

Peer Instruction



ICED 2012 Conference
Bangkok, Thailand, 23 July 2012

Peer Instruction

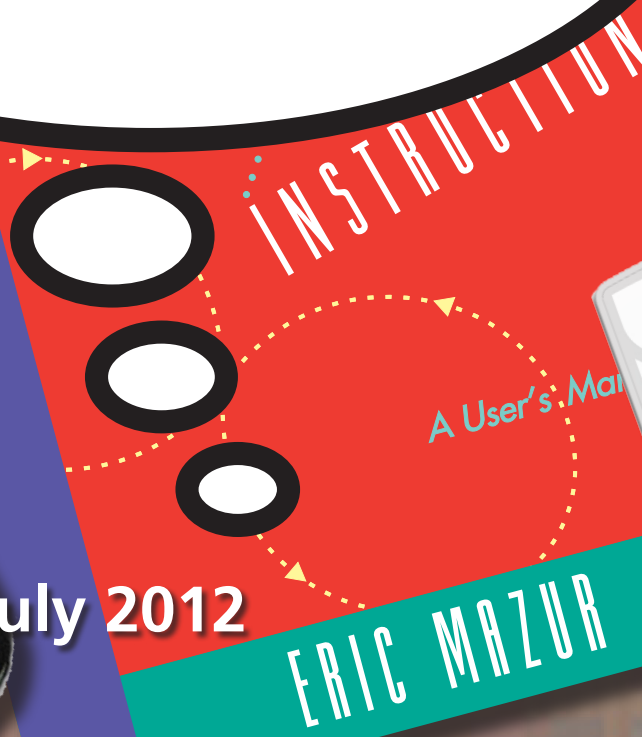


@eric_mazur

Includes
Class-Tested,
Ready-to-Use
Resources

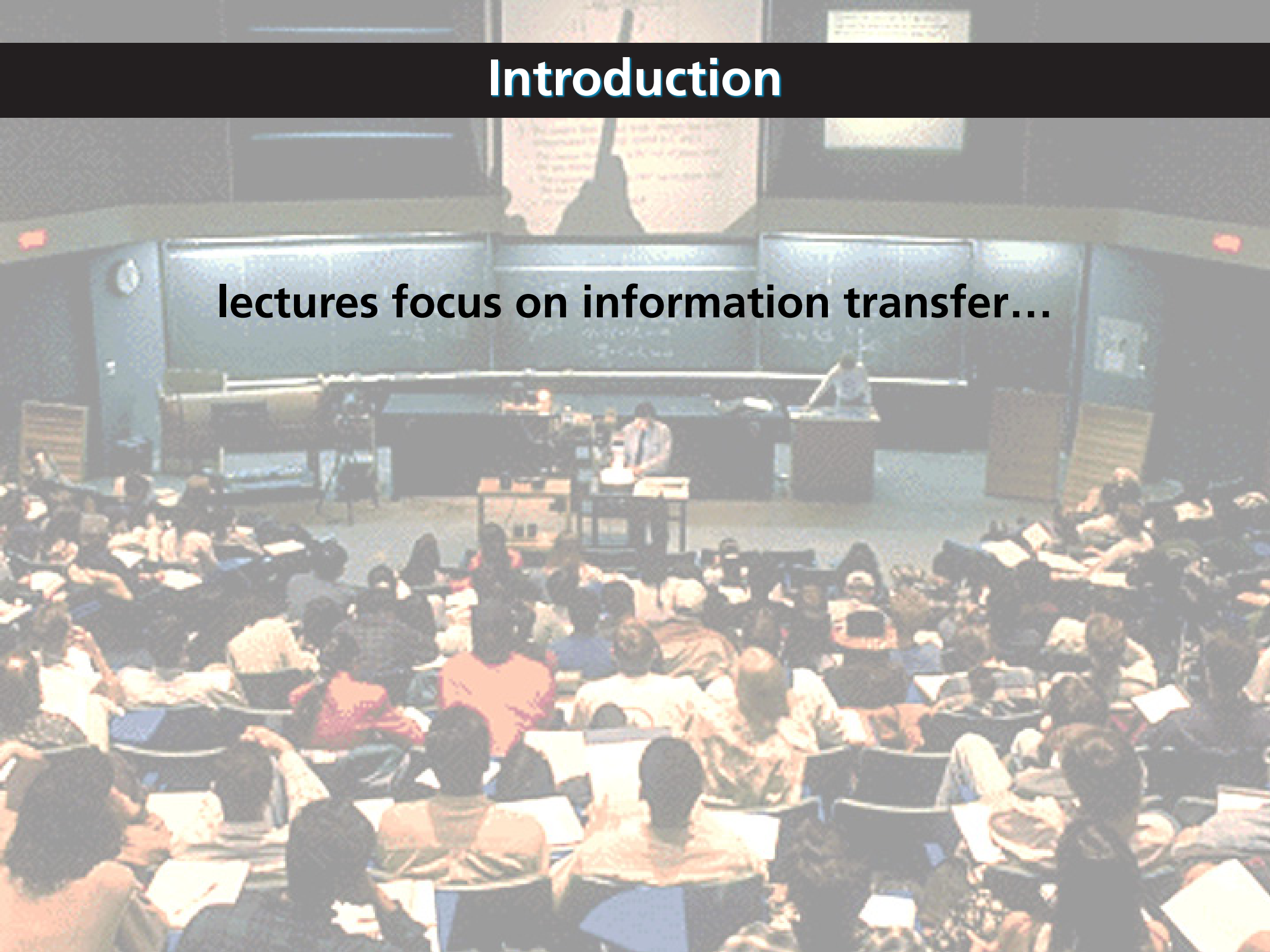


ICED 2012 Conference
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Introduction

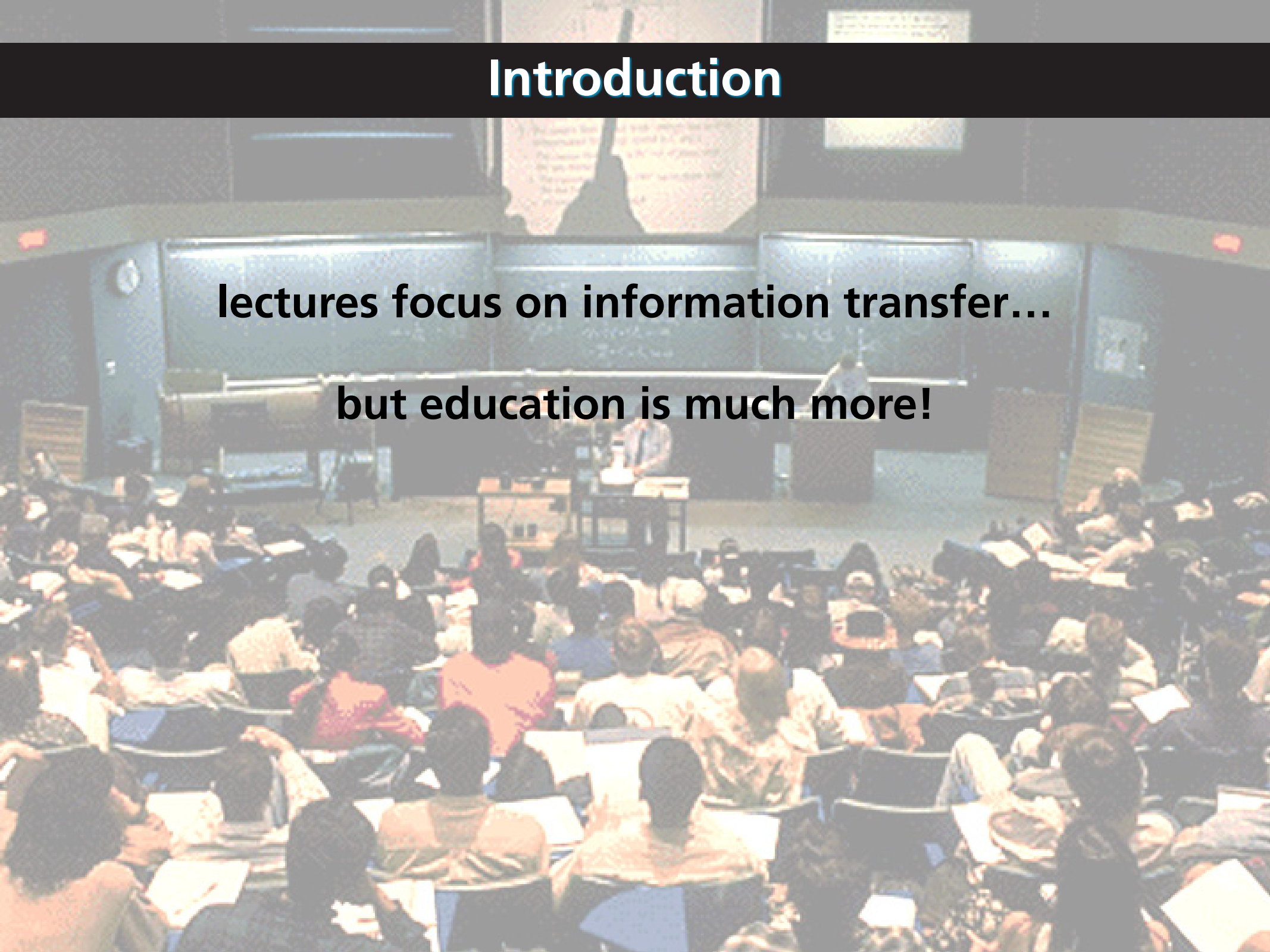
lectures focus on information transfer...



Introduction

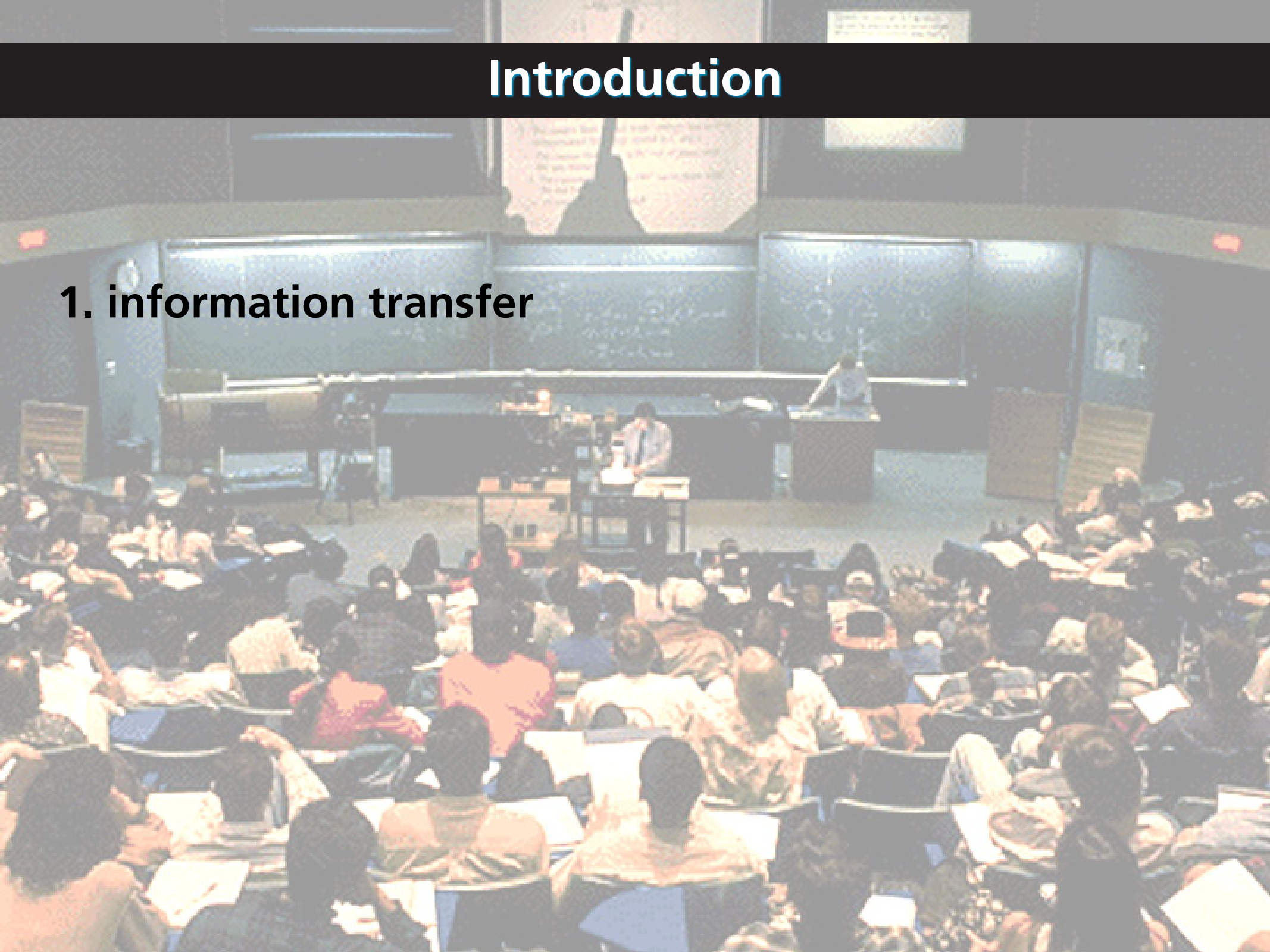
lectures focus on information transfer...

but education is much more!



