

1. Go to learningcatalytics.com/demo
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3. Join session 123456789

Peer Instruction Workshop



BYU Idaho
Rexburg, ID, 15 May 2015



Peer Instruction Workshop



@eric_mazur

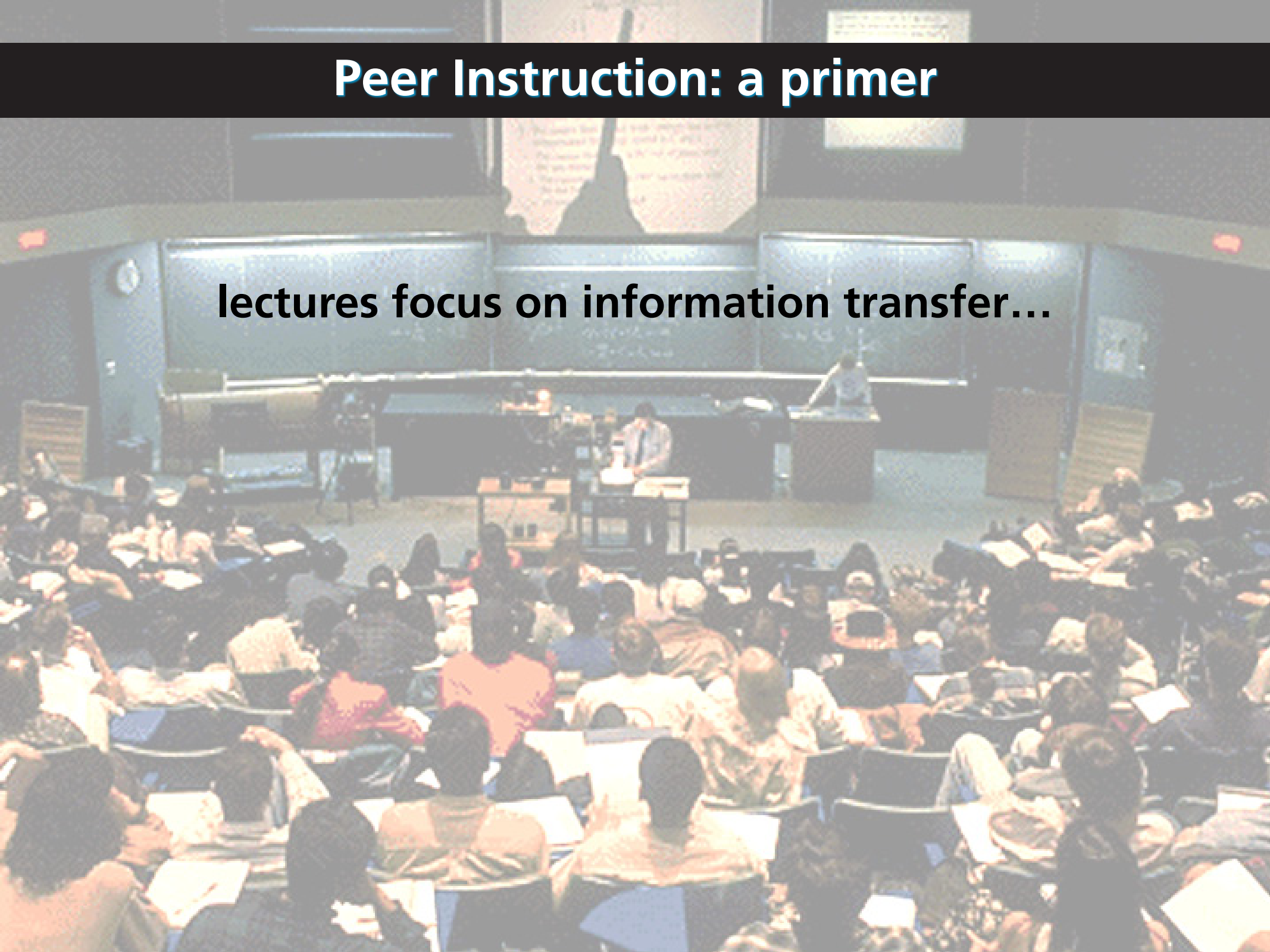
BYU Idaho
Rexburg, ID, 15 May 2015



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Peer Instruction: a primer

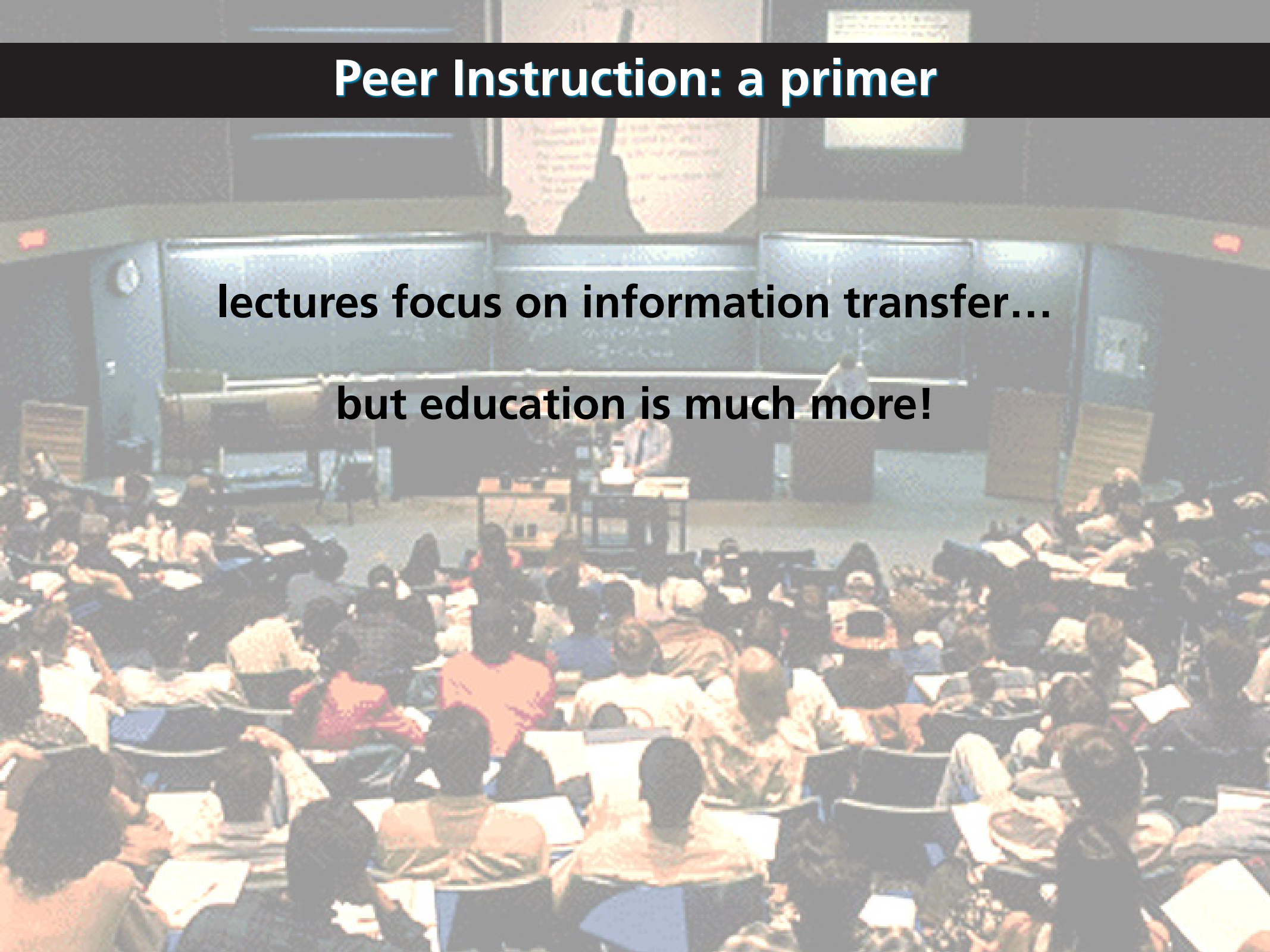
lectures focus on information transfer...



