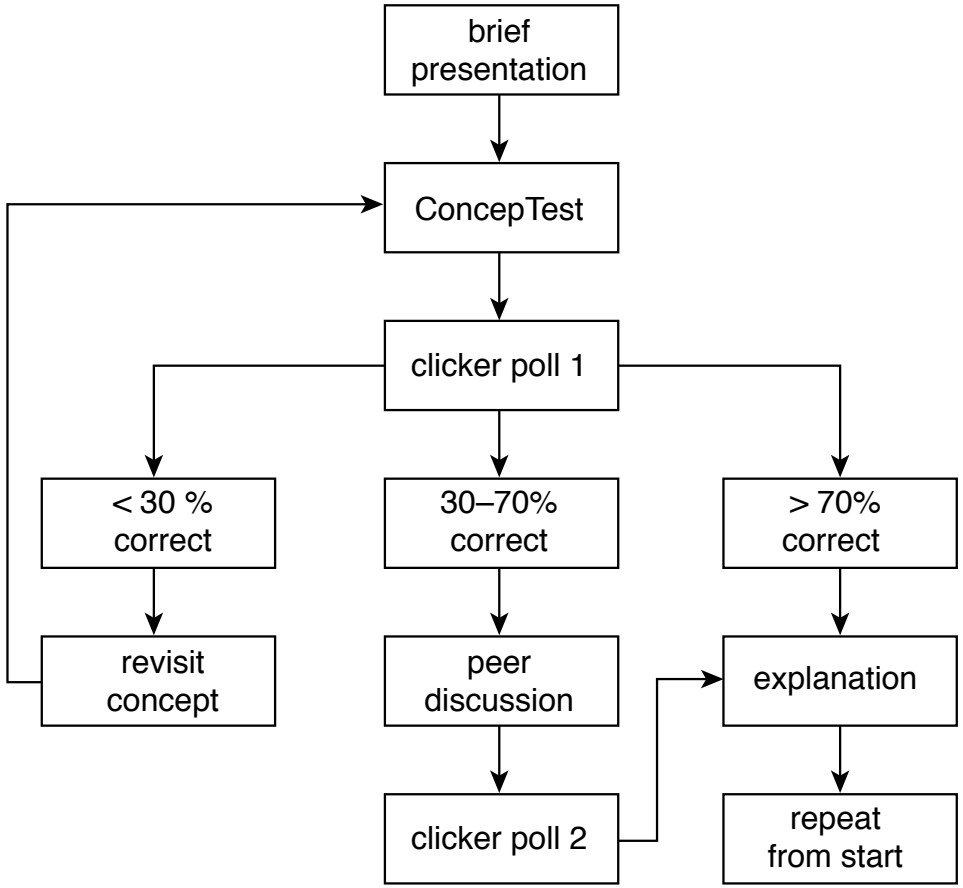

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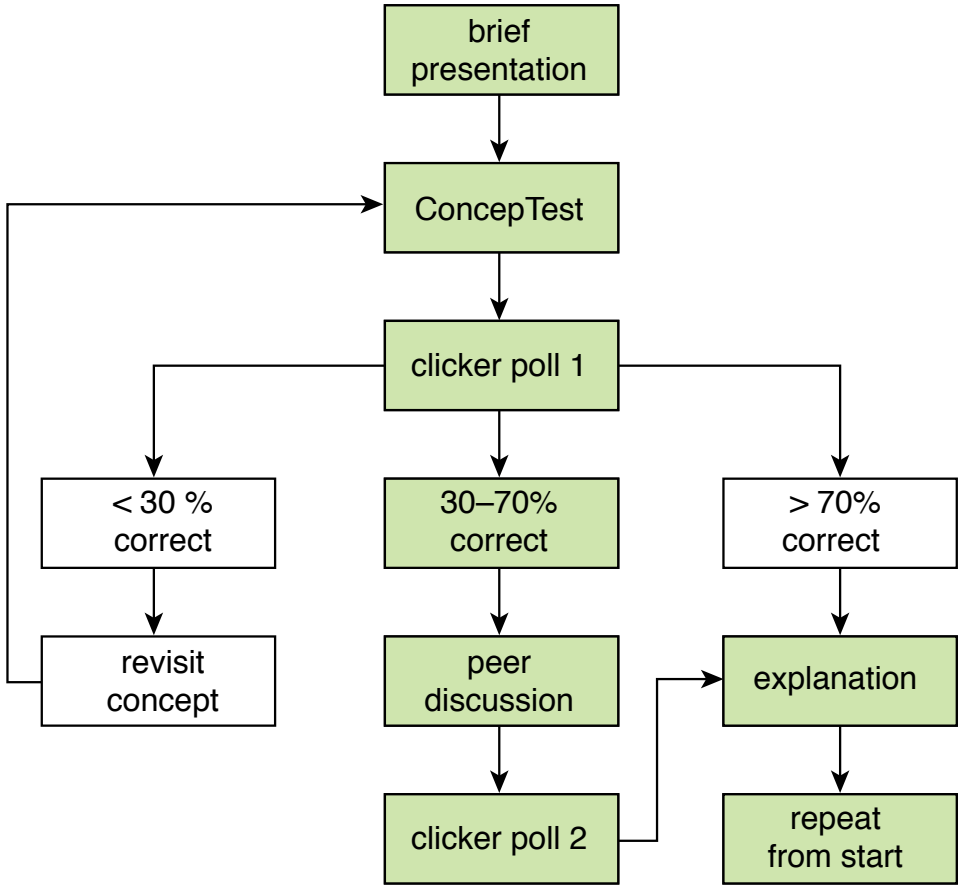


PI & JiTT Overview

PI:

- **helps students overcome difficulties**
- **encourages deep learning**
- **provides depth, not “coverage”**
- **helps you become aware of misconceptions**

Quick survey…

After this introduction to Peer Instruction,

please rate your agreement with the following questions

Survey

Interactive teaching requires significantly more instructor preparation time than traditional lecture.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

Interactive teaching requires clickers.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

If I give my students a pre-class (reading) assignment, most of them will complete it before coming to class.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

It is difficult to see how to apply interactive teaching techniques in my courses.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

I am worried that interactive teaching will negatively affect my end-of-course evaluations.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

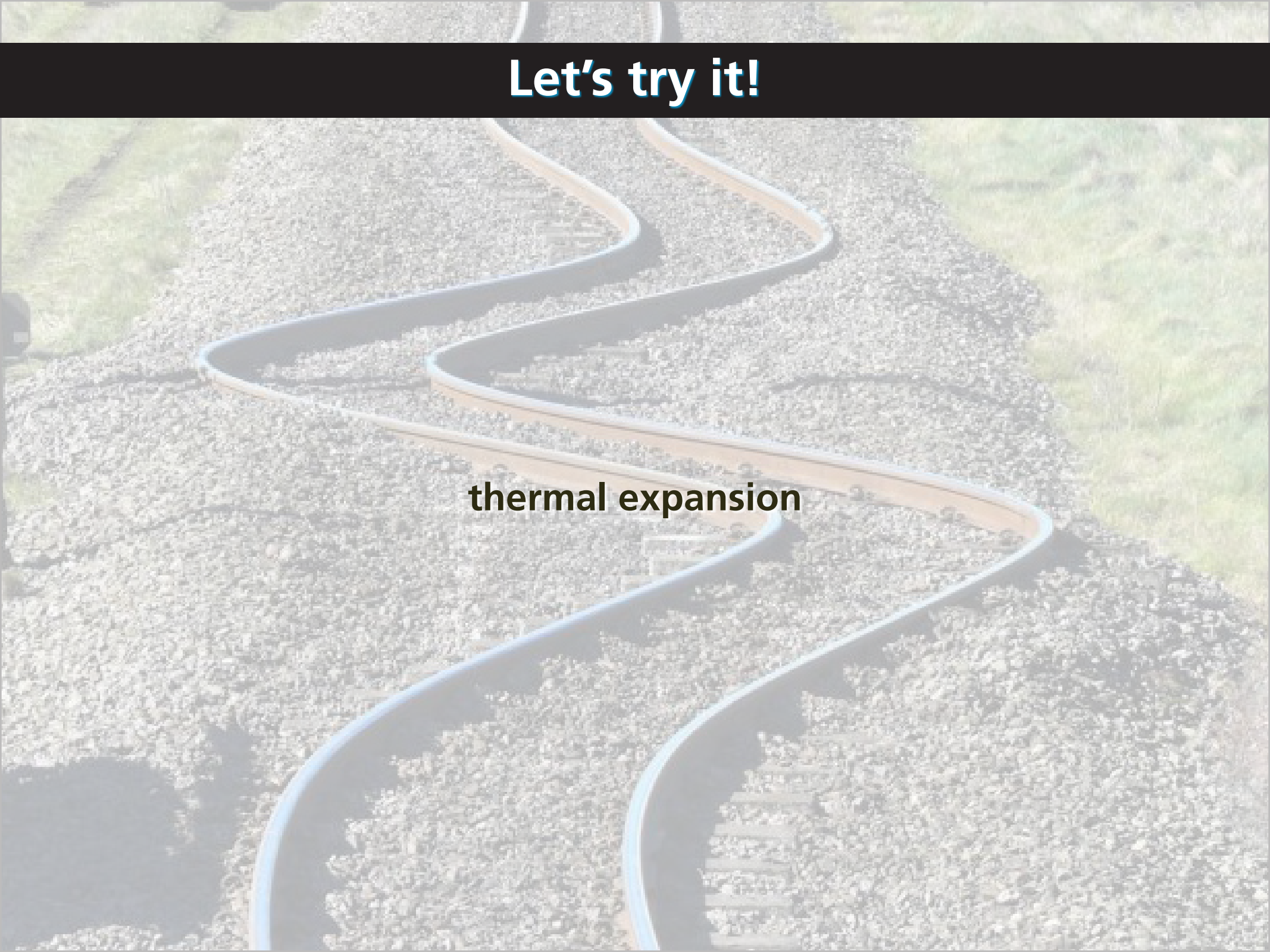
PI & JiTT Overview

“How do I promote fruitful discussion?”

PI & JiTT Overview

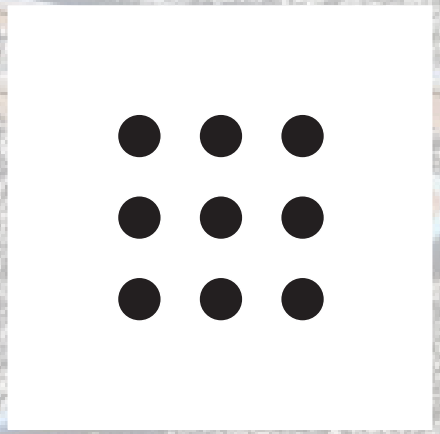
Find someone with a *different* answer

Let's try it!



Let's try it!

When metals heat up, they expand because all atoms get farther away from each other.



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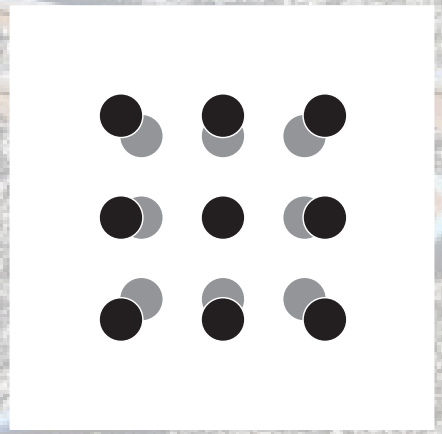
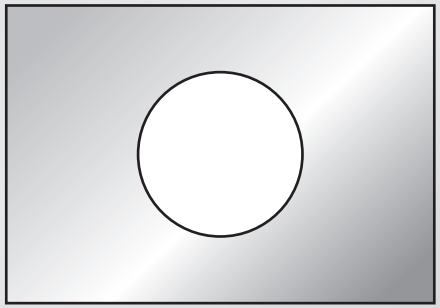


Let's try it!

When metals heat up, they expand because all atoms get farther away from each other.

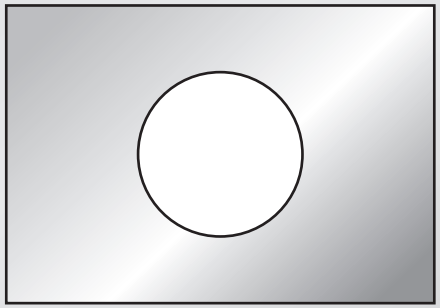
Let's try it!

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 a rectangular metal plate with a circular hole in it.

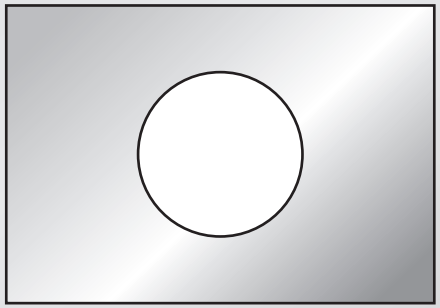
When the plate is uniformly heated, the diameter of the hole

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

you got all fired up!

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!

Before I tell you the answer…

Let's try it!

Before I tell you the answer, let's analyze what happened.

Let's try it!

Before I tell you the answer, let's analyze what happened.

You…

Let's try it!

Before I tell you the answer, let's analyze what happened.

You…

1. made a commitment

Let's try it!

Before I tell you the answer, let's analyze what happened.

You…

1. made a commitment
2. externalized your answer

Let's try it!

Before I tell you the answer, let's analyze what happened.

You…

1. made a commitment
2. externalized your answer
3. moved from the answer/fact to reasoning

Let's try it!

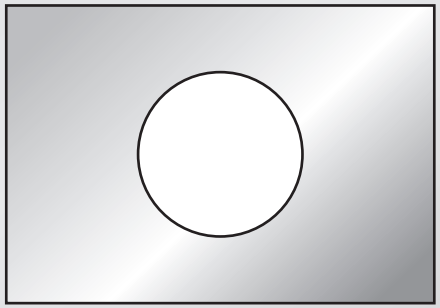
Before I tell you the answer, let's analyze what happened.

You…

1. made a commitment
2. externalized your answer
3. moved from the answer/fact to reasoning
4. became emotionally invested in the learning process

Let's try it!

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

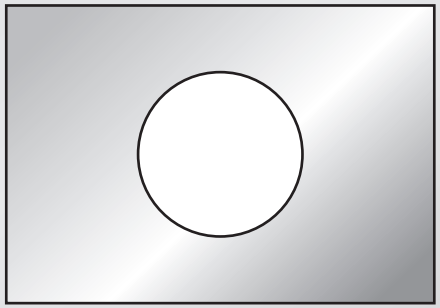


When the plate is uniformly heated, the diameter of the hole

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

Let's try it!

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

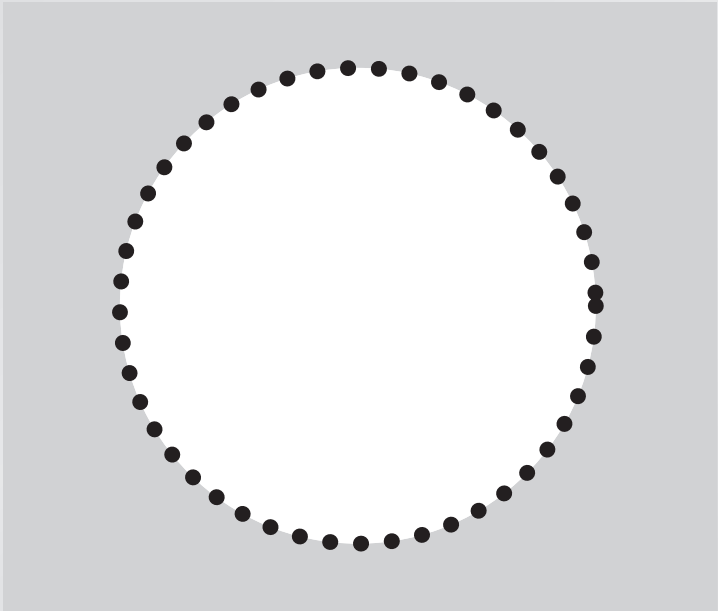


When the plate is uniformly heated, the diameter of the hole

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

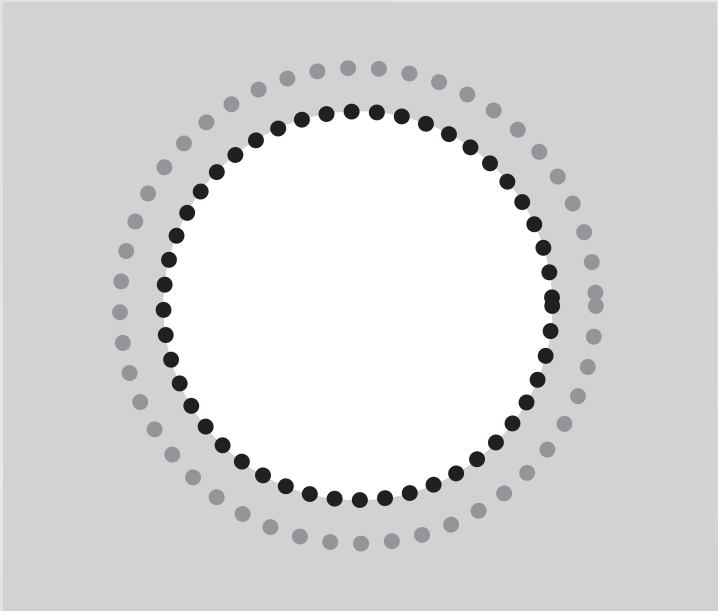
Let's try it!

consider the atoms at the rim of the hole



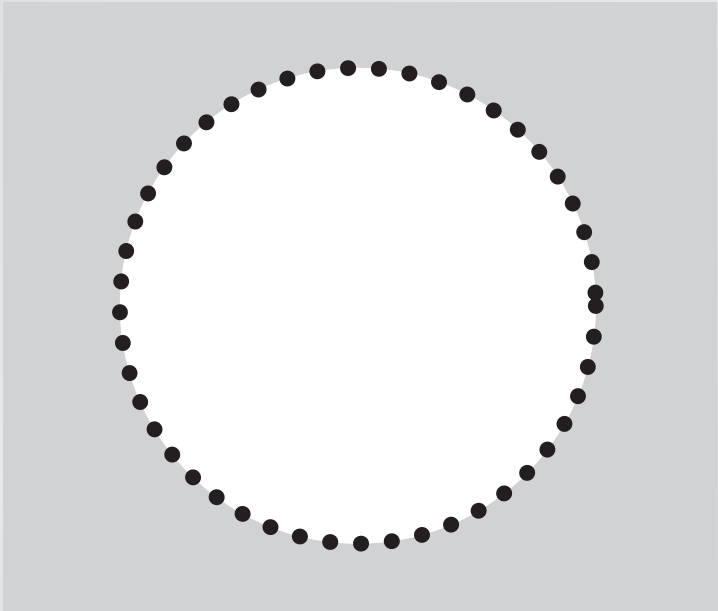
Let's try it!

consider the atoms at the rim of the hole



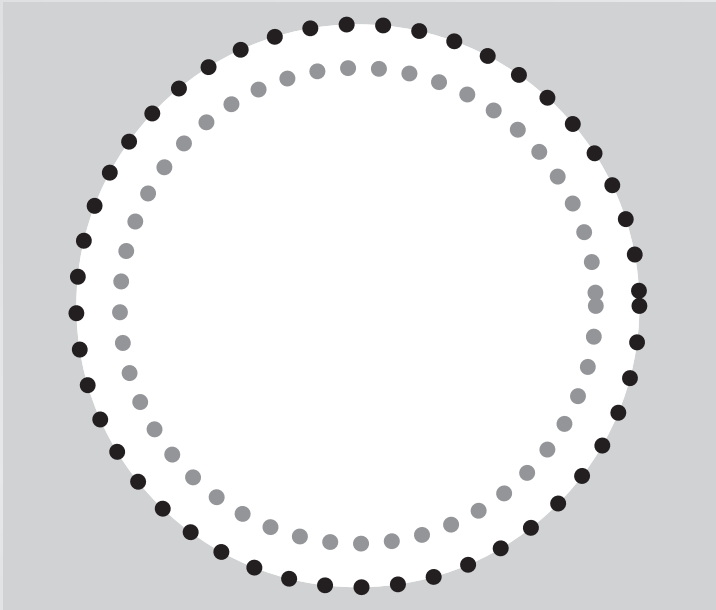
Let's try it!