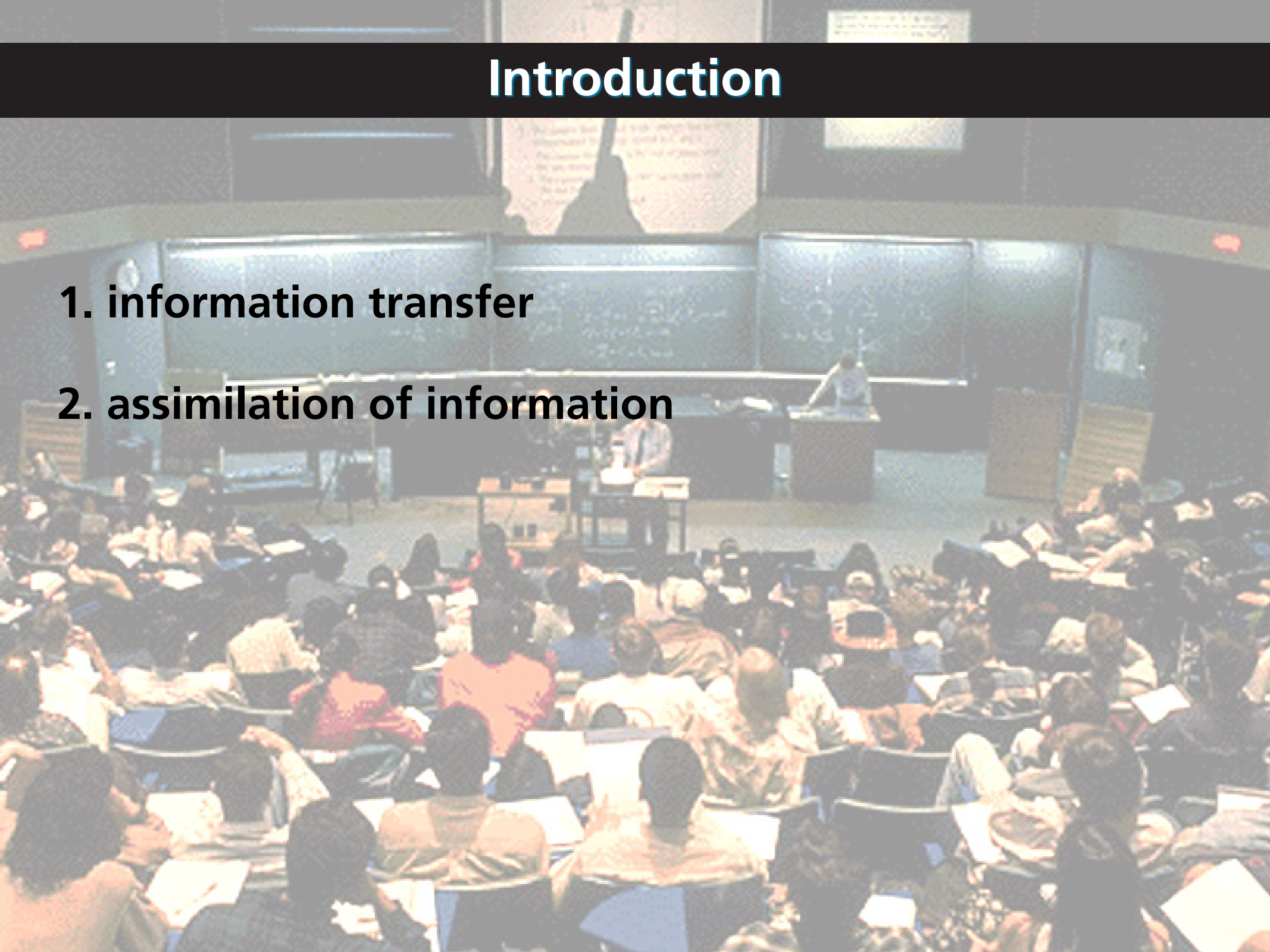
Introduction

1. information transfer



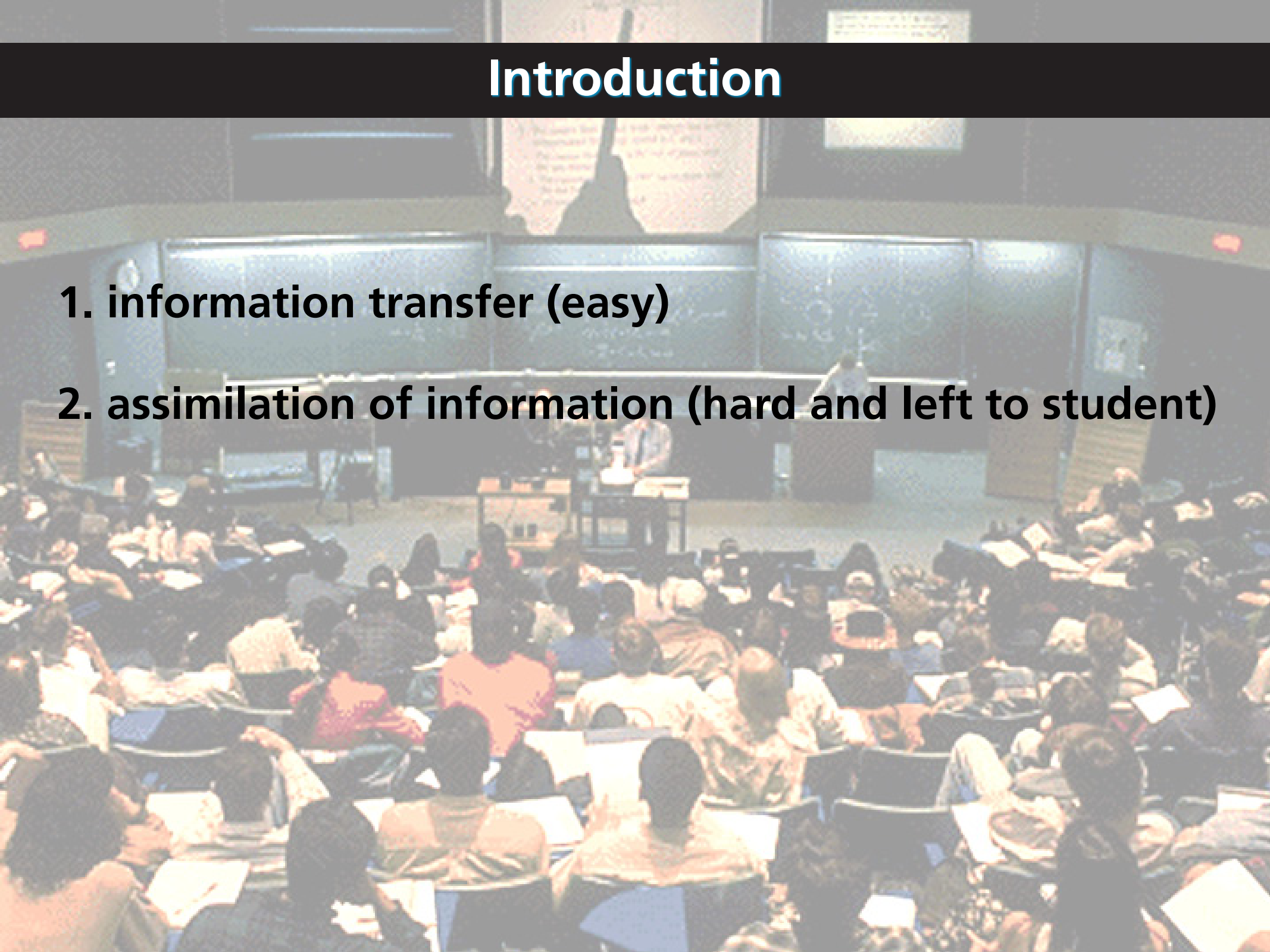
Introduction

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**
- **ConceptTests**

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!**

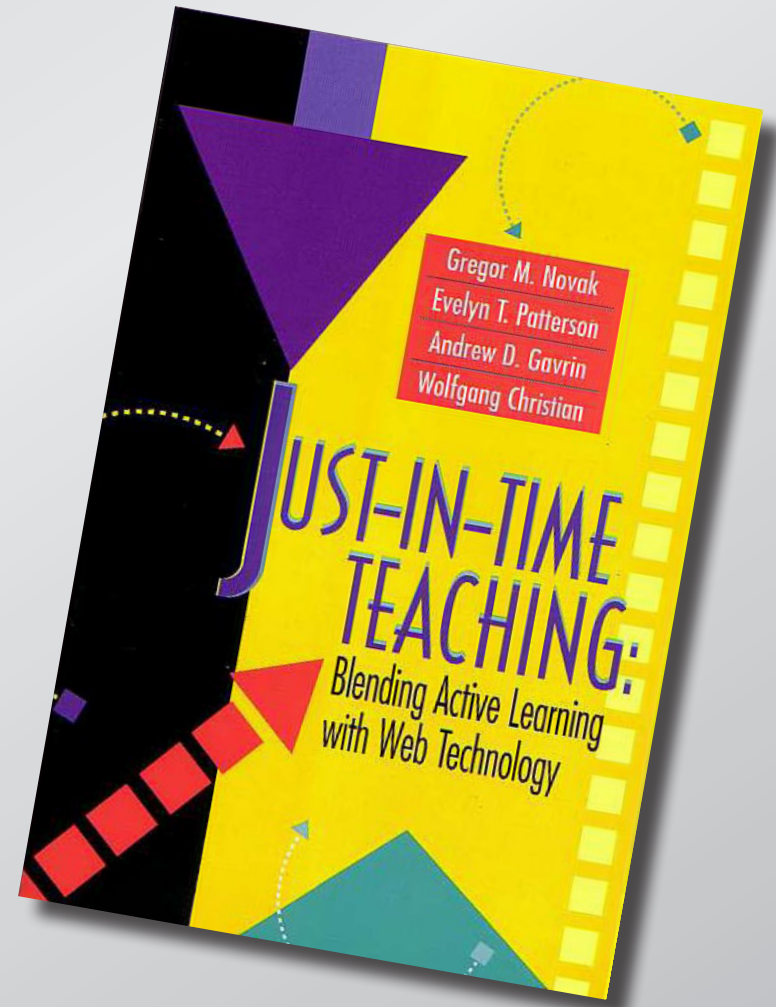
(select what you consider to be the main reason)



PI & JiTT Overview

Just-in-time-Teaching (JiTT)

www.jitt.org



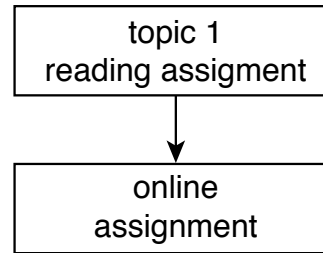
PI & JiTT Overview

JiTT workflow

topic 1
reading assignment

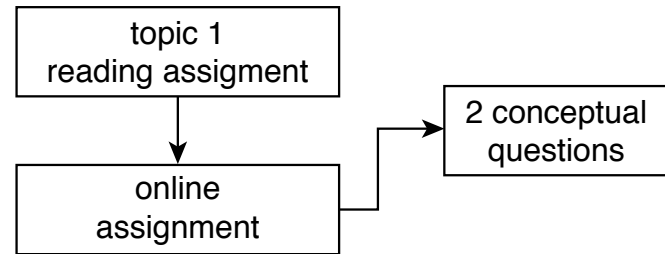
PI & JiTT Overview

JiTT workflow



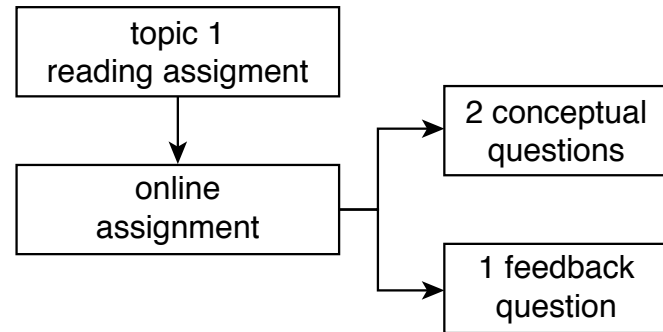
PI & JiTT Overview

JiTT workflow



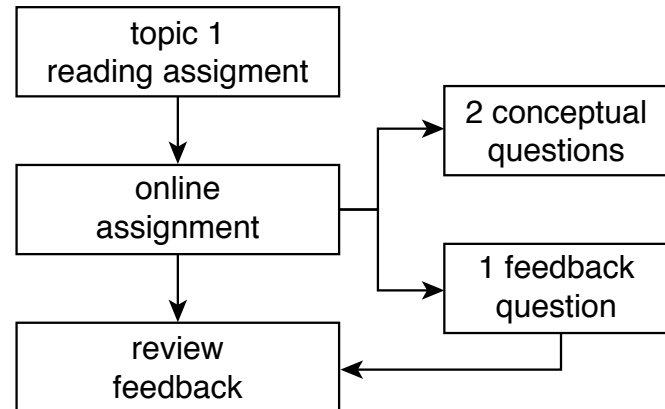
PI & JiTT Overview

JiTT workflow



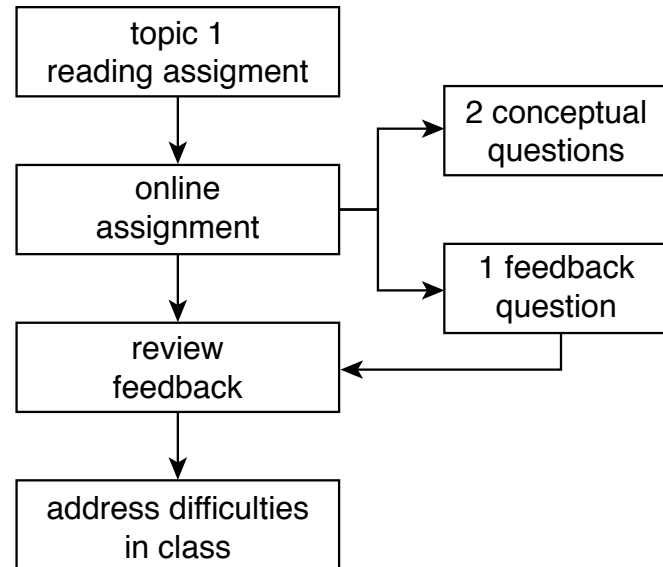
PI & JiTT Overview

JiTT workflow



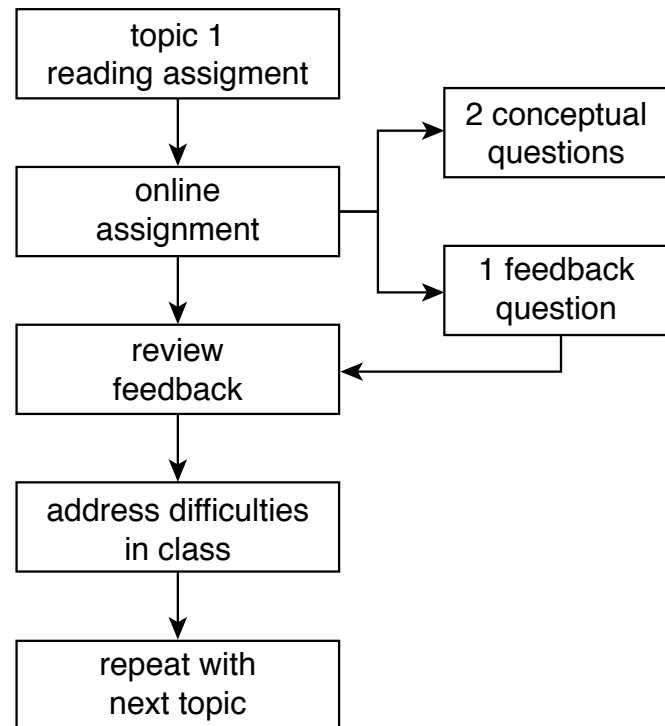
PI & JiTT Overview

JiTT workflow



PI & JiTT Overview

JiTT workflow



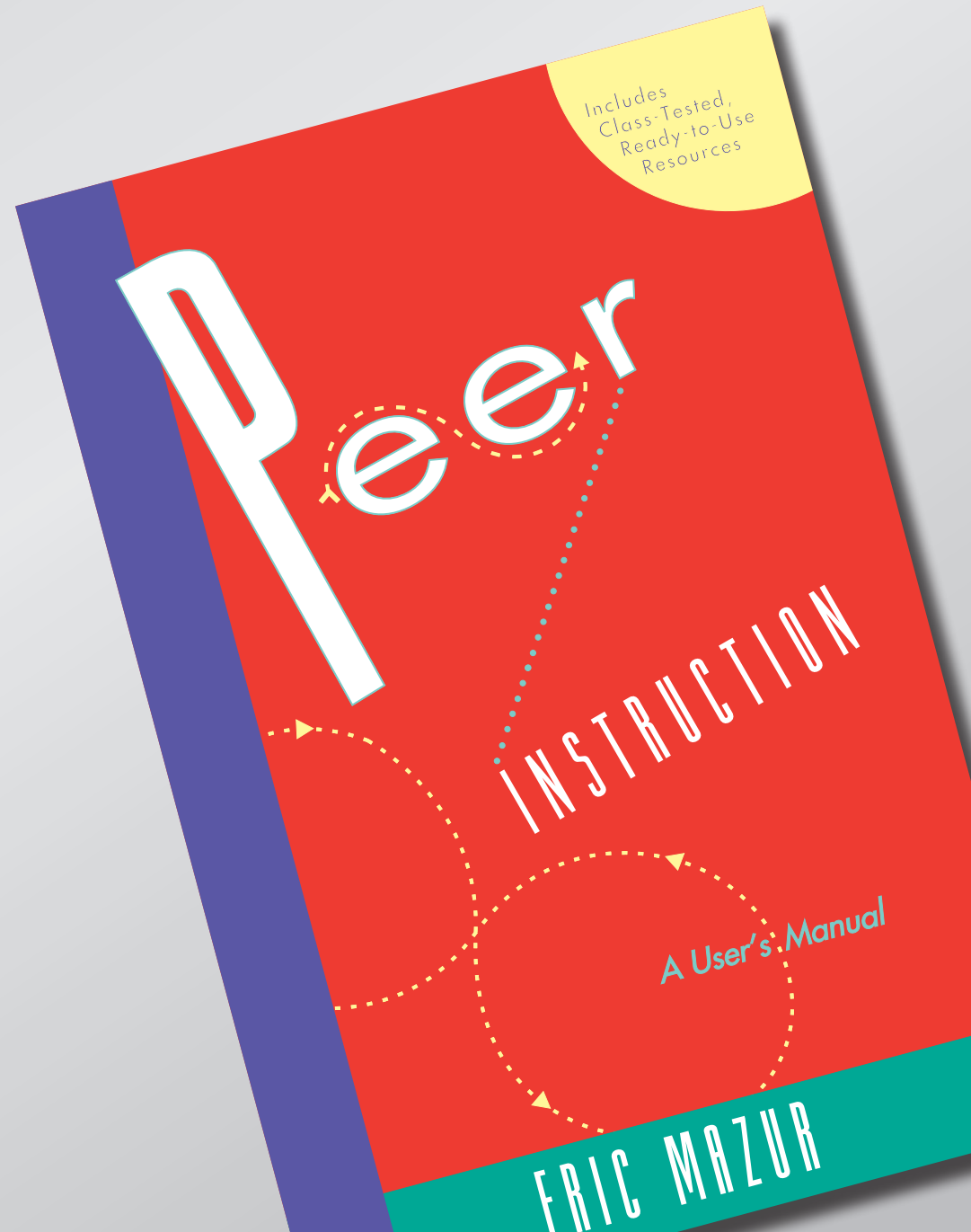
PI & JiTT Overview

JiTT:

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

PI & JiTT Overview

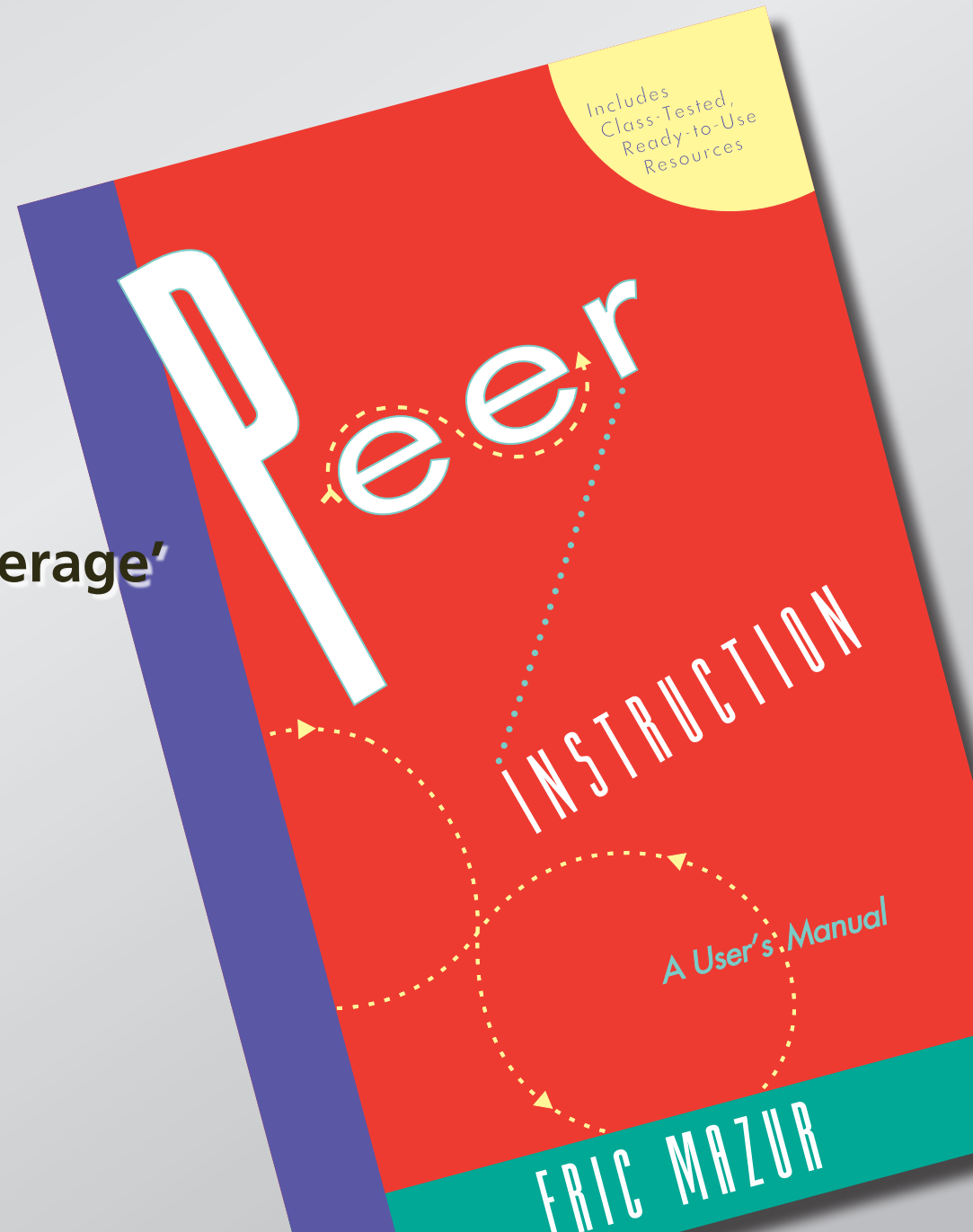
Peer Instruction (PI)