Peer Instruction: a primer

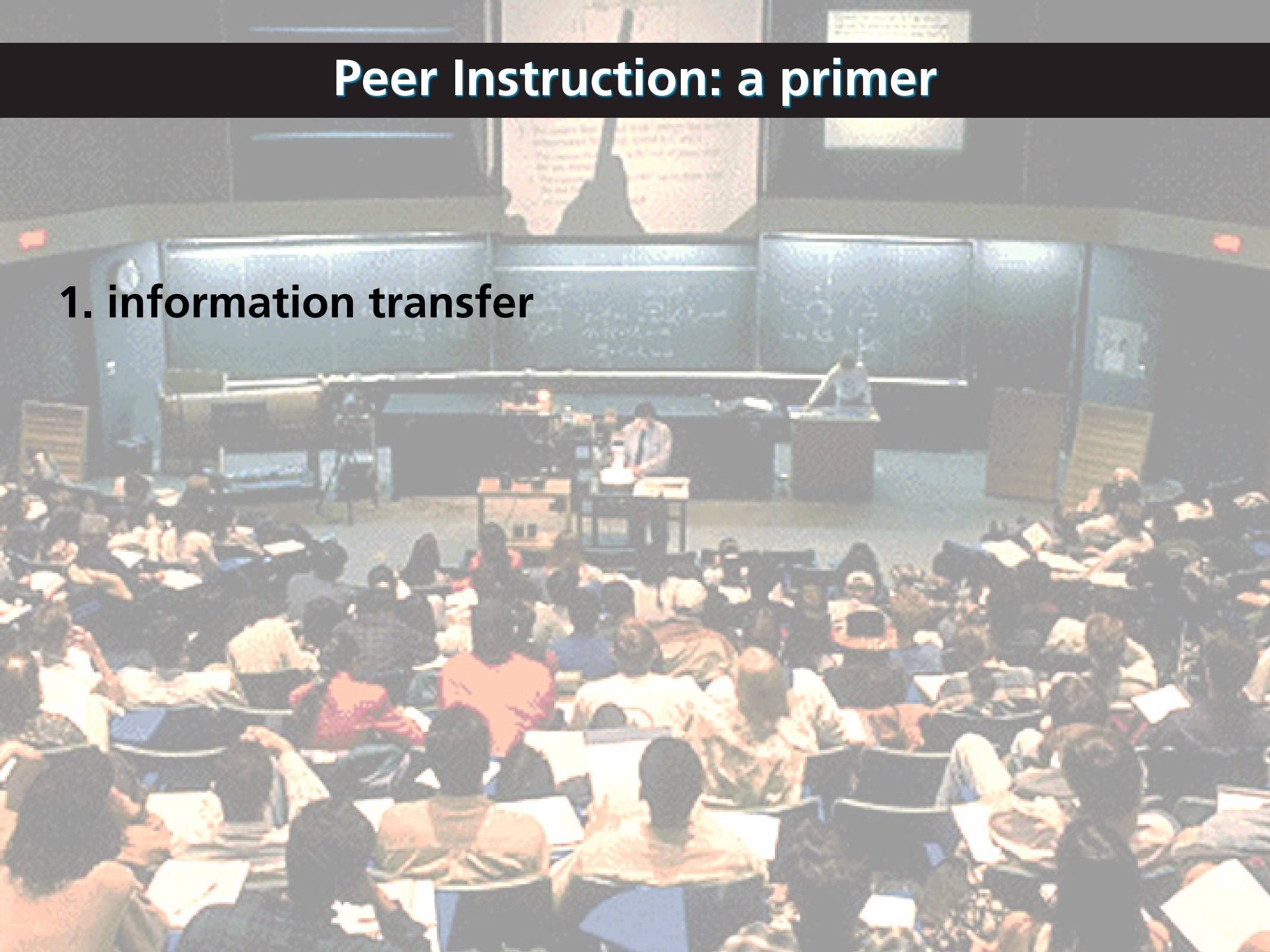
lectures focus on information transfer...

but education is much more!



