

Peer Instruction: Promoting Deep Understanding



Kyoto University
Kyoto, Japan, 10 October 2012



Peer Instruction: Promoting Deep Understanding



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- no ON/OFF button
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- display shows recorded answer



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unique ID on back of clicker

Think of something you are good at

EDUCACION

Think of something you are good at

How did you become good at this?

EDUCACION

Became good at it by:

- 1. trial and error**
- 2. lectures**
- 3. practicing**
- 4. apprenticeship**
- 5. other**









1 education

2 PI



1 education

2 PI


3 test



1 education

2 PI

3 test

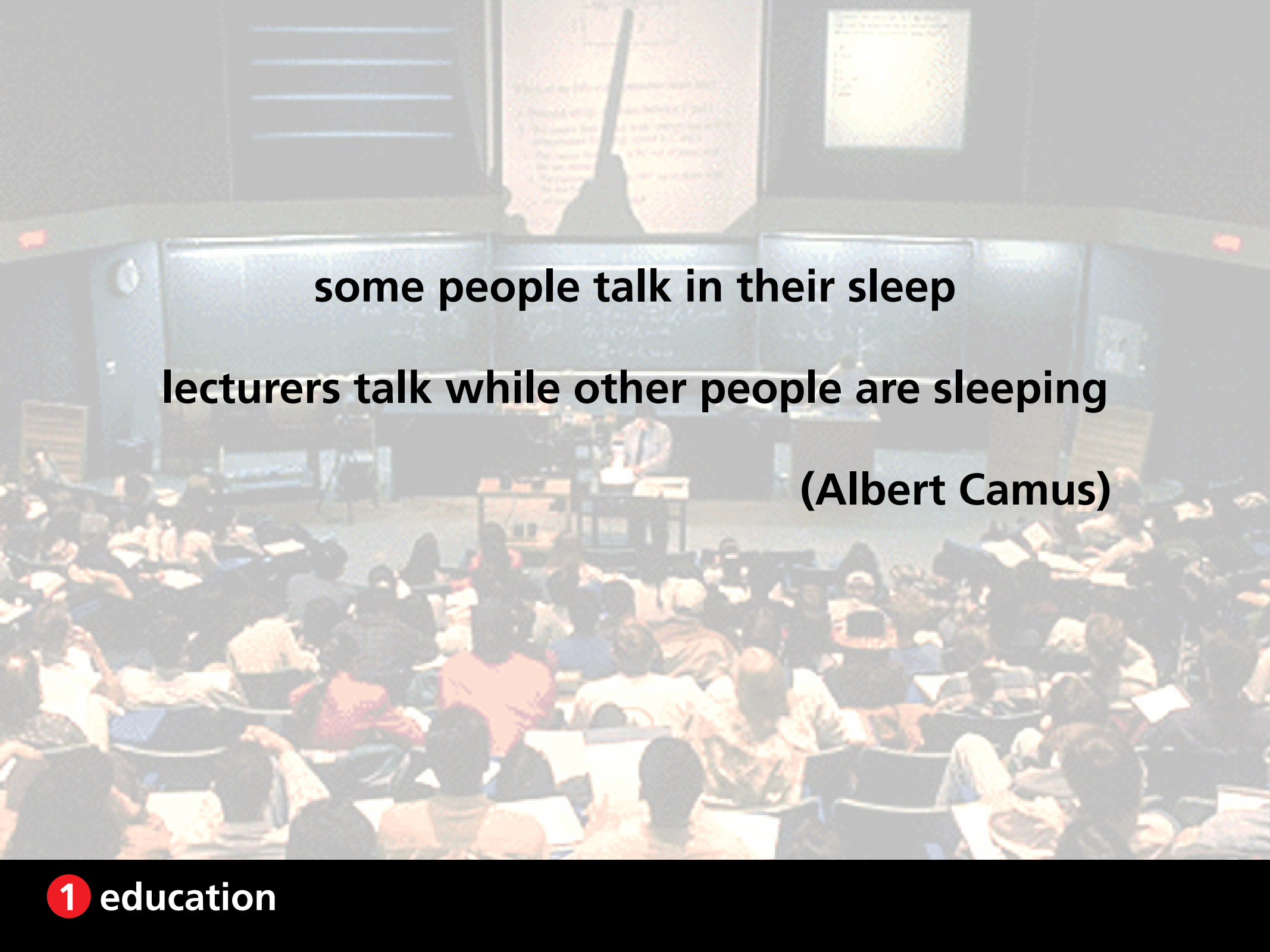


**What happens
in a lecture?**



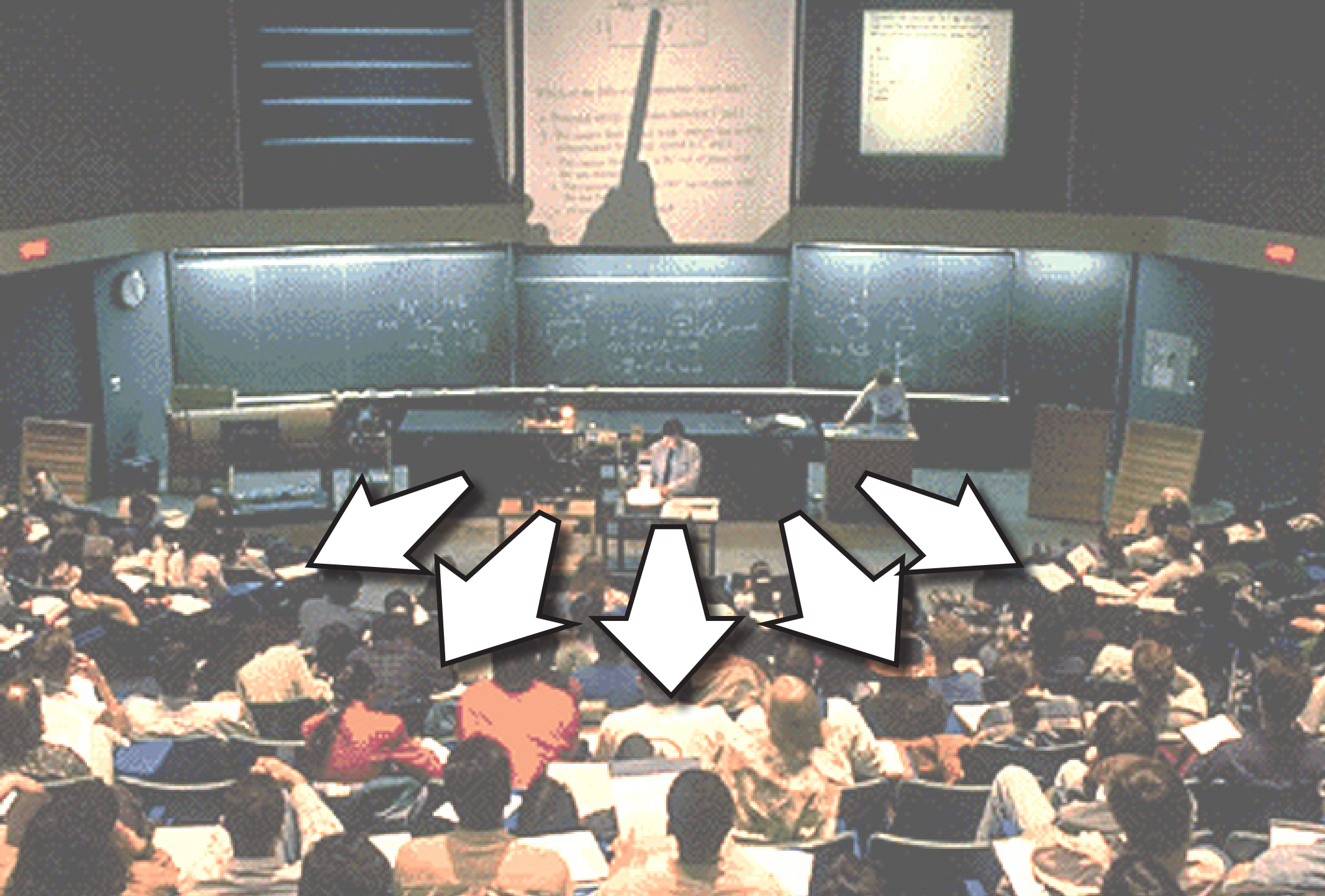
A wide-angle photograph of a large lecture hall. In the foreground and middle ground, many students are seated at desks, but a significant portion of them appear to be asleep, with their heads resting on their desks or hands. At the front of the room, a lecturer is standing near a podium, facing the class. Behind the lecturer are several large projection screens displaying text and diagrams. The room is dimly lit, with the primary light source coming from the screens and some overhead lights.

some people talk in their sleep

A large lecture hall filled with students. Many students are sleeping, with their heads resting on their desks or hands. The room has a curved wall with several large screens or whiteboards at the front. A lecturer is visible at the front of the hall, standing near a podium. The overall atmosphere is one of a lecture where many students are not paying attention.

some people talk in their sleep
lecturers talk while other people are sleeping
(Albert Camus)