PI & JiTT Overview

Main features:

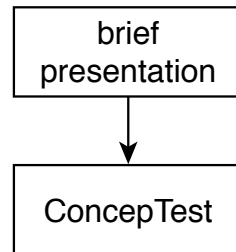
- pre-class assignment
- in-class: depth, not 'coverage'
- ConcepTests



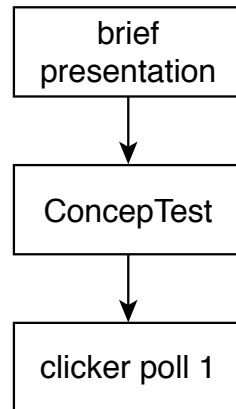
PI & JiTT Overview

brief
presentation

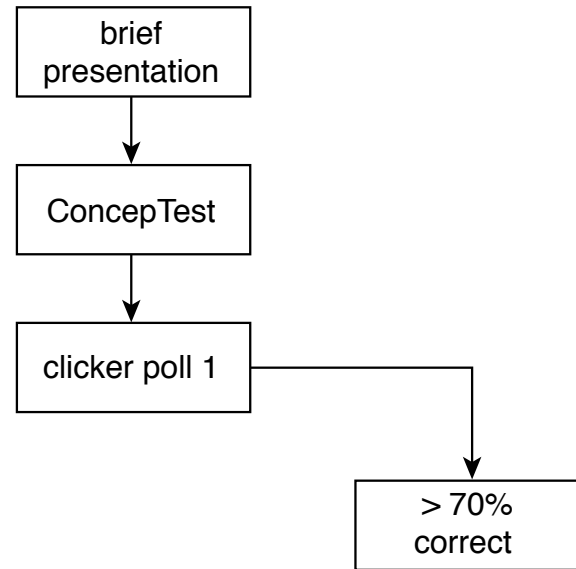
PI & JiTT Overview



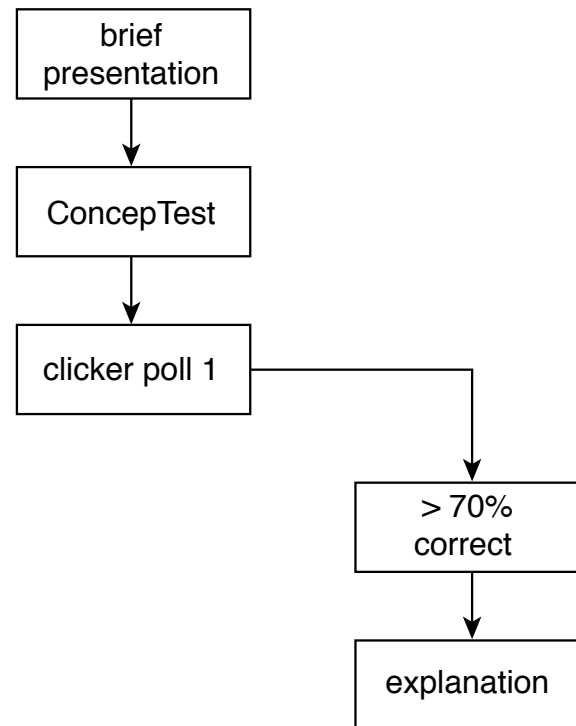
PI & JiTT Overview



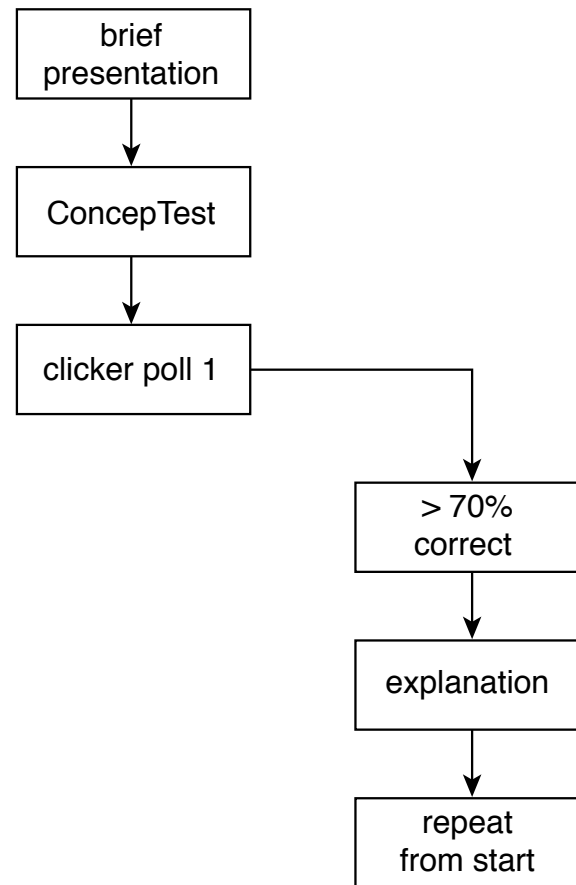
PI & JiTT Overview



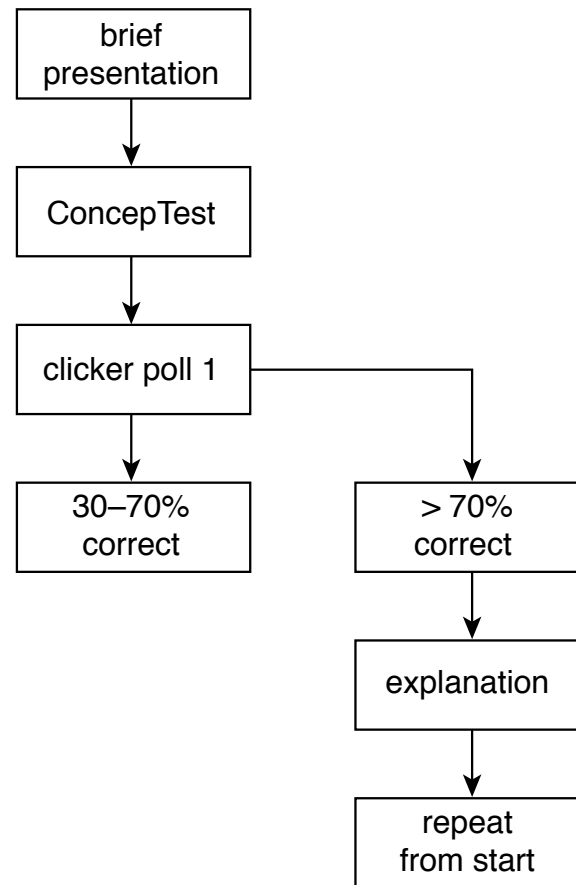
PI & JiTT Overview



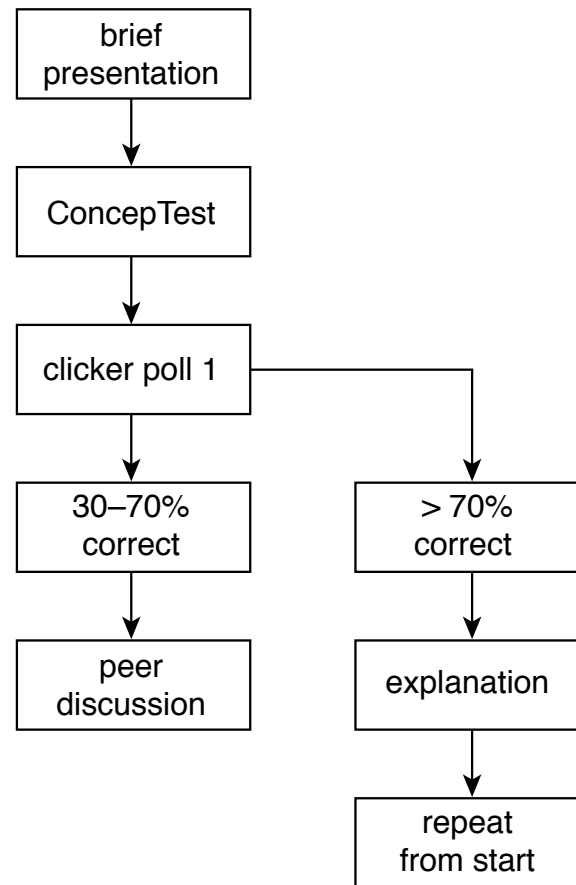
PI & JiTT Overview



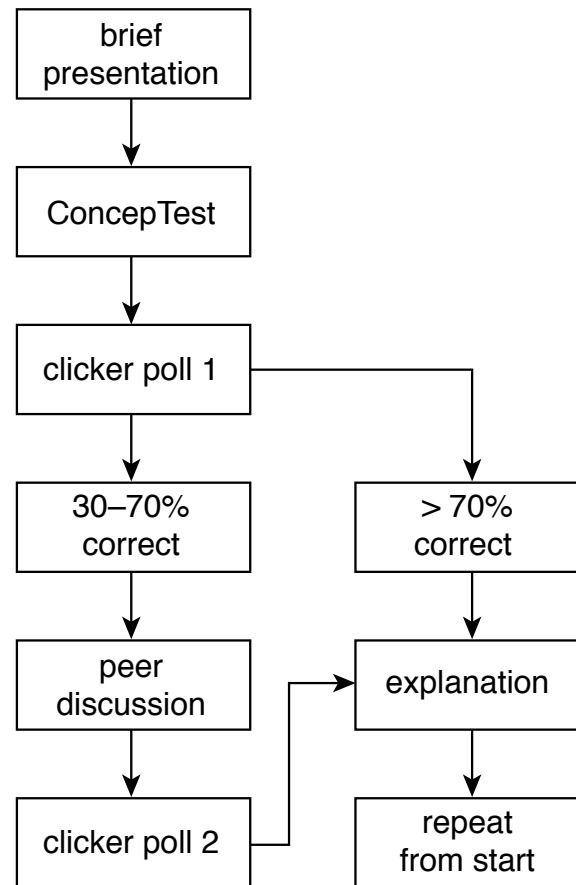
PI & JiTT Overview



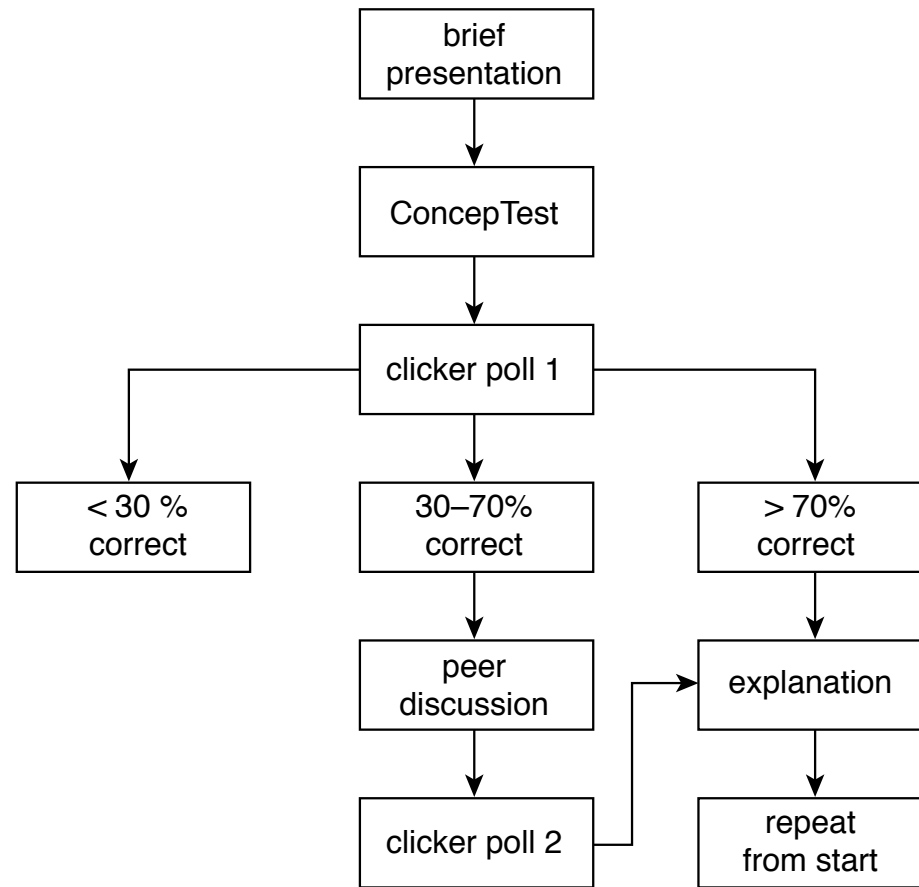
PI & JiTT Overview



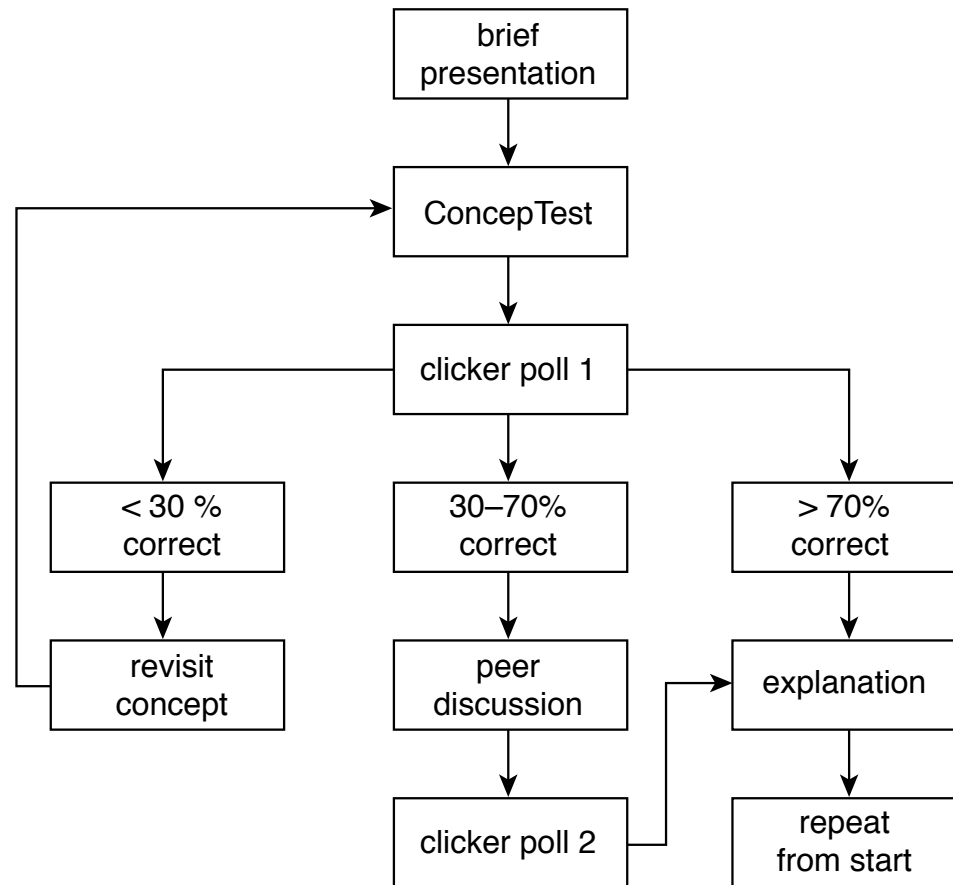
PI & JiTT Overview



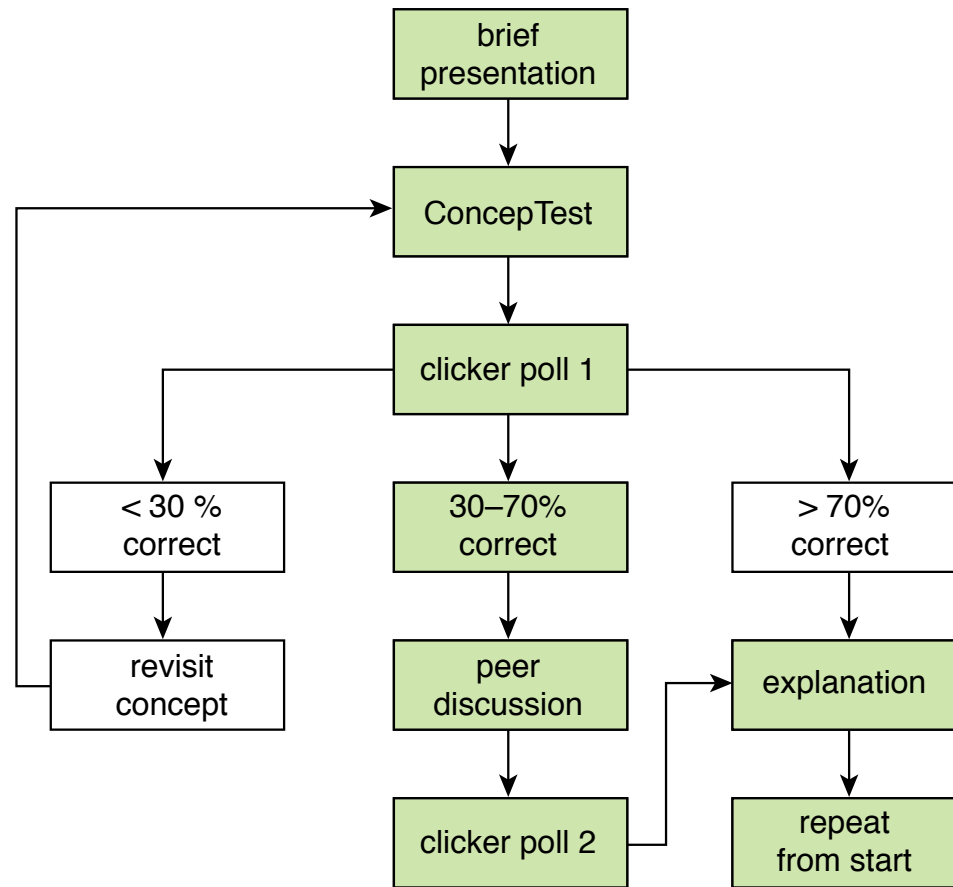
PI & JiTT Overview



PI & JiTT Overview



PI & JiTT Overview



PI & JiTT Overview

PI:

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

PI & JiTT Overview

“How do I promote fruitful discussion?”