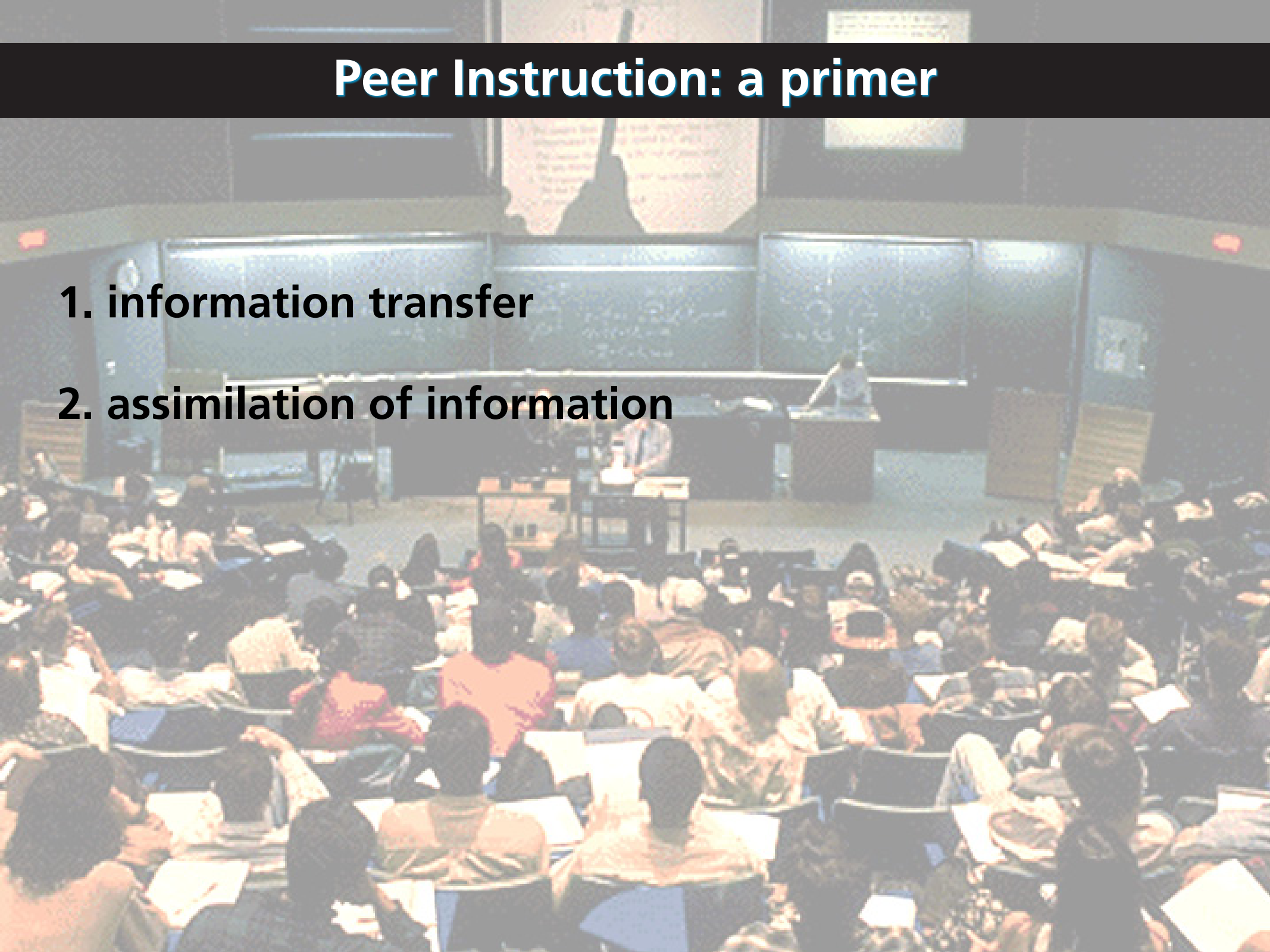
Peer Instruction: a primer

1. information transfer



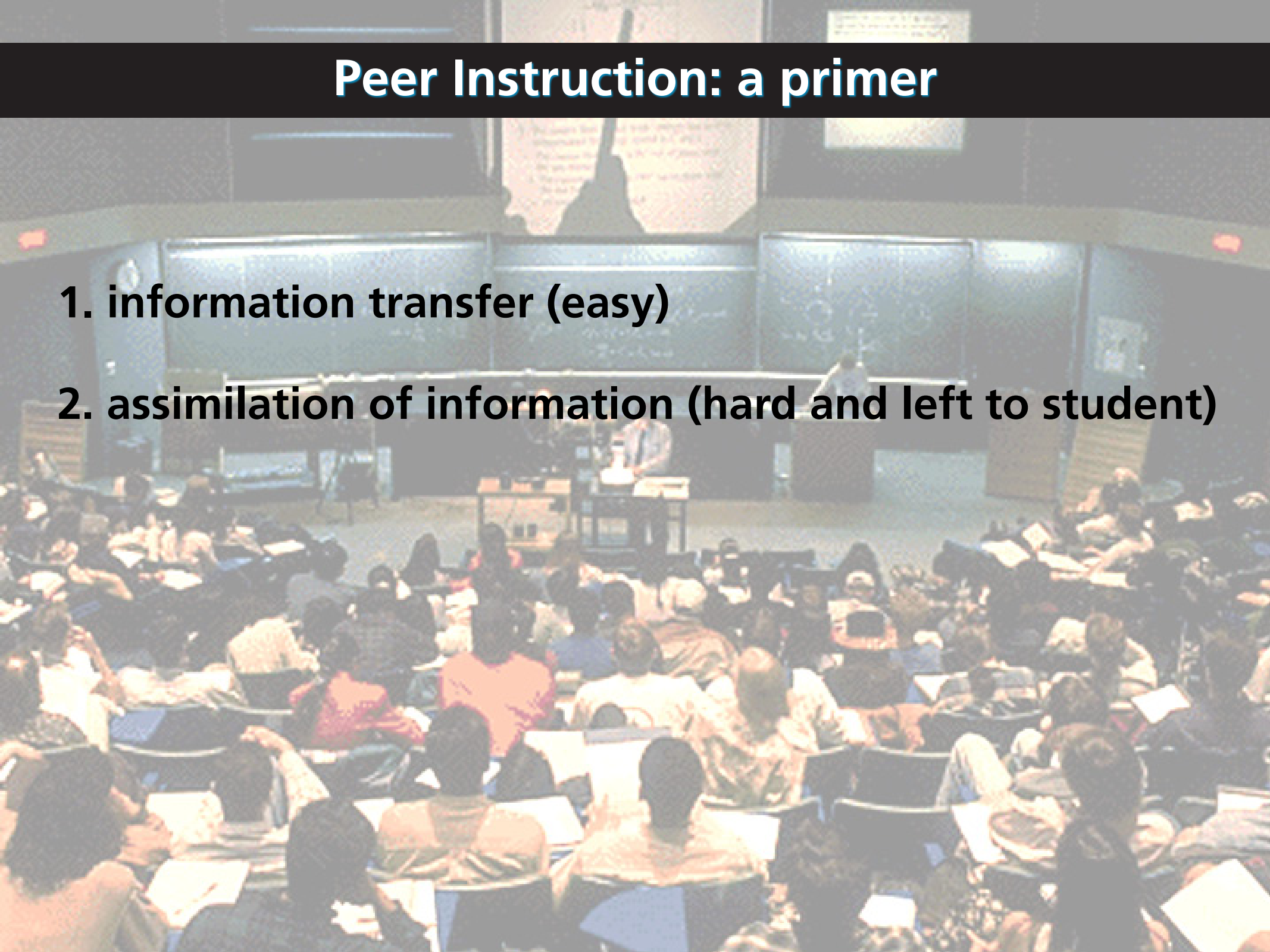
Peer Instruction: a primer

1. information transfer
2. assimilation of information



Peer Instruction: a primer

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



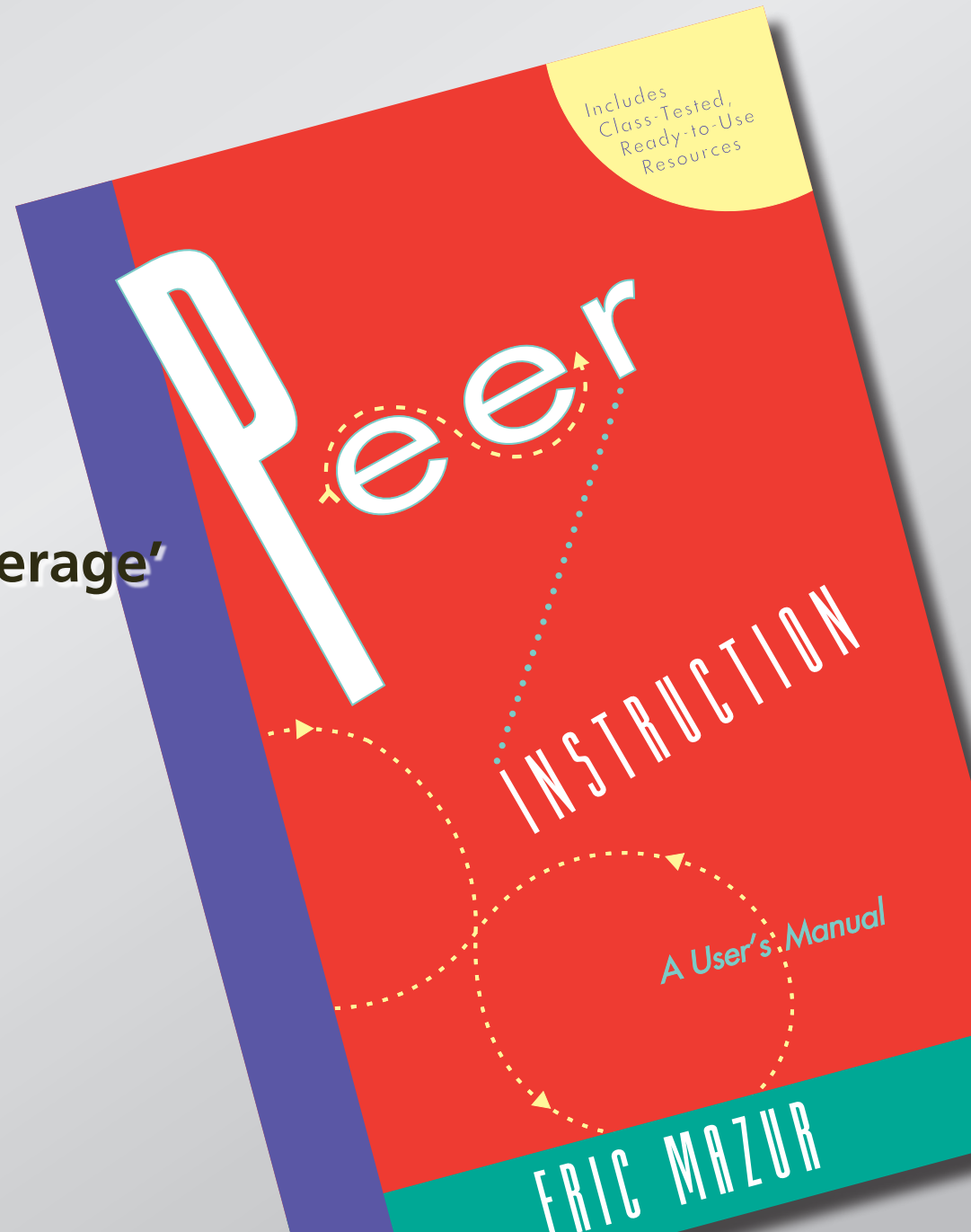
Peer Instruction: a primer

Solution: move information transfer out of classroom!