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!

consider the atoms at the rim of the hole

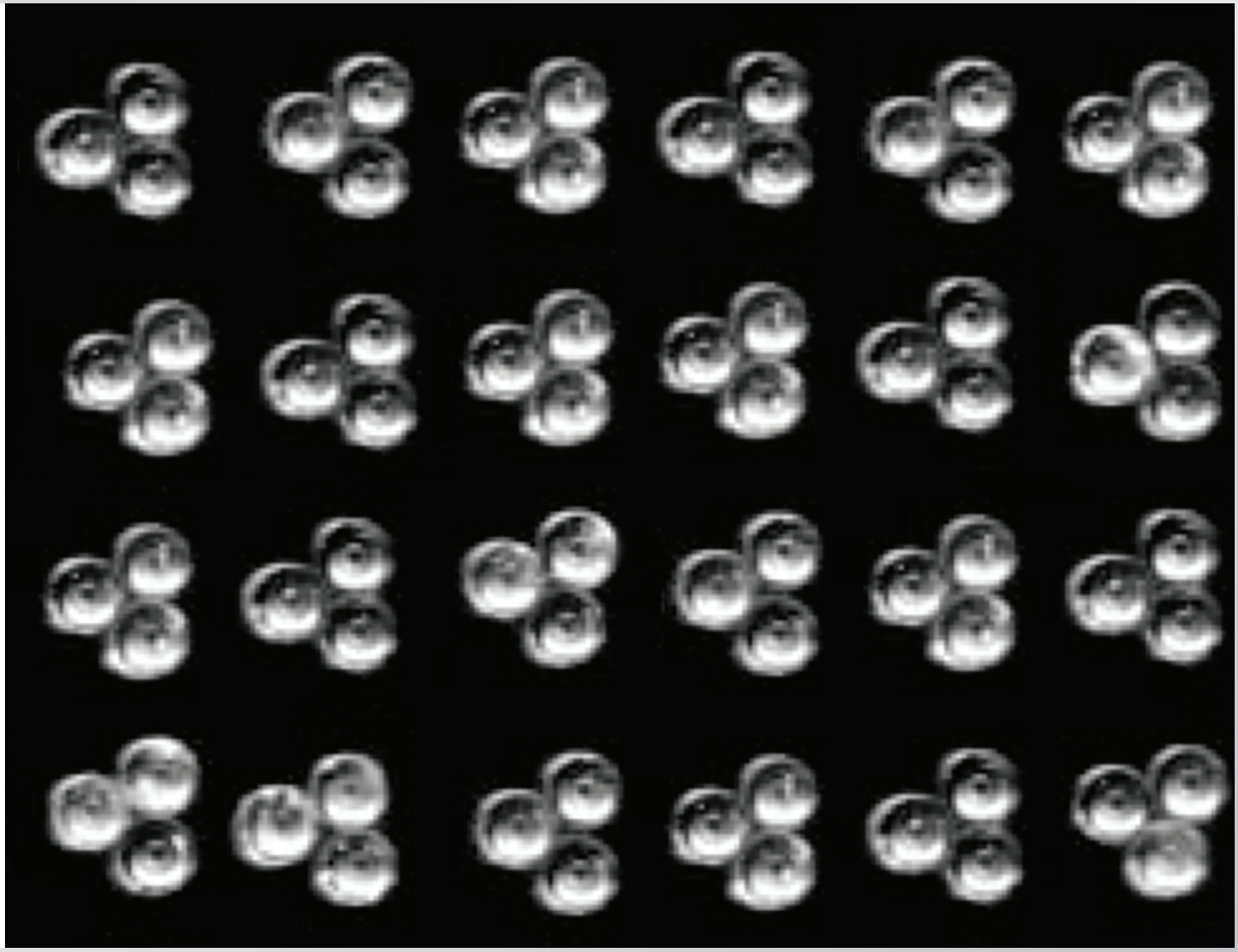
you won't forget this

PI & JiTT Overview

“Can this method be used in my class,

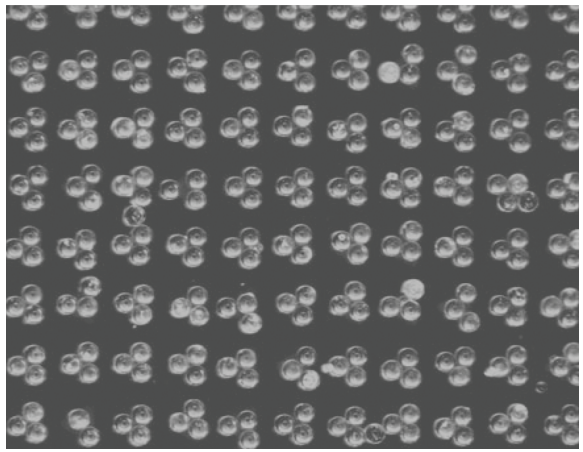
where questions don’t necessarily have right answers?”

Let's try it!

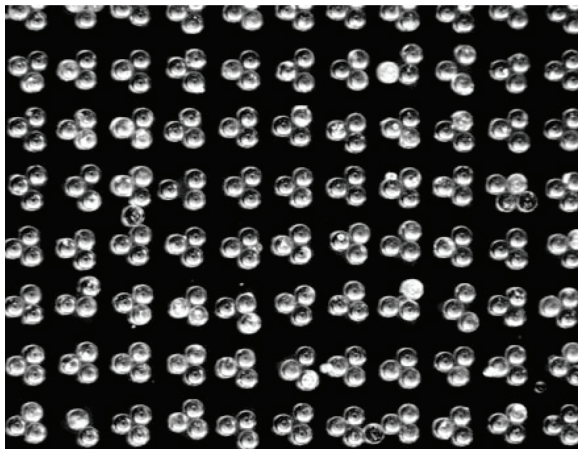


Let's try it!

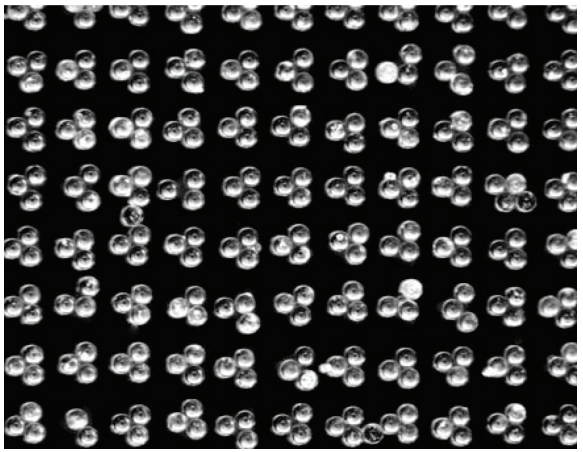
original



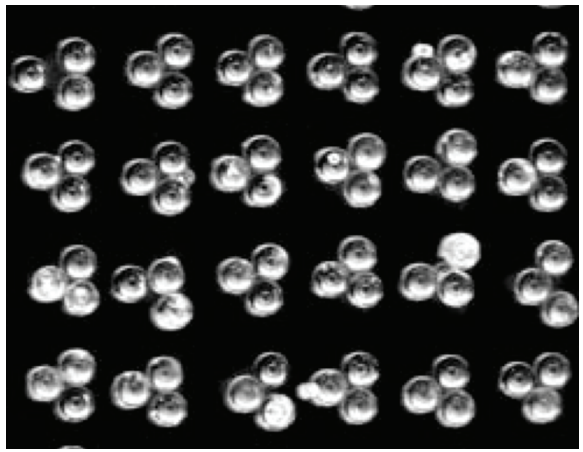
1. adjust contrast



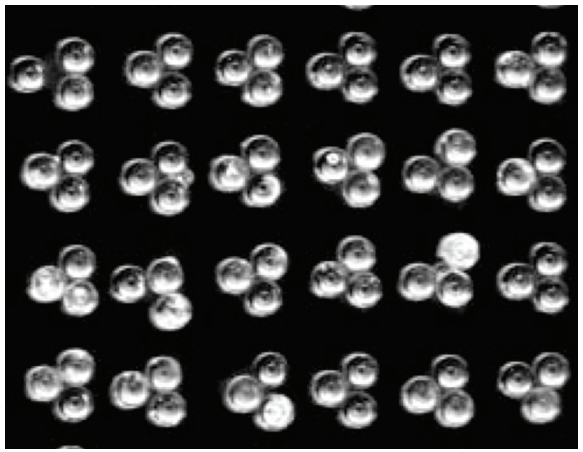
2. remove blemishes



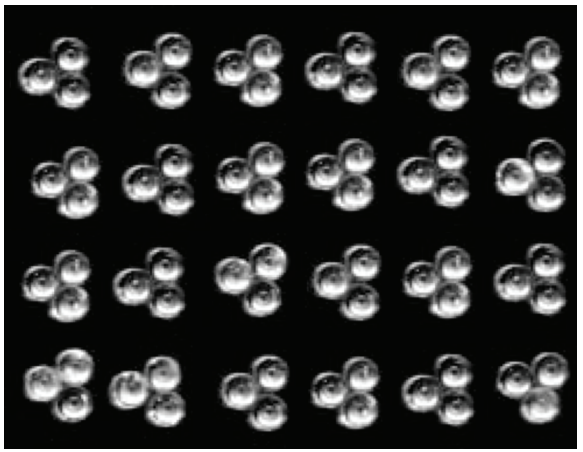
3. crop



4. remove outliers

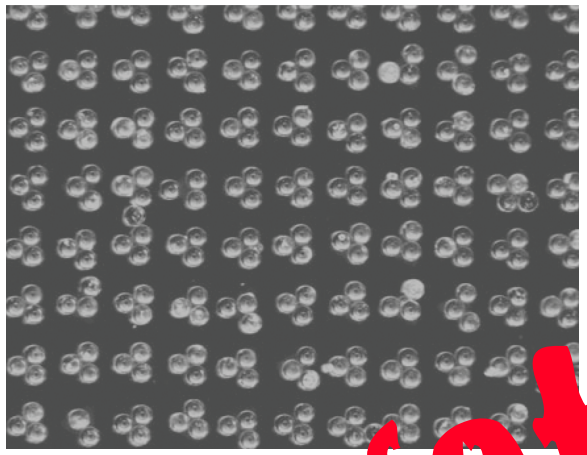


5. reconstruct



Let's try it!

original

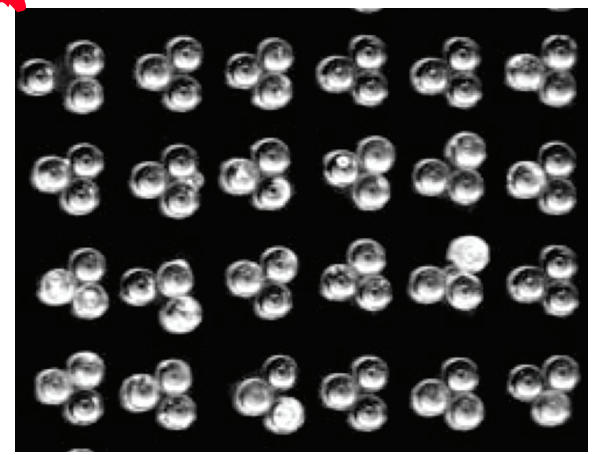


1. adjust contrast

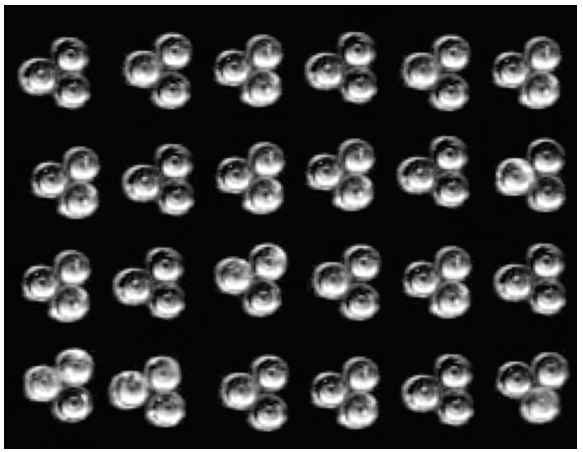
2. remove blemishes

3. crop

4. remove outliers



5. reconstruct



you got all engaged!

PI & JiTT Overview

Don’t need a correct answer!

Outline

- PI & JiTT Overview
- **Implementing PI & JiTT**
- ConcepTests

Implementing PI & JiTT

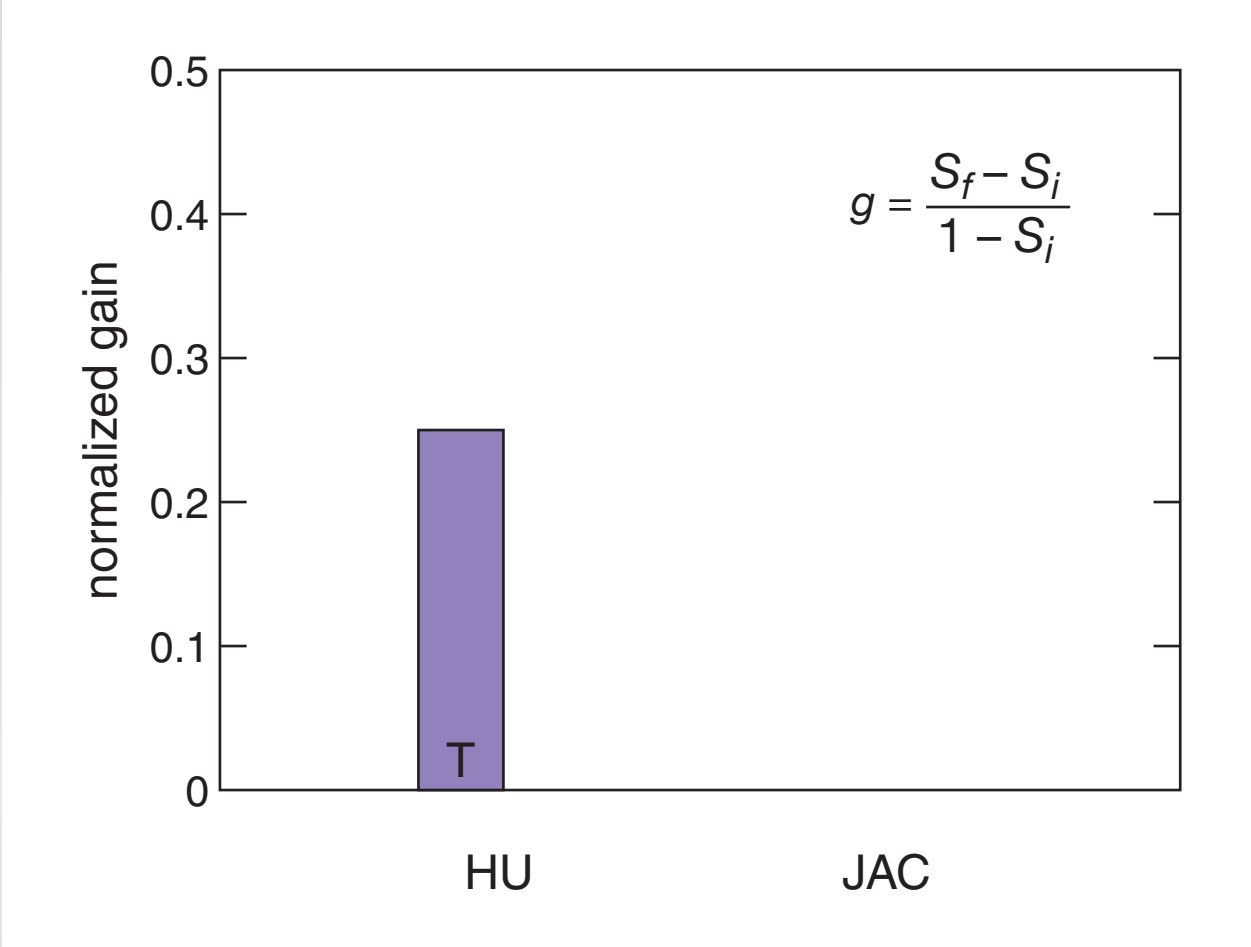
“Will it work at my institution?”

It works here…

…but will it work here?

