

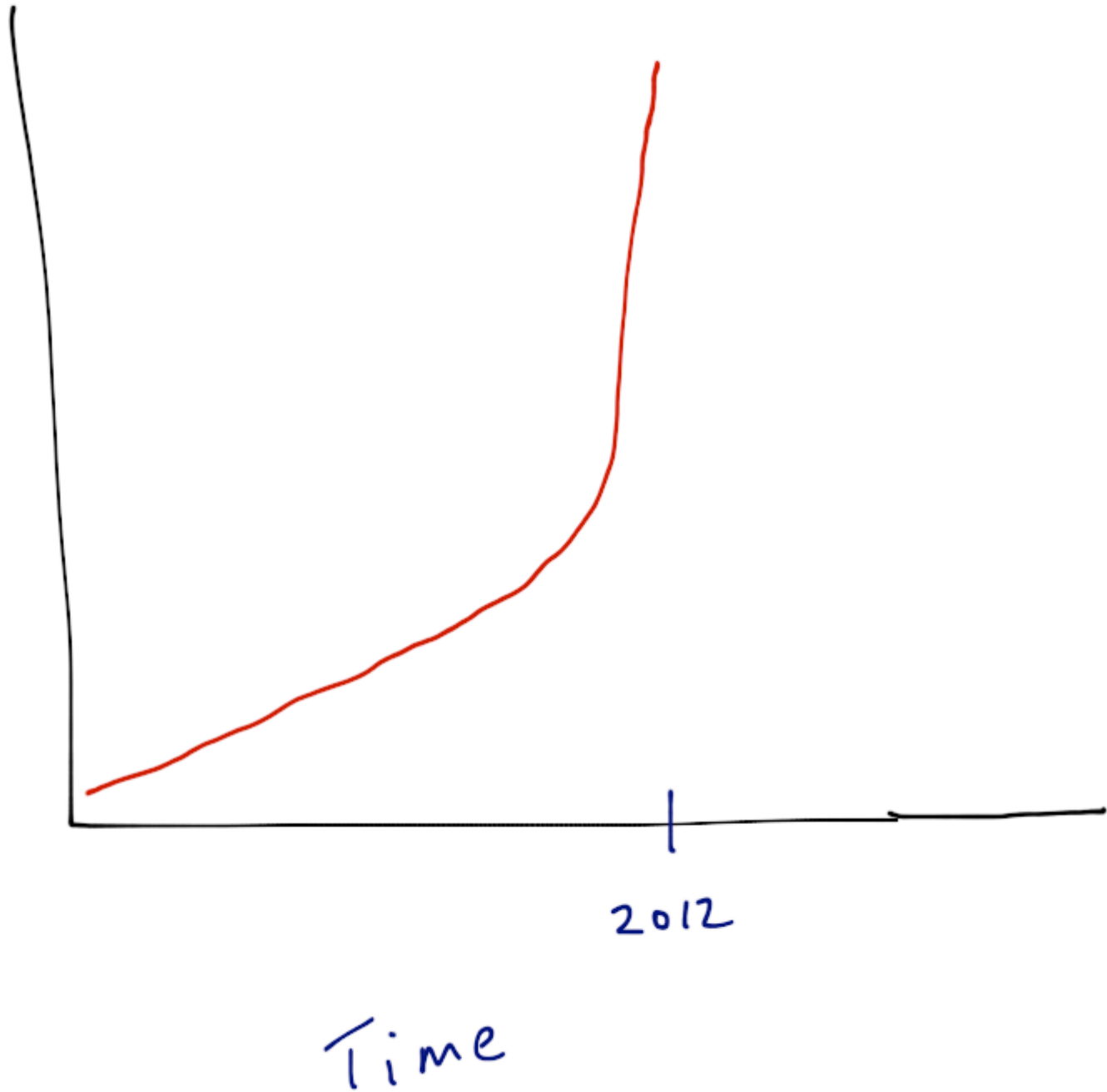


# Peer Instruction Network

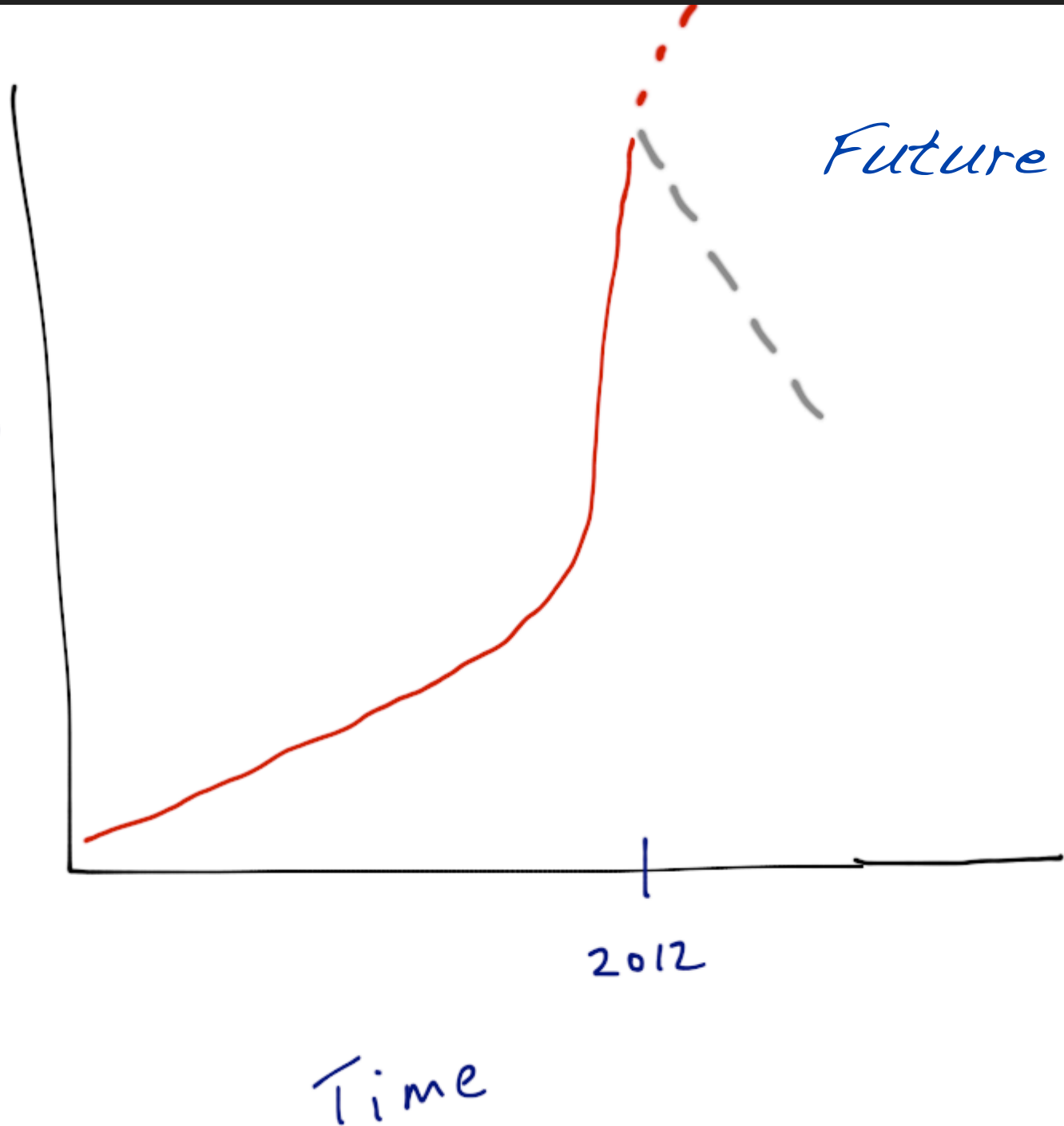
Connecting innovative educators, everywhere.

Julie Schell  
Mini PER Conference  
Harvard University  
11-16-2012

# of  
educators  
trying  
new  
things



# of  
educators  
trying  
new  
things



33% of physics faculty leave  
innovation process after trying  
something new.

More work needs to be done to support faculty for continuation and implementation.

Innovation doesn't happen in  
isolation.



# Peer Instruction Network

A global network to scale support of educators  
at varying levels of innovation.



# Peer Instruction Network

Facilitates networking among **3136** members.





# Peer Instruction Network

From all over the world.