Peer Instruction: a primer

Main features:

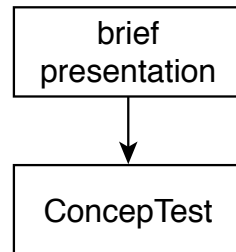
- pre-class reading
- in-class: depth, not 'coverage'
- ConcepTests



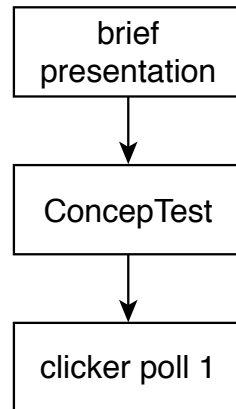
Peer Instruction: a primer

brief
presentation

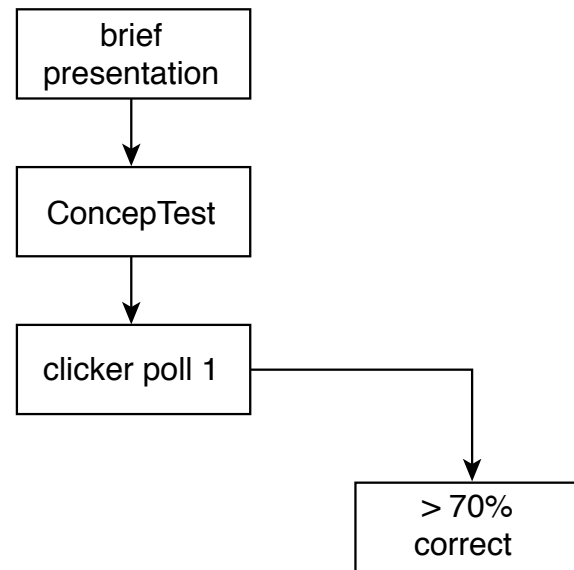
Peer Instruction: a primer



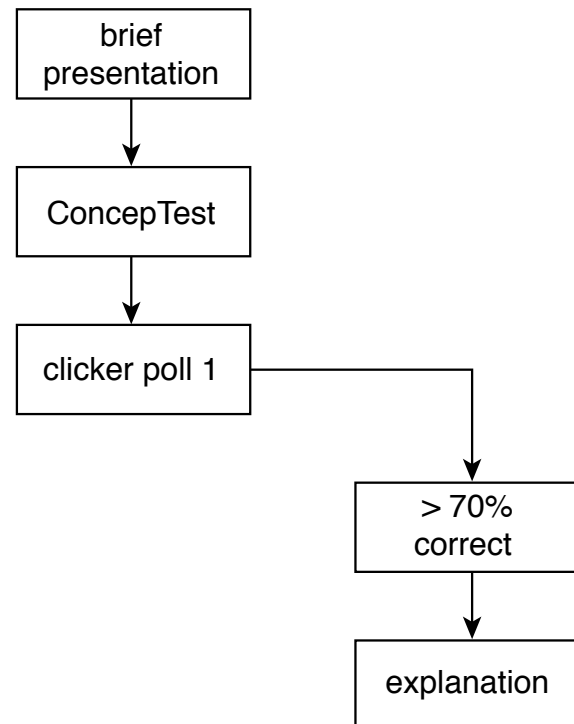
Peer Instruction: a primer



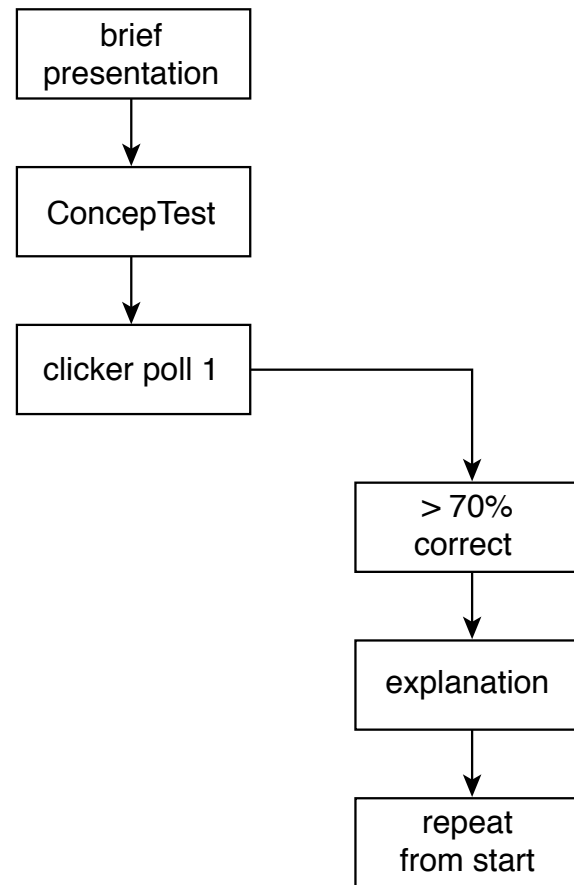