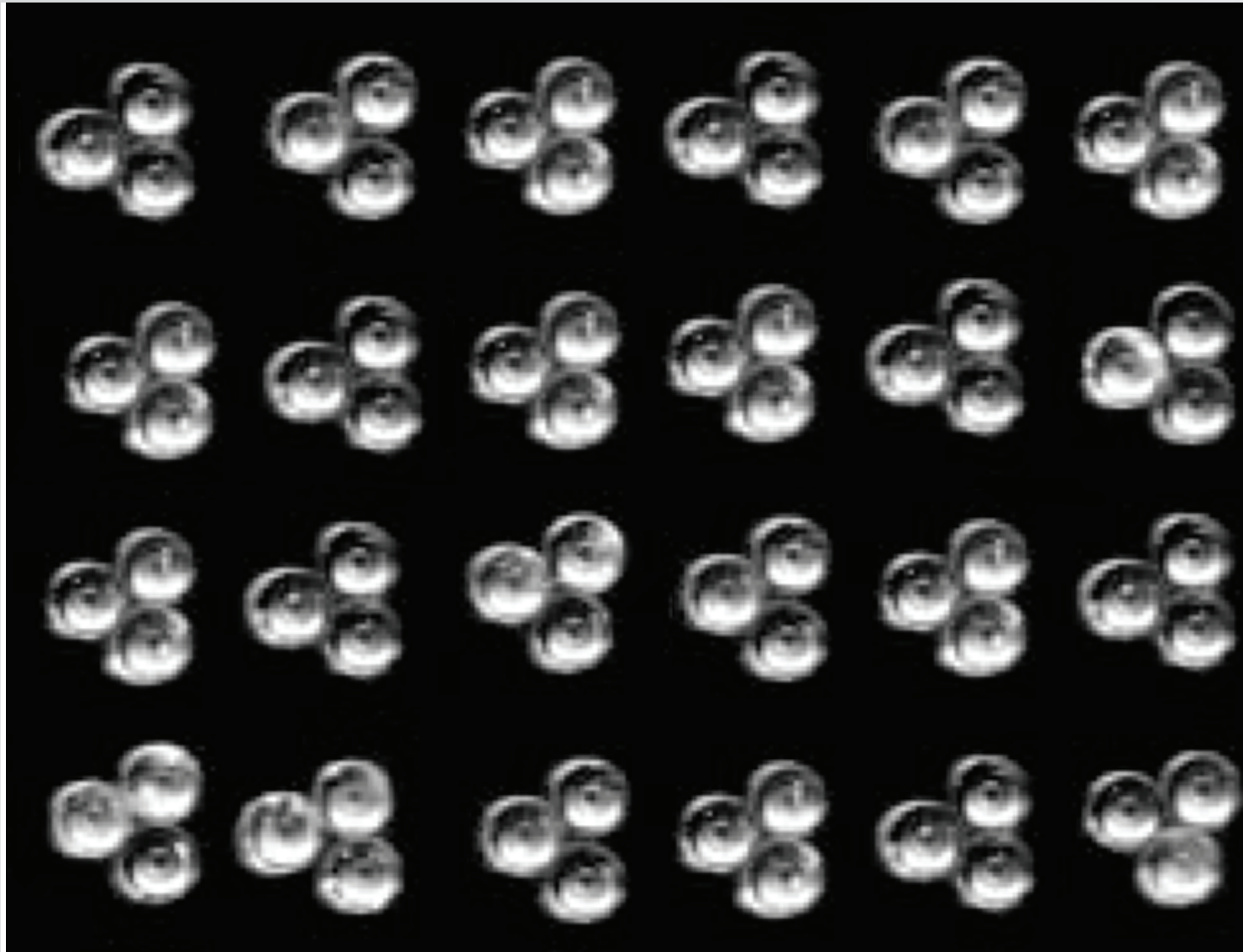
PI & JiTT Overview

Find someone with a *different* answer

PI & JiTT Overview

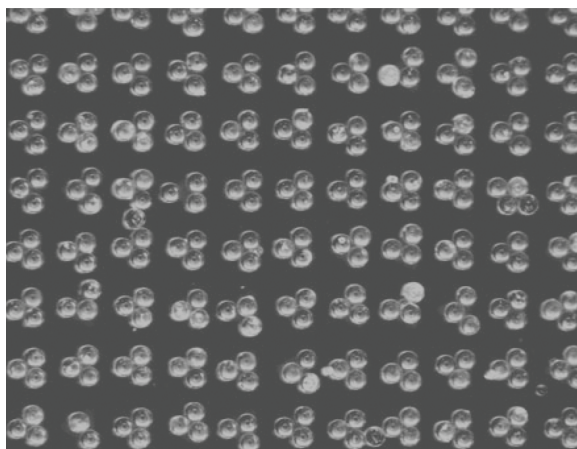
*“Can this method be used in my class,
where questions don’t necessarily have right answers?”*

Let's try it!

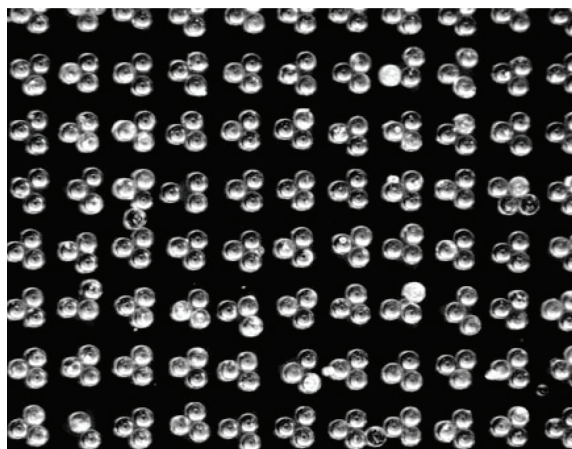


Let's try it!

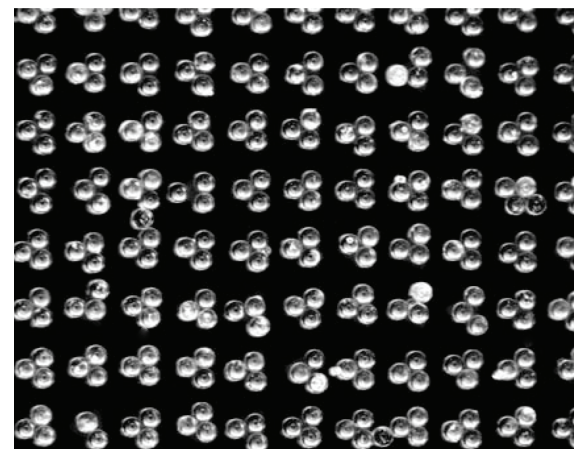
original



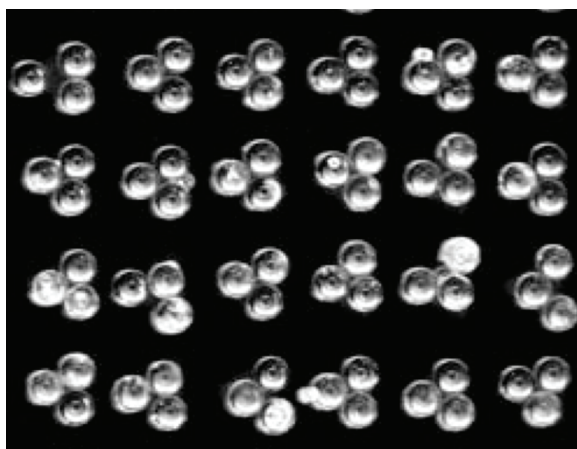
1. adjust contrast



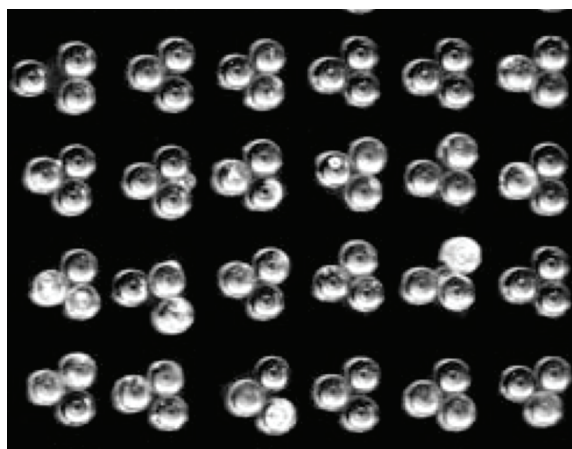
2. remove blemishes



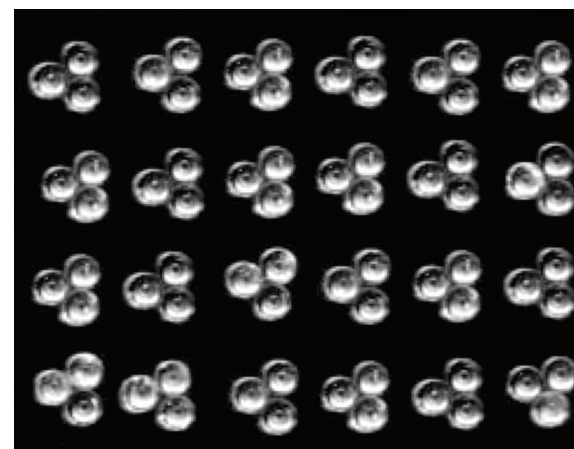
3. crop



4. remove outliers

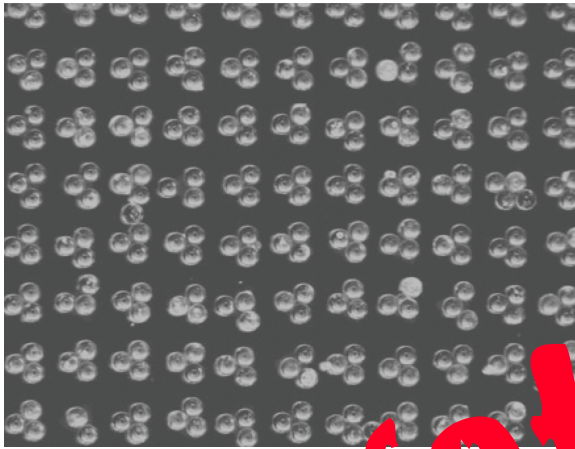


5. reconstruct



Let's try it!

original



1. adjust contrast



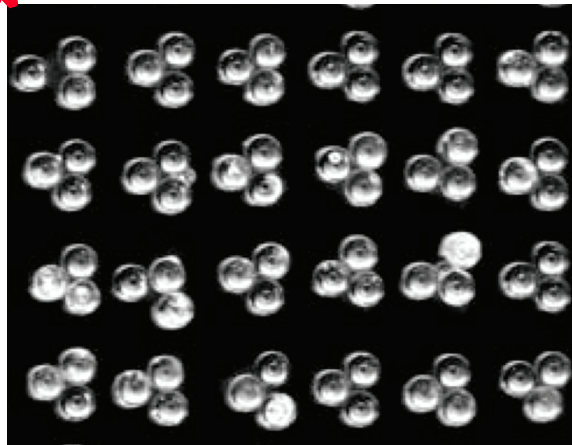
2. remove blemishes



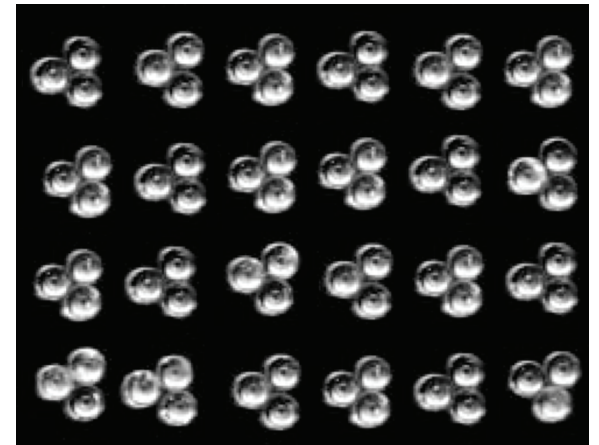
3. crop



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**
- **ConceptTests**

Implementing PI & JiTT

“Will it work at my institution?”

It works here...

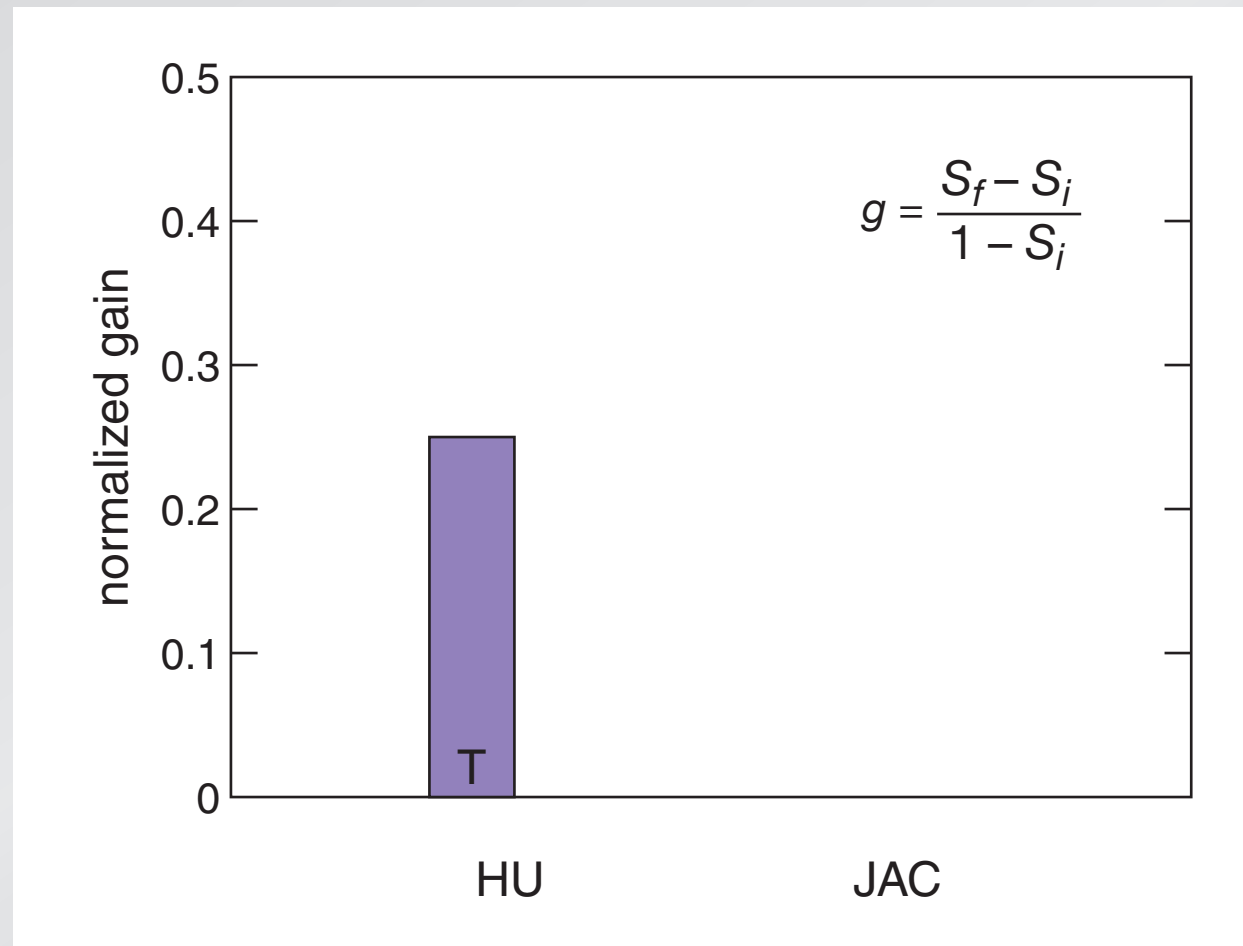


...but will it work here?