# Peer Instruction Network

And all kinds of disciplines.

## Member Profile



PI Member since:  
06/05/2012

Course or Subject Area:

[Mechanics](#),  
[Electromagnetism](#)



## Eric Mazur

[eric@learningcatalytics.com](mailto:eric@learningcatalytics.com)

Physics

Cambridge, MA  
United States

Harvard University

**PI User?** Expert

Show Eric's ConceptTests on Learning Catalytics

### What should the PI community know about me?

Physicist, educator, author, lecturer, Harvard professor, founder SiOnyx & Learning Catalytics, developer of Peer Instruction, early adopter of new technologies

### Other Information:

**I teach:**

Introductory Undergraduates  
Intermediate Undergraduates  
Faculty (e.g. Workshops)  
Other Audiences

**Professional Role:**

Primarily research, some instruction, some admin

**Class (or Audience) Size:**

Small (1-25)  
Medium (26-75)  
Large (76-200)  
Extra-Large (201-500)  
Mega (500+)



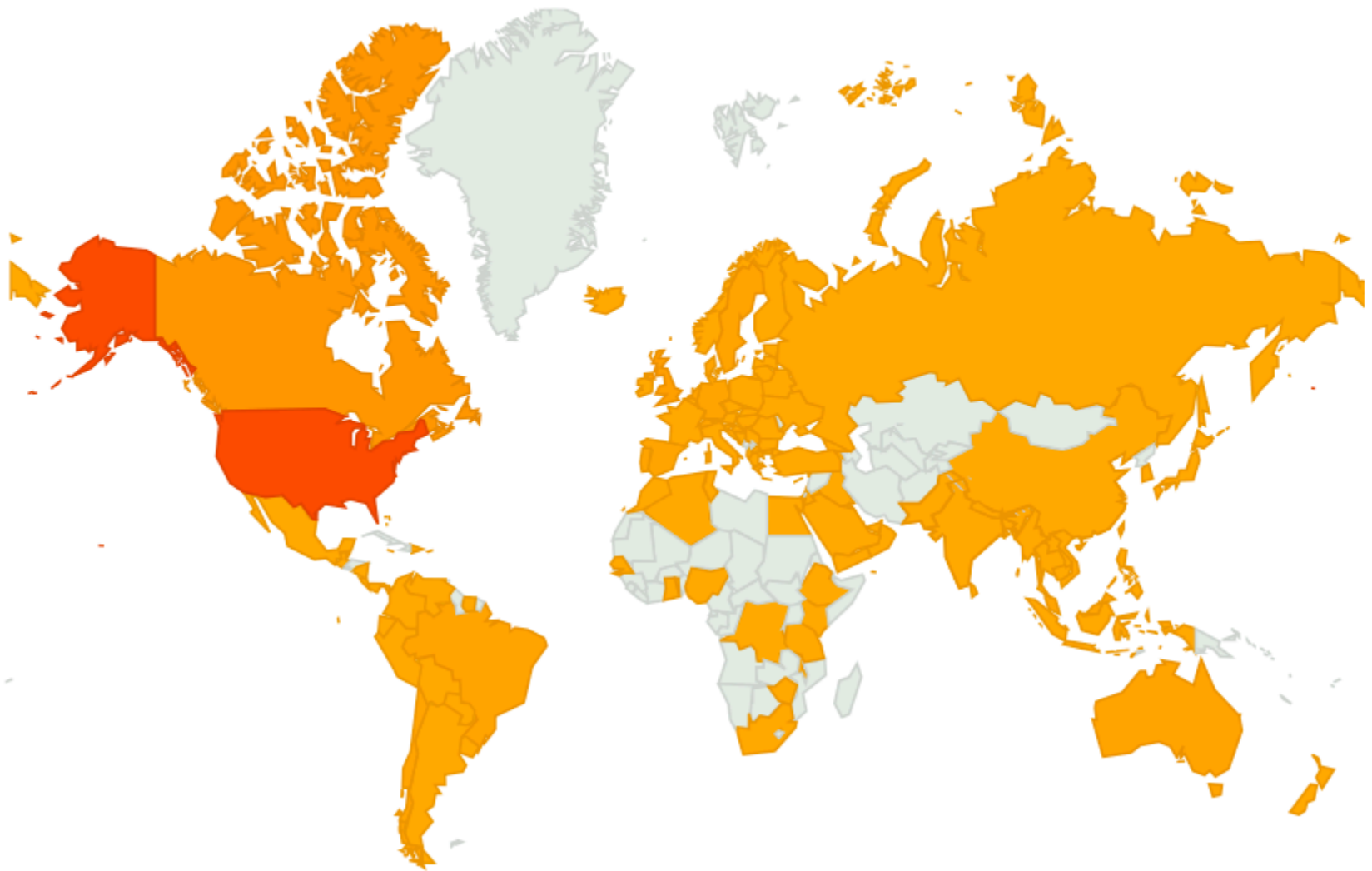
# Peer Instruction Blog

Turn to Your Neighbor



# Peer Instruction Blog

Connect, Share, Learn



Turn to Your Neighbor Readers

# Turn to Your Neighbor

The Official Peer Instruction Blog



Home

## How do I get my students to prepare before coming to a flipped class?

April 20, 2012 · Best Practices, ConcepTests, Flipped classroom, Implementation, Just-in-Time-Teaching, Peer Instruction

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### Authors

Julie Schell

In 2 wildly popular blog posts [1](#) and [2](#) on the flipped classroom, “notable advocates of the flipped classroom” clarify what is meant by the term. They include Jonathan Bergmann and Aaron Sams, who are credited with developing the most prevalent implementation of the flip. In the first post, the 8 advocates write: “In most Flipped Classrooms, there is an active and intentional transfer of some of the information delivery to outside of the classroom with the goal of freeing up time to make better use of the face-to-face interaction in school.”