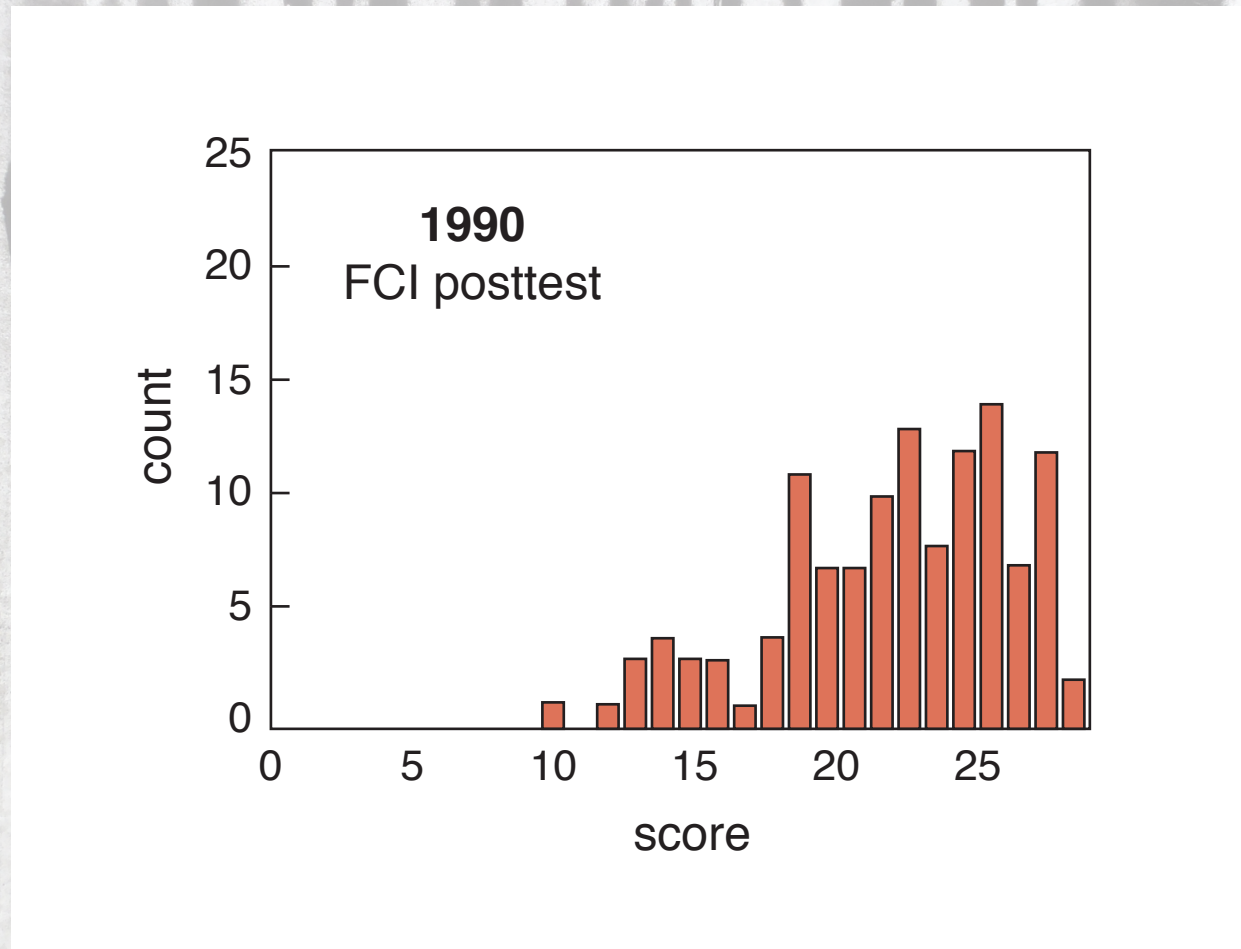




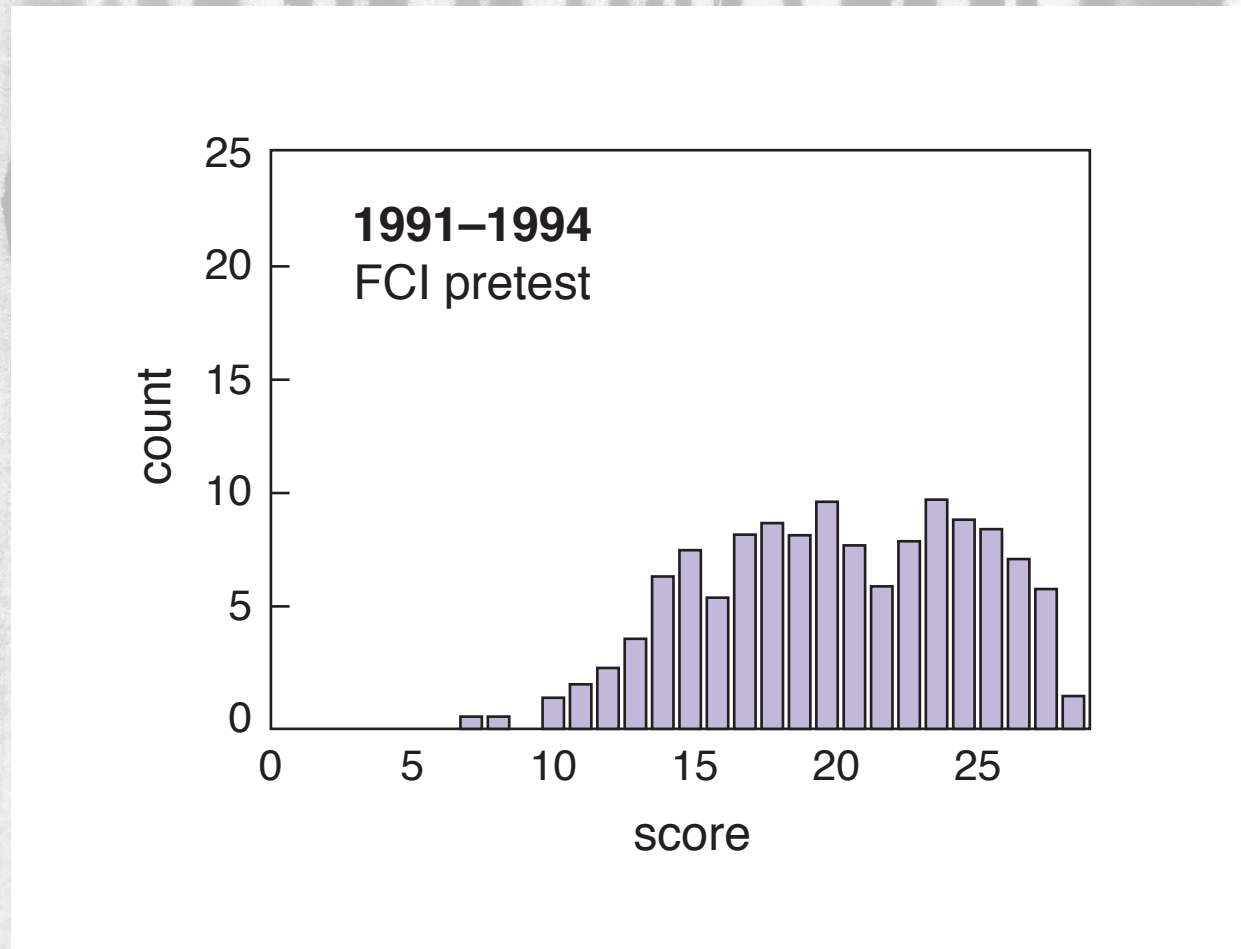
The result?

EDUCACION

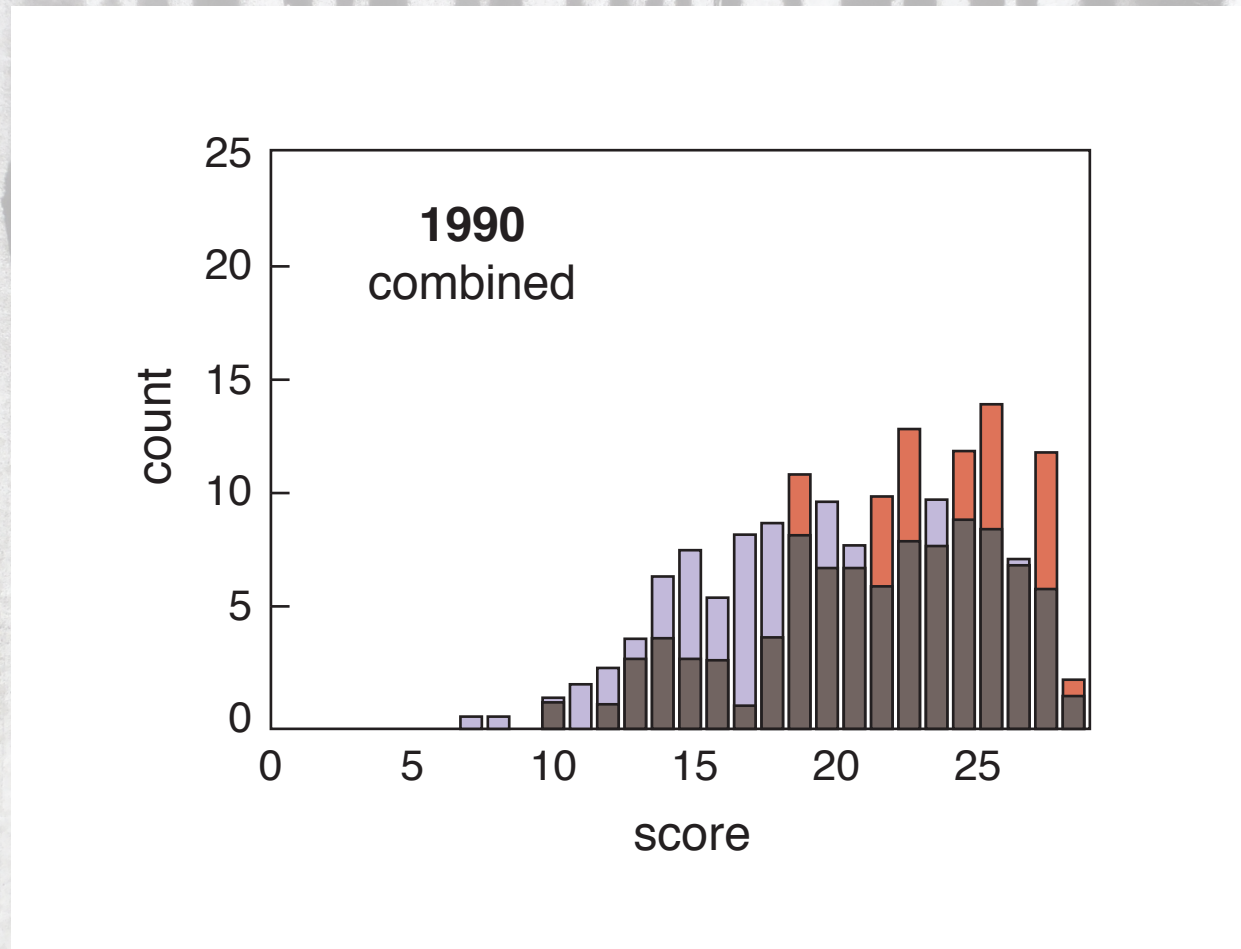
education is not just information transfer

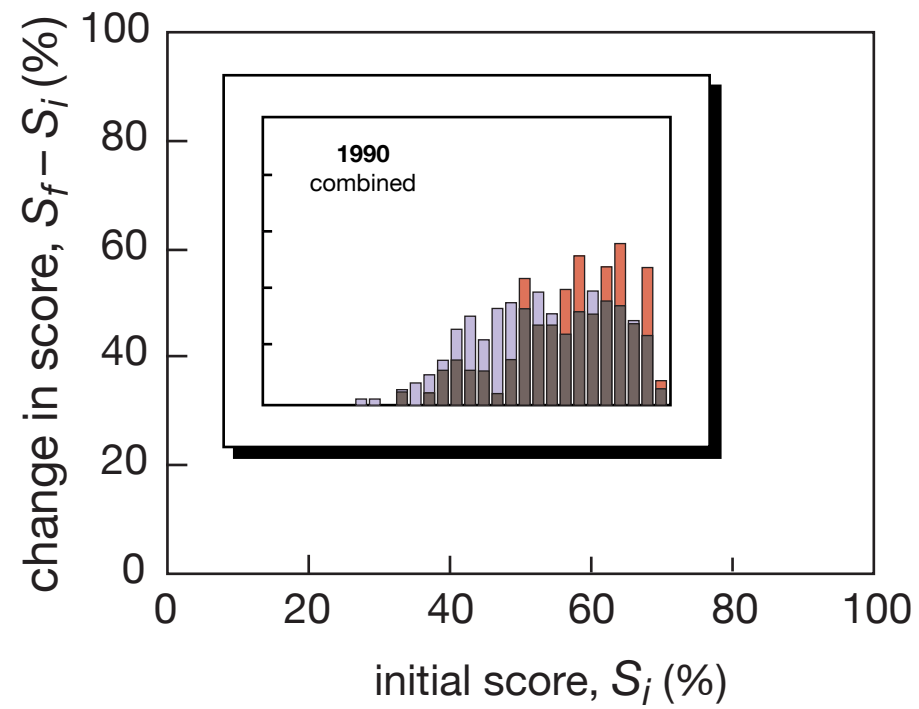


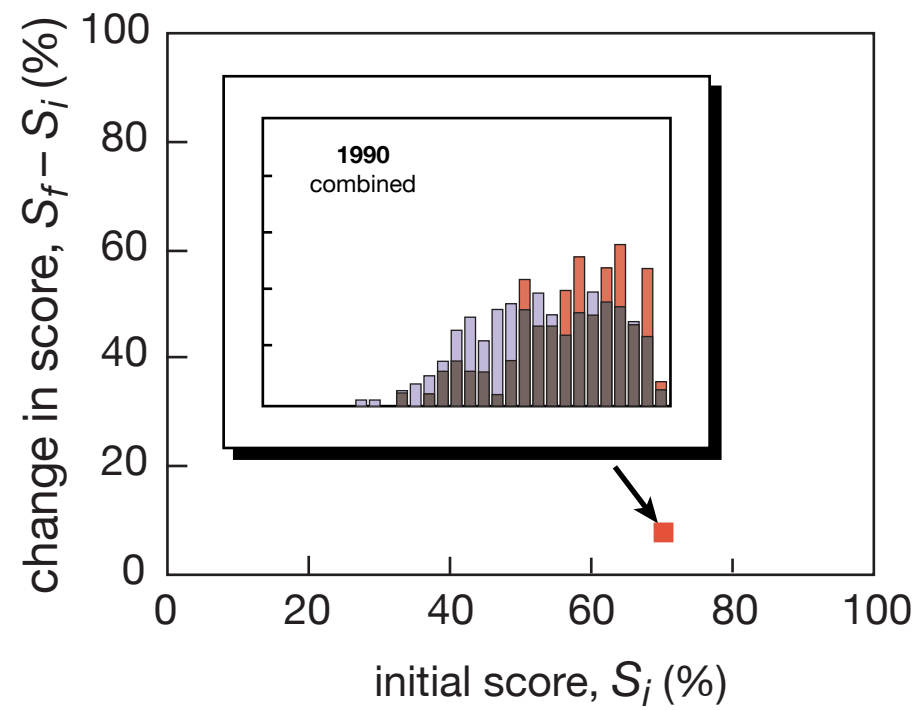
education is not just information transfer