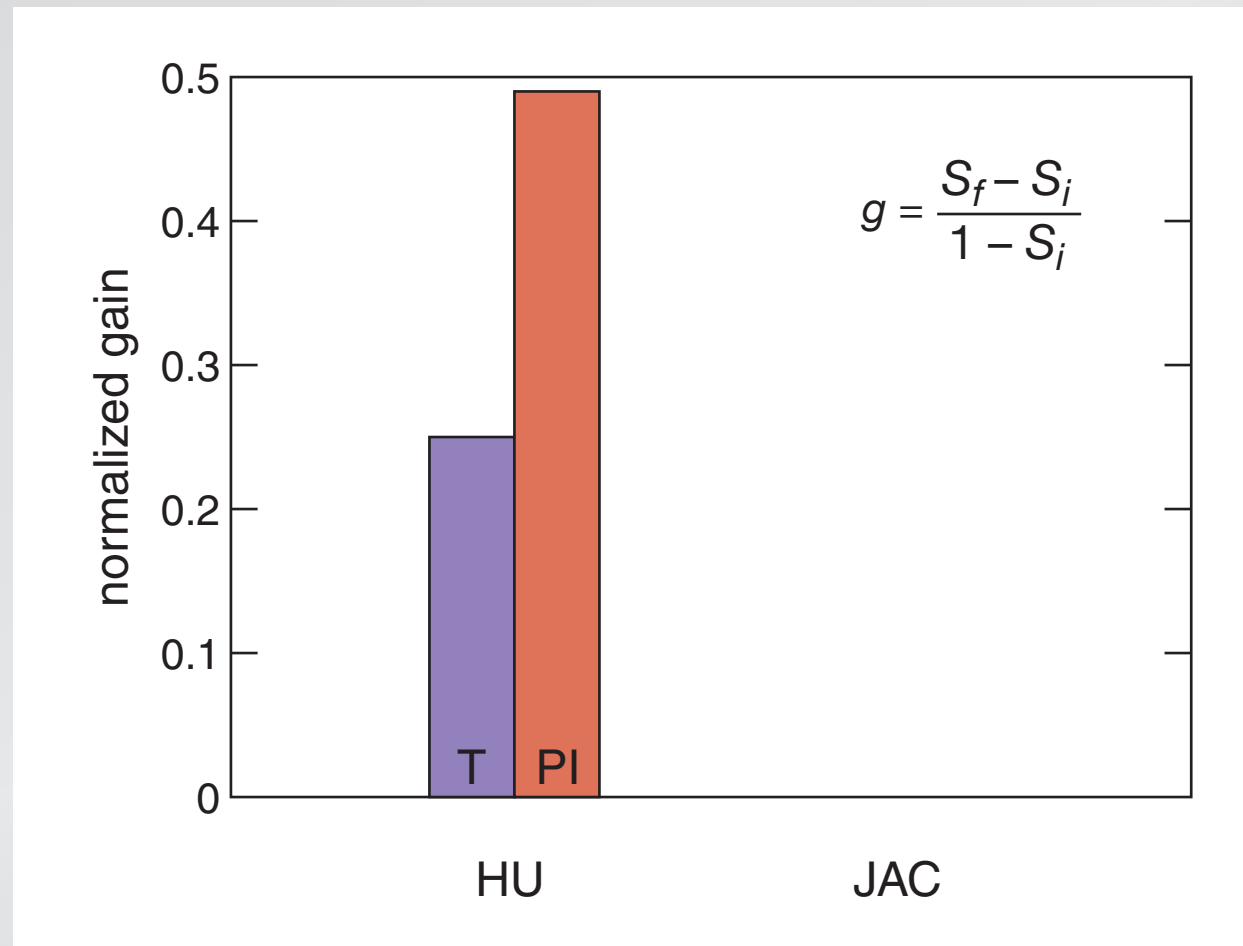
Implementing PI & JiTT

FCI normalized gain



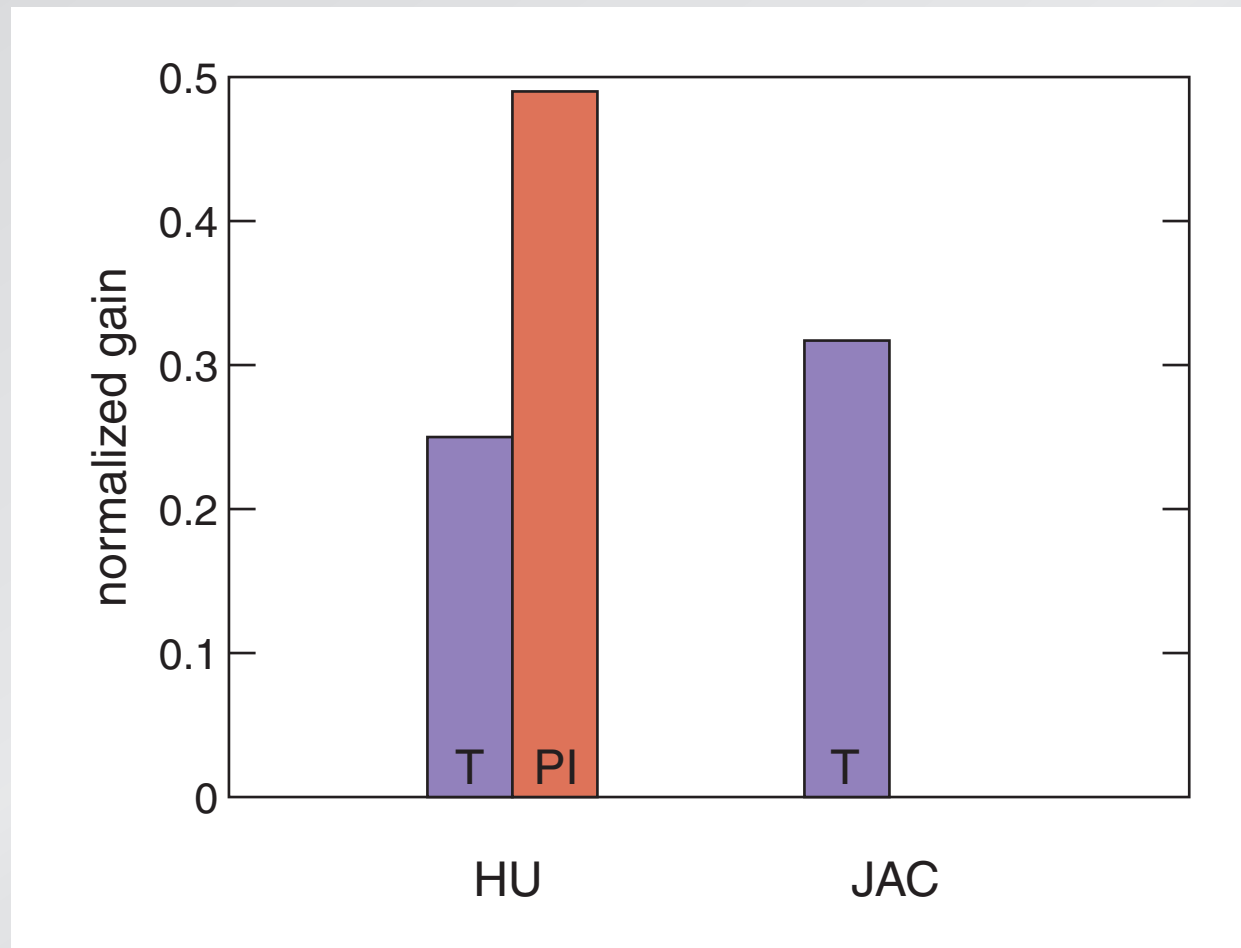
Implementing PI & JiTT

FCI normalized gain



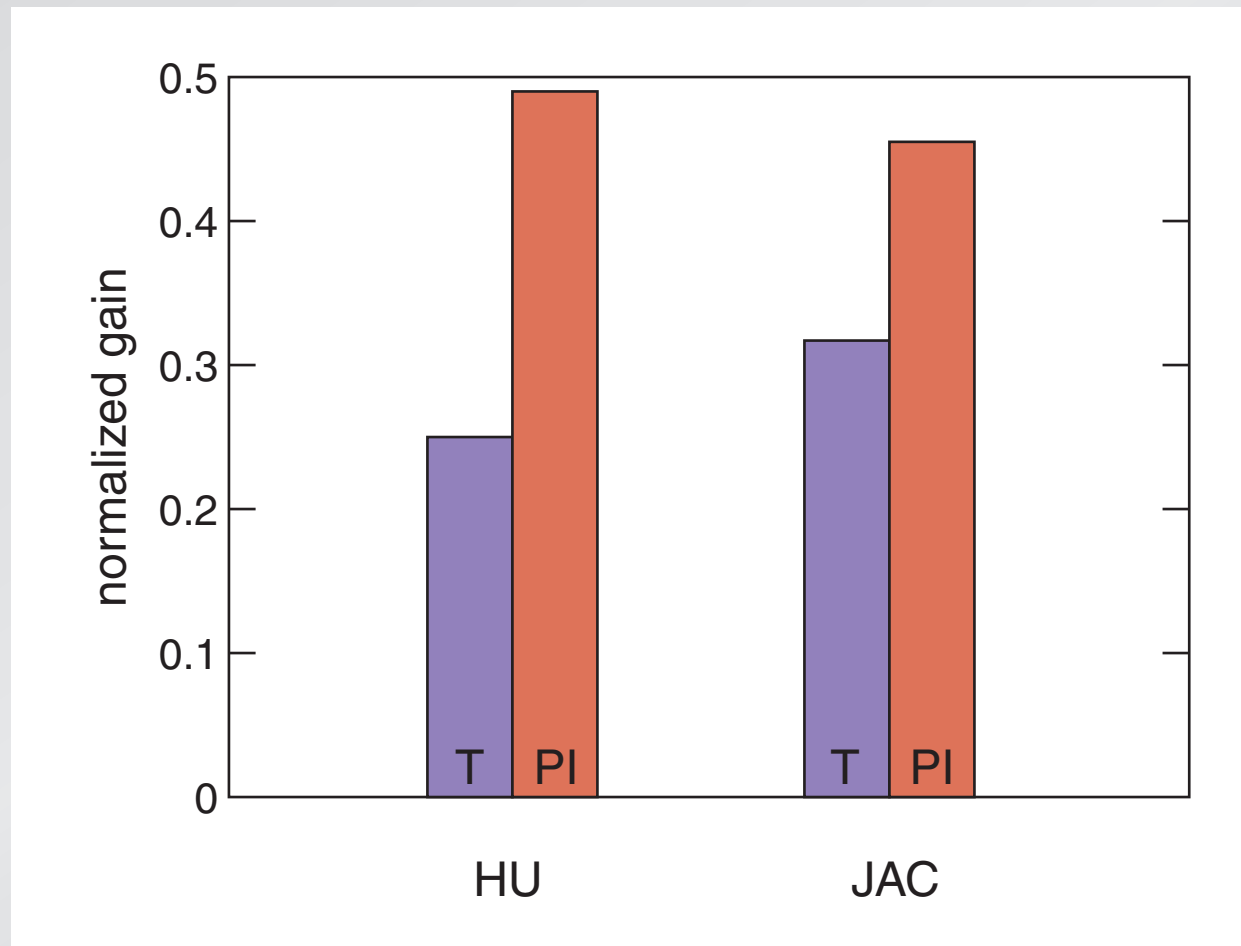
Implementing PI & JiTT

FCI normalized gain



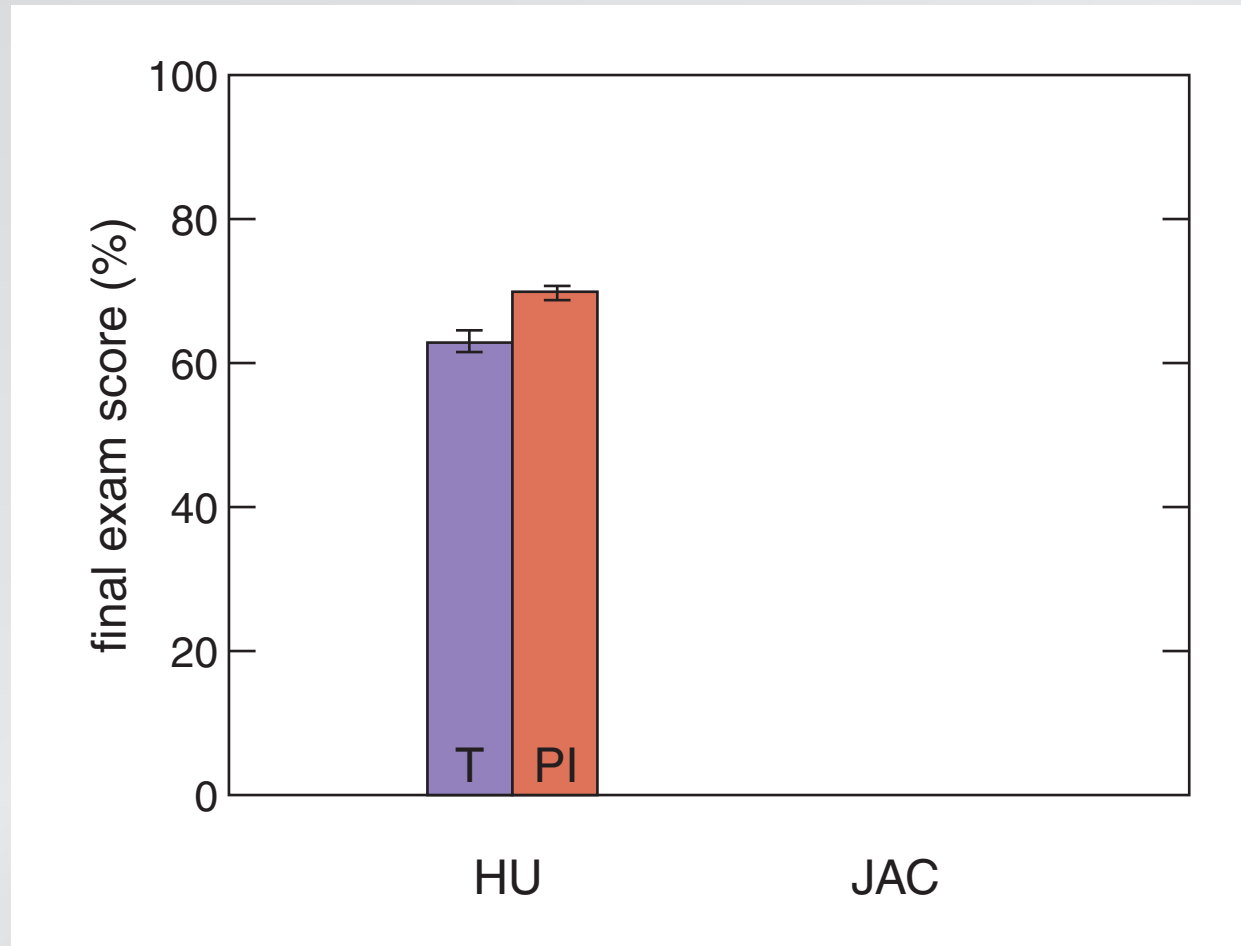
Implementing PI & JiTT

FCI normalized gain



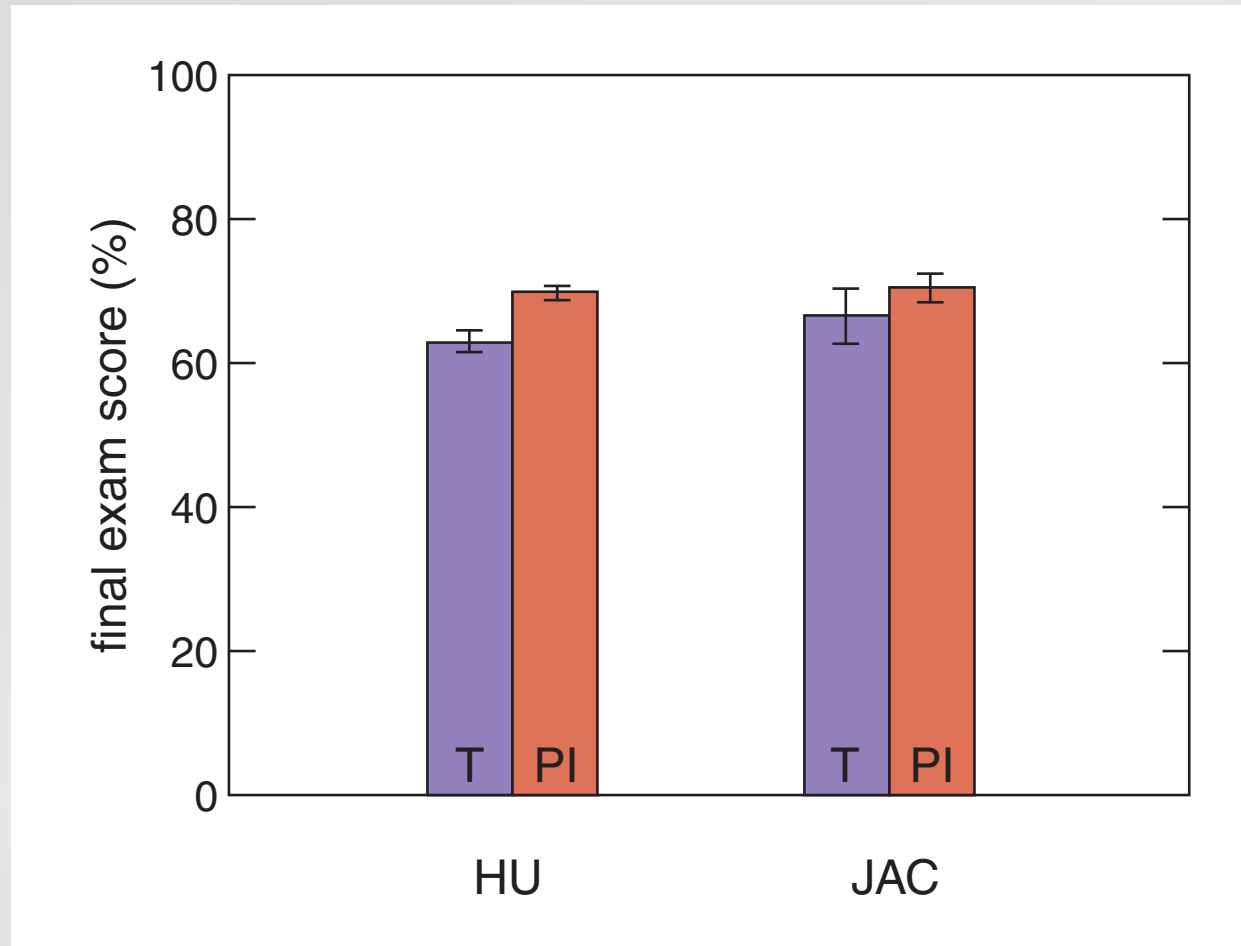
Implementing PI & JiTT

exam performance



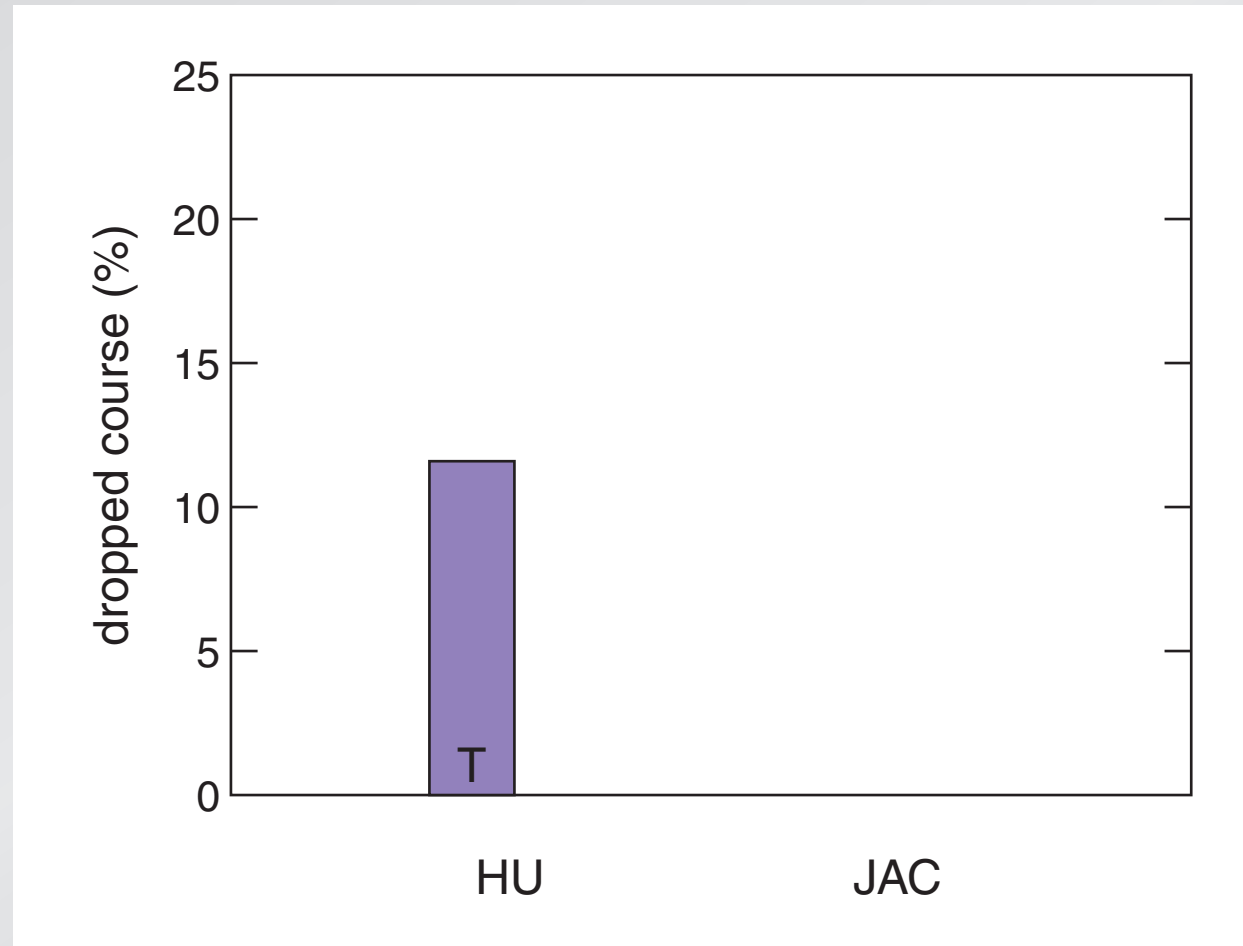
Implementing PI & JiTT

exam performance



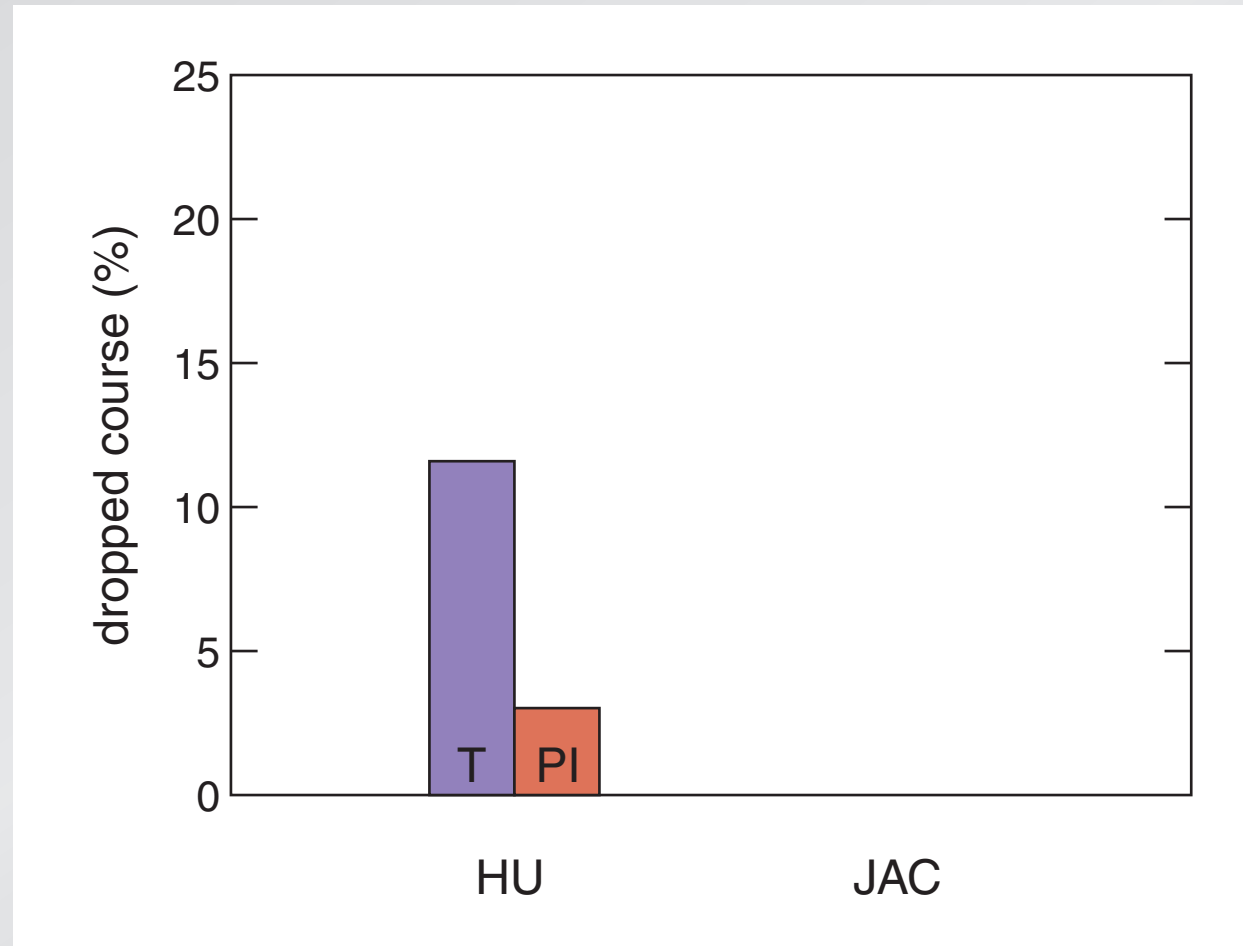
Implementing PI & JiTT