The eight flipped classroom gurus also write, “This can look very different from classroom to classroom and we recognize no two Flipped Classrooms look exactly the same, just as no two traditional classrooms look alike. The Flipped Classroom is a pedagogy-first approach that strives to meet the needs of the learners in our individual schools and communities. It is much more an ideology than it is a specific methodology...there is no prescribed set of rules to follow or model to fit...Practitioners of the various flipped classroom models are constantly tweaking, changing, rejecting, adding to, and generally trying to improve the model through direct experience with how effective it is for kids.”

We want to be clear, for ourselves and our readers, about what those most famous for the flip mean by the term. We think it’s a wonderful model and a great way to describe some of the core features of Peer Instruction, despite many differences.

Top Post

# Turn to Your Neighbor

The Official Peer Instruction Blog



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## How one professor motivated students to read before a flipped class, and measured their effort

*September 4, 2012 · Best Practices, ConcepTests, Flipped classroom, Implementation, Interactive Teaching, Inverted classroom, Just-in-Time-Teaching, Measuring learning, Motivation, Peer Instruction, Research, Scientific Teaching*

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### Authors

Julie Schell

I can't get my students to do their readings before coming to class.

No really, I can't.

Motivating students to do pre-class work is one of the most common barriers we face as educators, regardless of what we teach or where we teach it.

And for those of us trying to flip our classrooms, motivating students to do pre-class activities is critical. Flipping gurus, [Bergmann and Sams \(2012\)](#), emphasize there is not one single way to implement flipped techniques, indeed they say "every teacher who has chosen to flip does so differently" (p. 12).

In this post, *Turn to Your Neighbor* interviews [Peer Instruction Network Member](#), Professor Ives Araujo from [UFRGS-Brasil](#), about how he motivated his students to do Reading Assignments before class and how he measured this out-of-class engagement. Find out what he learned after he flipped his classroom for the first time using [Just-in-Time-Teaching](#) with [Peer Instruction](#), and a few other interactive methods.