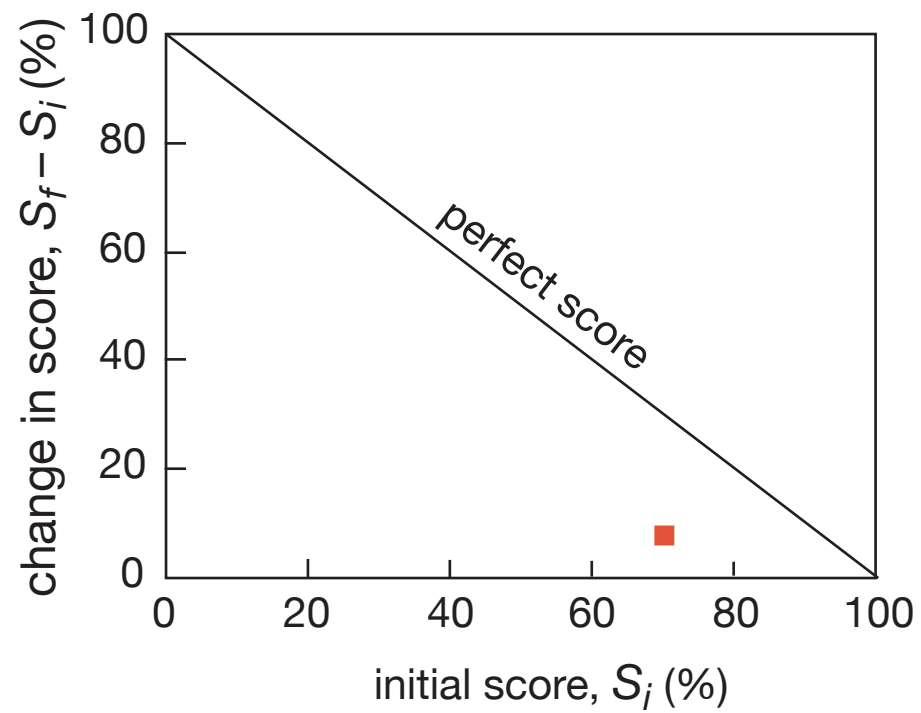


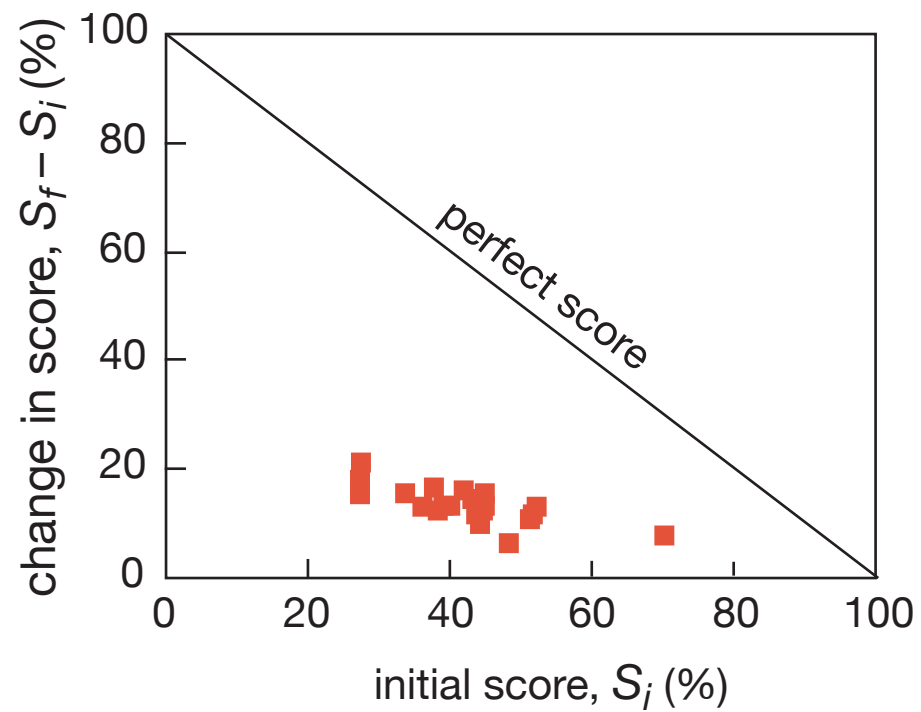
education is not just information transfer





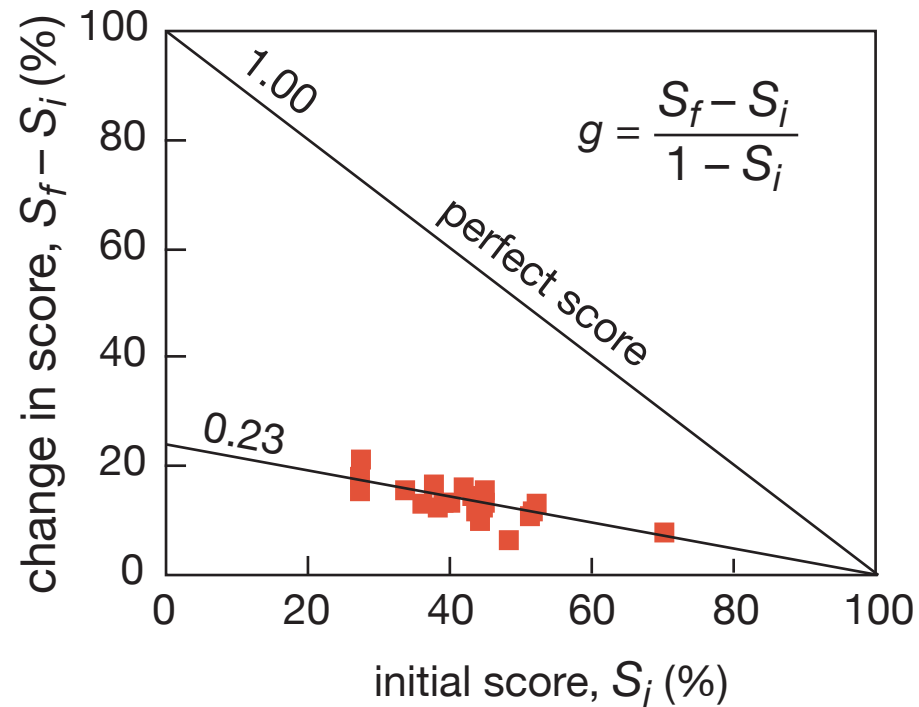






R.R. Hake, *Am. J. Phys.* 66, 64 (1998)

only one quarter of maximum gain realized



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

not transfer but assimilation of information is key





1. transfer of information



1. transfer of information

2. assimilation of that information



1. transfer of information (in class)

2. assimilation of that information



1. transfer of information (in class)

2. assimilation of that information (out of class)



**Should focus
on THIS!**

1. transfer of information (in class)

2. assimilation of that information (out of class)

- 
- 1. transfer of information (in class)**
 - 2. assimilation of that information (out of class)**

- 
1. transfer of information (out of class)
 2. assimilation of that information (in class)



Peer

1. transfer of information (out of class)

2. assimilation of that information (in class)