Peer Instruction: a primer



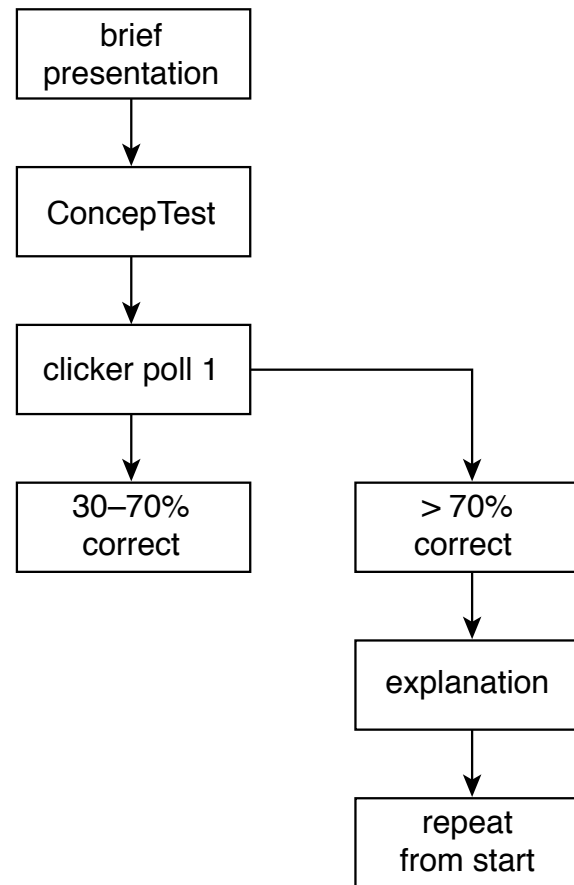
Peer Instruction: a primer



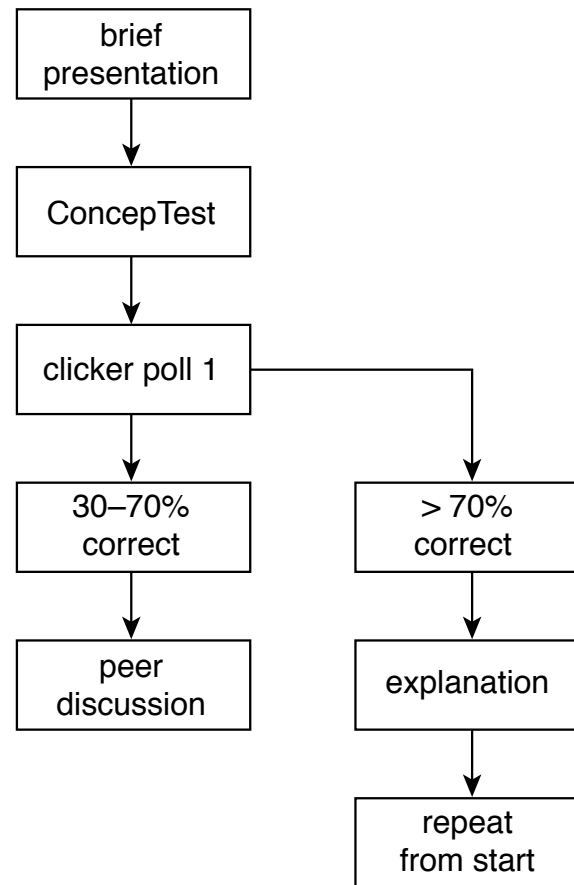
Peer Instruction: a primer



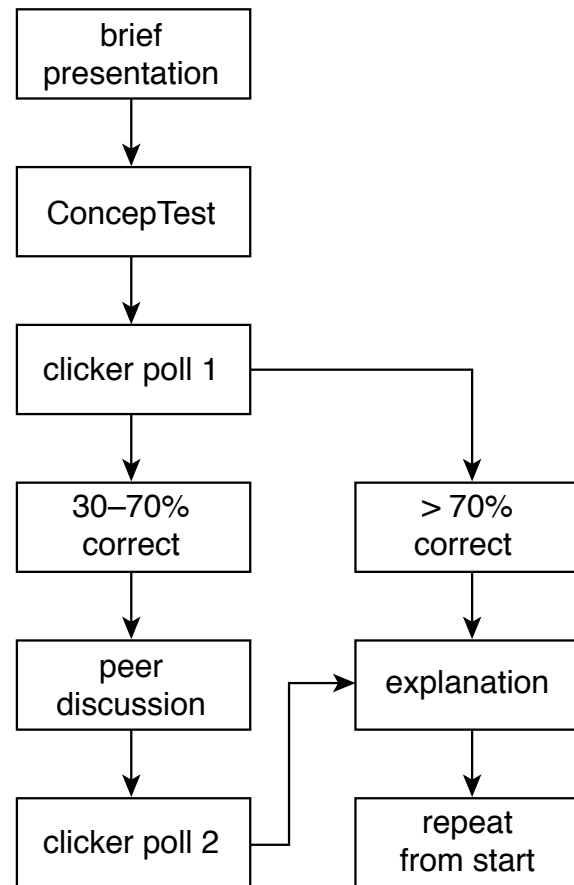
Peer Instruction: a primer



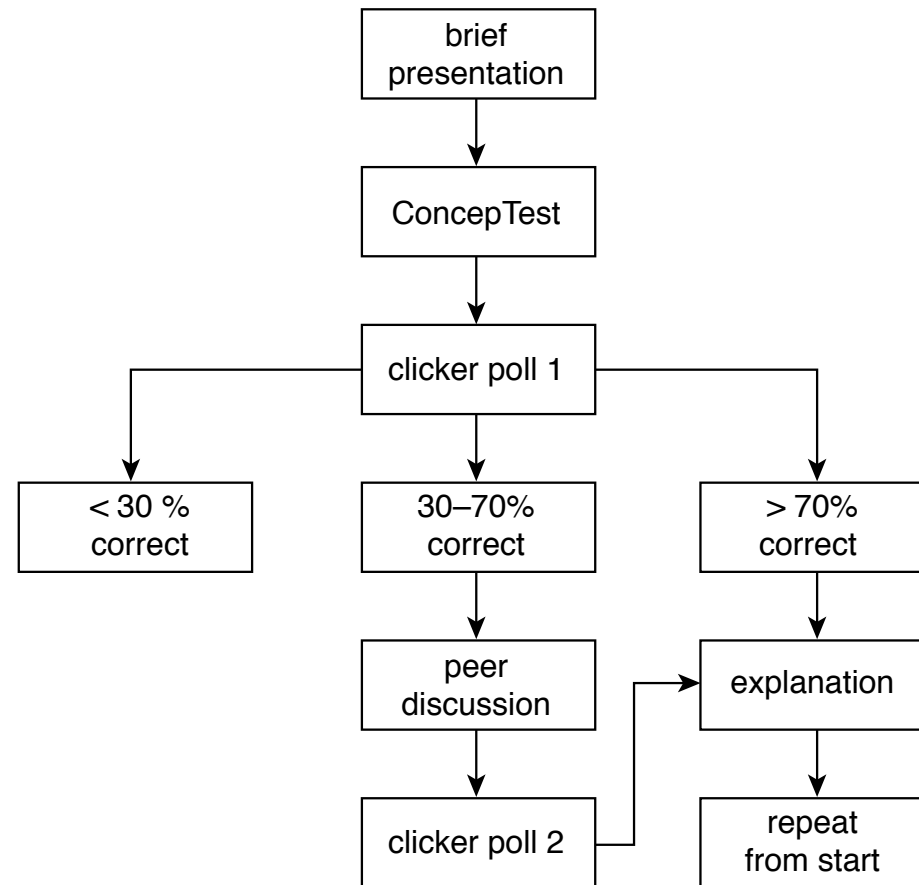
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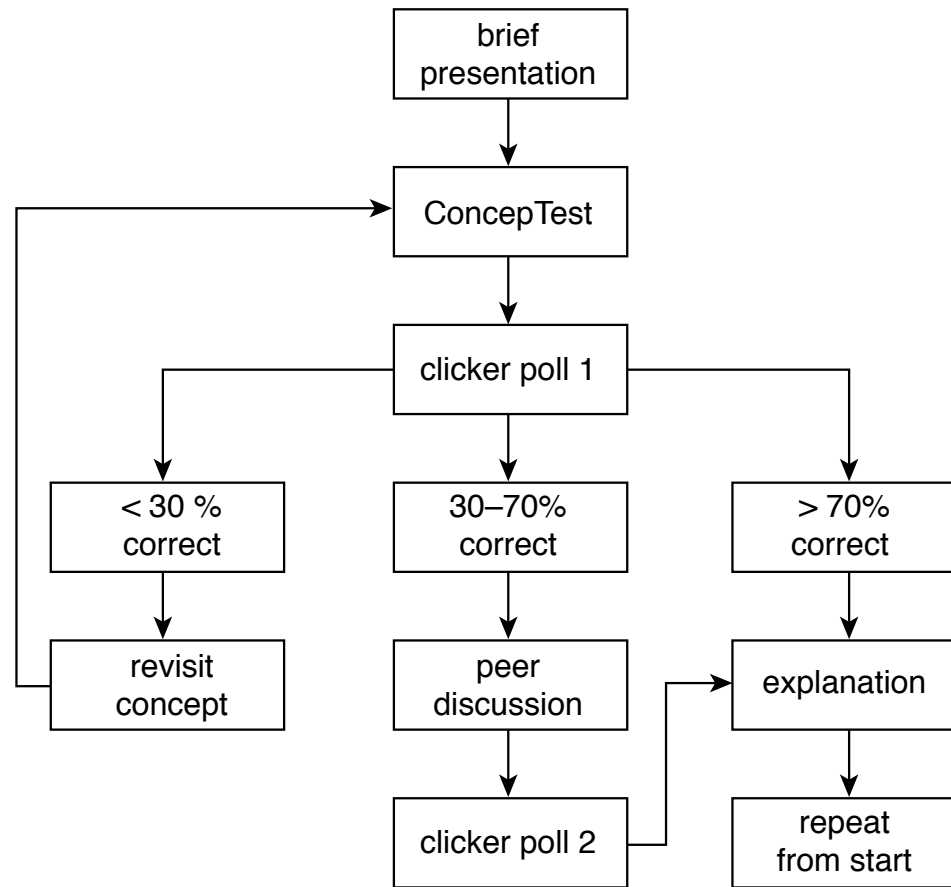
Peer Instruction: a primer