Top Post





## 3 ways to get your students to like doing homework in a flipped class

September 20, 2012 · Flipped classroom, homework, Interactive Teaching, Inverted classroom, Metacognition, Motivation, Peer Instruction, problem solving

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### Authors

Julie Schell

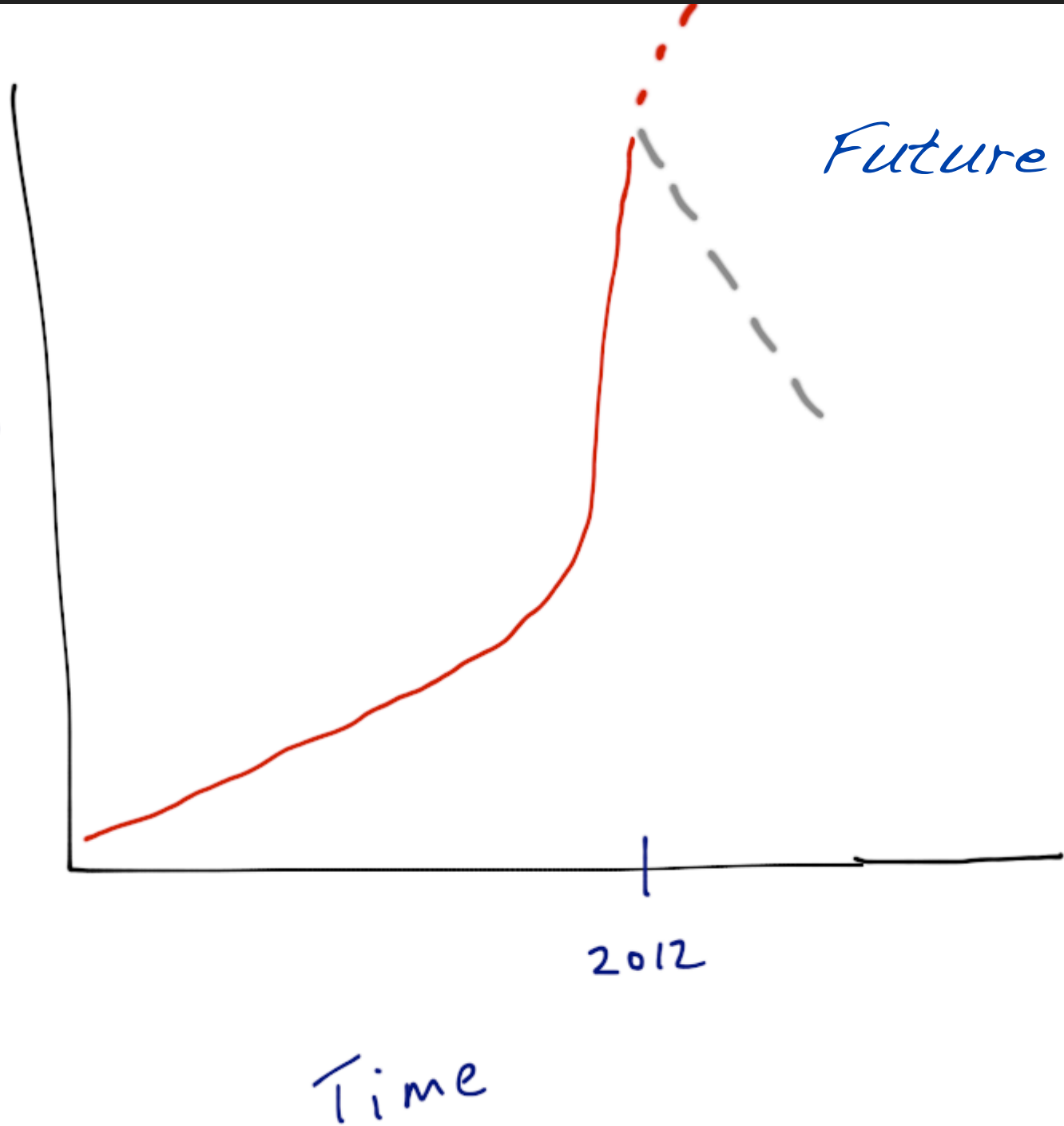
Close your eyes and imagine a place, on a planet far far away, where students relish doing challenging homework problems...on their own and smile while doing them; in fact, where they may even be *inspired* to do individual homework and have no compulsion to cheat. A cozy place where during most of a three hour lecture period the instructor mingles casually with students discussing the beautiful and big ideas of her discipline, while the students intensely collaborate and innovate. And where sophisticated (and correct) subject-matter language, punctuated with phrases such as "how do you know that?" or "what's your evidence for that?" or "what if we tried it this way?" are coming from students' mouths, not from instructors or teaching assistants.