question

1 education

2 PI

question



think

question



think



poll

question



think



poll



discuss

question



think



poll



discuss



repoll

question



think



poll



discuss



repoll



explain





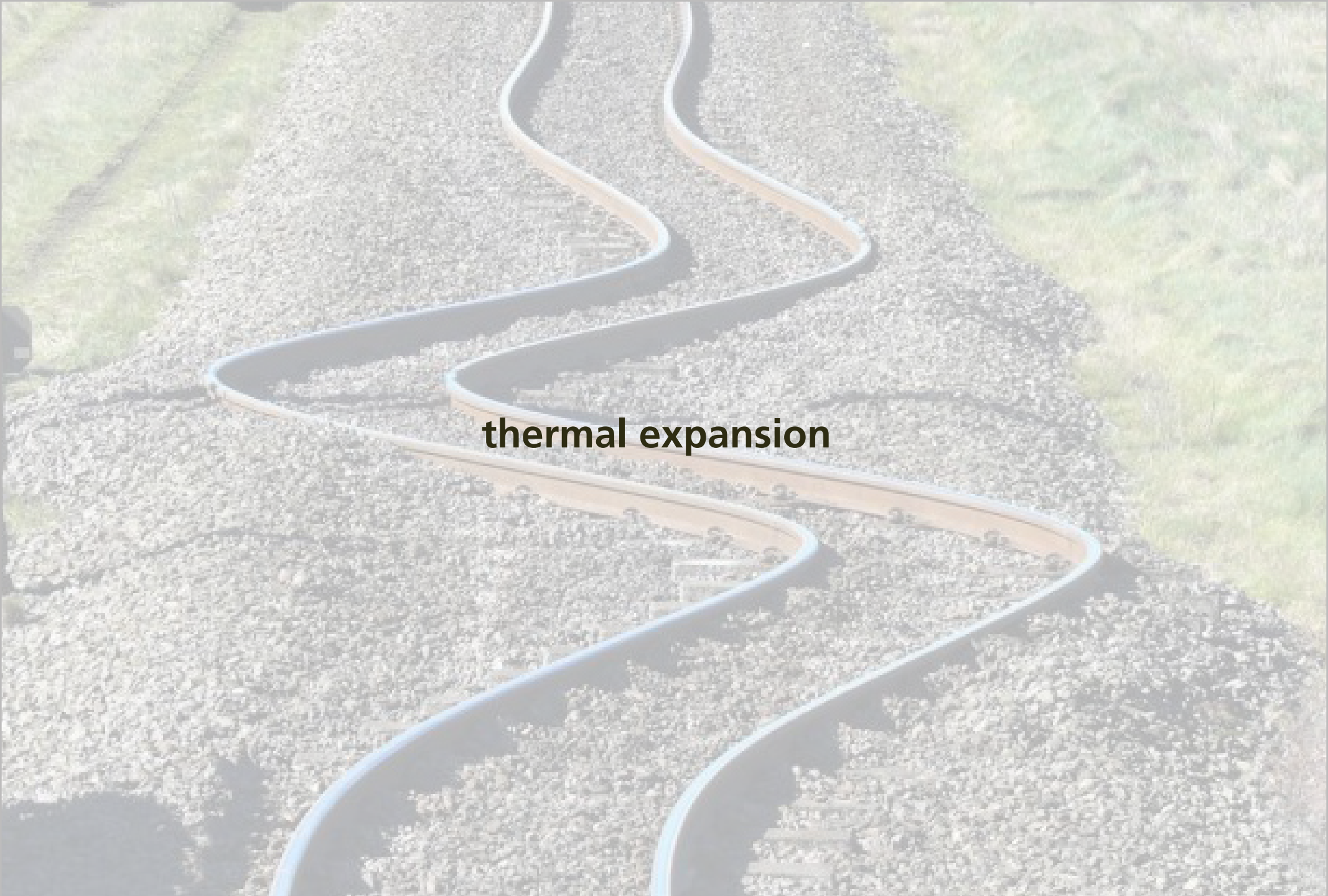
1 education

2 PI

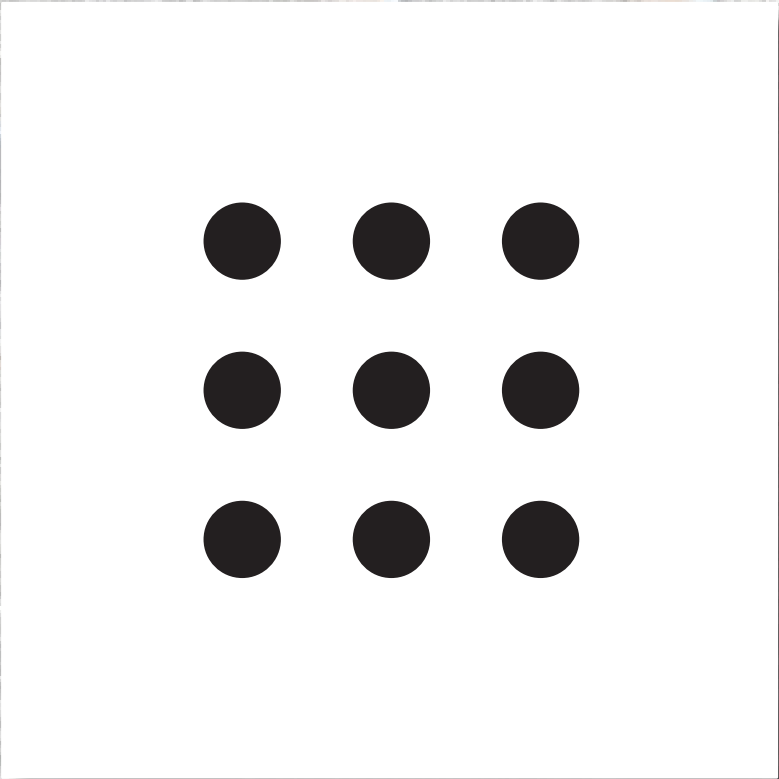


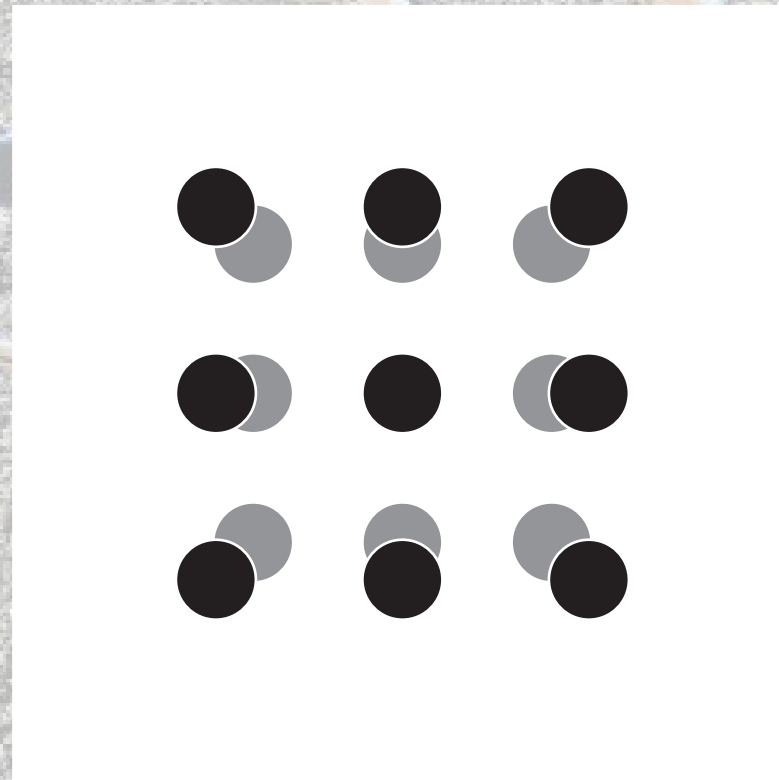
1 education

2 PI

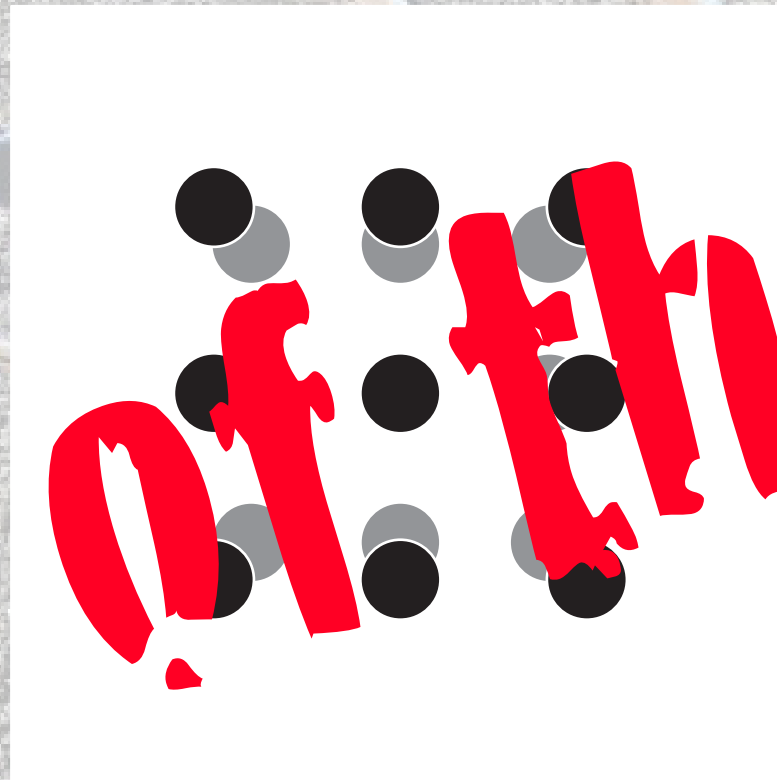
An aerial photograph of a railway track. The track is composed of two parallel steel rails, which are highlighted with a blue-to-orange gradient. The rails are laid on a bed of dark grey gravel. The track is not straight but follows a wavy, S-shaped path across the landscape. The surrounding area is covered in green grass. The text "thermal expansion" is written in a bold, black, sans-serif font, centered over the middle of the track.

thermal expansion





all of them



1 education

2 PI

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



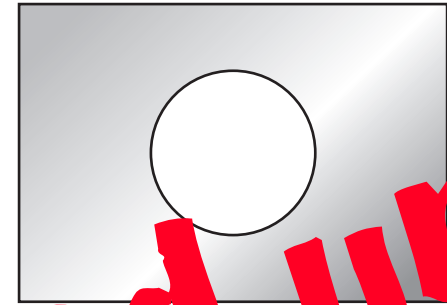
Consider a rectangular metal plate with a circular hole in it.



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

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

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!

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.**

Before I tell you the answer...

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

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

You...

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

You...

1. made a commitment

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

You...

- 1. made a commitment**
- 2. externalized your answer**

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**

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**

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.**

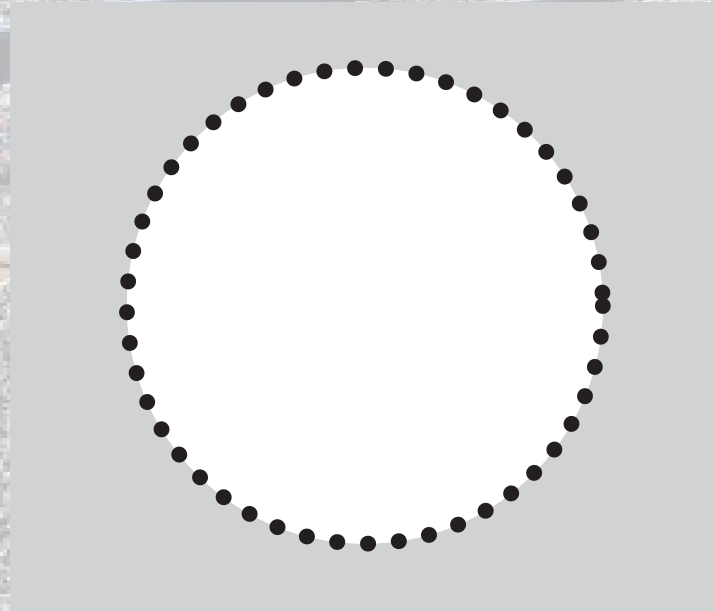
Consider a rectangular metal plate with a circular hole in it.



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

- 1. increases. ✓**
- 2. stays the same.
- 3. decreases.