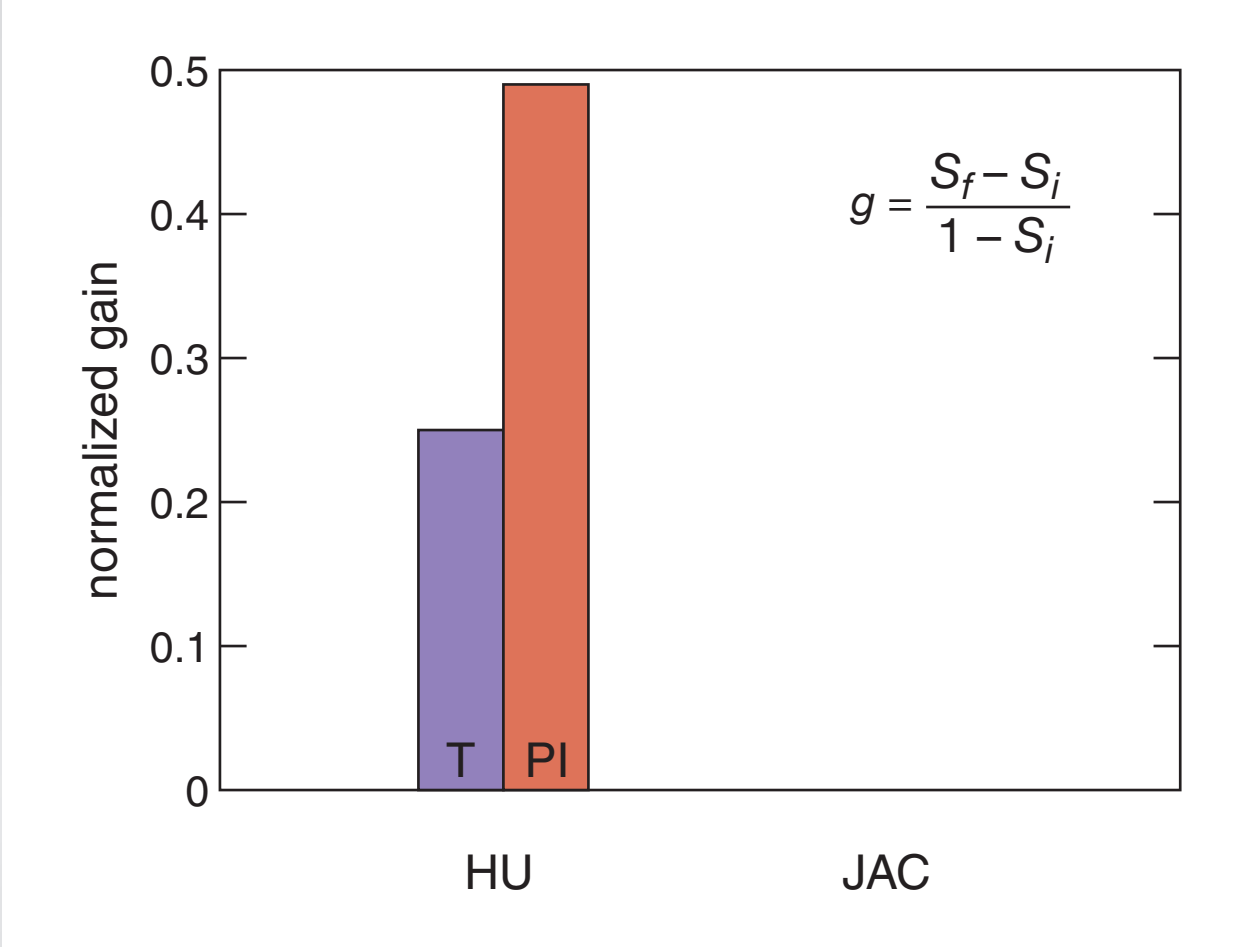
Implementing PI & JiTT

FCI normalized gain



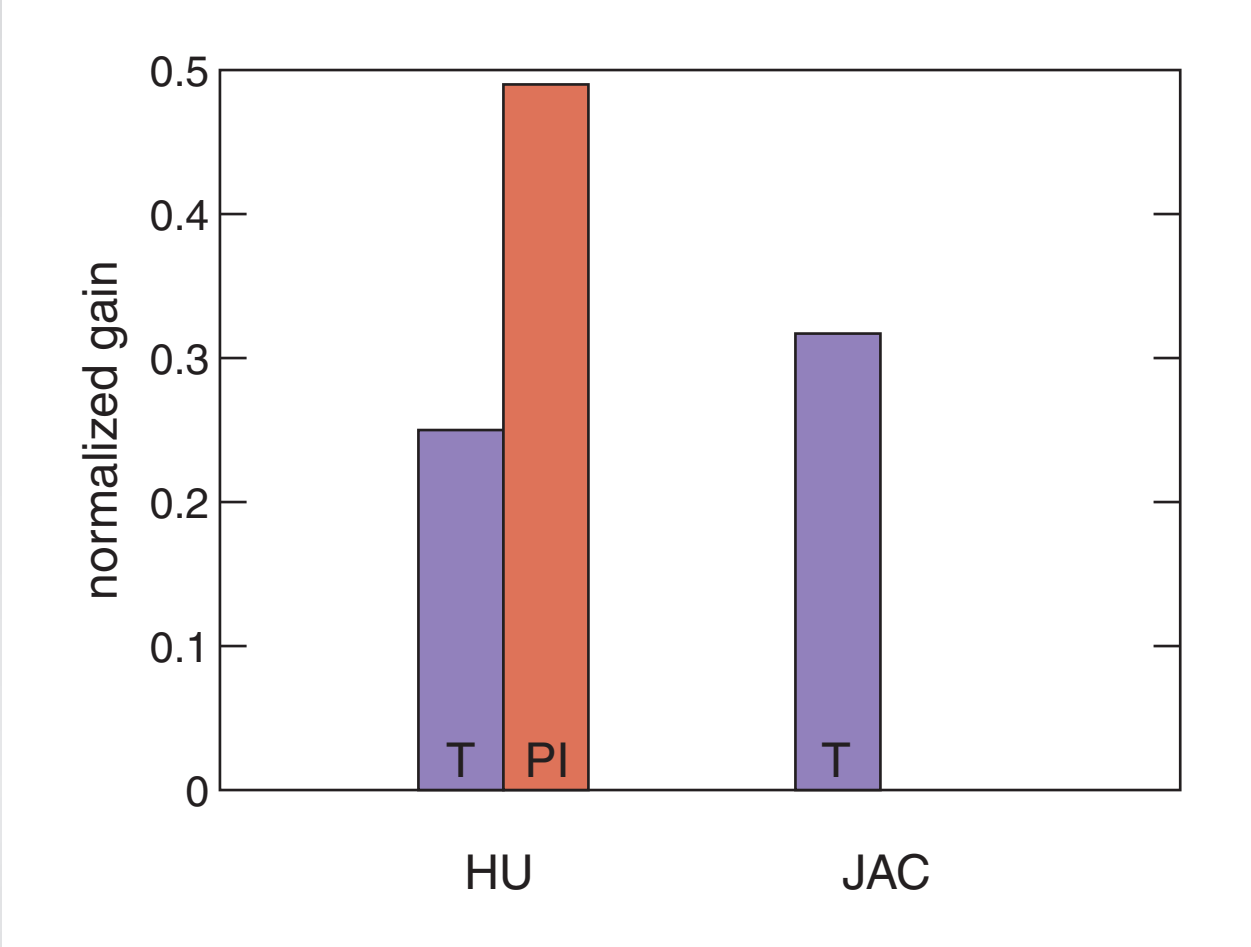
Implementing PI & JiTT

FCI normalized gain



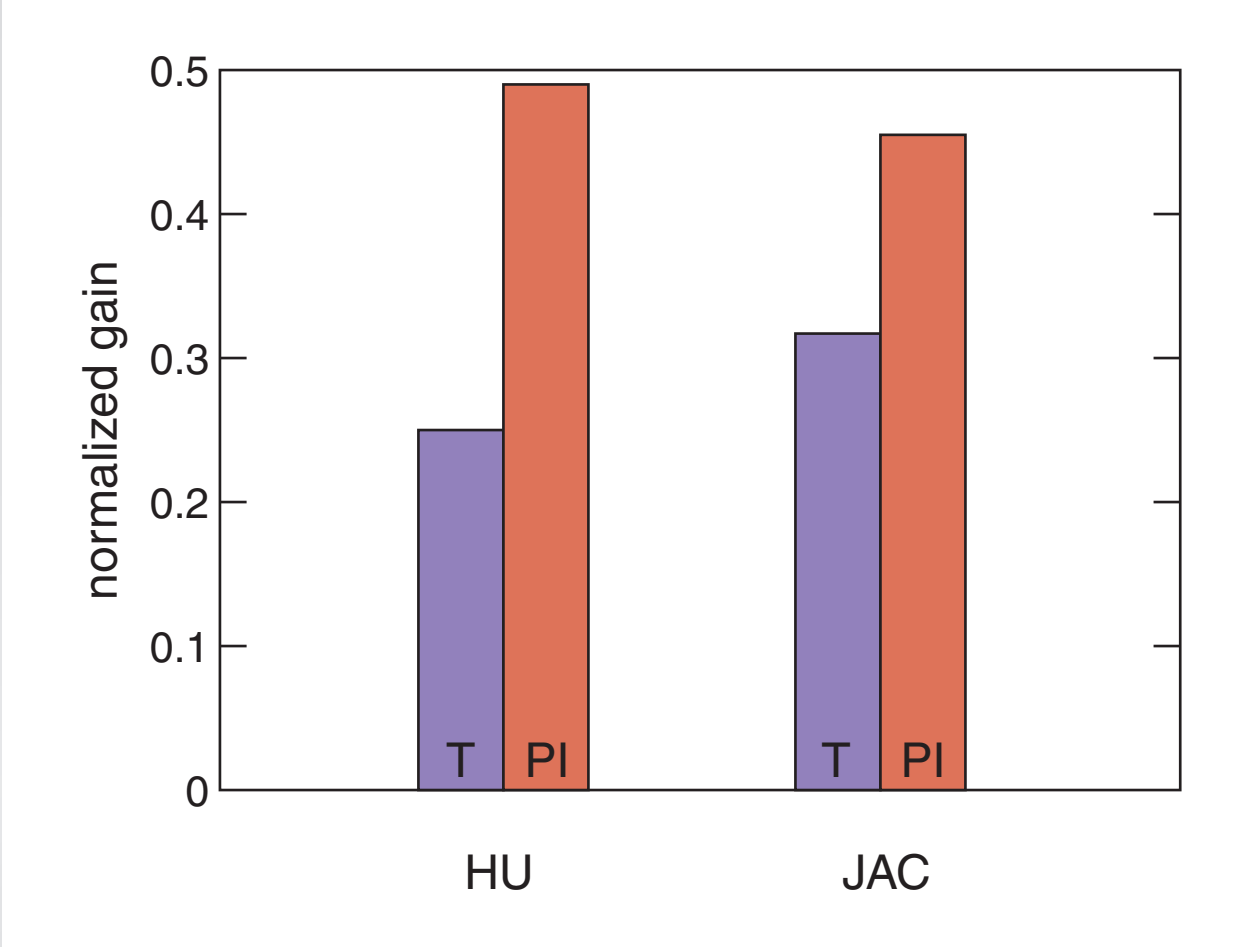
Implementing PI & JiTT

FCI normalized gain



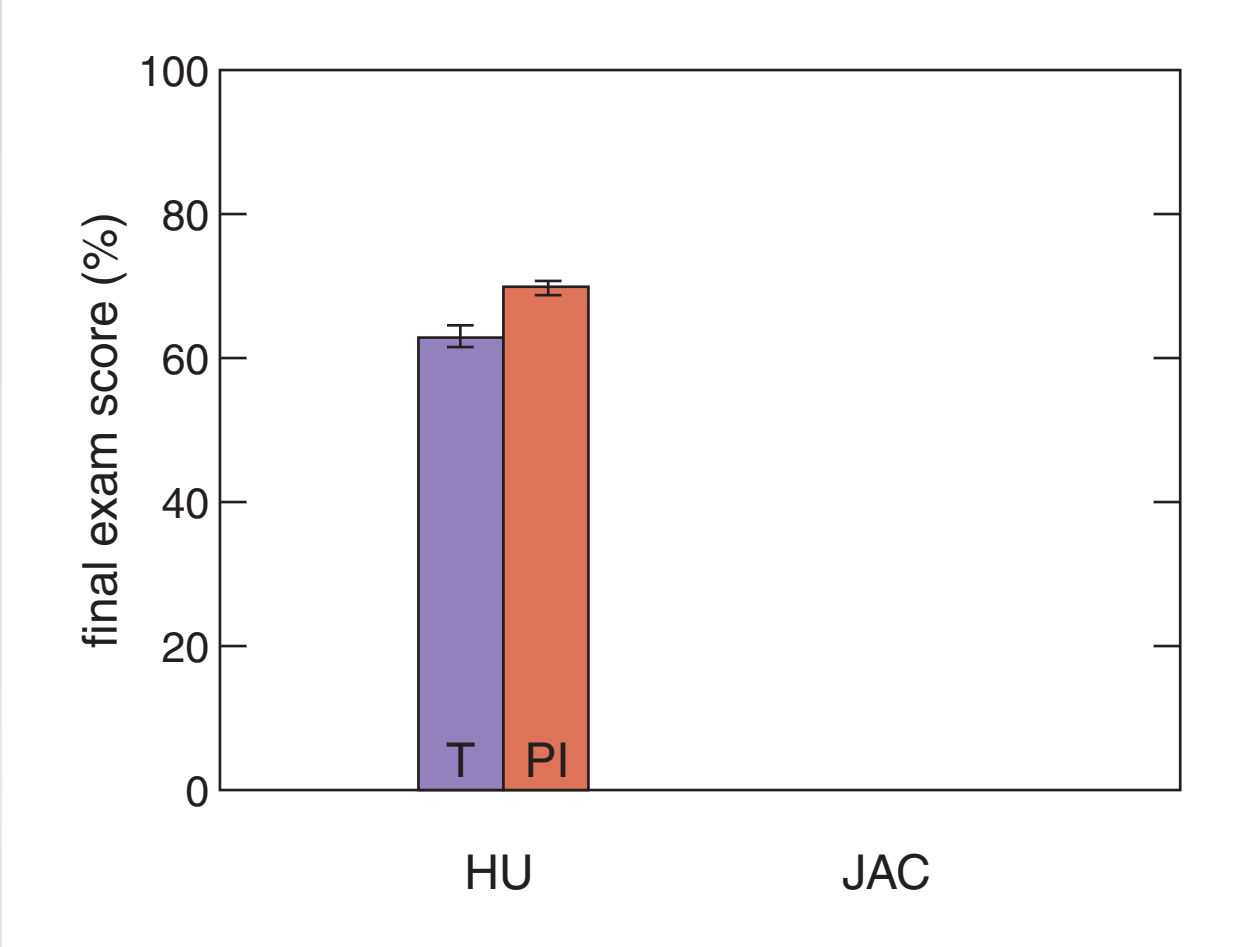
Implementing PI & JiTT

FCI normalized gain



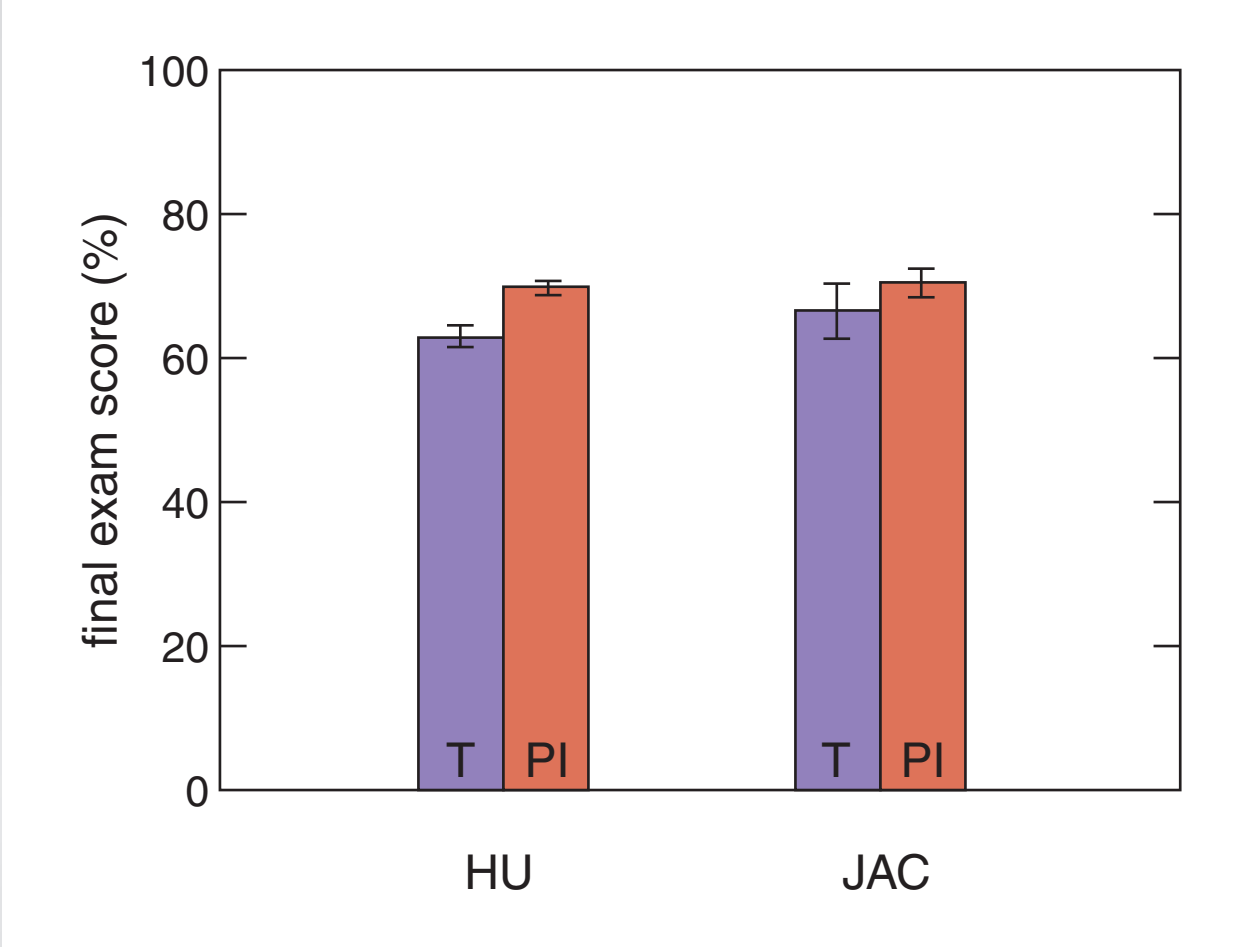
Implementing PI & JiTT

exam performance



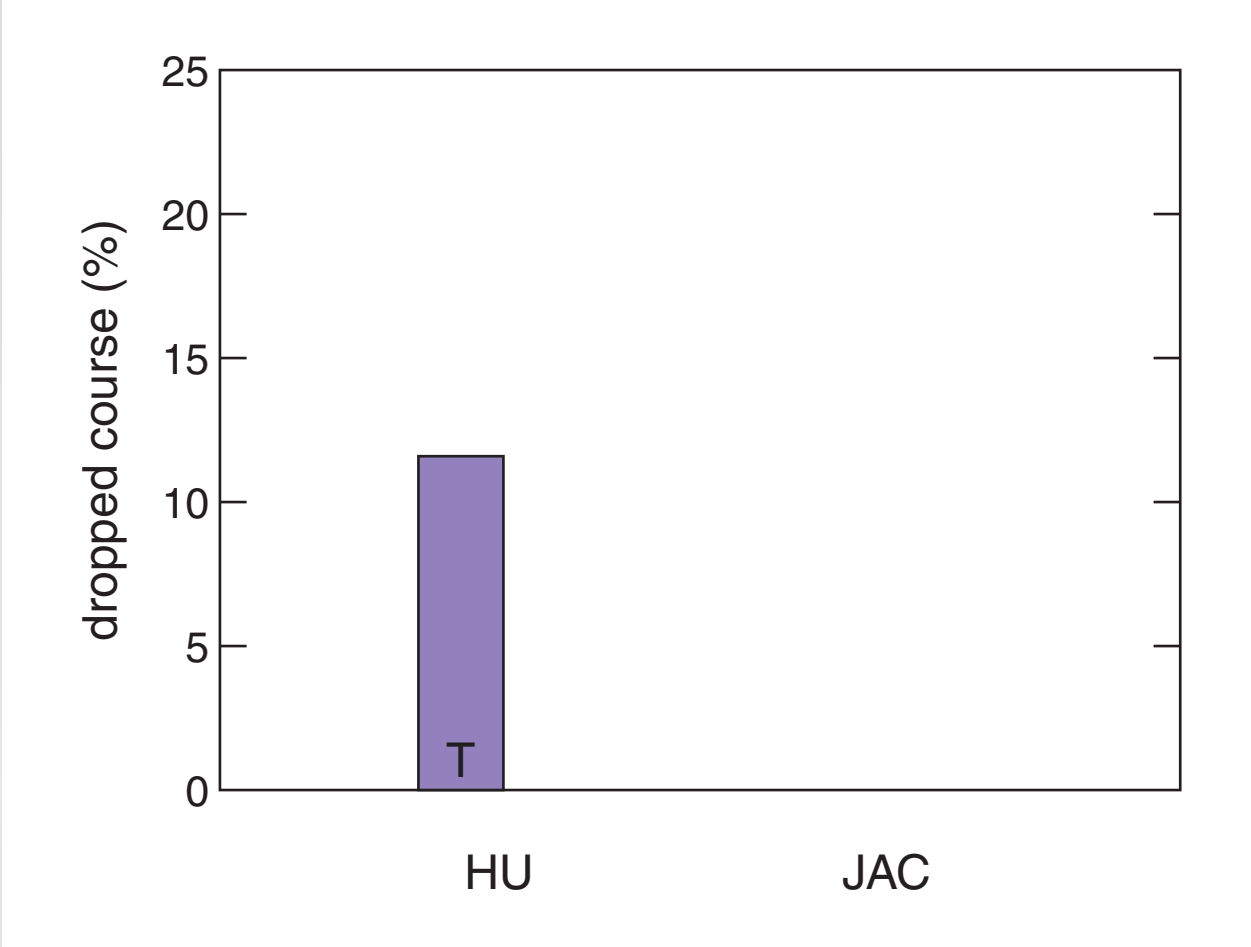
Implementing PI & JiTT

exam performance



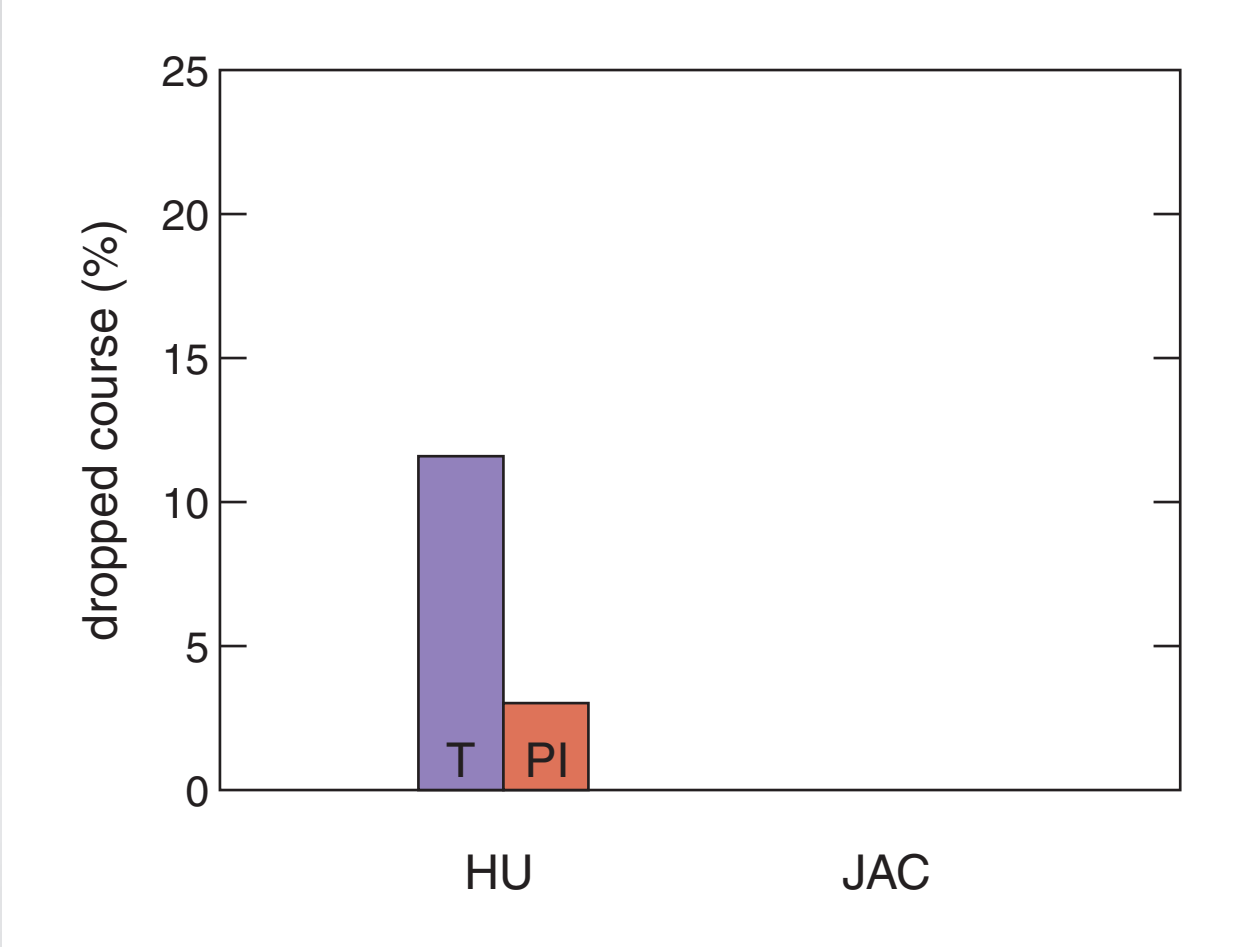
Implementing PI & JiTT

student retention



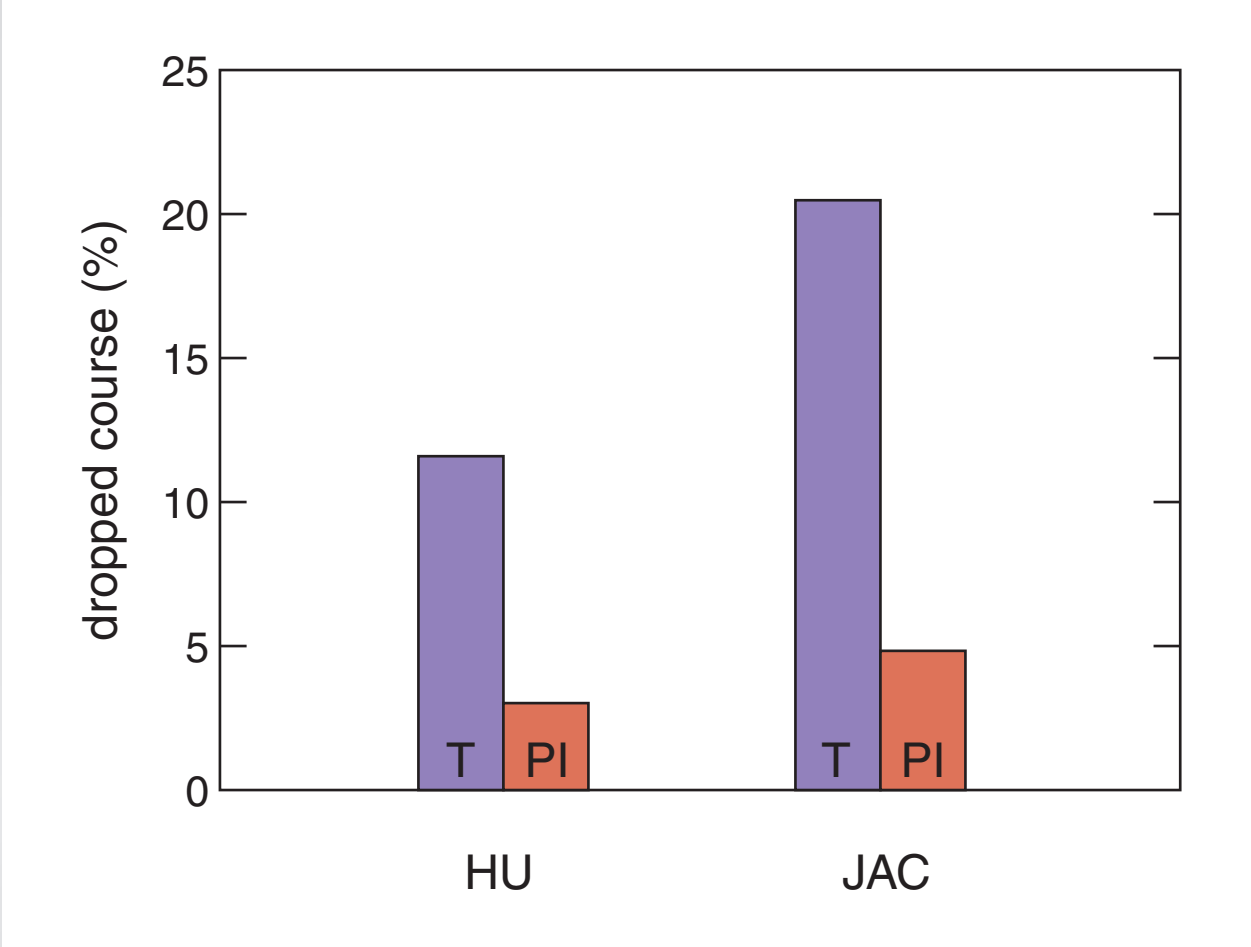
Implementing PI & JiTT

student retention



Implementing PI & JiTT

student retention



Implementing PI & JiTT

similar learning gains in different environments

Implementing PI & JiTT

“How do I cover everything using this method?”

Implementing PI & JiTT

	traditional	PI
in-class coverage	complete	partial

Implementing PI & JiTT

	traditional	PI
in-class coverage	complete	partial
out-of-class coverage	?	complete

Implementing PI & JiTT

	traditional	PI
in-class coverage	complete	partial
out-of-class coverage	?	complete
material learned	little	substantial

Implementing PI & JiTT

	traditional	PI
in-class coverage	complete	partial
out-of-class coverage	?	complete
material learned	little	substantial

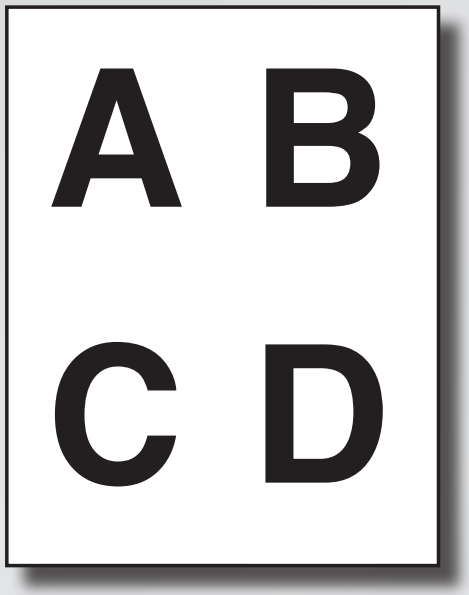
what good is coverage if little is retained?

Implementing PI & JiTT

“Do I need clickers?”

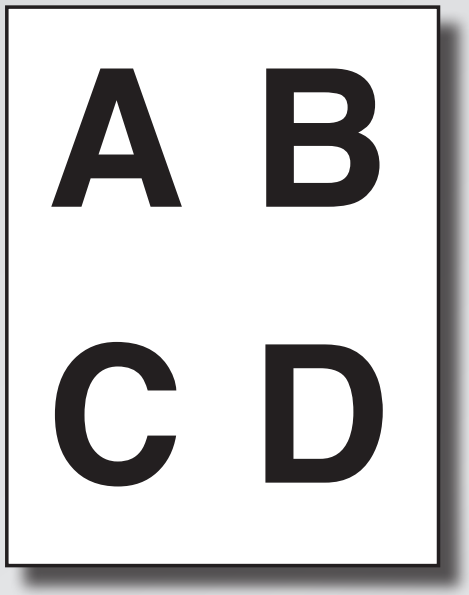
Implementing PI & JiTT

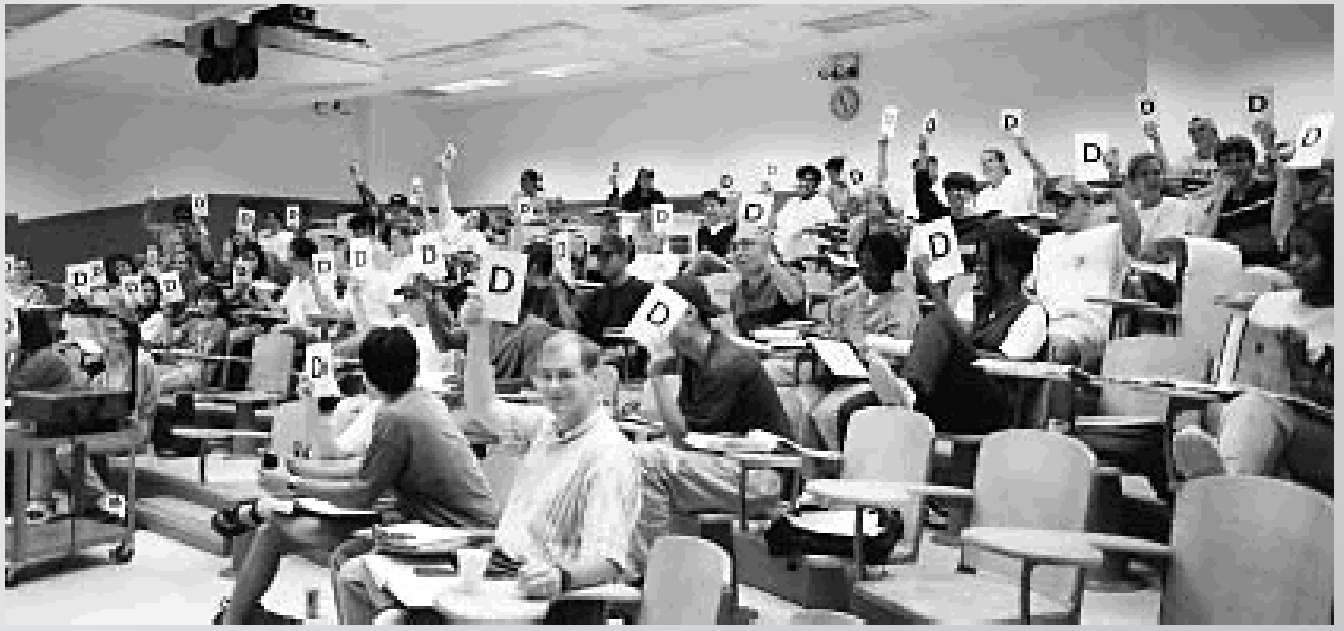
Flashcards: simple and effective



Implementing PI & JiTT

Flashcards: simple and effective





Meltzer and Mannivanan, South Eastern Louisiana University

Let's try it!

circumference

Let's try it!

circumference

of a circle of radius R is $2\pi R$

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?

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. about 0.15 m
4. exactly 1 m
5. more than 1 m

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?

you got all fired up!

1. the width of a few atoms
2. the width of a few hairs
3. about 0.15 m
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3. about 0.15 m
4. exactly 1 m
5. more than 1 m

you got all fired up!

without clickers

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?

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1. the width of a few atoms
2. the width of a few hairs
3. about 0.15 m ✔
4. exactly 1 m
5. more than 1 m

Let's try it!

circumference at the equator:

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

Let's try it!

circumference at the equator:

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

new circumference:

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

Let's try it!

circumference at the equator:

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

new circumference:

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

radius of circle with new circumference:

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

Implementing PI & JiTT

Research: same learning gains with and without clickers!

Clickers or Flashcards: Is There Really a Difference?
N. Lasry, *The Physics Teacher* 46 (2008) 242

Implementing PI & JiTT

It's not the technology, but the pedagogy!

Implementing PI & JiTT

It's not the technology, but the pedagogy!