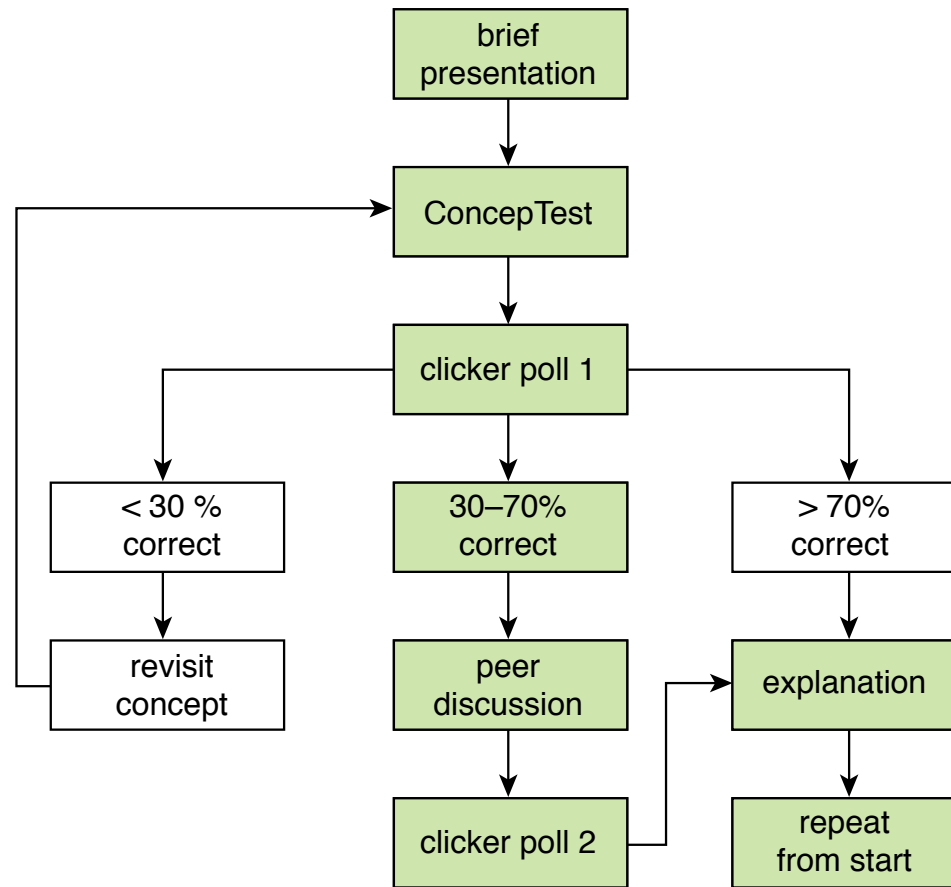
Peer Instruction: a primer



Peer Instruction: a primer



Peer Instruction: a primer



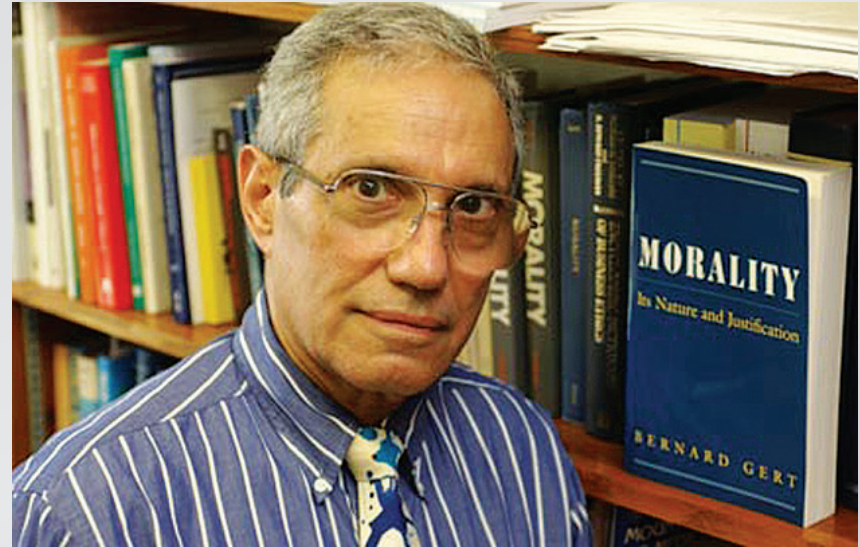
Frequently Asked Questions

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

Let's try it!

Bernard Gert (1934 – 2011)

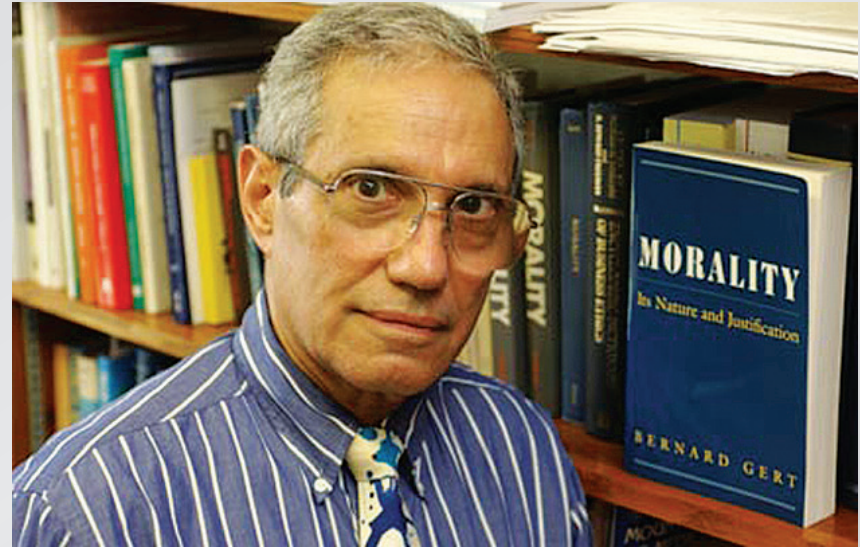
**Moral philosopher
Professor at Dartmouth**



Let's try it!

Bernard Gert (1934 – 2011)

**Moral philosopher
Professor at Dartmouth**



“Morality is an informal public system applying to all rational persons, governing behavior that affects others, and includes what are commonly known as the moral rules, ideals, and virtues and has the lessening of evil or harm as its goal.”

Let's try it!

Bernard Gert's moral system created by 10 rules:

- 1. Do not kill**
- 2. Do not cause pain**
- 3. Do not disable**
- 4. Do not deprive of freedom**
- 5. Do not deprive of pleasure**
- 6. Do not deceive**
- 7. Keep your promises**
- 8. Do not cheat**
- 9. Obey the law**
- 10. Do your duty (as required by job, circumstances).**

Let's try it!

Heinz's wife was near death, and her only hope was a drug that had been discovered by a pharmacist who was selling it for an exorbitant price. The drug cost \$20,000 to make, and the pharmacist was selling it for \$200,000. Heinz could only raise \$50,000 and insurance wouldn't make up the difference. He offered what he had to the pharmacist, and when his offer was rejected, Heinz said he would pay the rest later. Still the pharmacist refused. In desperation, Heinz broke into the store and stole the drug.

Let's try it!

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Should Heinz have broken into the store to steal the drug for his wife?

Let's try it!

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Should Heinz have broken into the store to steal the drug for his wife?

- 1. Yes**
- 2. No**



Let's try it!

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Should Heinz have broken into the store to steal the drug for his wife?

1. Yes
2. No



It works here...

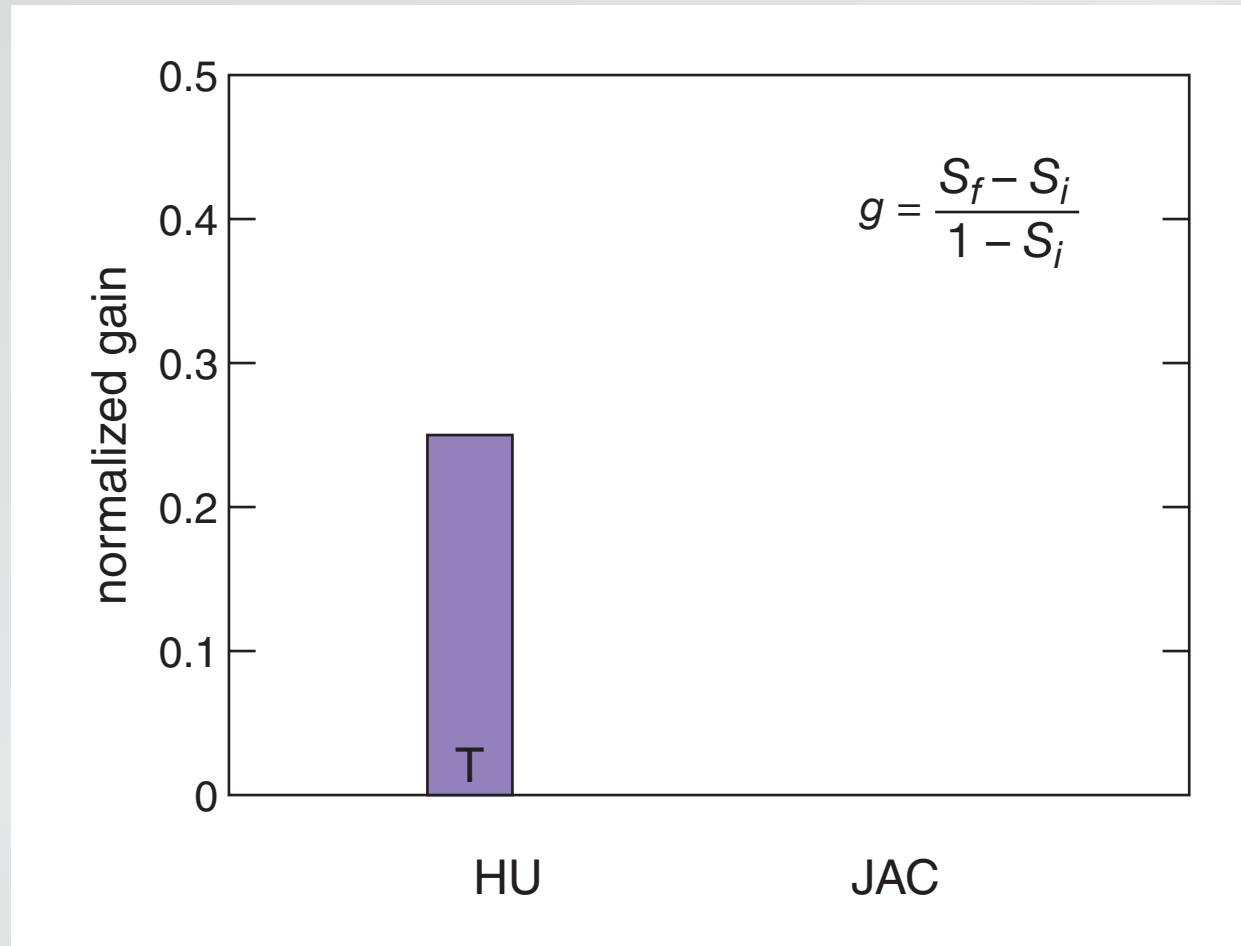


...but will it work here?