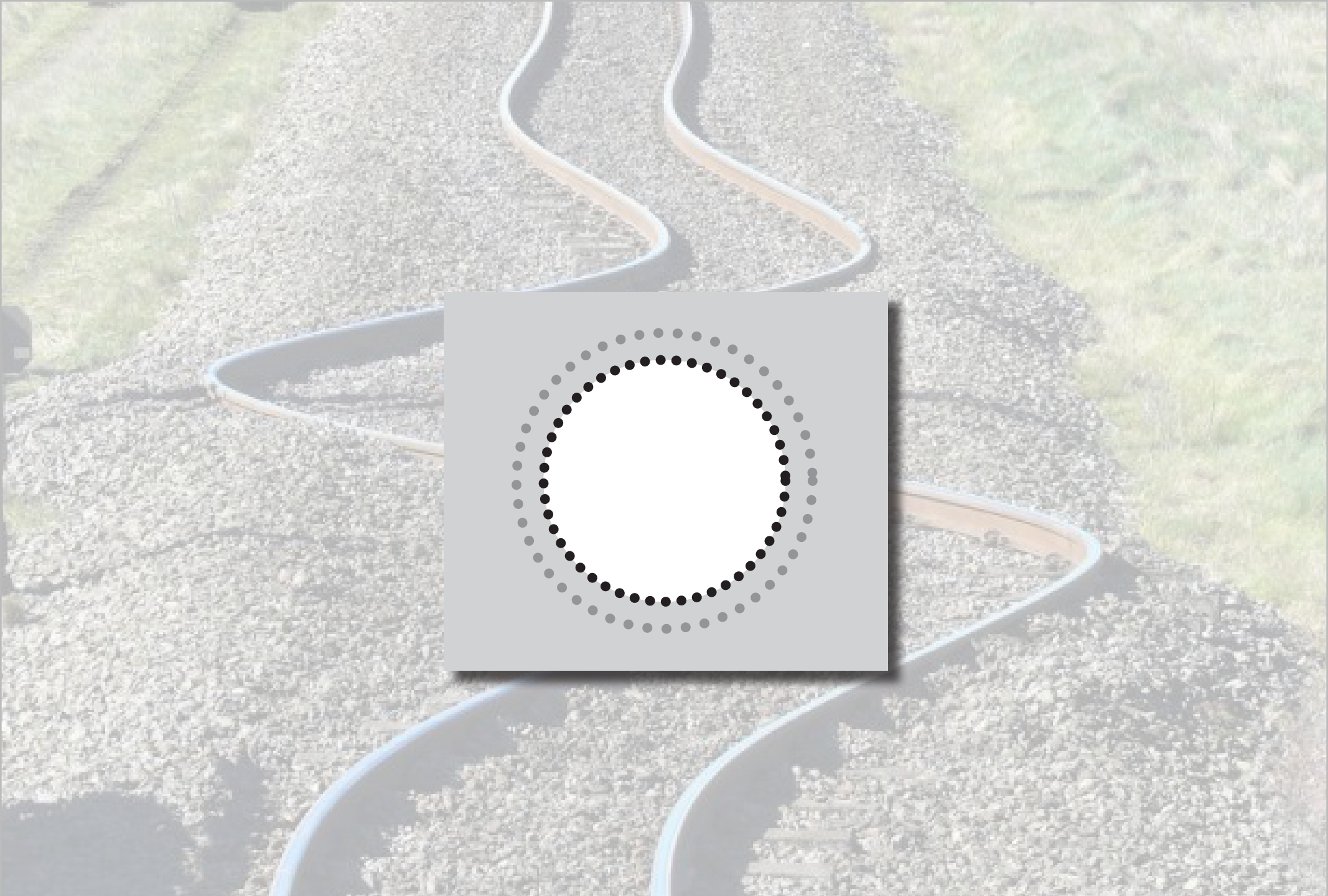
consider atoms at rim of hole



1 education

2 PI

3 test

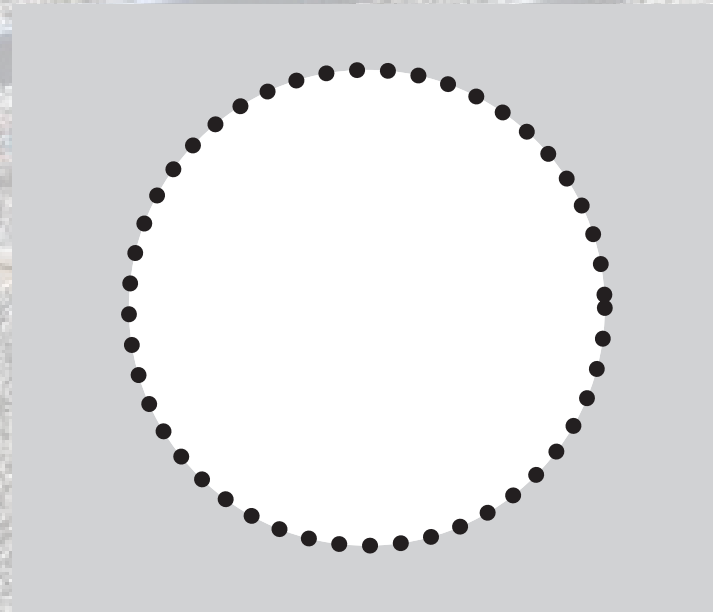


1 education

2 PI

3 test

consider atoms at rim of hole

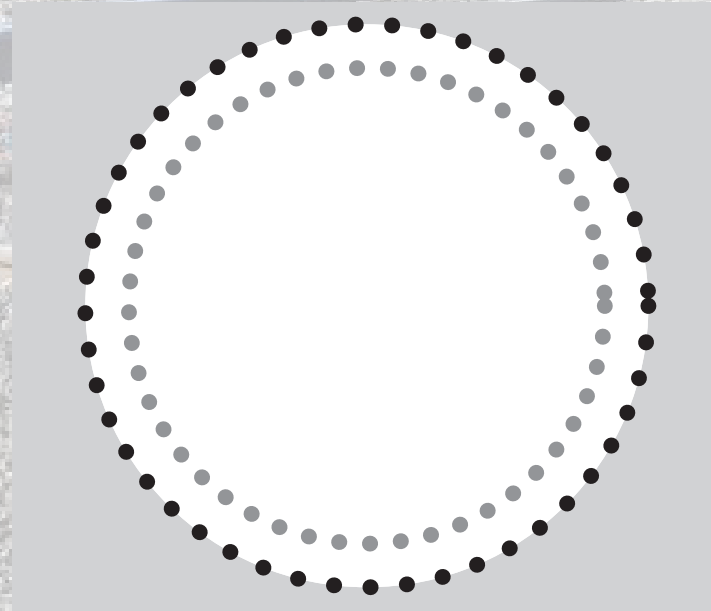


1 education

2 PI

3 test

consider atoms at rim of hole



consider atoms at rim of hole

you won't forget this

1 education

2 PI

3 test

Peer

back to PI

INSTRUCTION

1 education

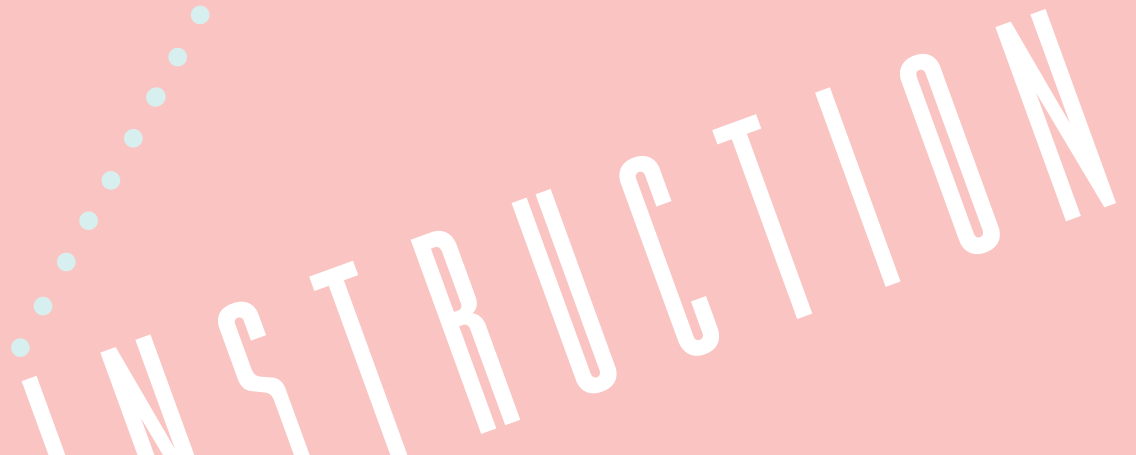
2 PI

3 test



Peer

is it any good?