(but clickers do offer advantages)

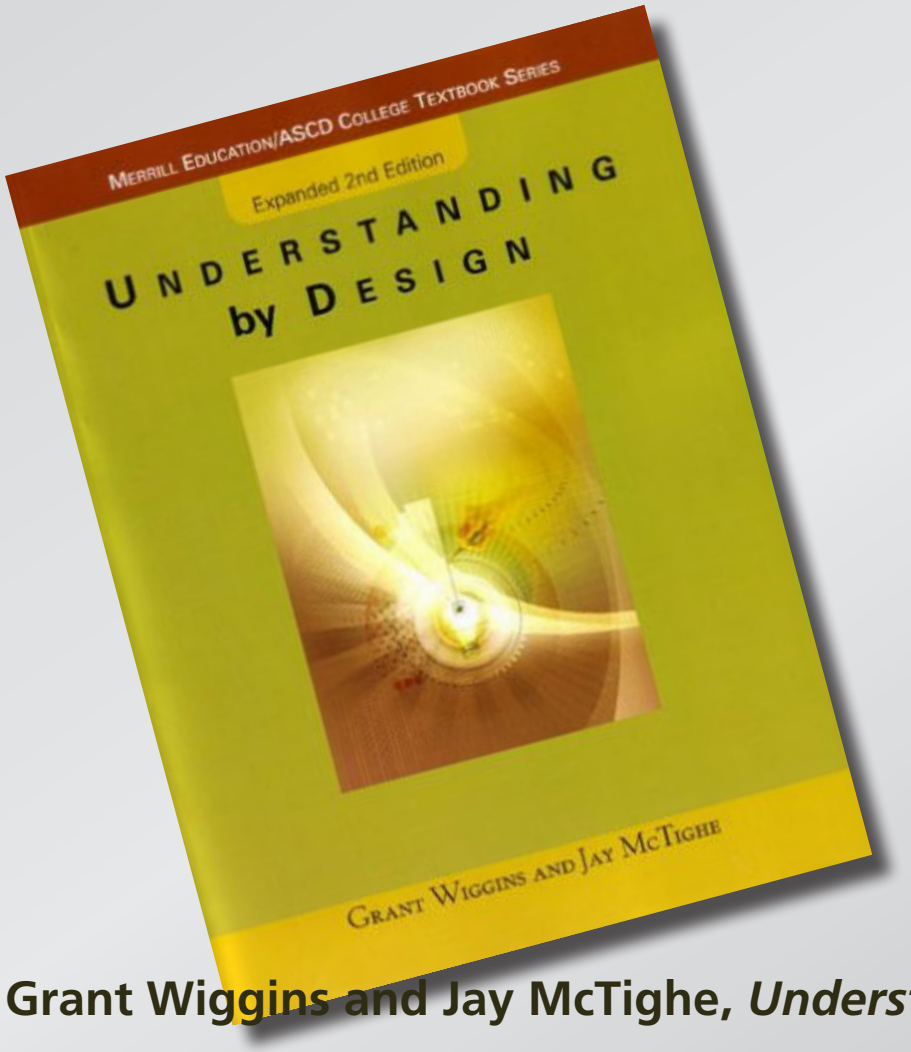
Implementing PI & JiTT

"How should I assess my students

when using this approach?"