student retention



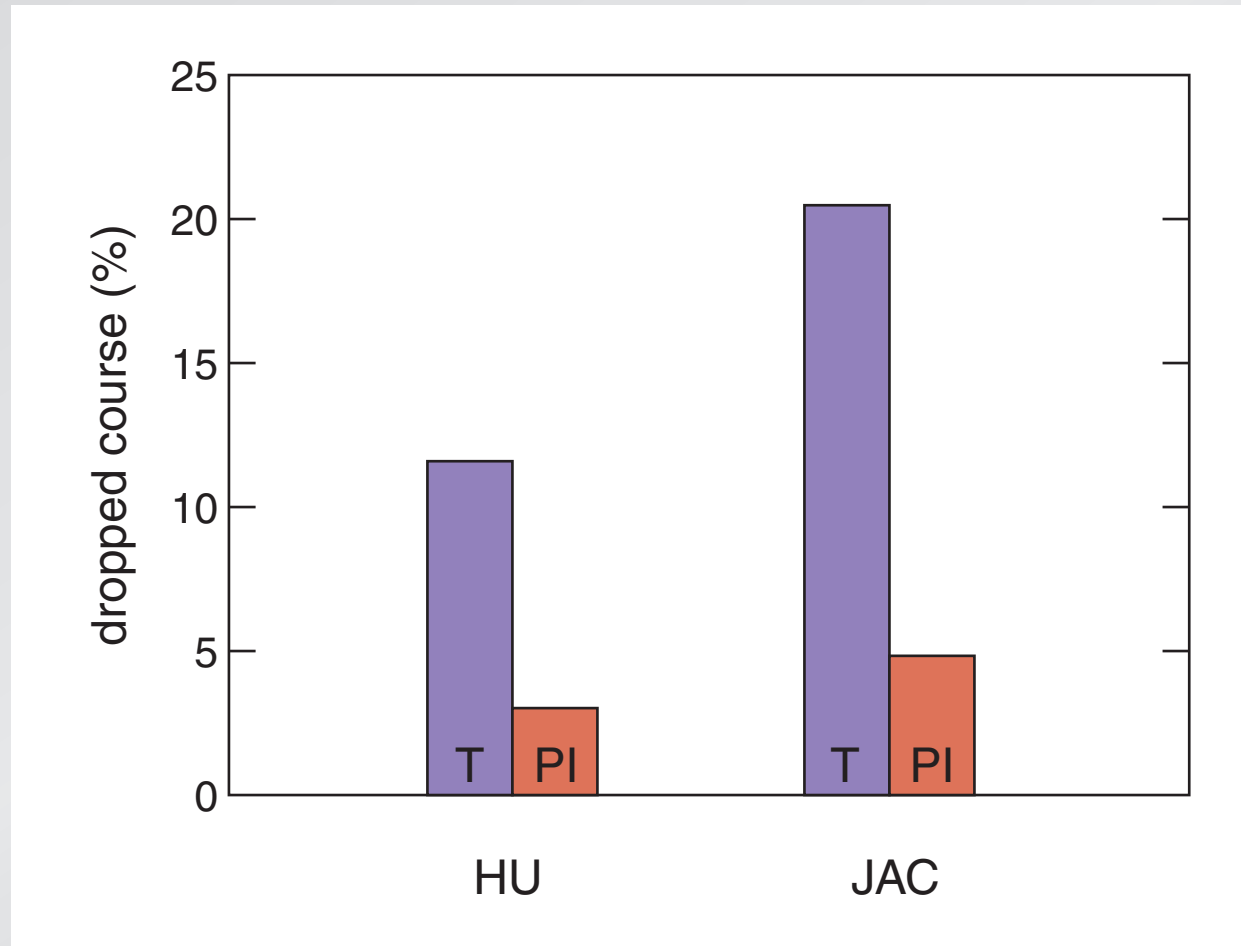
Implementing PI & JiTT

student retention



Implementing PI & JiTT

student retention



Implementing PI & JiTT

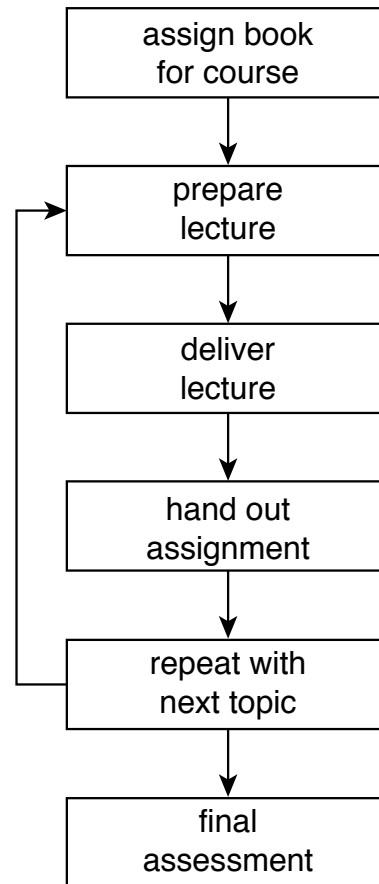
similar learning gains in different environments

Implementing PI & JiTT

“How is preparing a PI class different from preparing a lecture-based class?”

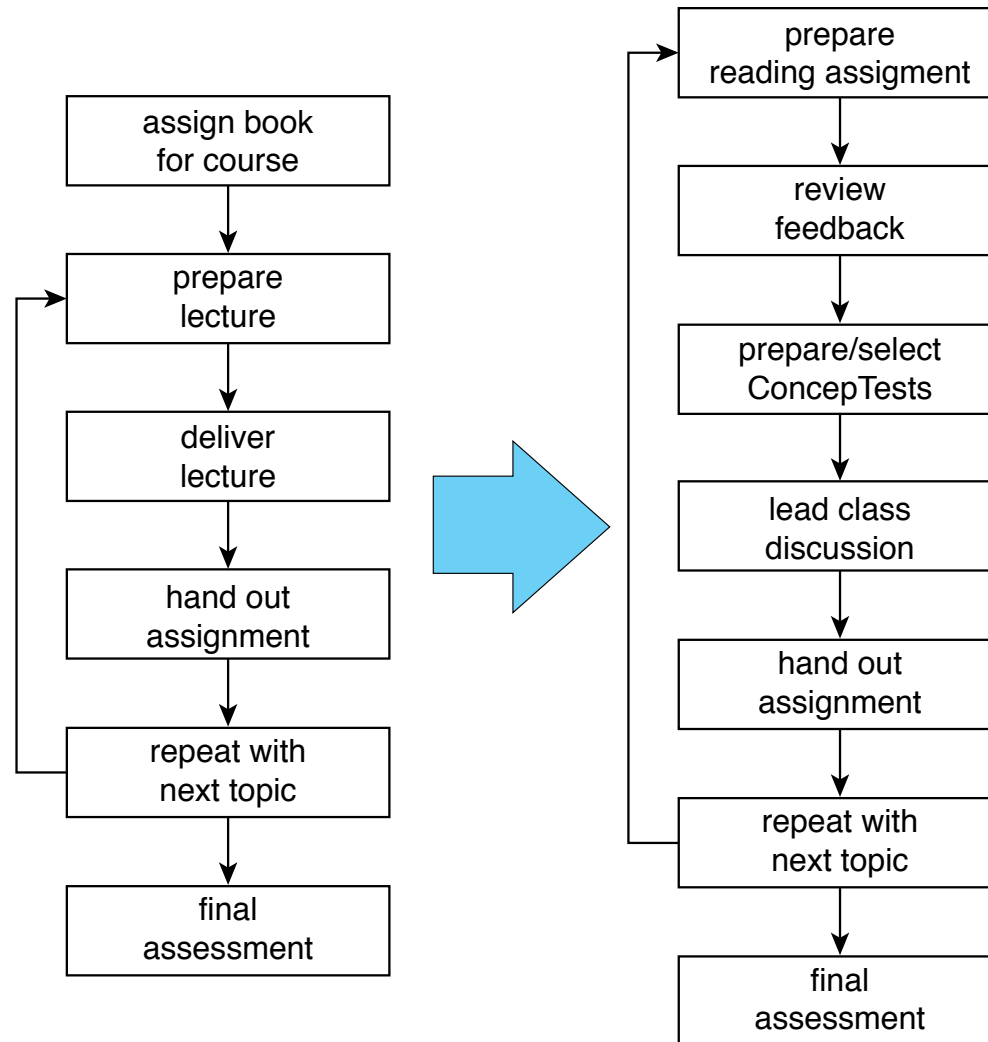
Implementing PI & JiTT

preparing for a lecture-based class



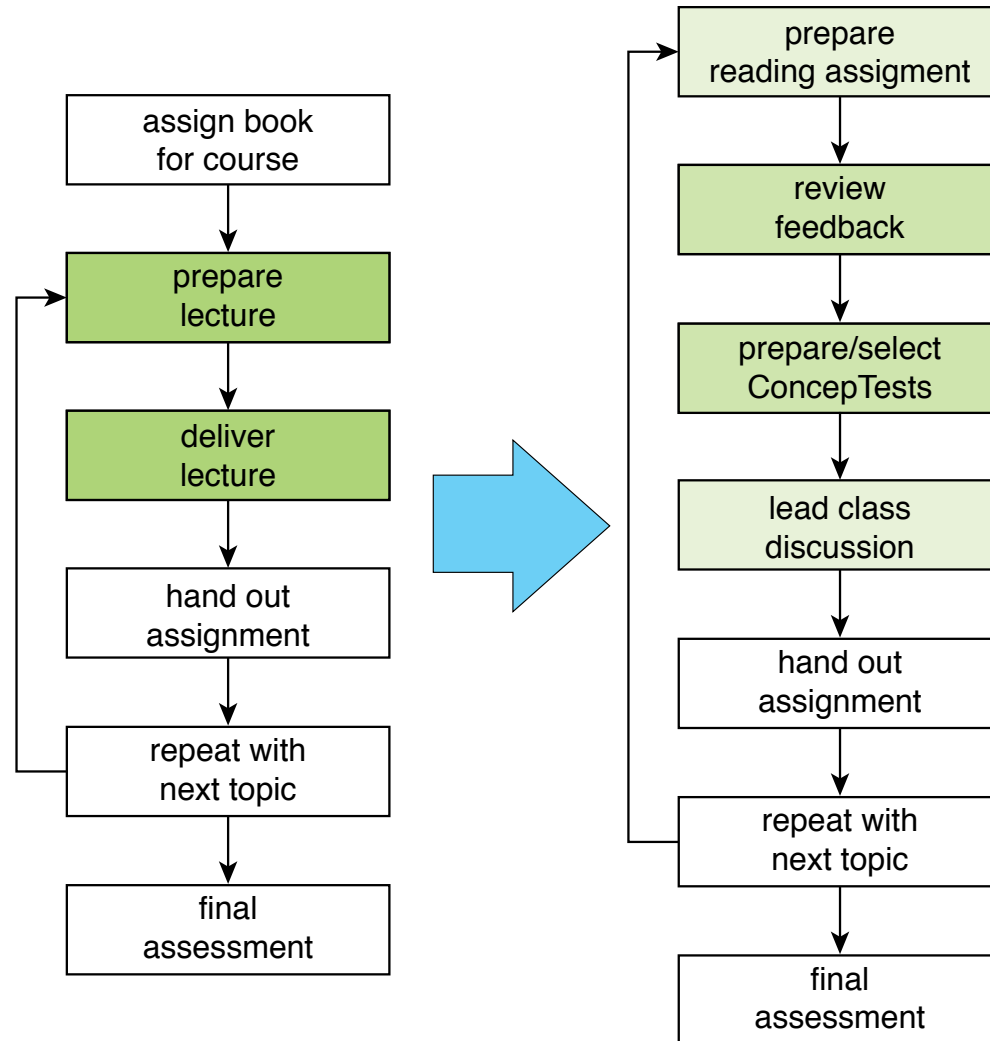
Implementing PI & JiTT

transitioning: where does the effort go?