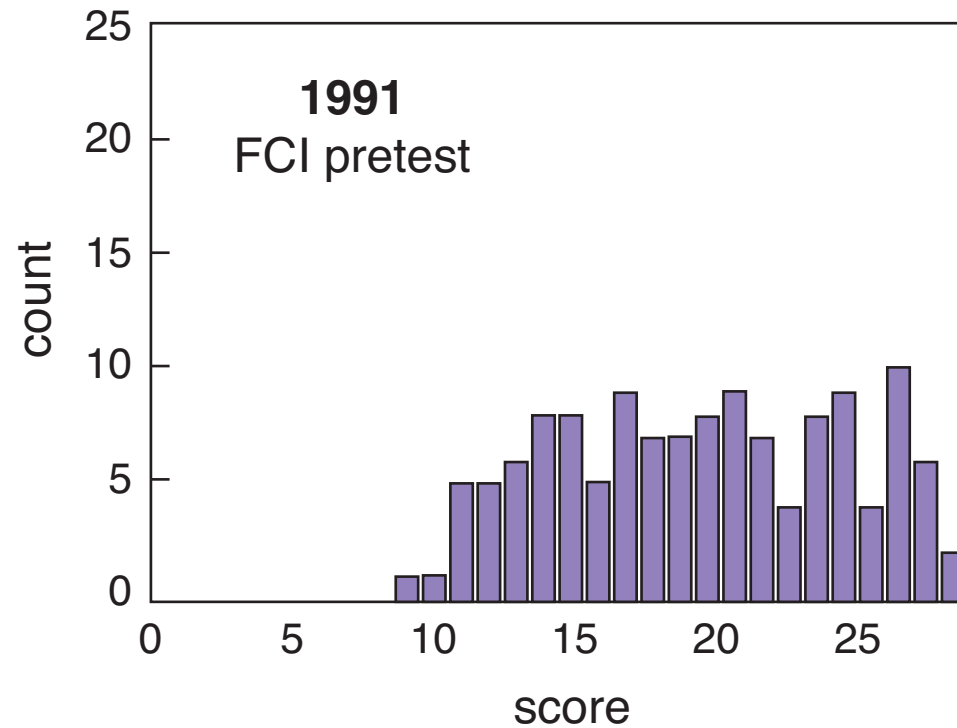
INSTRUCTION

1 education

2 PI

3 test

first year of implementing PI

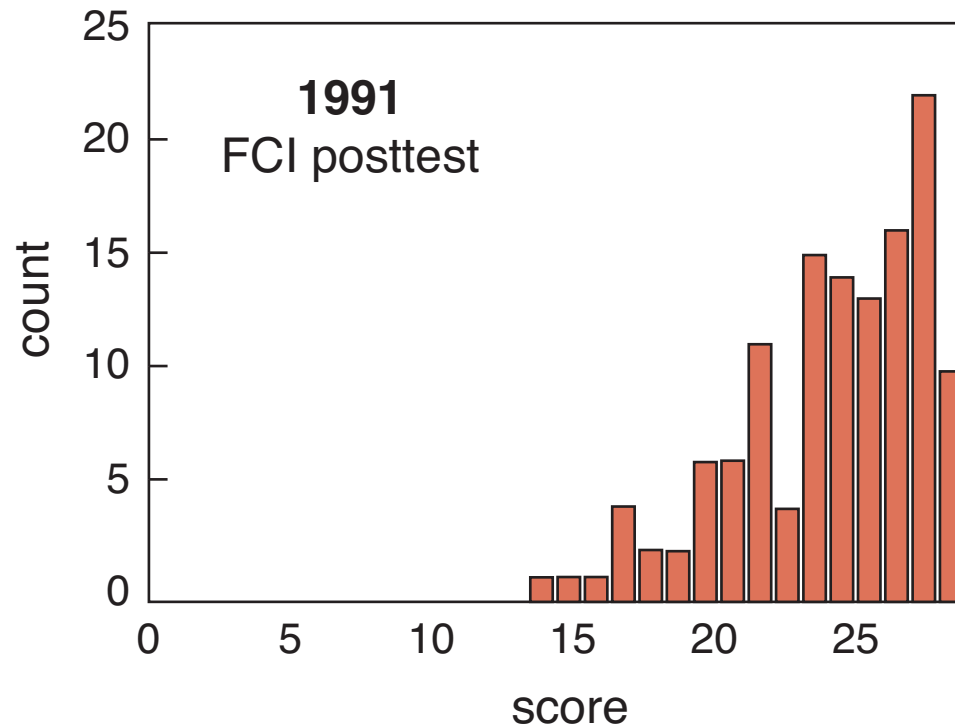


1 education

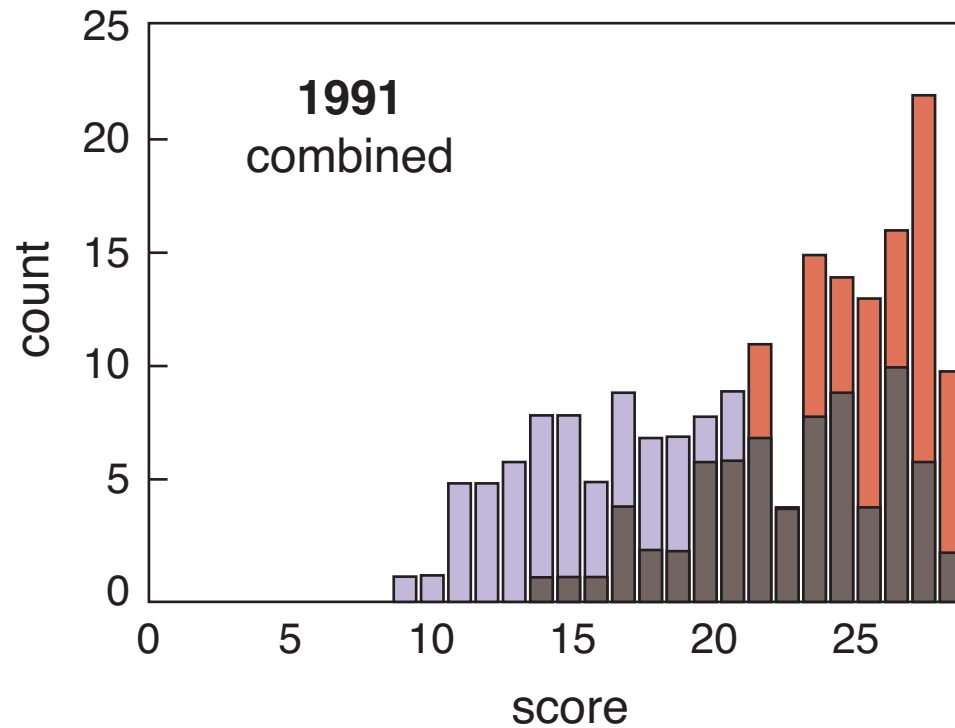
2 PI

3 test

first year of implementing PI



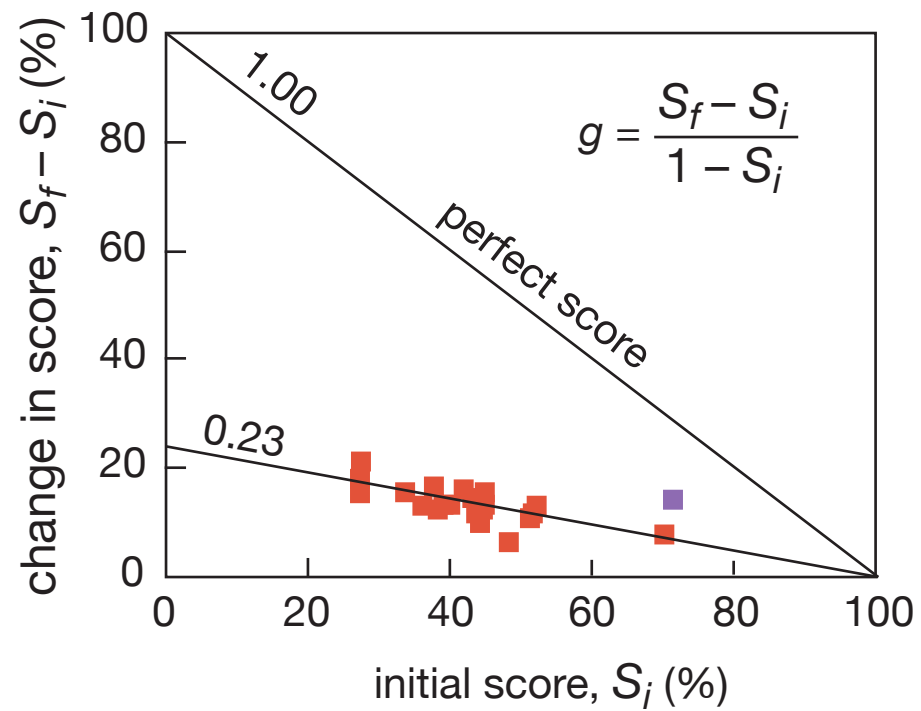
first year of implementing PI



1 education

2 PI

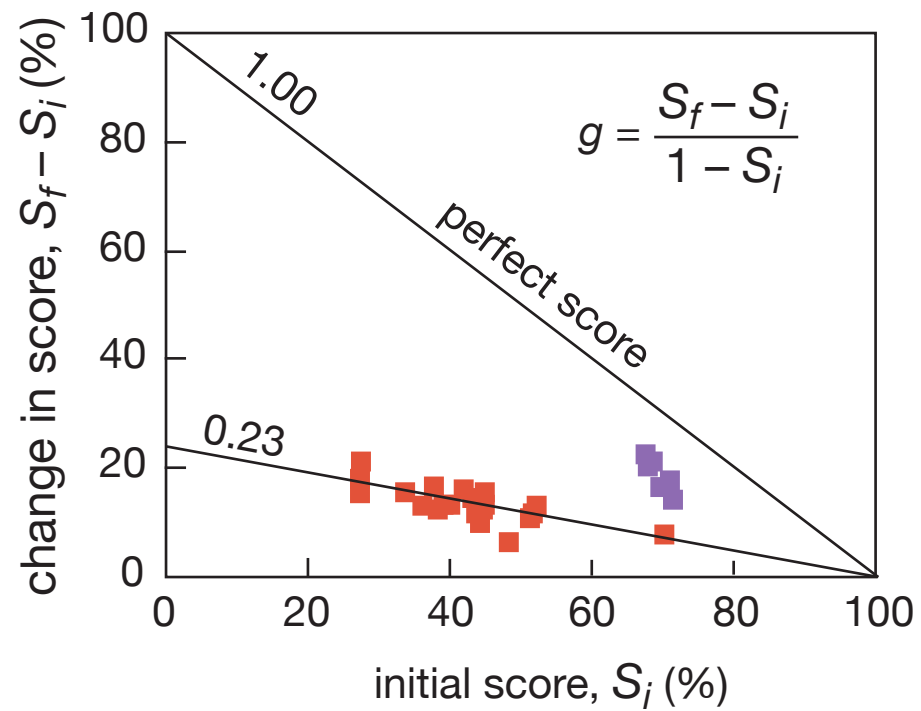
3 test



1 education

2 PI

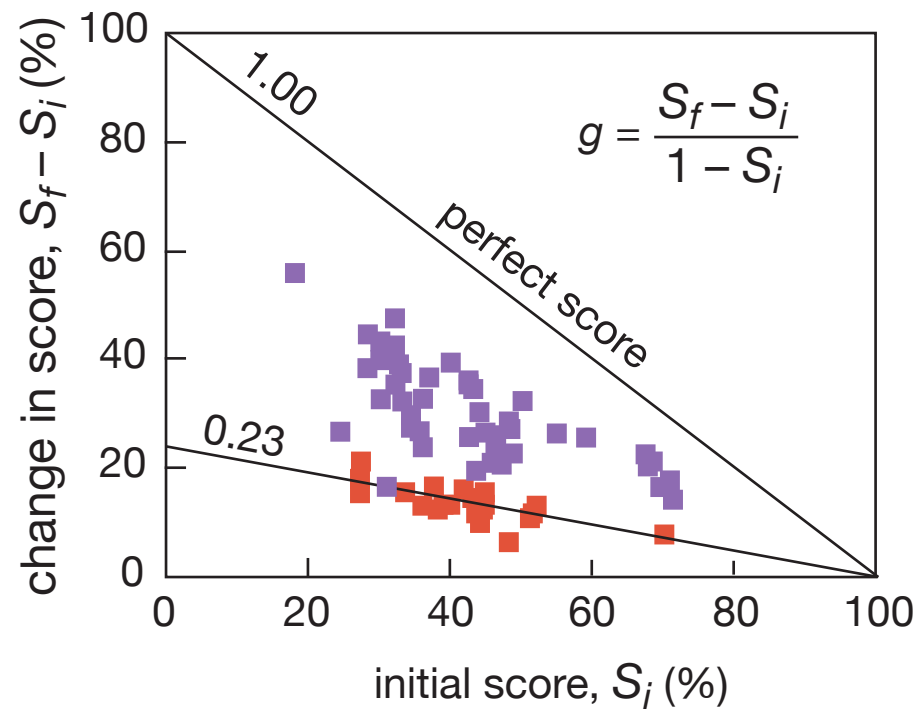
3 test



1 education

2 PI

3 test

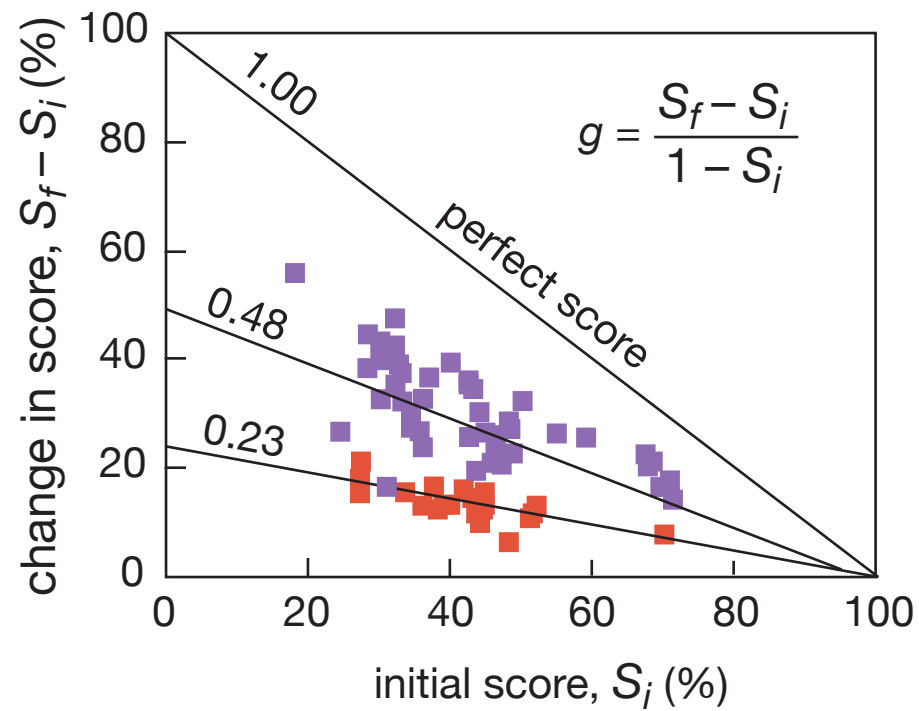


R.R. Hake, *Am. J. Phys.* 66, 64 (1998)

1 education

2 PI

3 test



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

1 education

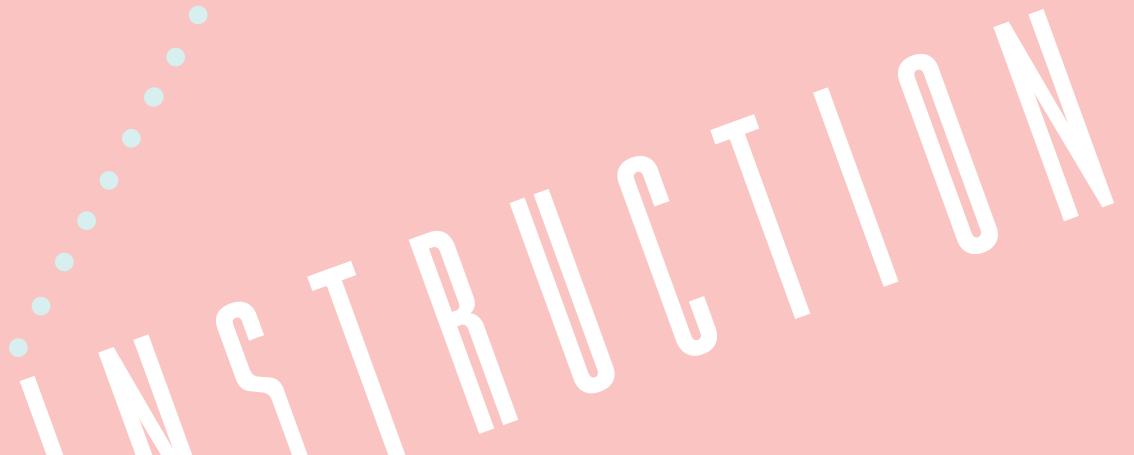
2 PI

3 test



Peer

what about problem solving?