Implementing PI & JiTT

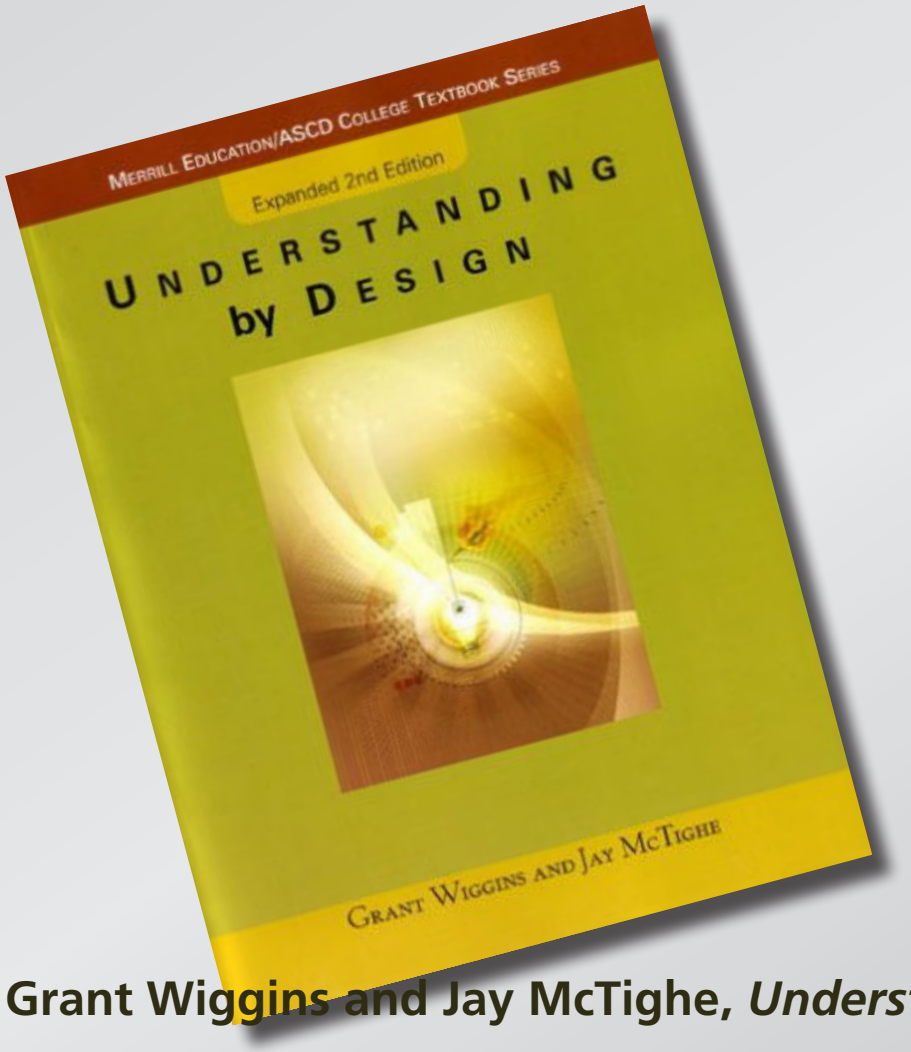
Begin by setting learning goals



Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

Implementing PI & JiTT

Begin by setting learning goals

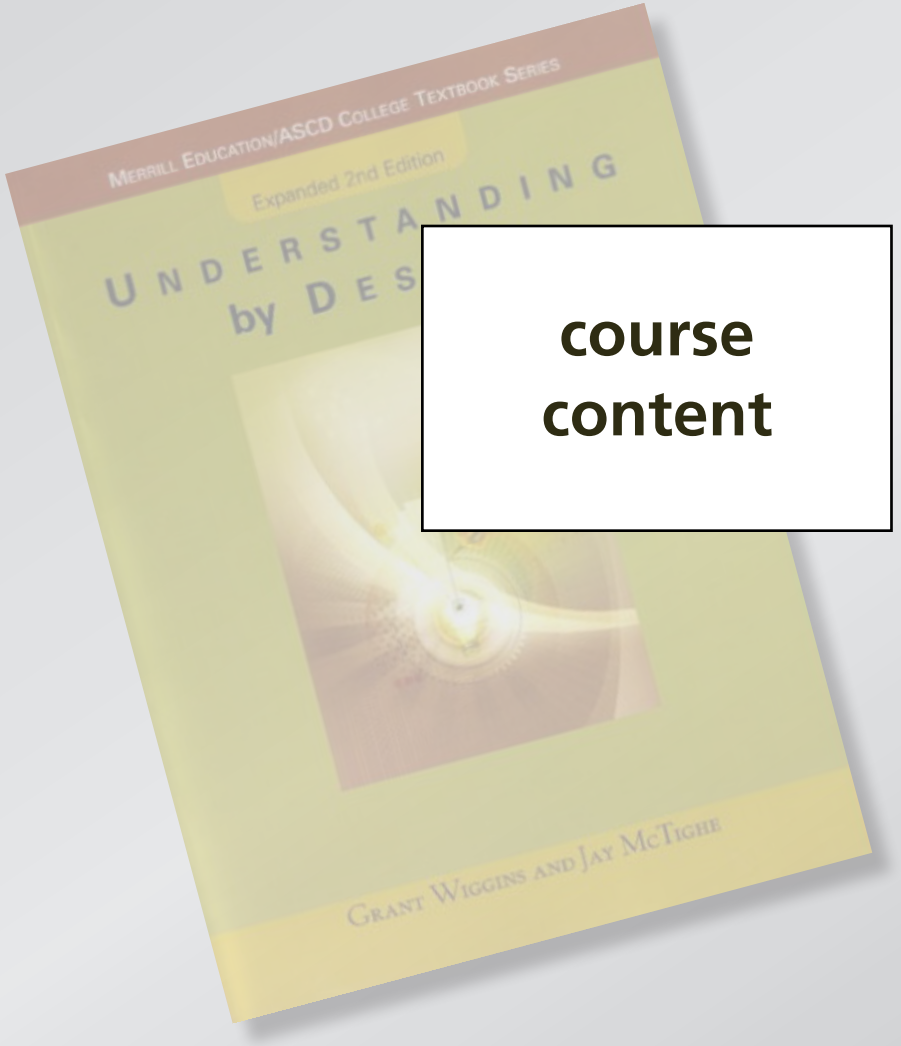


- approach, not content
- focus on understanding
- backward design

Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

Implementing PI & JiTT

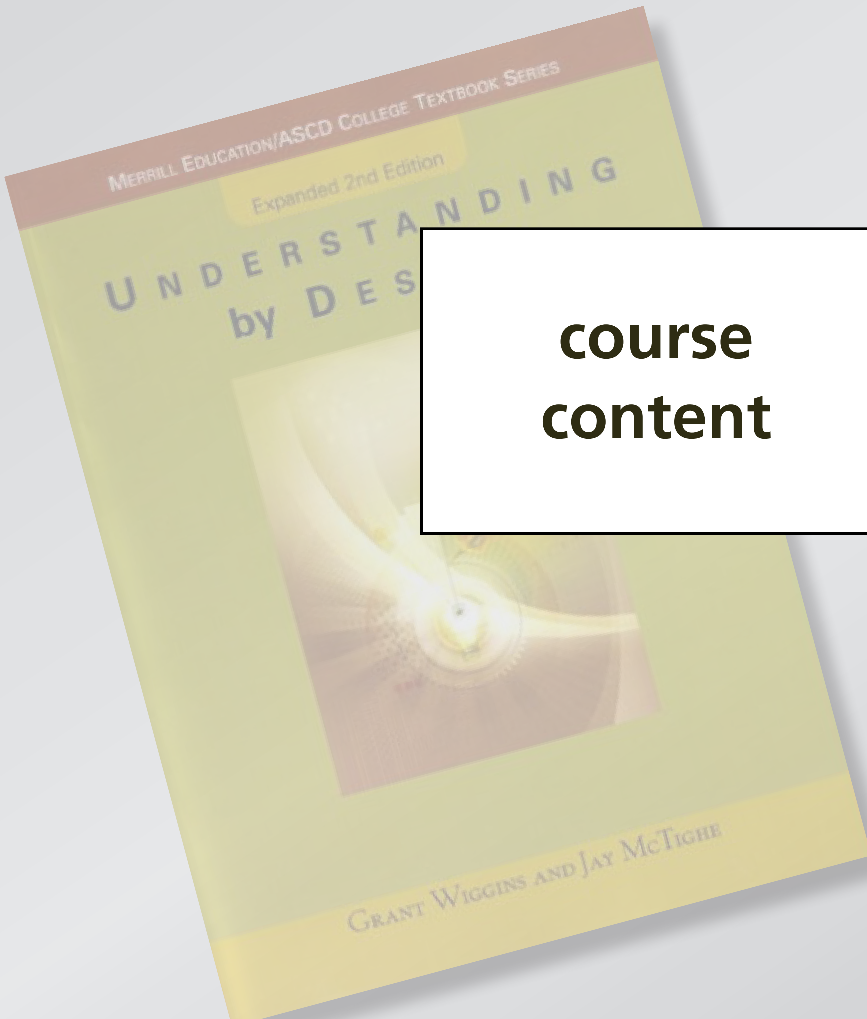
Traditional approach to course planning



course content

Implementing PI & JiTT

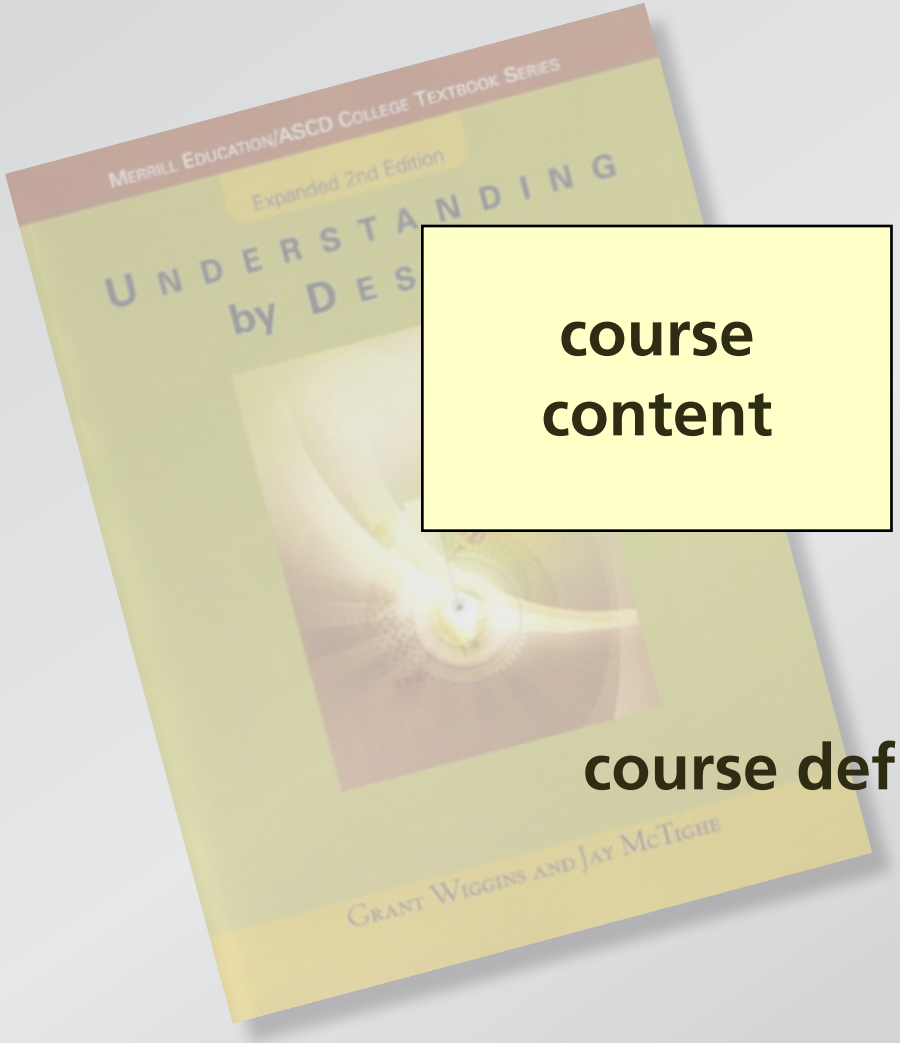
Traditional approach to course planning



course content → assessment

Implementing PI & JiTT

Traditional approach to course planning

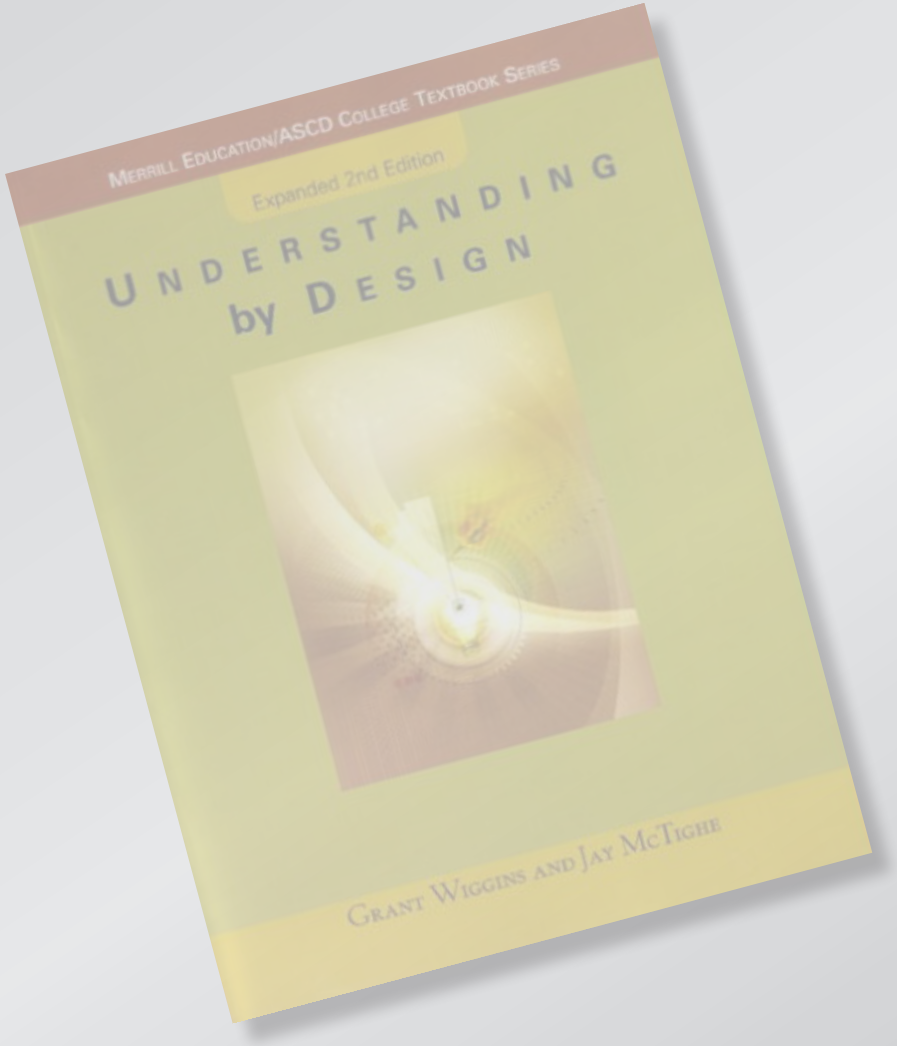


course content → assessment

course defined by content

Implementing PI & JiTT

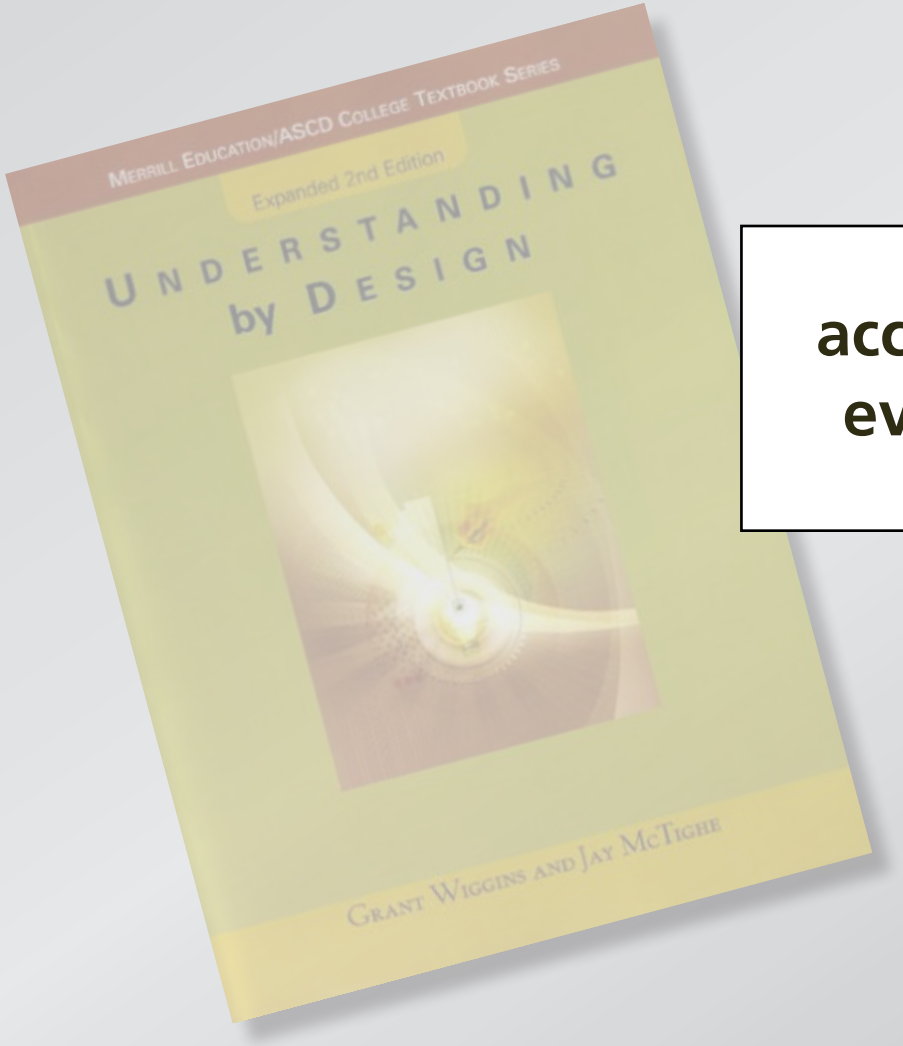
Backward design



desired outcomes

Implementing PI & JiTT

Backward design

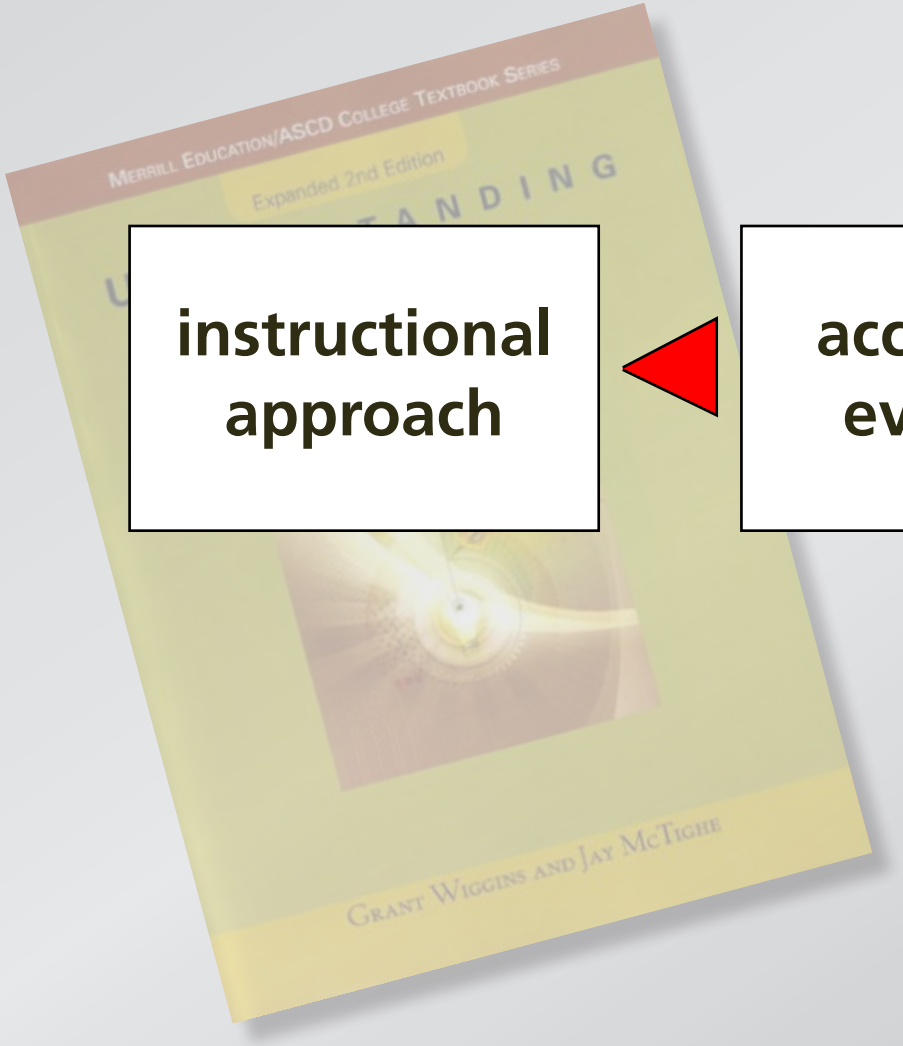


acceptable evidence

desired outcomes

Implementing PI & JiTT

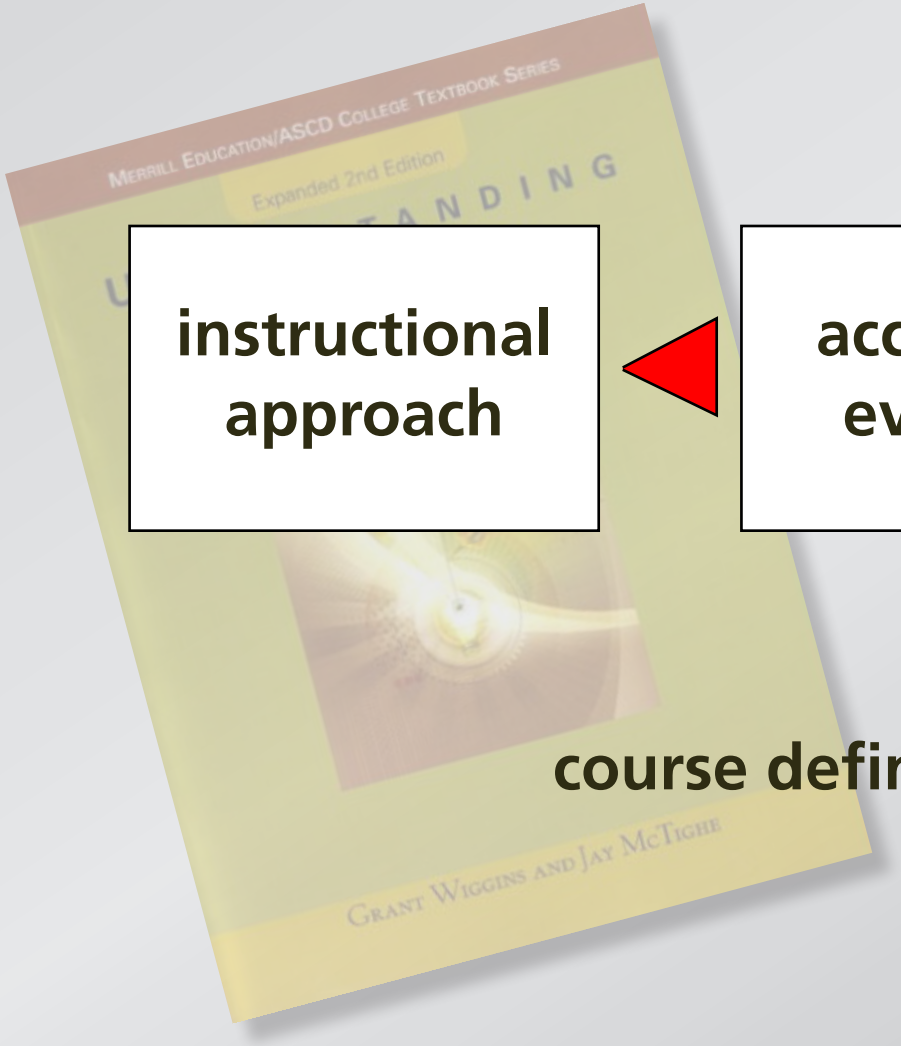
Backward design



instructional approach ◀ **acceptable evidence** ◀ **desired outcomes**

Implementing PI & JiTT

Backward design



instructional approach ◀ **acceptable evidence** ◀ **desired outcomes**

course defined by outcomes

Implementing PI & JiTT

Evaluate assessment by comparing

student performance on various kinds of problems

Implementing PI & JiTT

“What constitutes a good problem?”

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

How long do you have to wait before someone frees up a space?

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

How long do you have to wait before someone frees up a space?

Requires:

Assumptions
Developing a model
Applying that model

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces. On average people shop for 2 hours.

How long do you have to wait before someone frees up a space?

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces. On average people shop for 2 hours.

How long do you have to wait before someone frees up a space?

Requires:

Developing a model
Applying that model

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces. On average people shop for 2 hours.

Assuming people leave at regularly-spaced intervals, how long do you have to wait before someone frees up a space?

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces. On average people shop for 2 hours.

Assuming people leave at regularly-spaced intervals, how long do you have to wait before someone frees up a space?

Requires:

Applying a (new) model

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area, where people are known to shop, on average, for 2 hours. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

How long do you have to wait before someone frees up a space?

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area, where people are known to shop, on average, for 2 hours. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

How long do you have to wait before someone frees up a space?

$$t_{wait} = \frac{T_{shop}}{N_{spaces}}$$

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmetered spaces near a shopping area, where people are known to shop, on average, for 2 hours. You circle around, but there are no empty spots. You decide to wait at one end of the lot, where you can see (and command) about 20 spaces.

How long do you have to wait before someone frees up a space?

Requires:

Using a calculator

$$t_{wait} = \frac{T_{shop}}{N_{spaces}}$$

Implementing PI & JiTT

Need to test meaningful skills!

Implementing PI & JiTT

Some additional ideas:

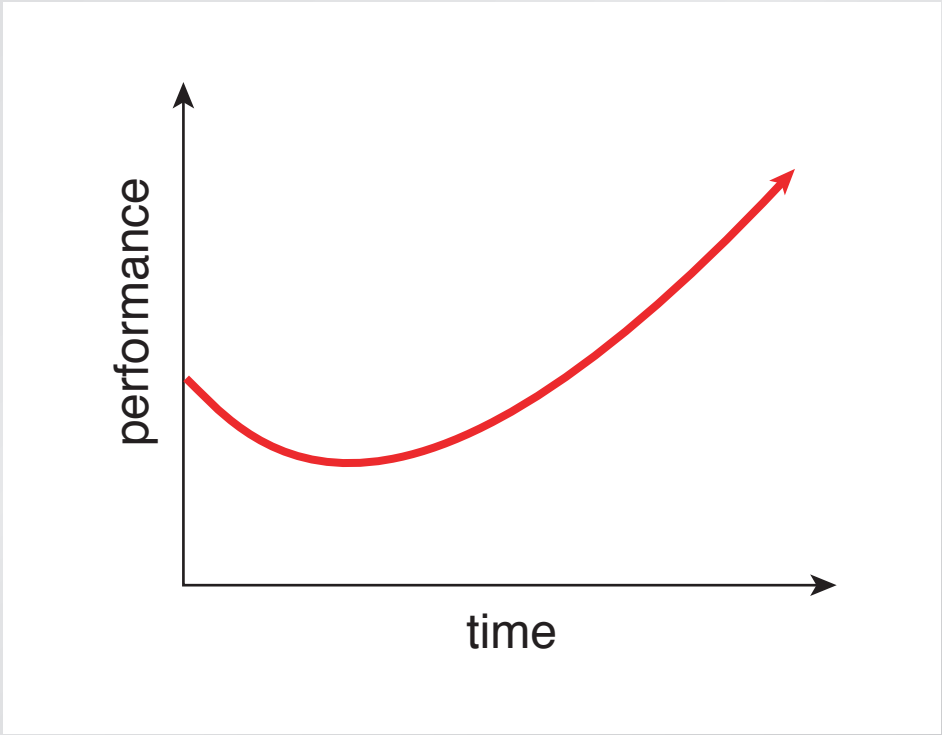
- Open book/computer exam
- Collaborative exam
- Multidimensional testing

Implementing PI & JiTT

"How do I deal with students who resist this new approach to studying?"

Implementing PI & JiTT

After changing, things might get *worse* before they get better!



Implementing PI & JiTT

Written on Wednesday Feb 16, two weeks into the course:

> Subject: concerns
>
> Professor Mazur,
>
> Here are a few concerns. I speak for many of my classmates.
>
> 1) You are giving us WAY to much work. After spending multiple hours on the problem set, and not being able to figure out many of the questions, I now see that we have an additional 6 or 7 pages or homework in the workbook. I just spent 4 hours on the lab, and I am not confident on almost half of the questions. This is more work than I have had all semester in all of my other classes combined.
>
> 2) If you are going to give us this much work, I would suggest re-structuring the lectures. I find the readings very difficult to understand. I am not a bad student (I got a solid A in physics 1a), but it is very difficult to internalize the readings. You should spend most of the lecture going over, point by point, the readings in their entirety. While the PRS clickers are fun, they do not help me understand the complex material.
>
> I am extremely flustered by the incredibly large amount of work, and my inability to understand it, and I am strongly considering dropping the course.

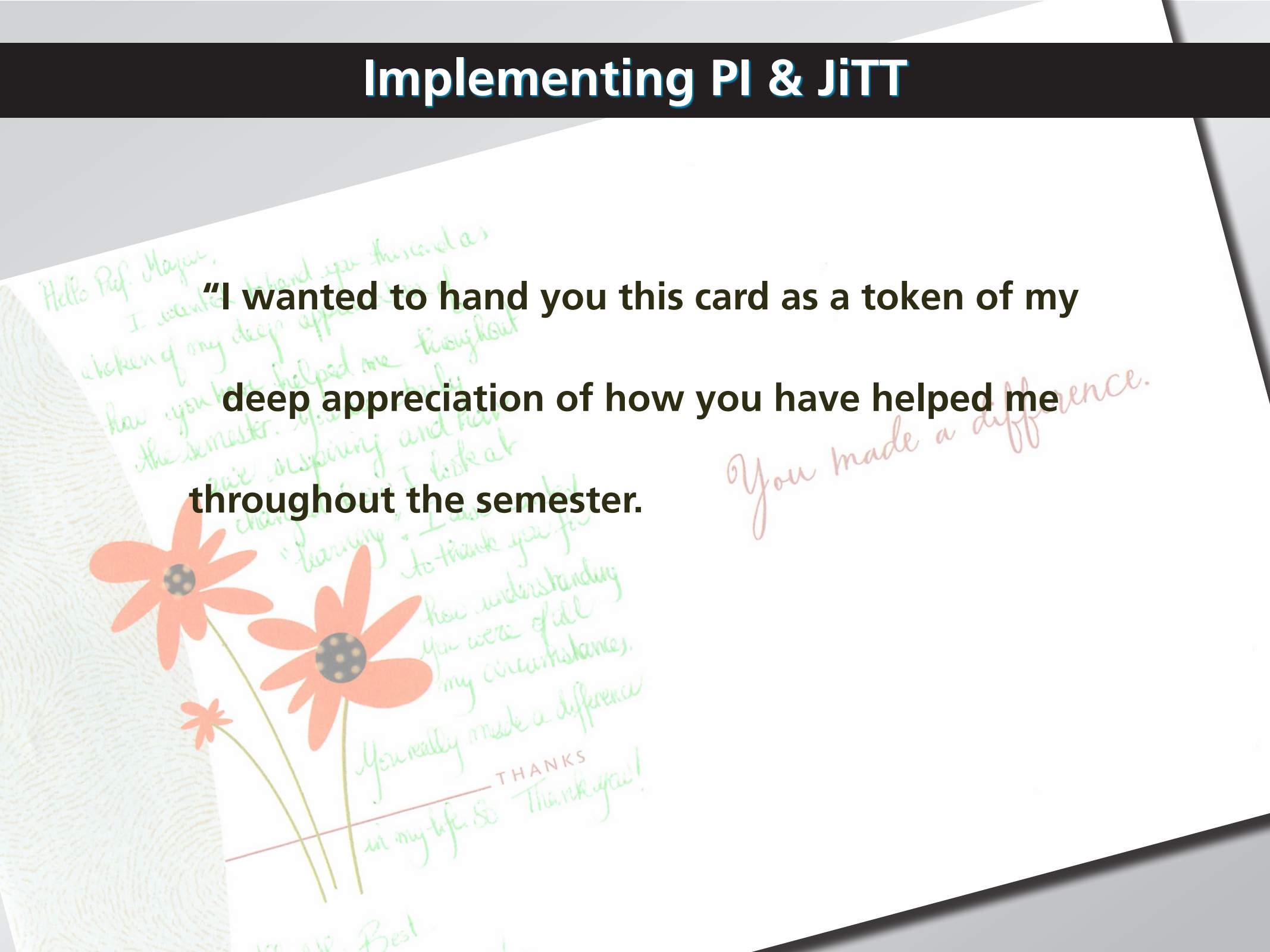
Implementing PI & JiTT

Written on Monday May 23, just after the final exam:

> Subject: Thanks!
>
> Professor Mazur,
>
> First of all I want to thank you for a great semester. You are an excellent professor, and it is clear that you truly care about each and every student.
>
> The exam went well today. I'm not sure to what extent you will curve the final grades (if at all), but it looks like I may be right around the cutoff point between an A and an A-. I studied as hard as I could and I'm keeping my fingers crossed about the A, but no matter what happens with my grade you should know that you are one of the best professors that I have ever had at Harvard.
>
> Thanks again!