Implementing PI & JiTT

transitioning: where does the effort go?



Implementing PI & JiTT

New activities:

- 1. Reading assignment**
- 2. ConcepTests**

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?

Outline

- **PI & JiTT Overview**
- **Implementing PI & JiTT**
- **ConceptTests**

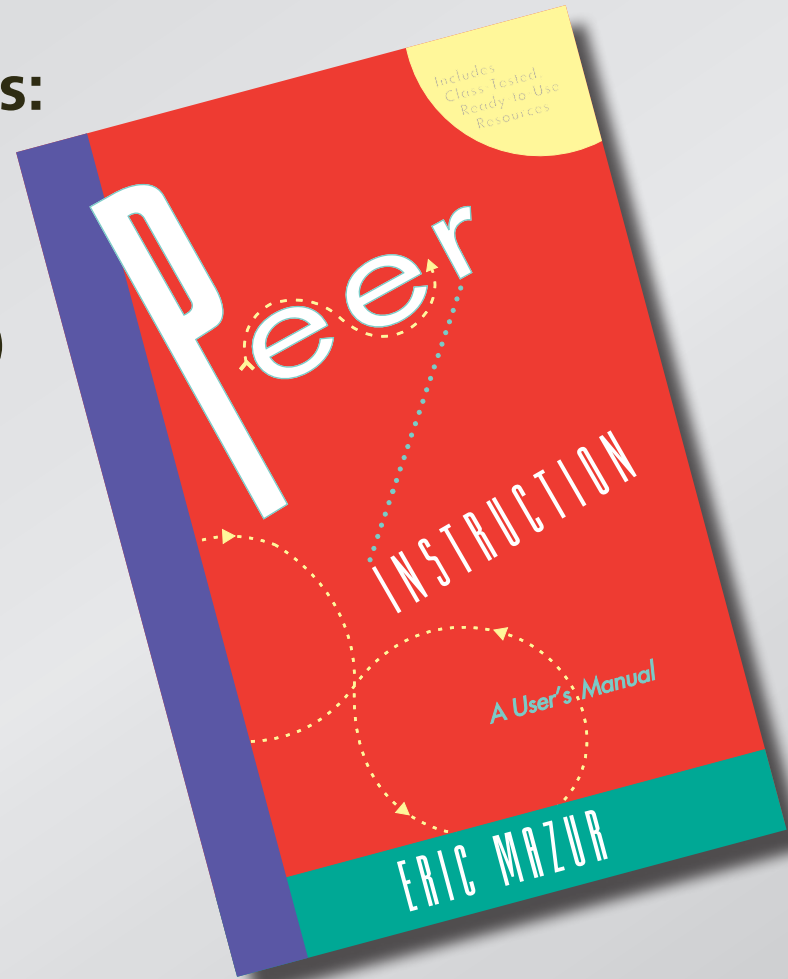
ConceptTests

“Where can I get examples of good questions?”

ConceptTests

Books with ConceptTests:

- Physics (Prentice Hall)



ConceptTests

Books with ConceptTests:

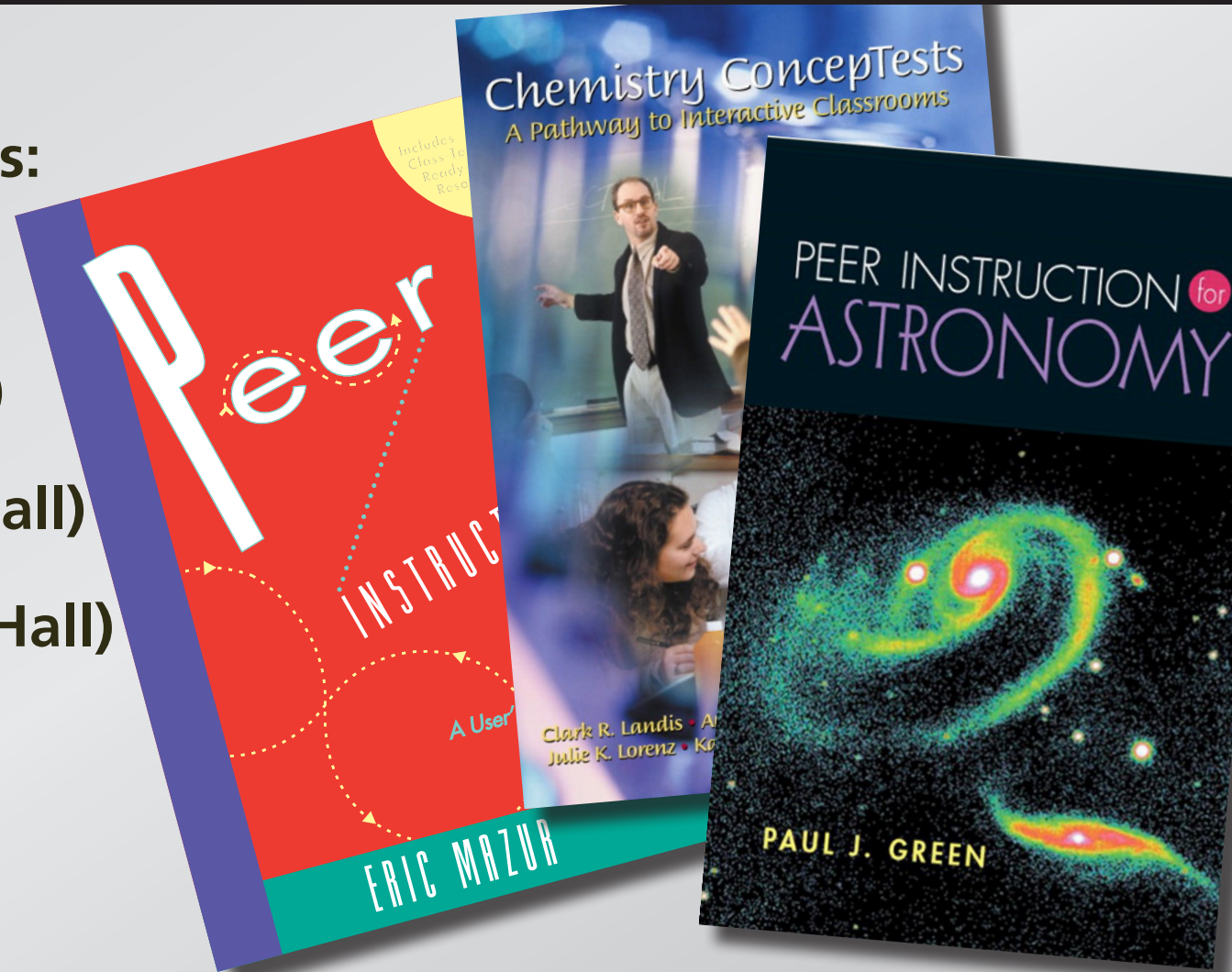
- Physics (Prentice Hall)
- Chemistry (Prentice Hall)



ConceptTests

Books with ConceptTests:

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



ConcepTests

Books with ConcepTests:

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



ConceptTests

... or try searching Google:

<subject> "Peer Instruction"

<subject> ConcepTest

<subject> "Concept Test"

<subject> clickers

ConcepTests

Good conceptual questions (ConcepTests):

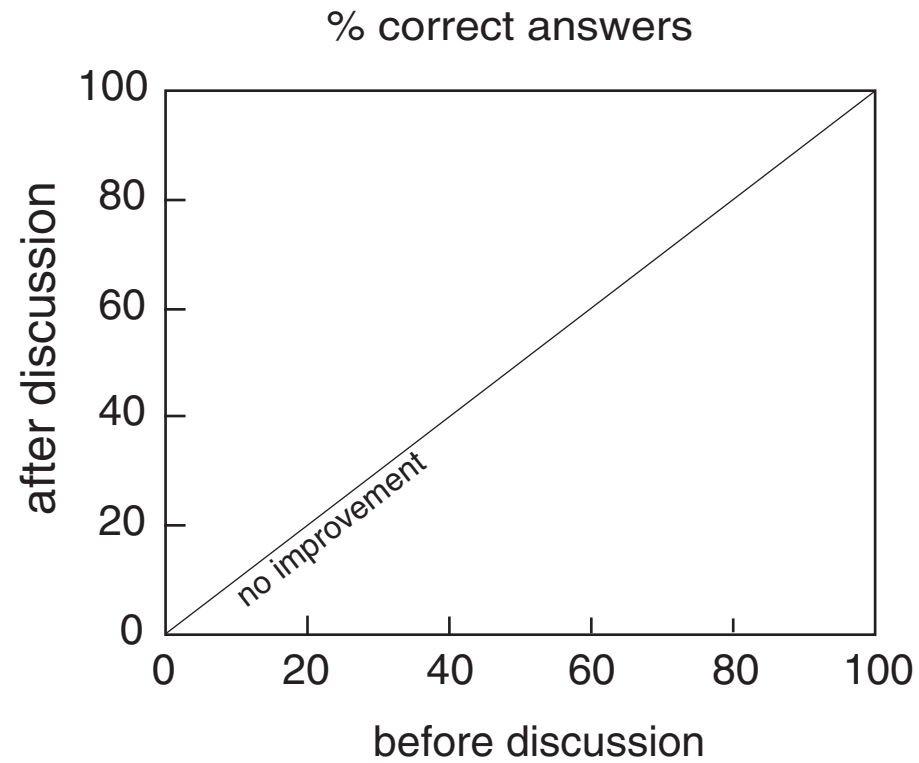
- **are based on common student difficulties**
- **focus on single concept**
- **require more than “plug and chug” or recall**
- **are clear and concise**
- **are of manageable difficulty**

ConcepTests

“How can I promote active/fruitful discussions?”