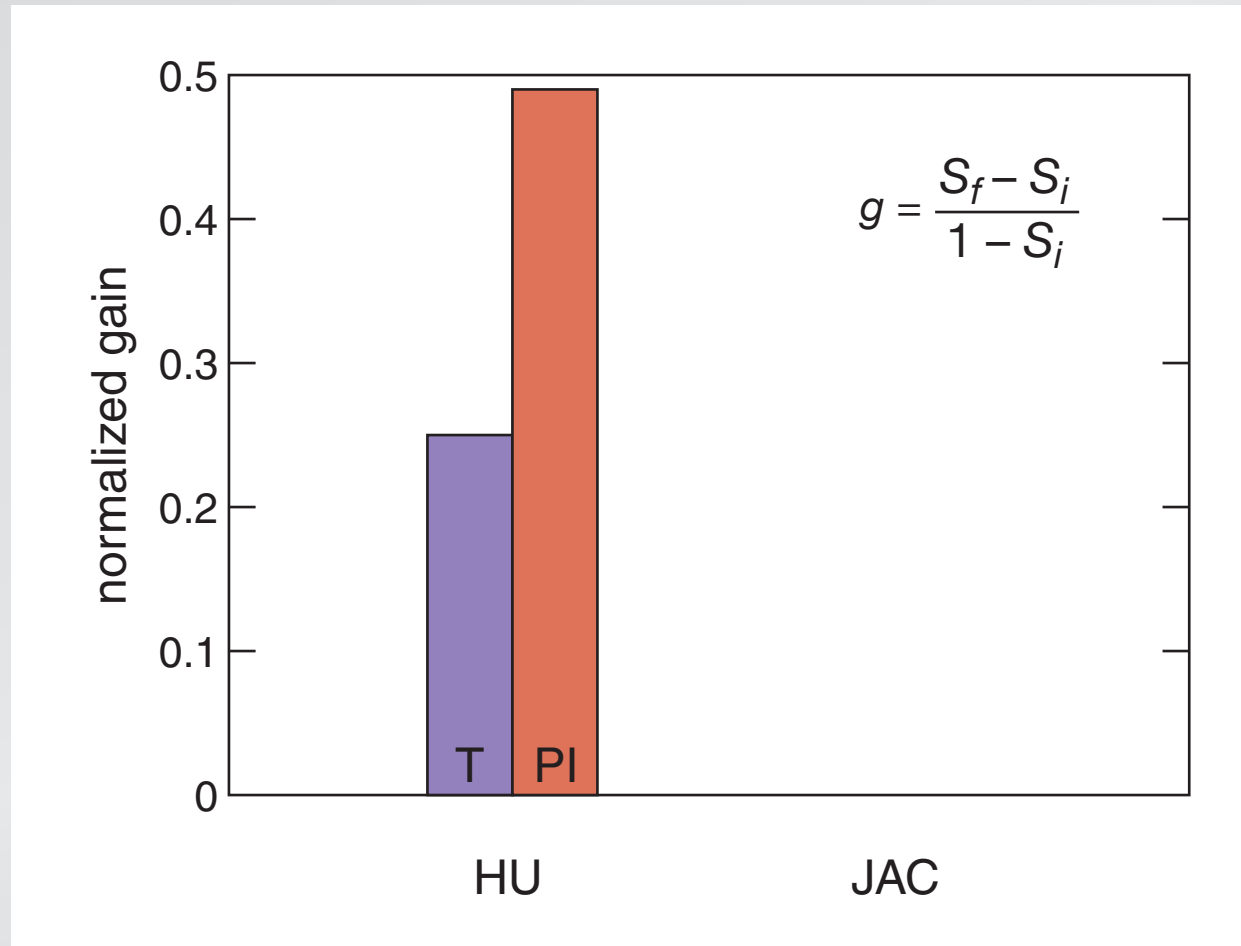
Will it work at my institution?