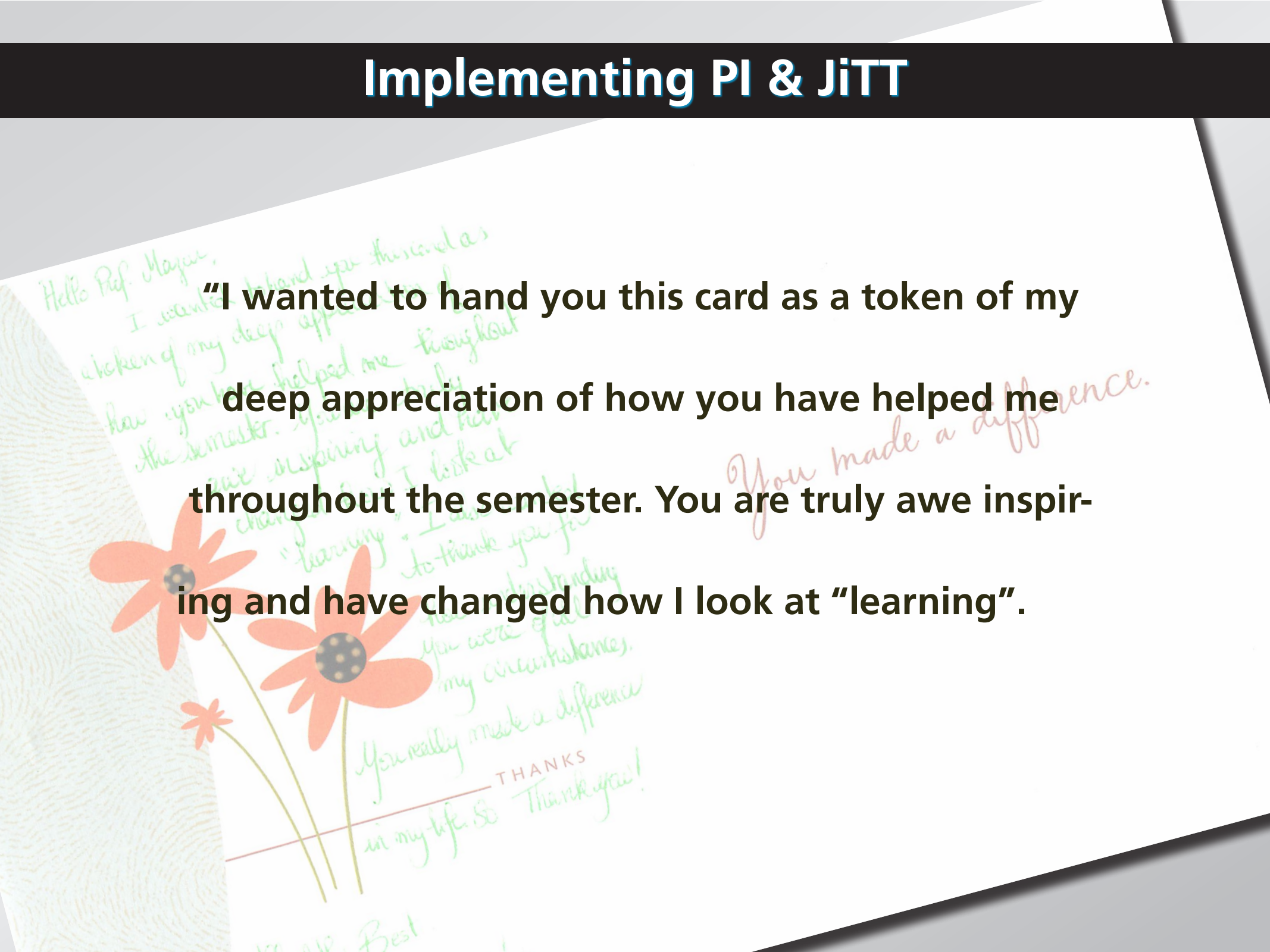
Implementing PI & JiTT

Implementing PI & JiTT

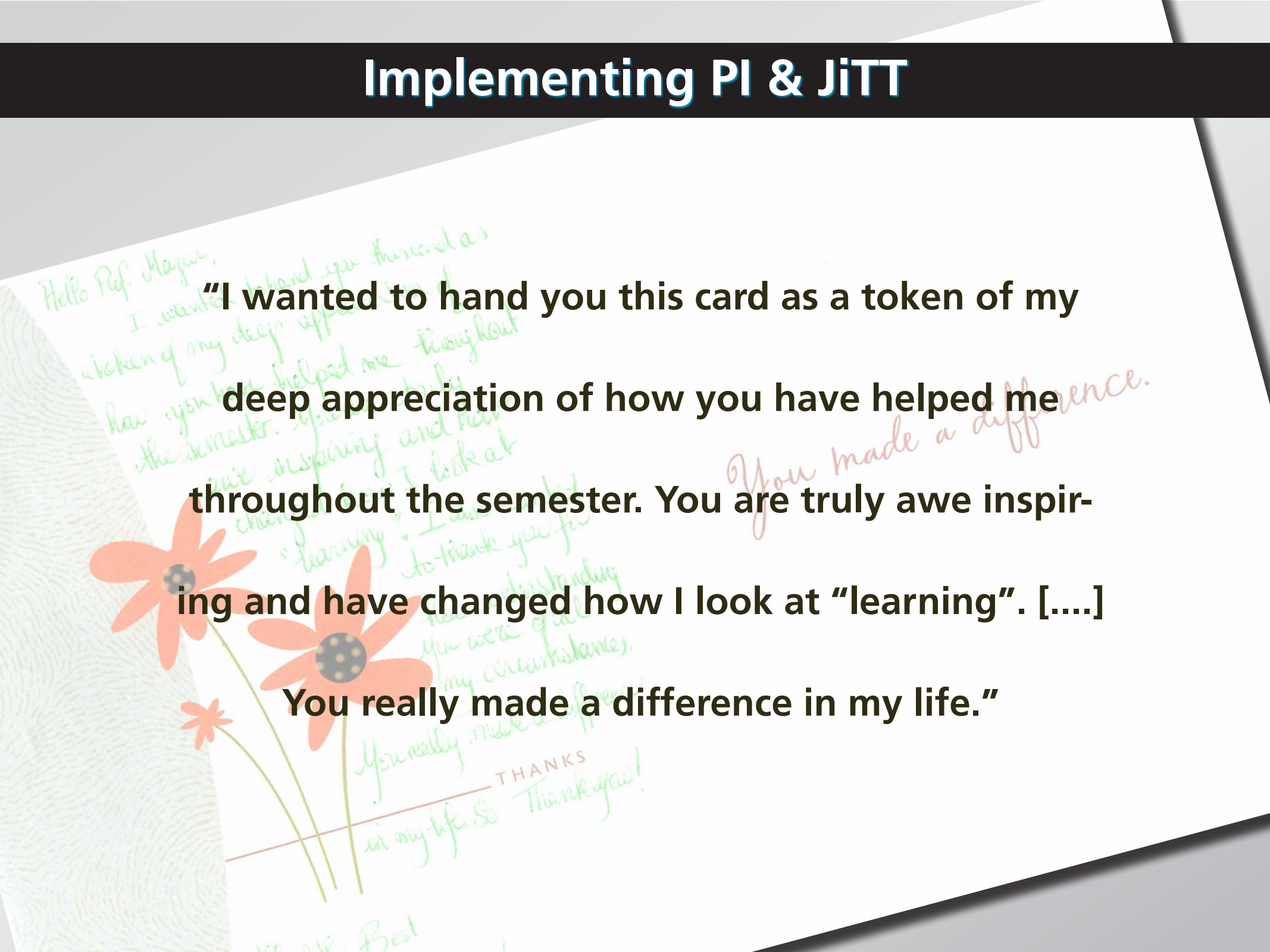


"I wanted to hand you this card as a token of my deep appreciation of how you have helped me throughout the semester.

Implementing PI & JiTT



Implementing PI & JiTT



"I wanted to hand you this card as a token of my deep appreciation of how you have helped me throughout the semester. You are truly awe inspiring and have changed how I look at "learning". [....] You really made a difference in my life."

Implementing PI & JiTT

and don’t forget…

Implementing PI & JiTT

and don’t forget…

PI leads to better learning and retention!

Outline

- PI & JiTT Overview
- Implementing PI & JiTT
- ConcepTests

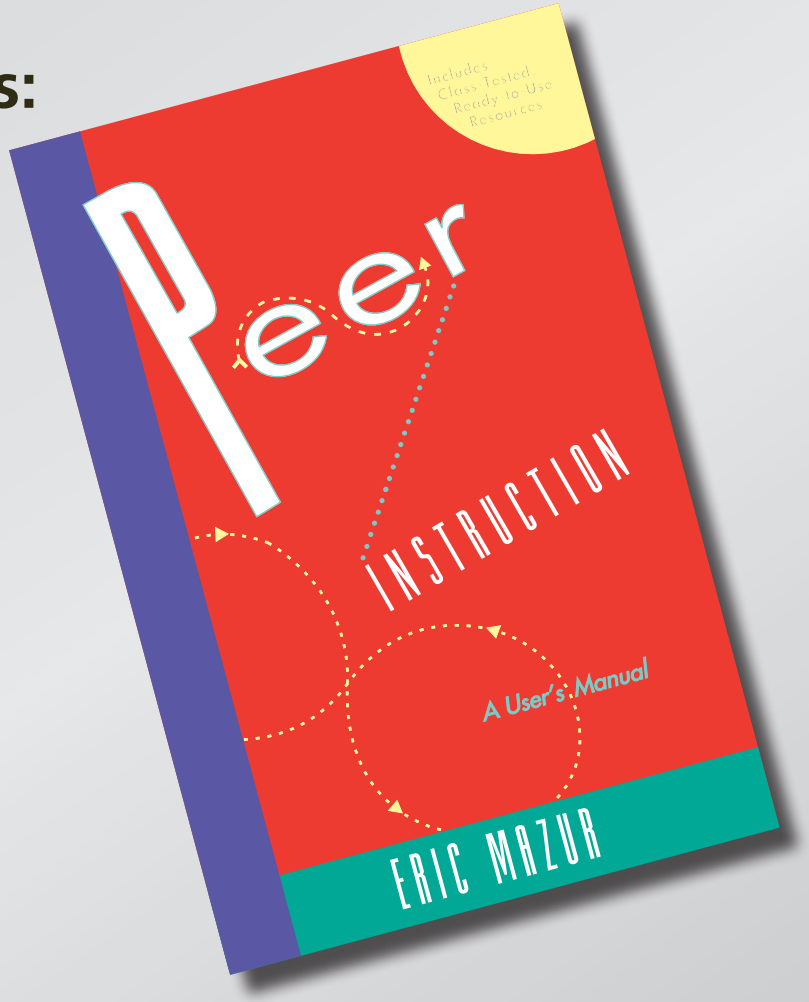
ConcepTests

“Where can I get examples of good questions?”

ConcepTests

Books with ConcepTests:

- **Physics (Prentice Hall)**



ConcepTests

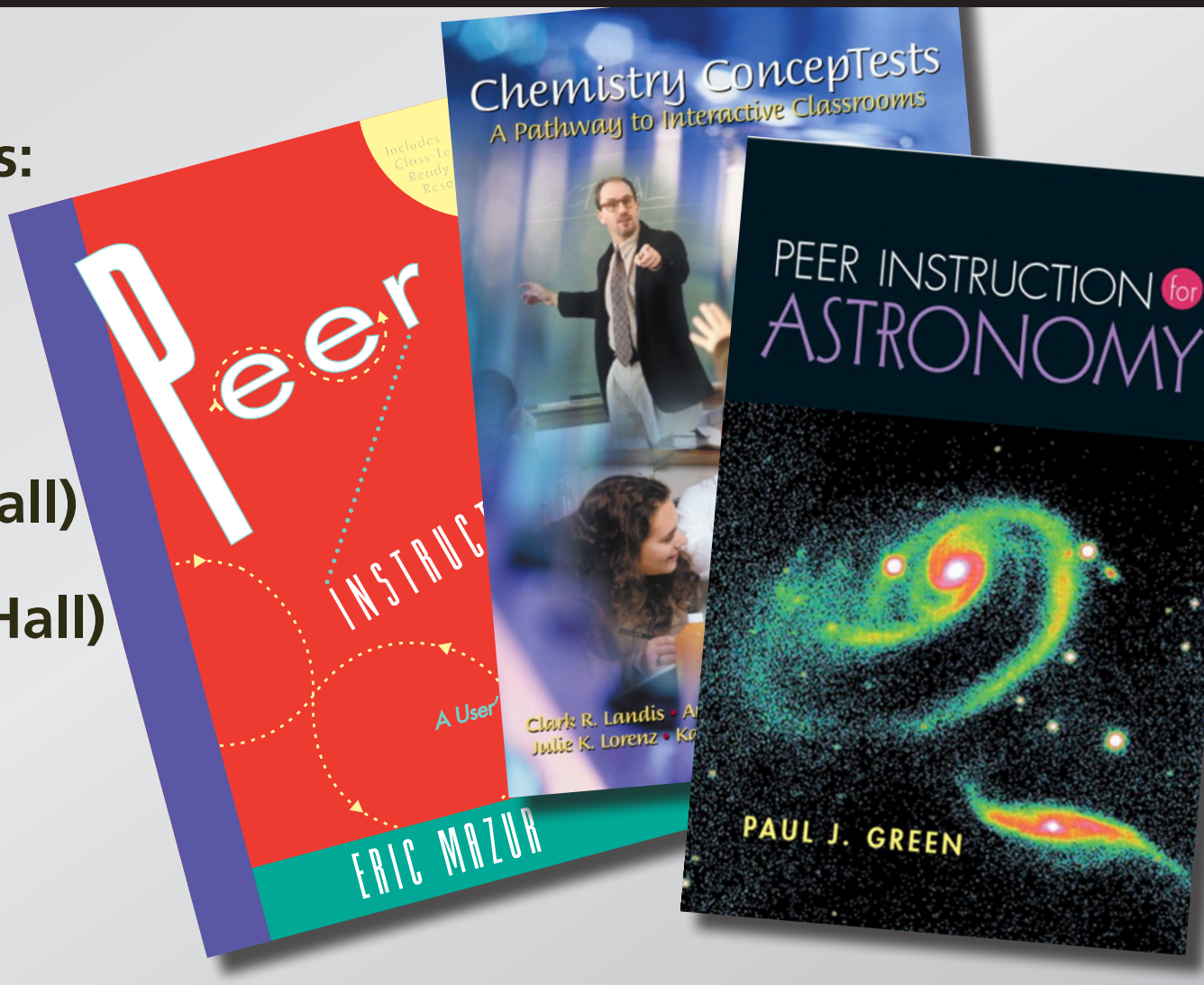
Books with ConcepTests:

- Physics (Prentice Hall)
- Chemistry (Prentice Hall)

ConcepTests

Books with ConcepTests:

- Physics (Prentice Hall)
- Chemistry (Prentice Hall)
- Astronomy (Prentice Hall)



ConcepTests

Books with ConcepTests:

- Physics (Prentice Hall)
- Chemistry (Prentice Hall)
- Astronomy (Prentice Hall)
- Calculus (Wiley)

ConcepTests

… or try searching Google:

<subject> “Peer Instruction”

<subject> ConcepTest

<subject> “Concept Test”

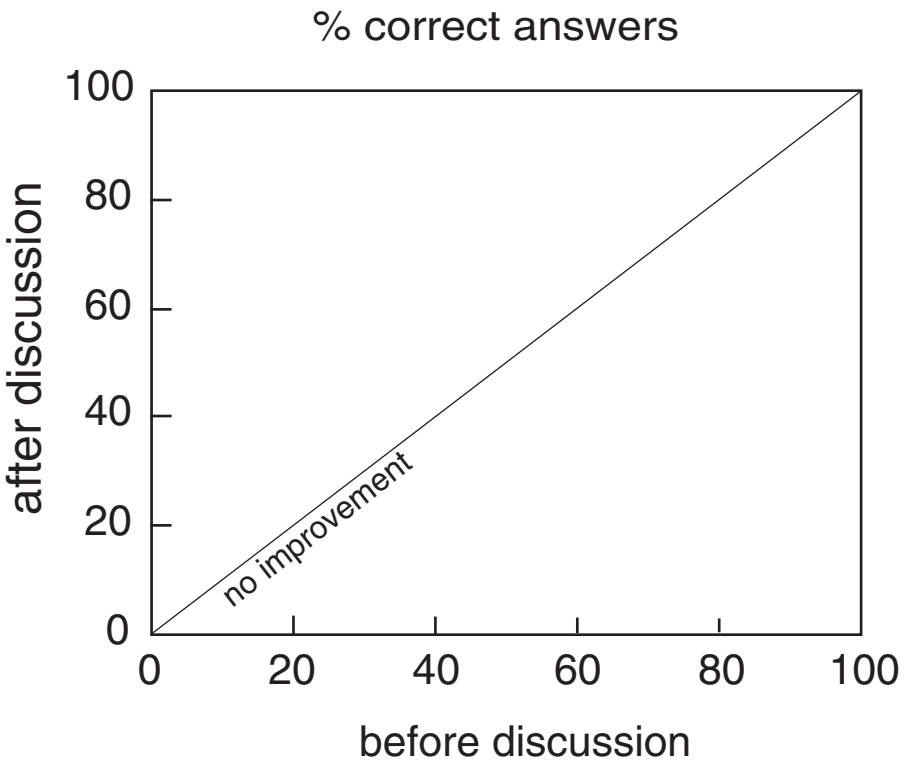
<subject> clickers

ConcepTests

“How can I promote active/fruitful discussions?”