Welcome to AP50, a new applied physics class in the **School of Engineering and Applied Sciences at Harvard University**, taught by **Professor Eric Mazur** and preceptor **Carolann Koleci**. Students are freshmen, sophomores and juniors and from a mix of disciplines. The course is equivalent to introductory, calculus-based physics.

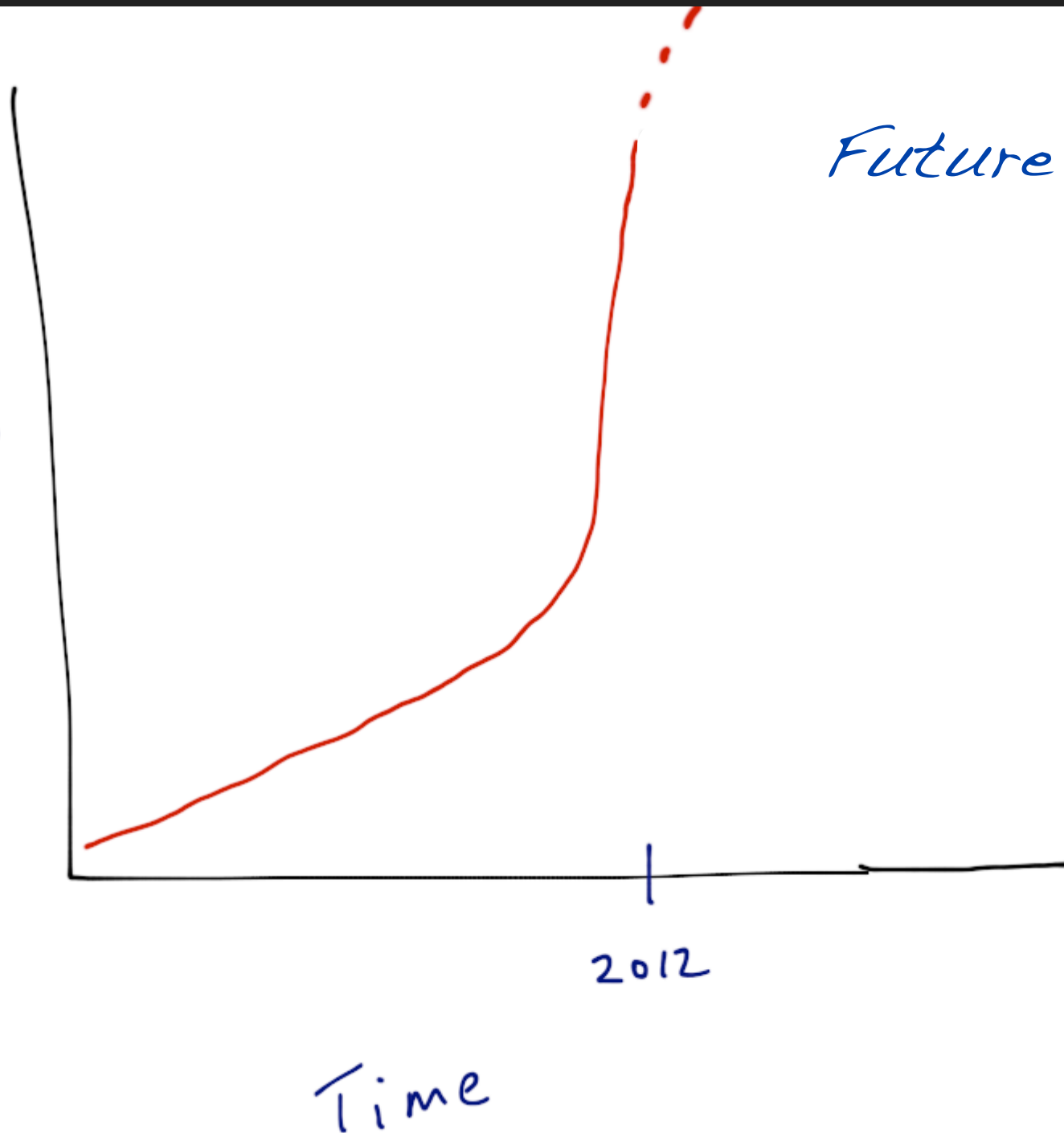


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[www.peerinstruction.net](http://www.peerinstruction.net)