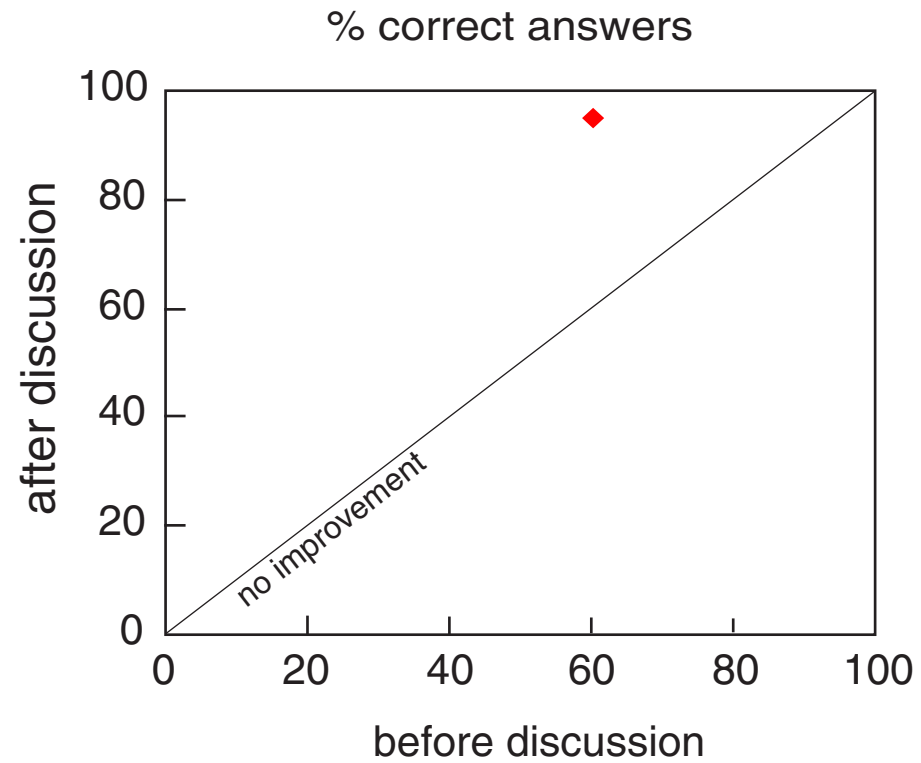
ConceptTests

ConceptTest data



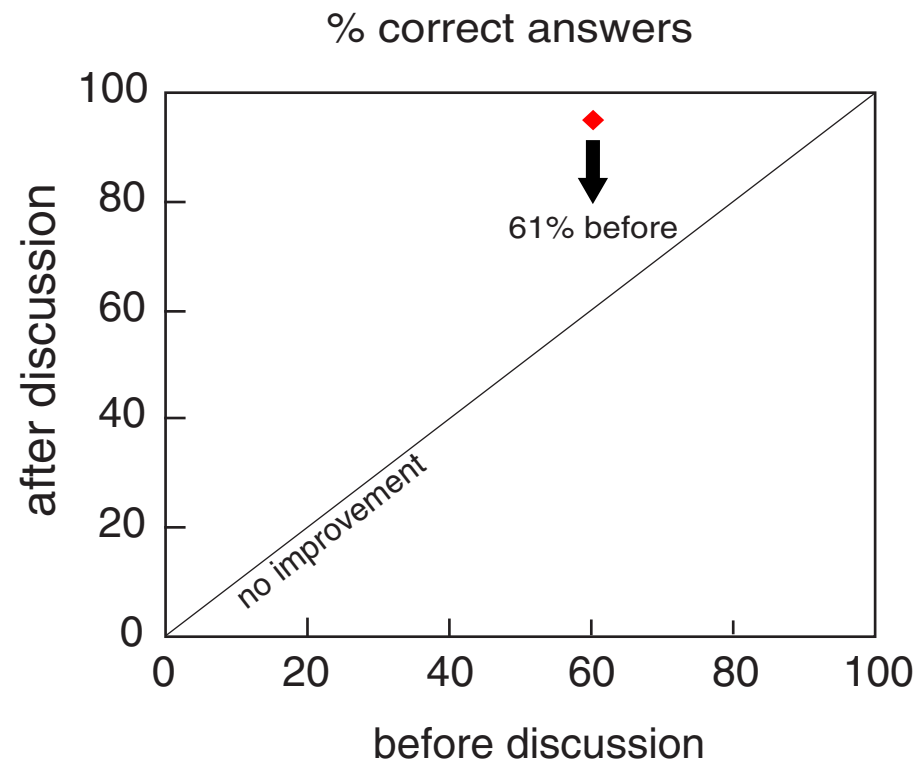
ConceptTests

ConceptTest data



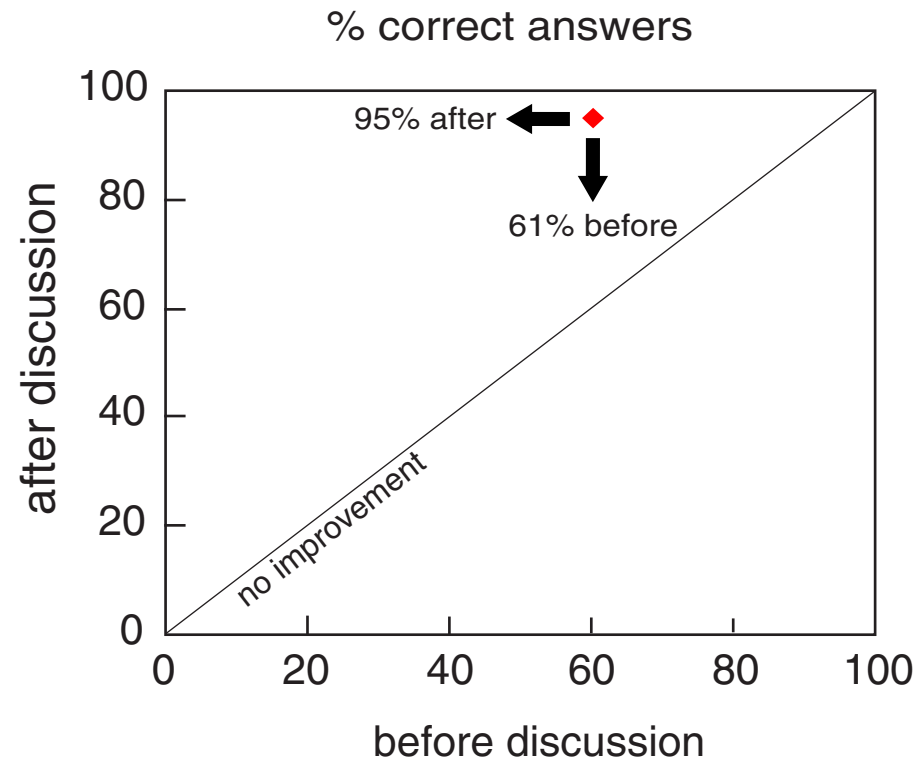
ConceptTests

ConceptTest data



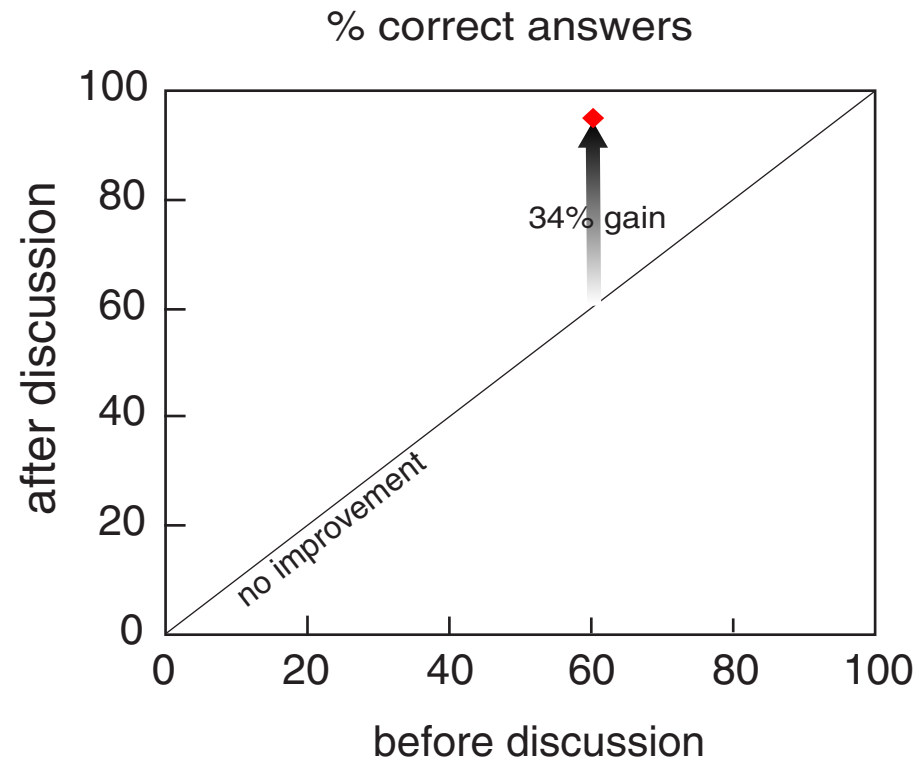
ConceptTests

ConceptTest data



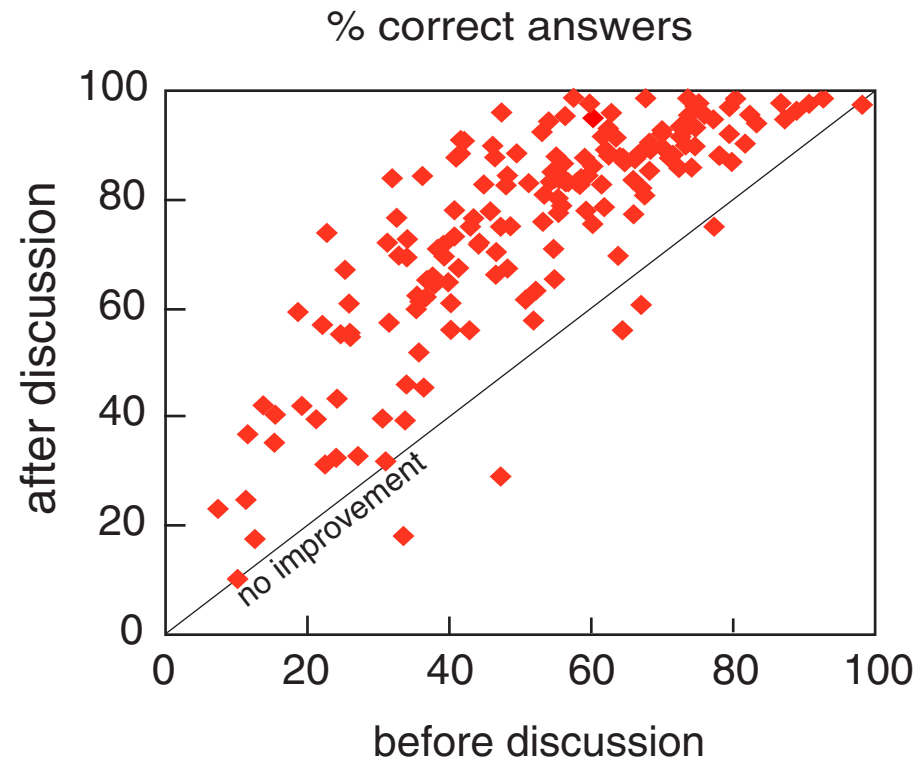
ConceptTests

ConceptTest data



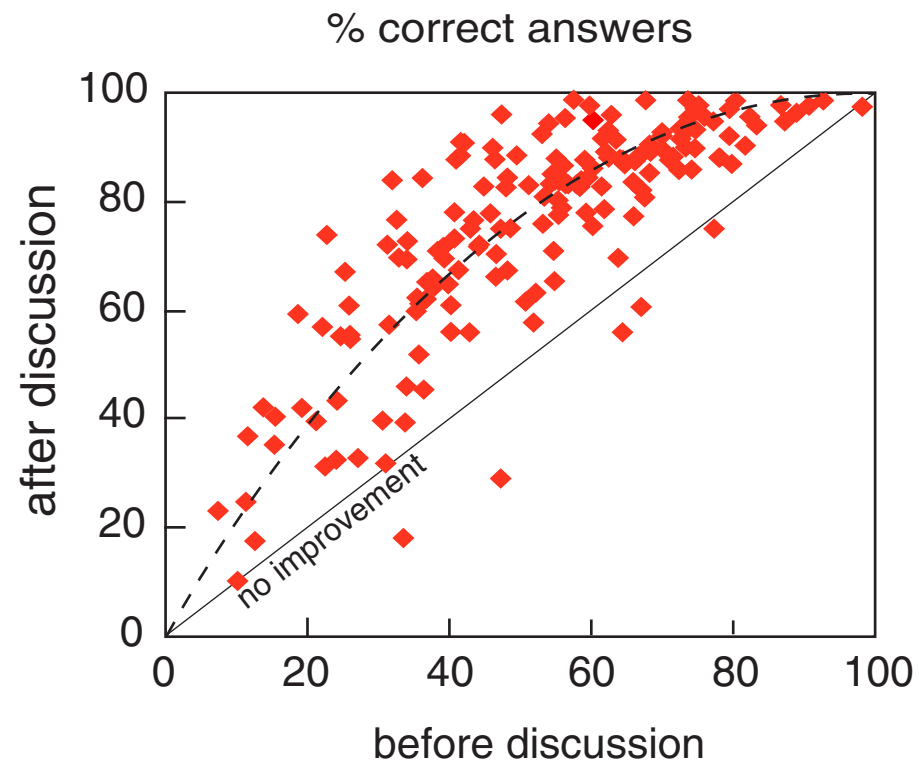
ConceptTests

ConceptTest data



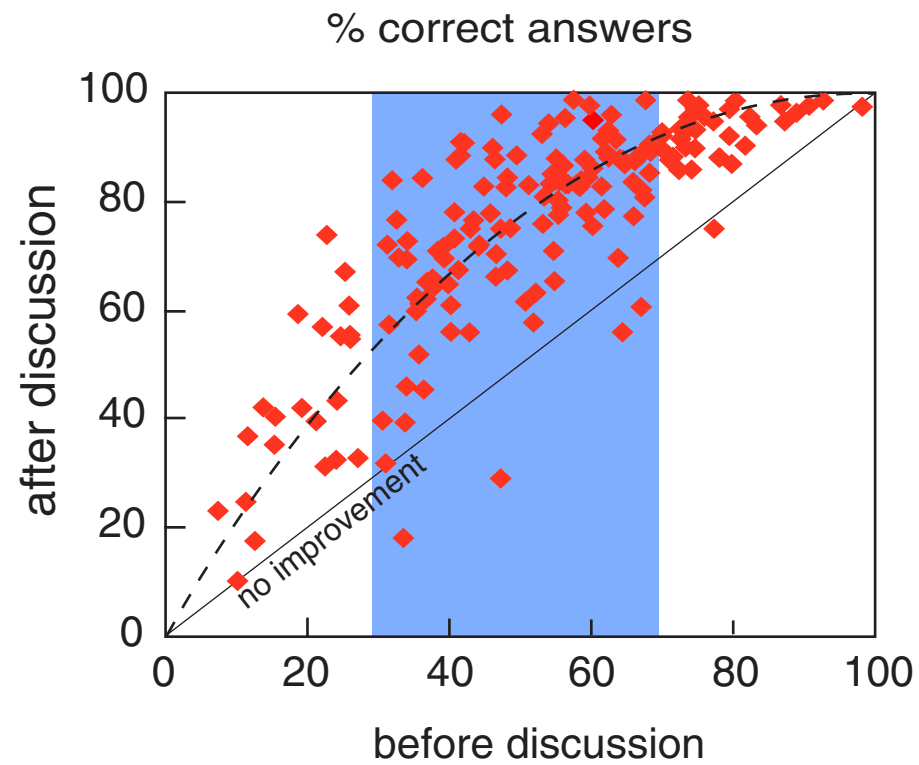
ConceptTests

ConceptTest data

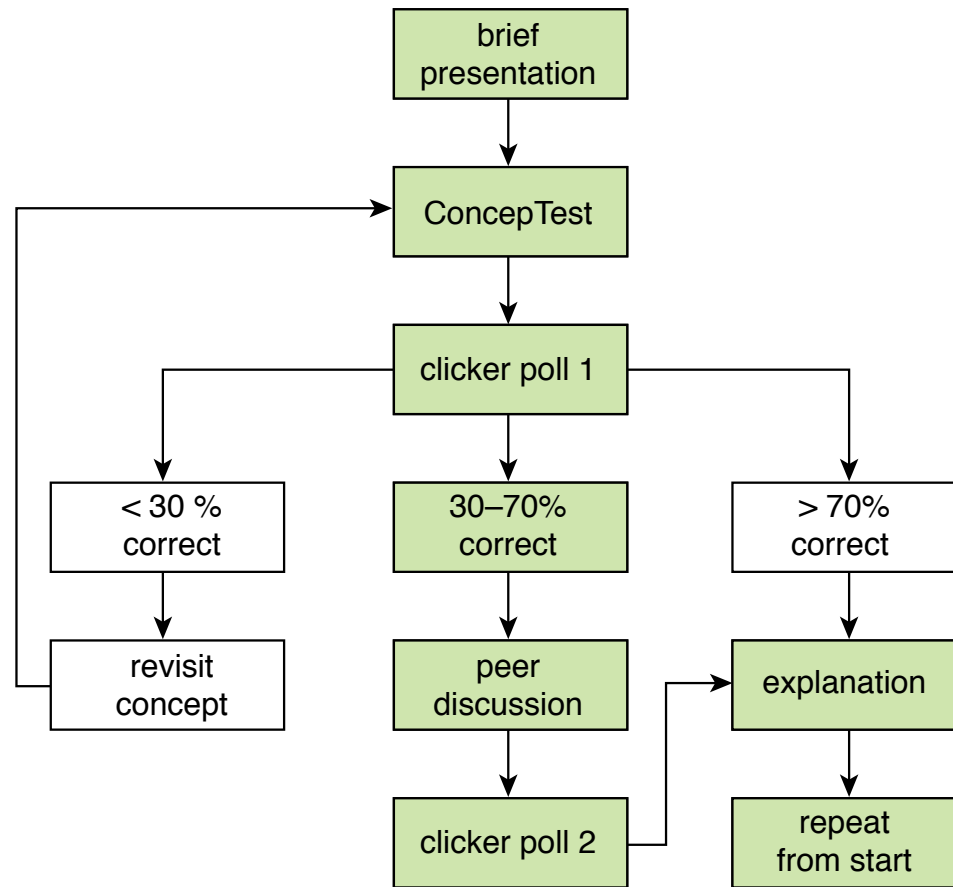


ConcepTests

ConcepTest data



ConceptTests



clickers:

www.turningtechnologies.com



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First International Asia-Pacific Conference on Peer Instruction



Beijing, China

mazur@harvard.edu

14-16 December 2012



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PeerInstruction.net

Funding:

National Science Foundation

for a copy of this presentation:

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Implementing PI & JiTT

“What constitutes a good problem?”

Implementing PI & JiTT

On a Saturday afternoon, you pull into a parking lot with unmeasured 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 unmeasured 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 unmeasured 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 unmeasured 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

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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 unmeasured 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 unmeasured 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 unmeasured 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

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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 unmeasured 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:

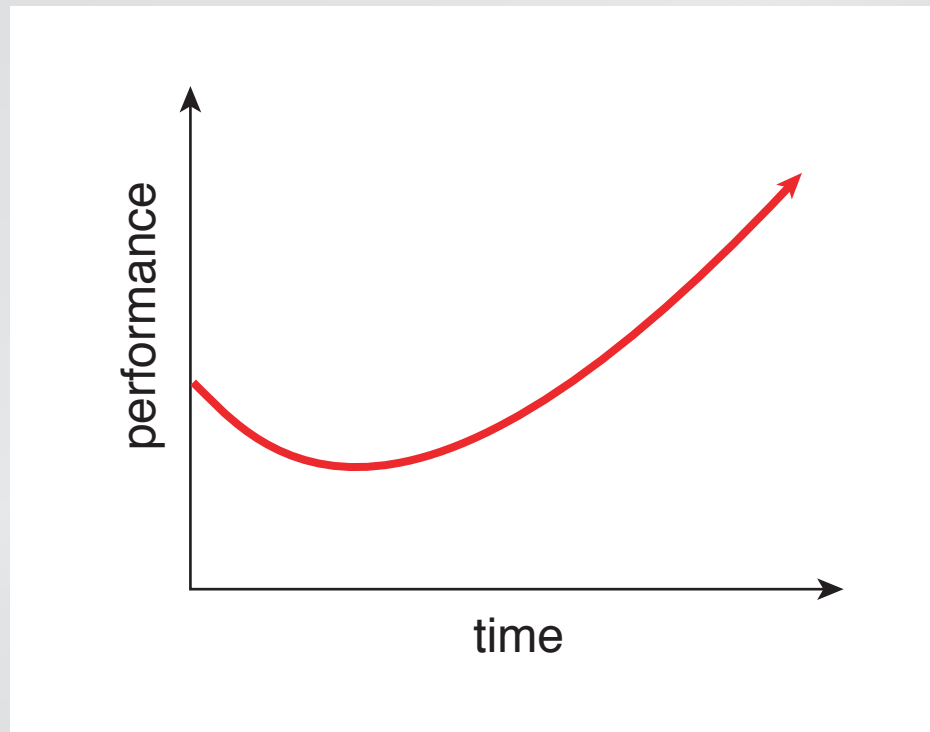
- **Open book/computer exam**
- **Collaborative exam**
- **Multidimensional testing**

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

Hello Prof. Mayer,
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
an inspiring and have
changed how I look at
"learning". I also wanted
to thank you for
how understanding
you were of all
my circumstances.
You really made a difference
in my life. So THANKS
Thank you!



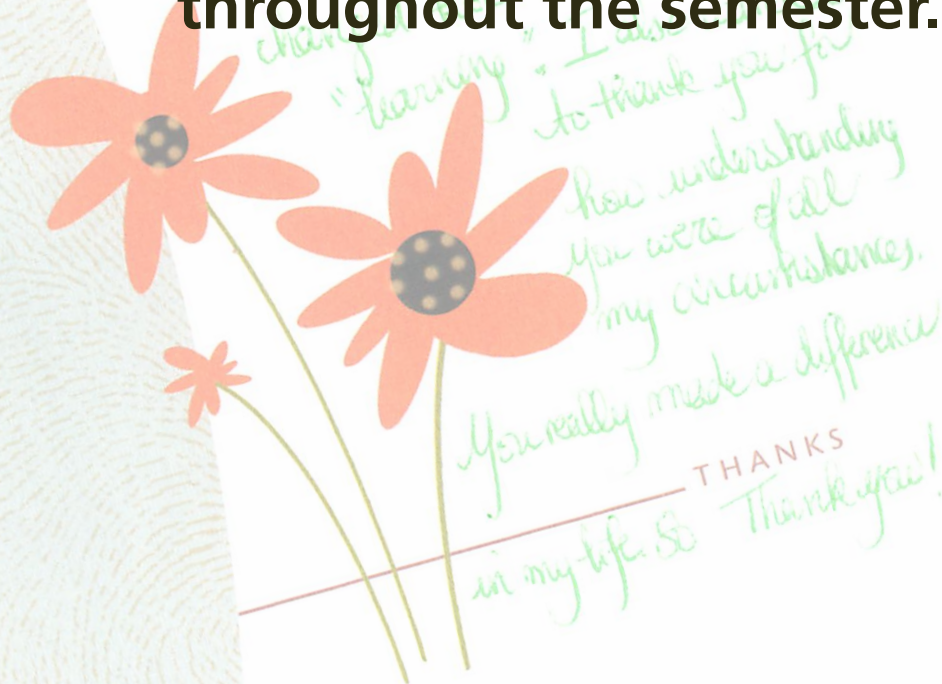
You made a difference.

Best

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.

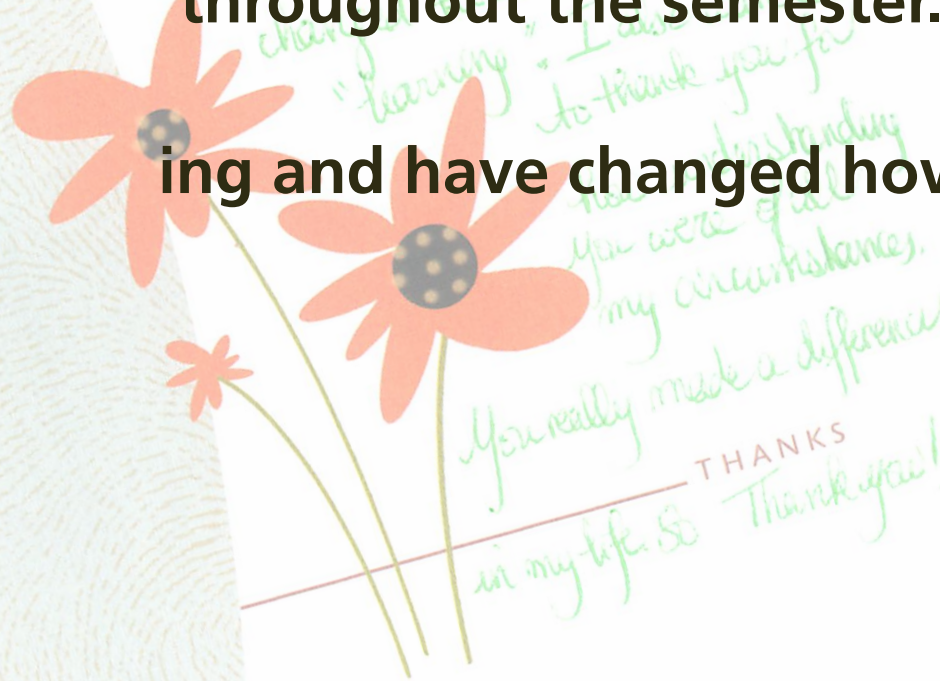
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Implementing PI & JiTT

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THANKS
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Best

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"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."

You made a difference.

*THANKS
in my life. So Thank you!*

Best

Implementing PI & JiTT

and don't forget...

Implementing PI & JiTT

and don't forget...

PI leads to better learning and retention!