ConcepTests

ConcepTest data



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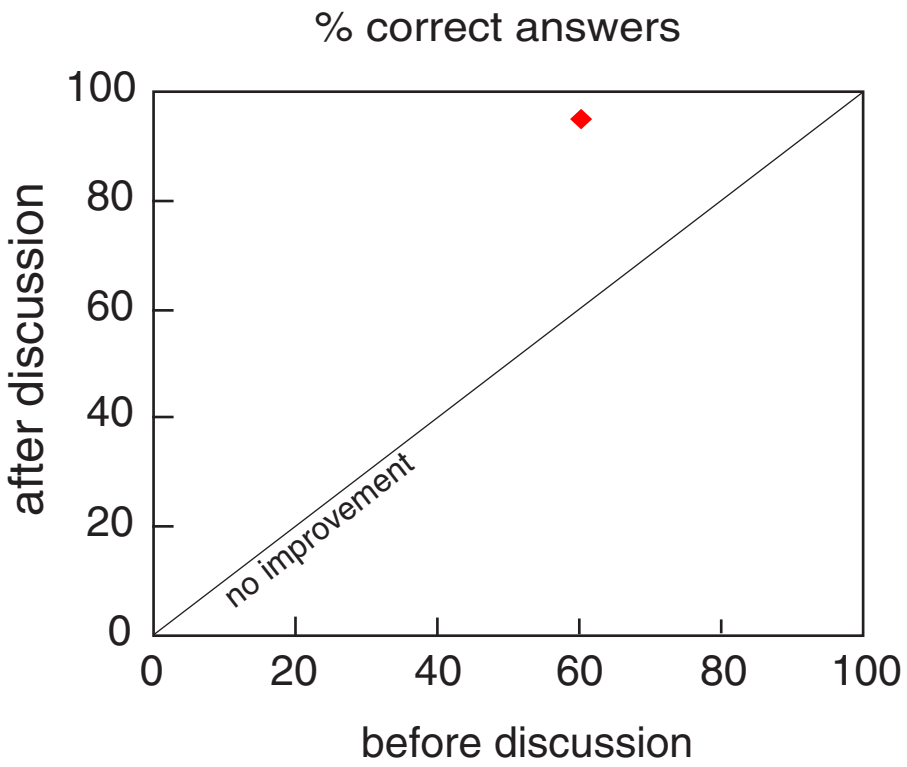

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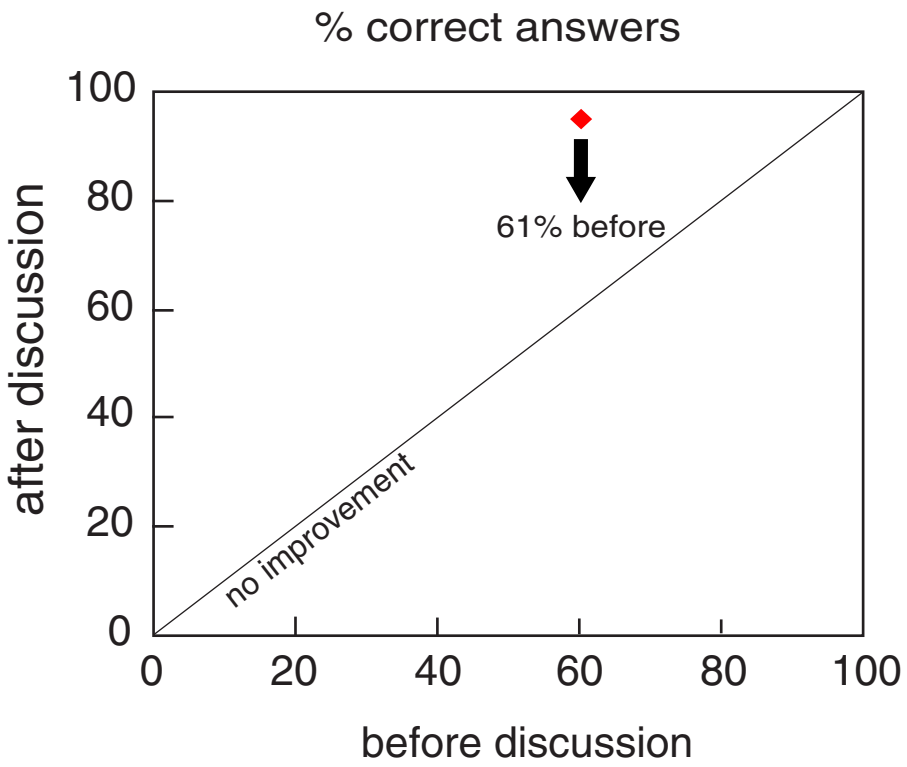

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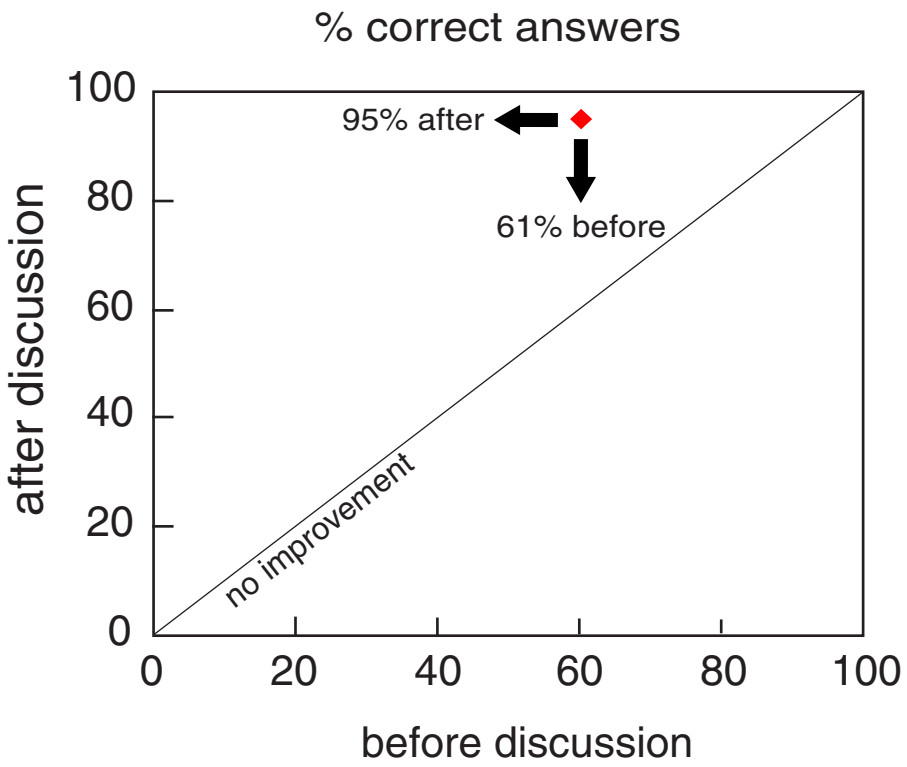

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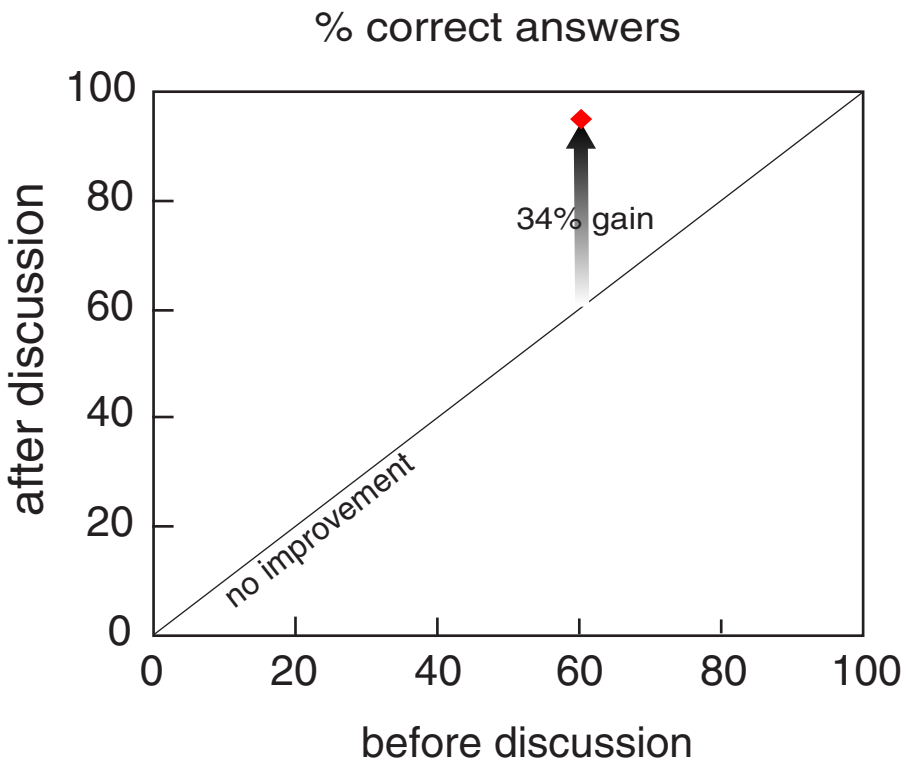

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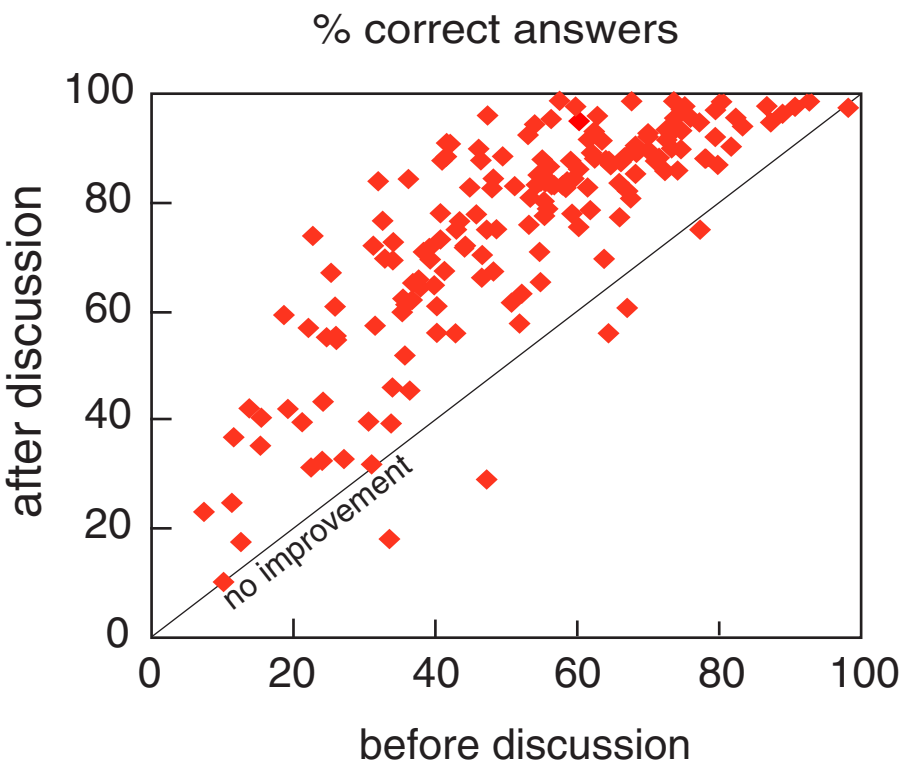

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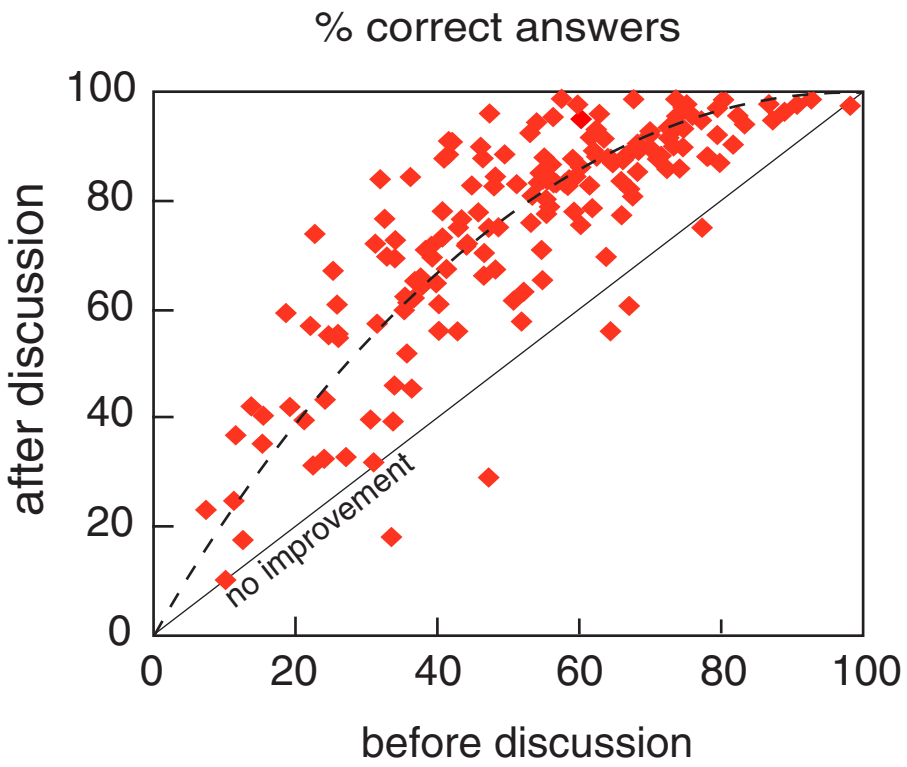

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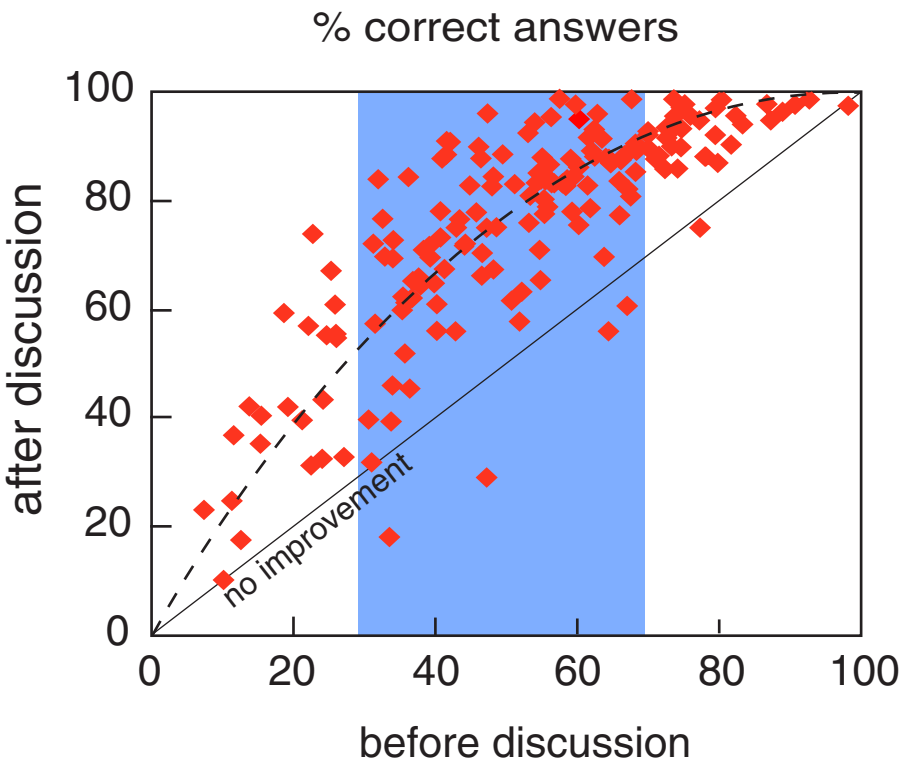

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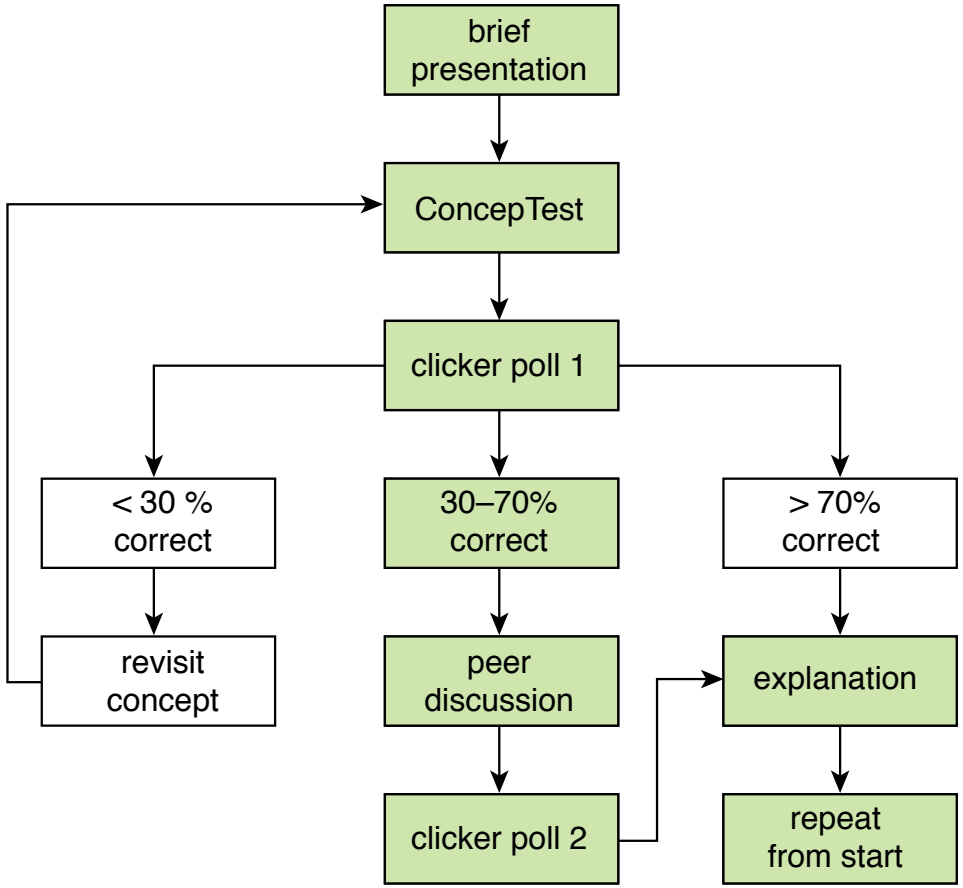

Survey

Interactive teaching requires significantly more instructor preparation time than traditional lecture.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

Interactive teaching requires clickers.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

If I give my students a pre-class (reading) assignment, most of them will complete it before coming to class.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

It is difficult to see how to apply interactive teaching techniques in my courses.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree

Survey

I am worried that interactive teaching will negatively affect my end-of-course evaluations.

1. Strongly Agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly Disagree


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