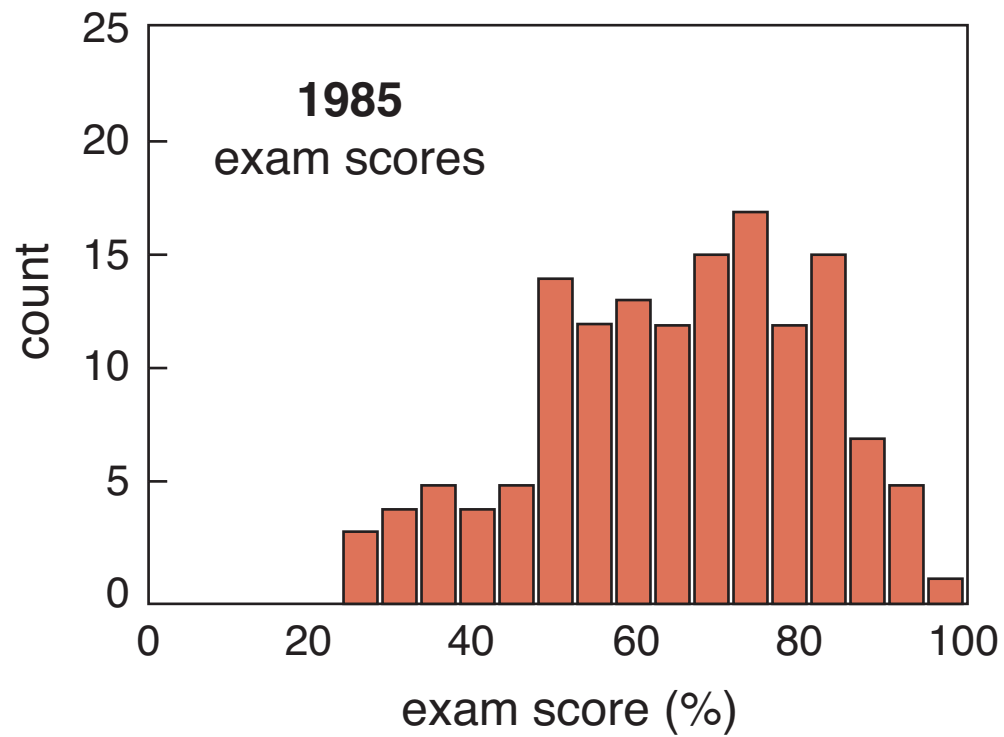


INSTRUCTION

1 education

2 PI

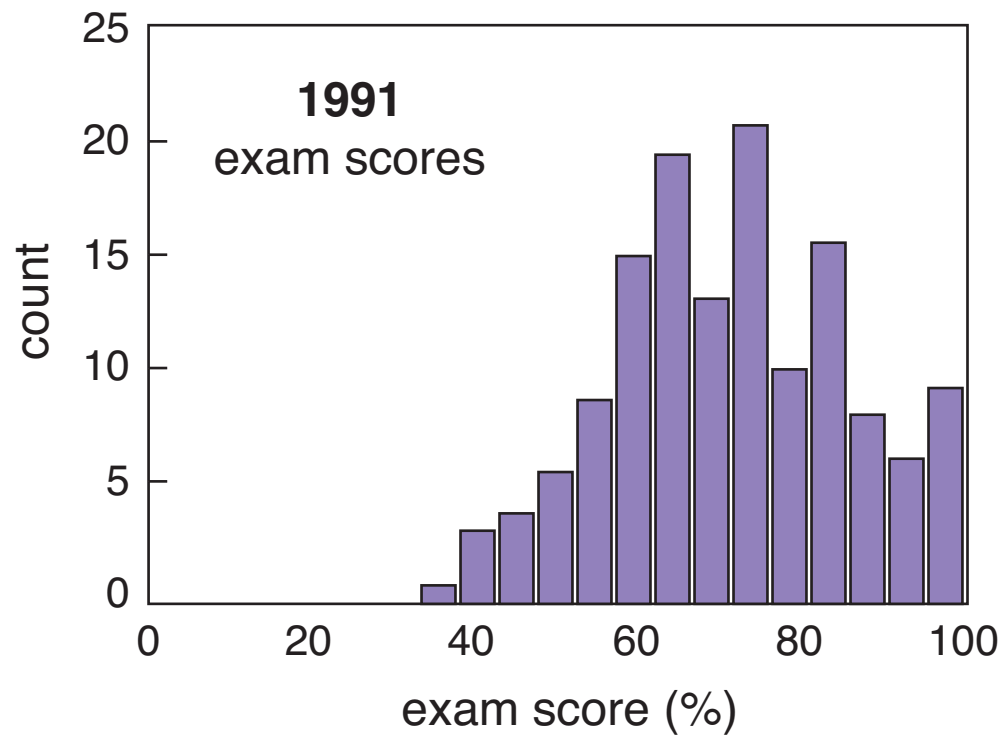
3 test



1 education

2 PI

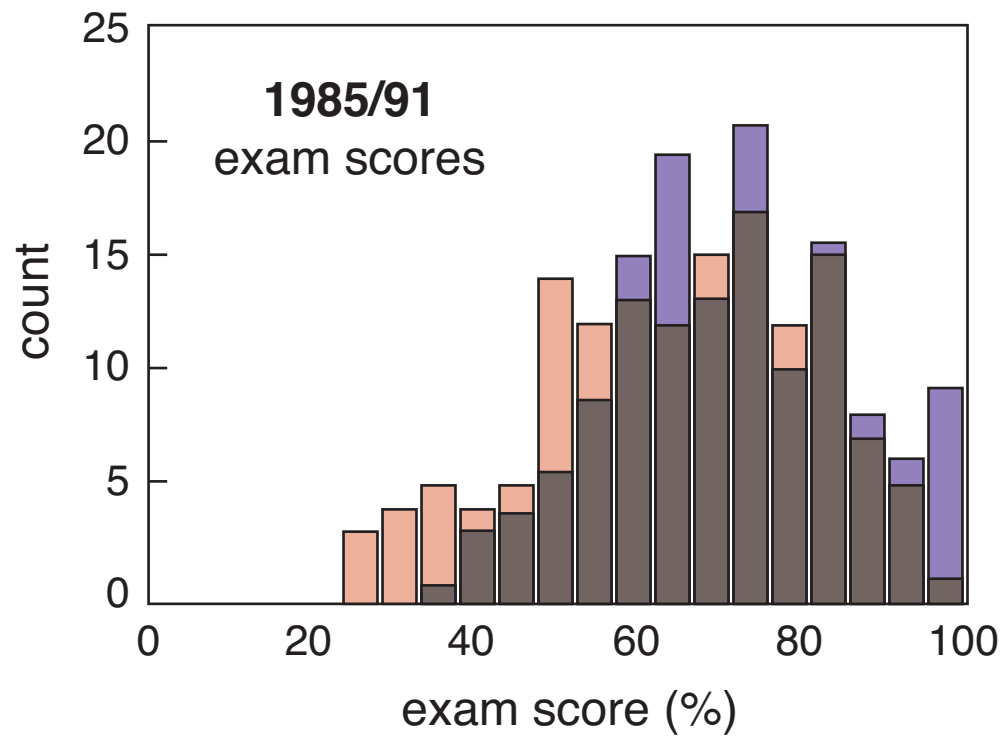
3 test



1 education

2 PI

3 test



1 education

2 PI

3 test



**So better understanding leads to better
problem solving!**

1 education

2 PI

3 test



So better understanding leads to better problem solving!

(but “good” problem solving doesn’t always indicate understanding!)

1 education

2 PI

3 test



1 education

2 PI

3 test

in a lecture, students...

1 education

2 PI

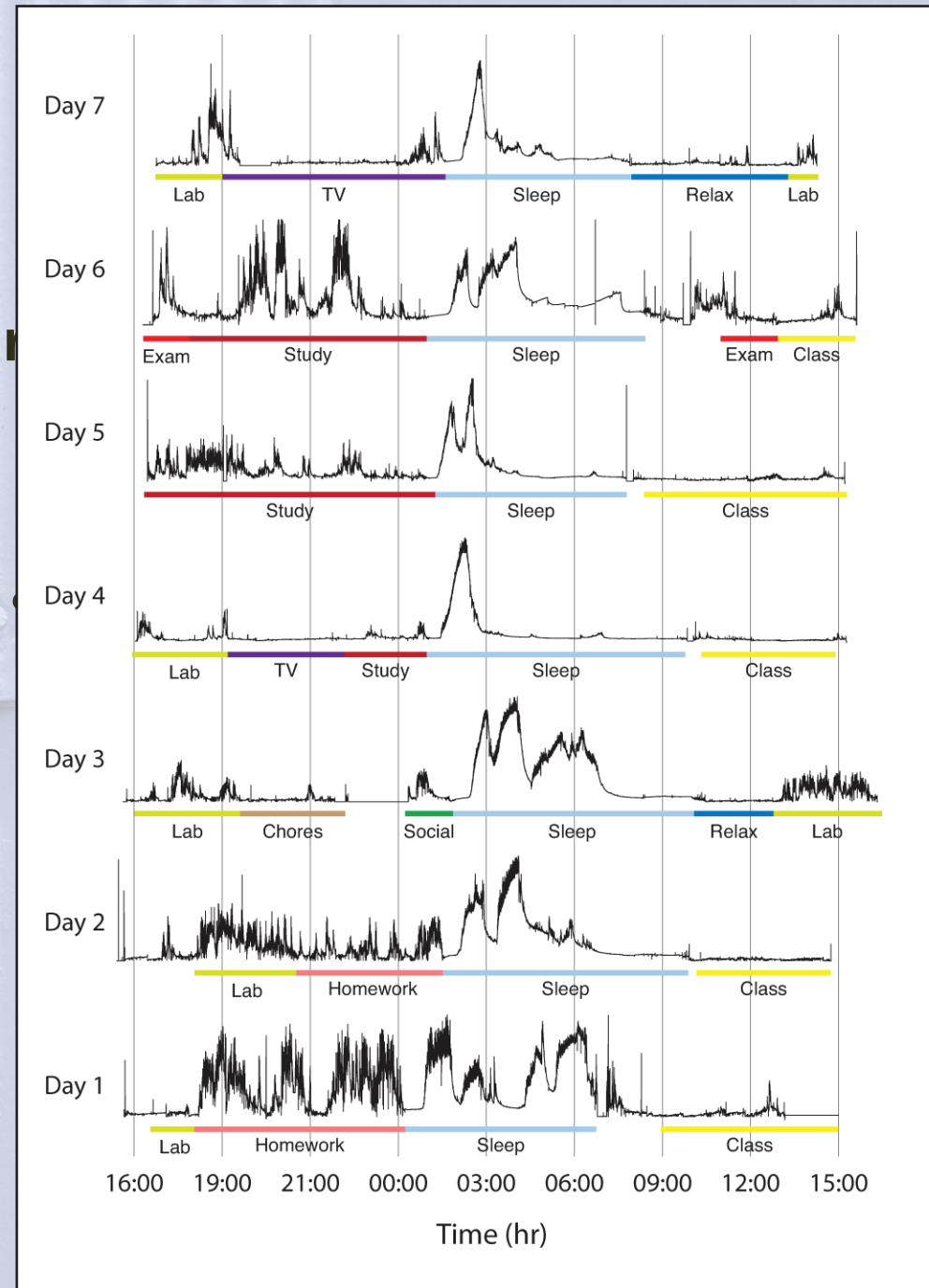
3 test

in a lecture, students...

1. don't pay utmost attention

in a lecture

1. don't pay utmost



doi: 10.1109/TBME.2009.2038487

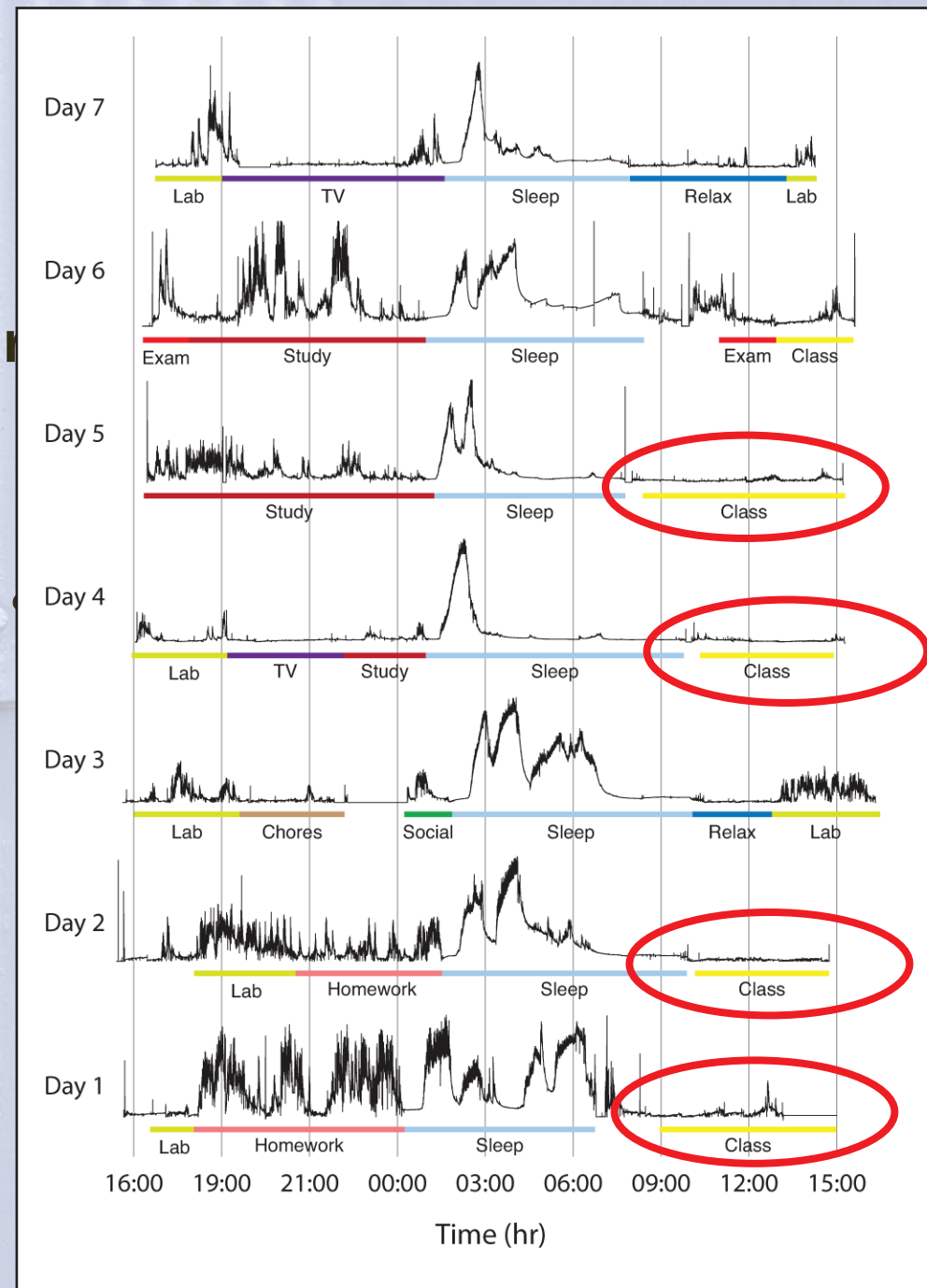
1 education

2 PI

3 test

in a lecture

1. don't pay utmost



doi: 10.1109/TBME.2009.2038487

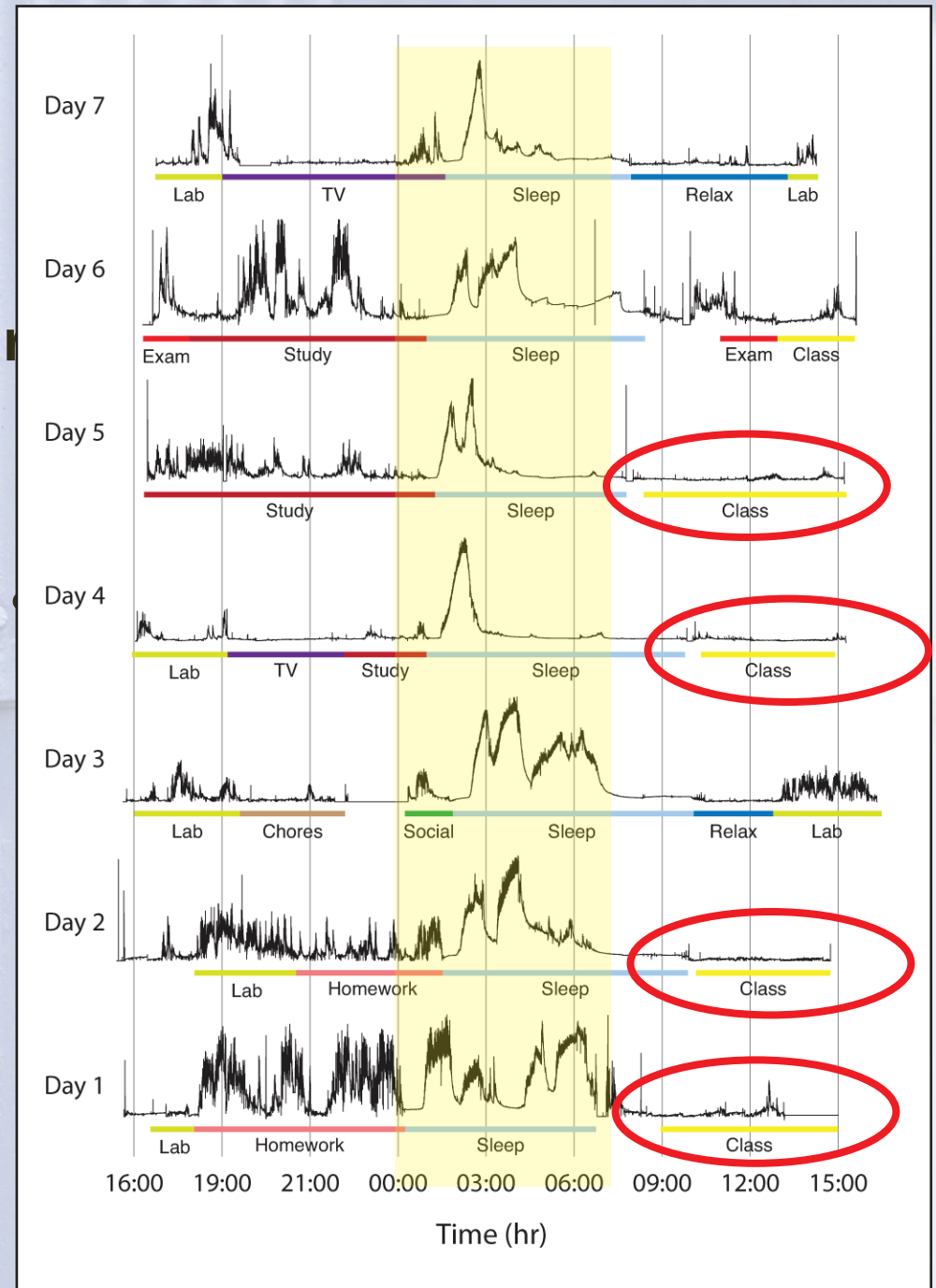
1 education

2 PI

3 test

in a lecture

1. don't pay utmost



doi: 10.1109/TBME.2009.2038487

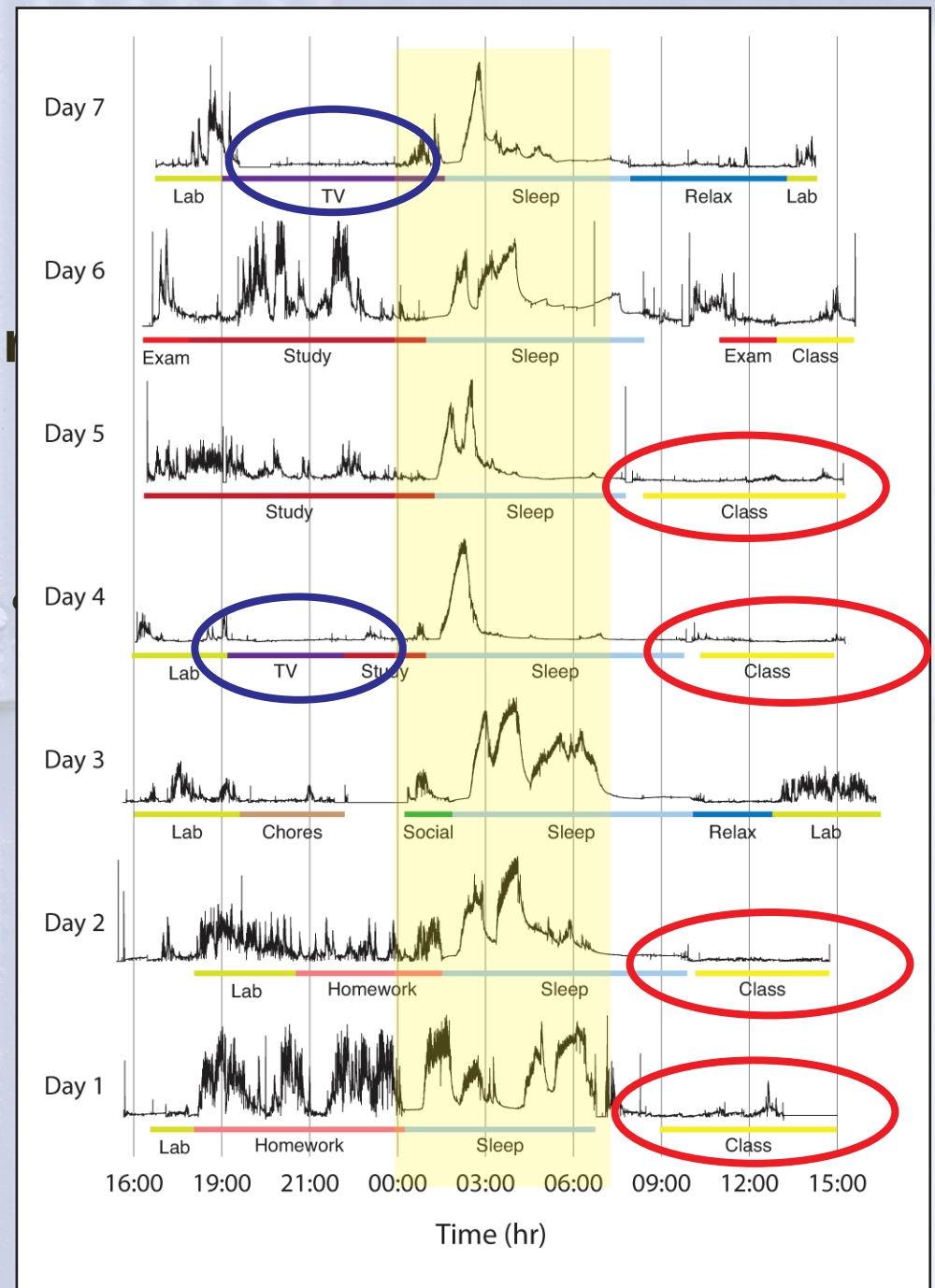
1 education

2 PI

3 test

in a lecture

1. don't pay utmost



doi: 10.1109/TBME.2009.2038487

1 education

2 PI

3 test

in a lecture, students...

1. don't pay utmost attention

2. think they know it

in a lecture, students...

- 1. don't pay utmost attention**
- 2. think they know it**
- 3. are not confronted with misconceptions**

in a lecture, students...

1. don't pay utmost attention

2. think they know it

3. are not confronted with misconceptions

false
sense of security



1 education

2 PI

3 test

The background is a faded, classical-style painting. It depicts a face, possibly a classical figure, with multiple eyes visible. The face is rendered in a pale, yellowish-tan color, and the eyes are large and detailed. The overall style is reminiscent of a classical portrait, but with a surreal twist of multiple eyes. The text 'an illusion...' is overlaid in a bold, red, serif font.

an illusion. . .

1 education

2 PI

3 test



Education is not just about:

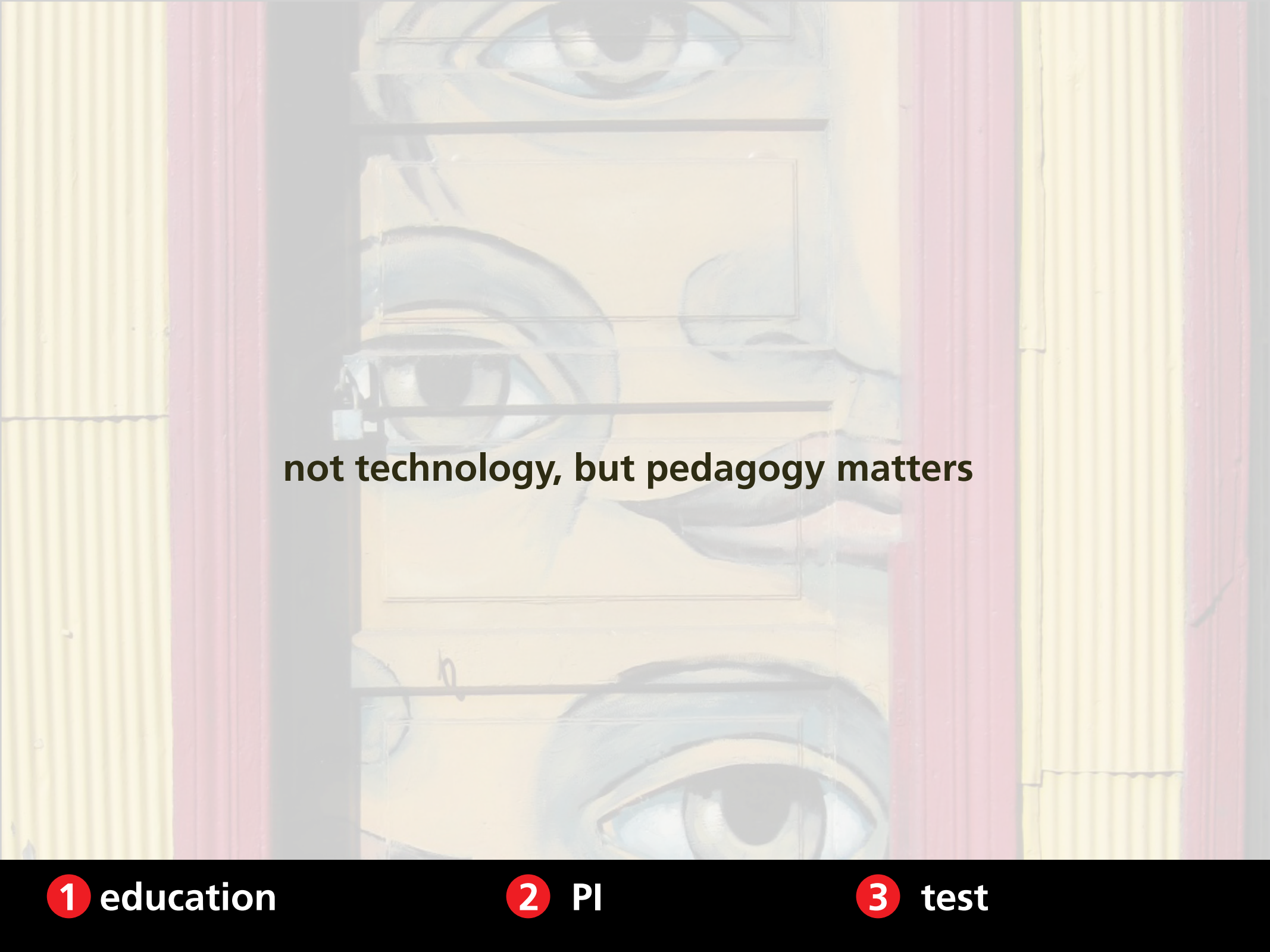
- **transferring information**
- **getting students to do what we do**



Education is not just about:

- **transferring information**
- **getting students to do what we do**

active participation a must!



not technology, but pedagogy matters

1 education

2 PI

3 test

First International Asia-Pacific Conference on Peer Instruction



Beijing, China

14-16 December 2012

mazur@harvard.edu



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