FCI normalized gain



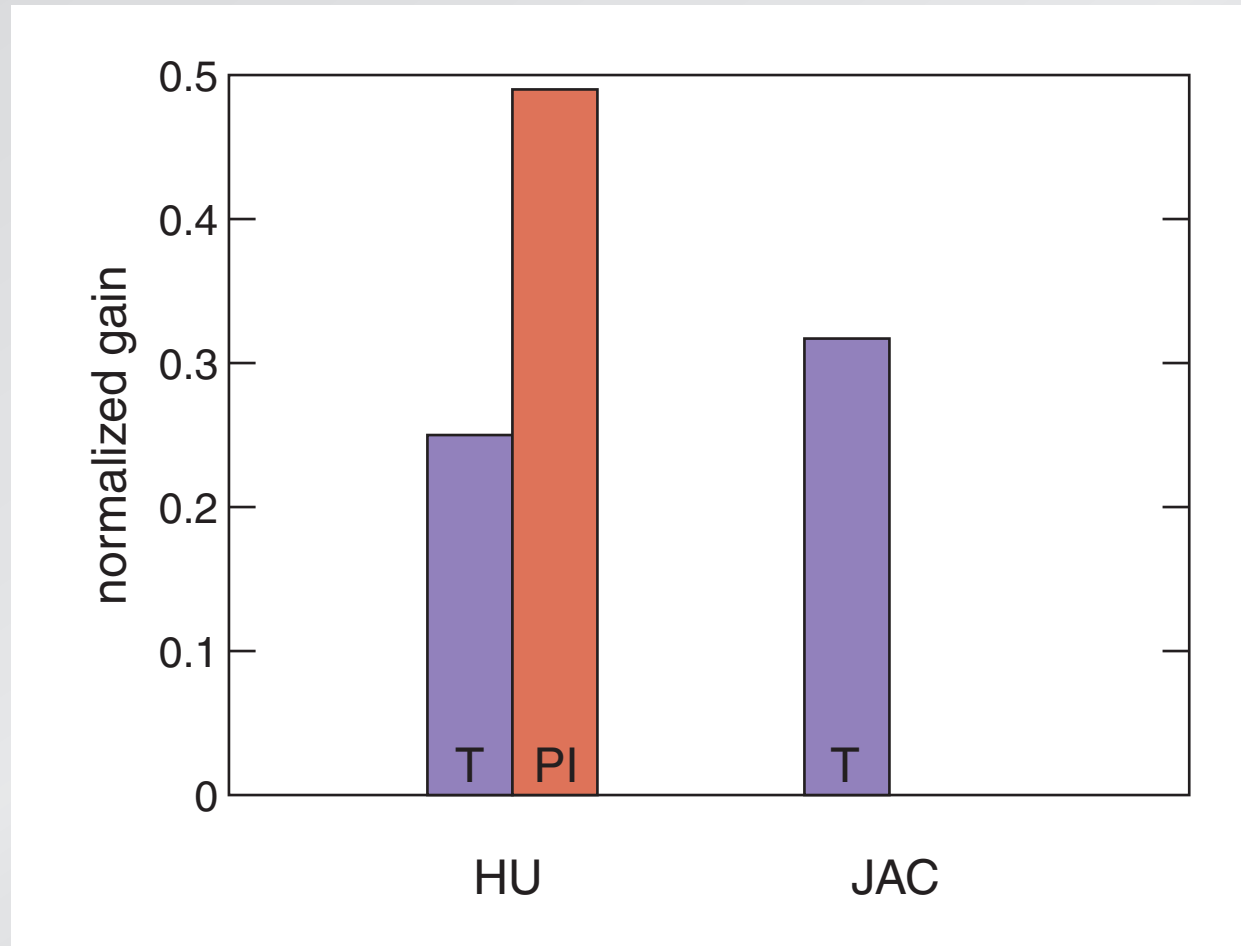
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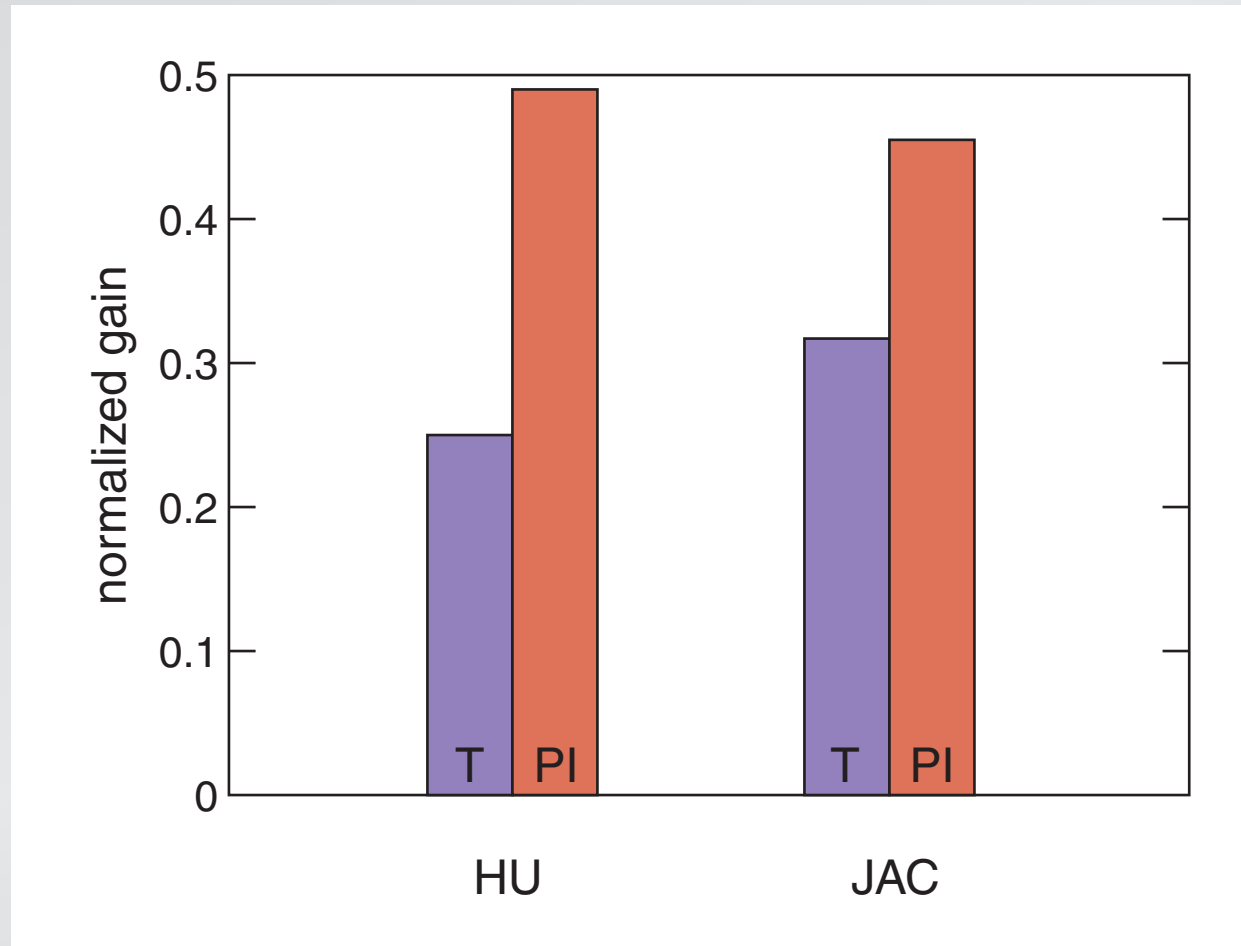
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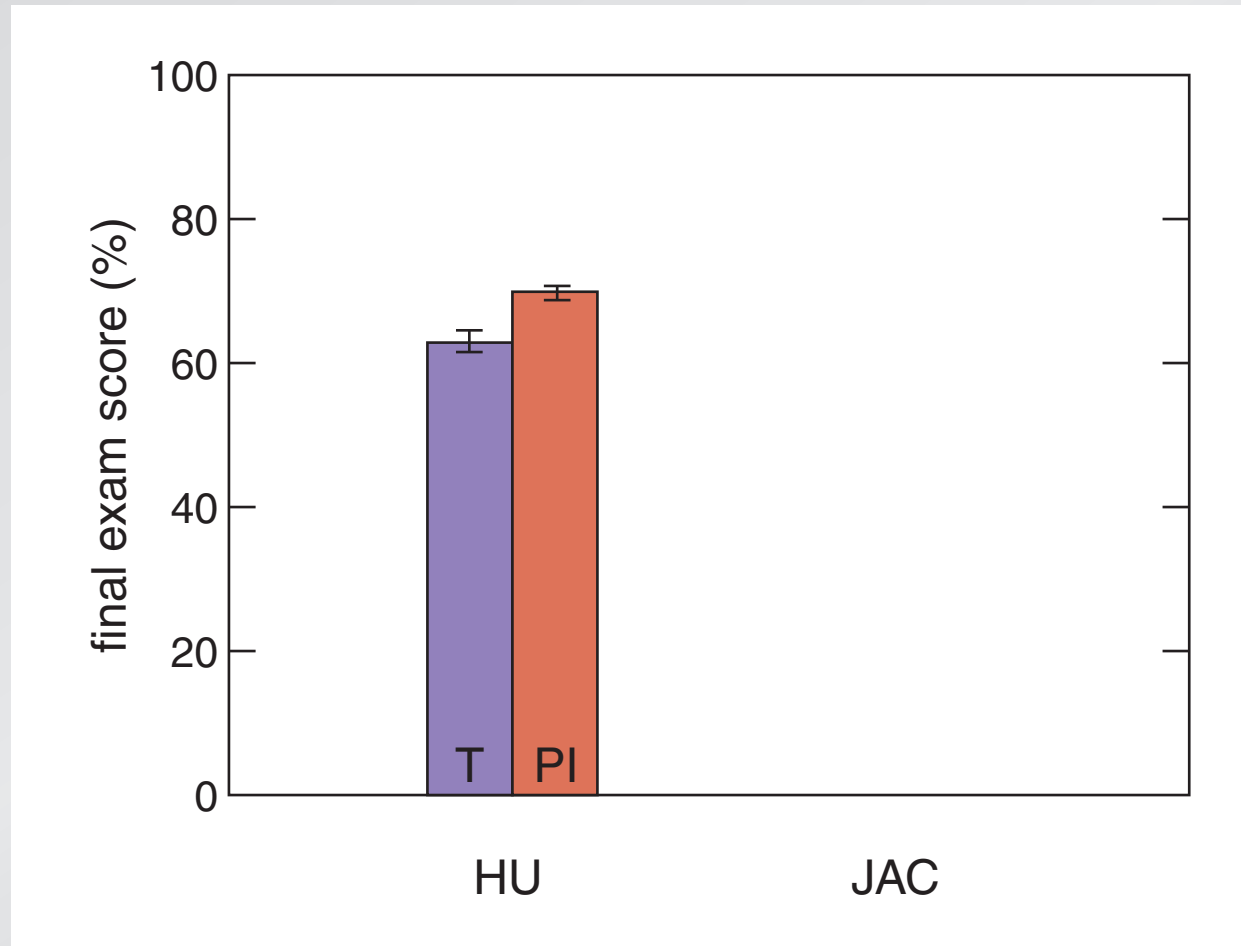
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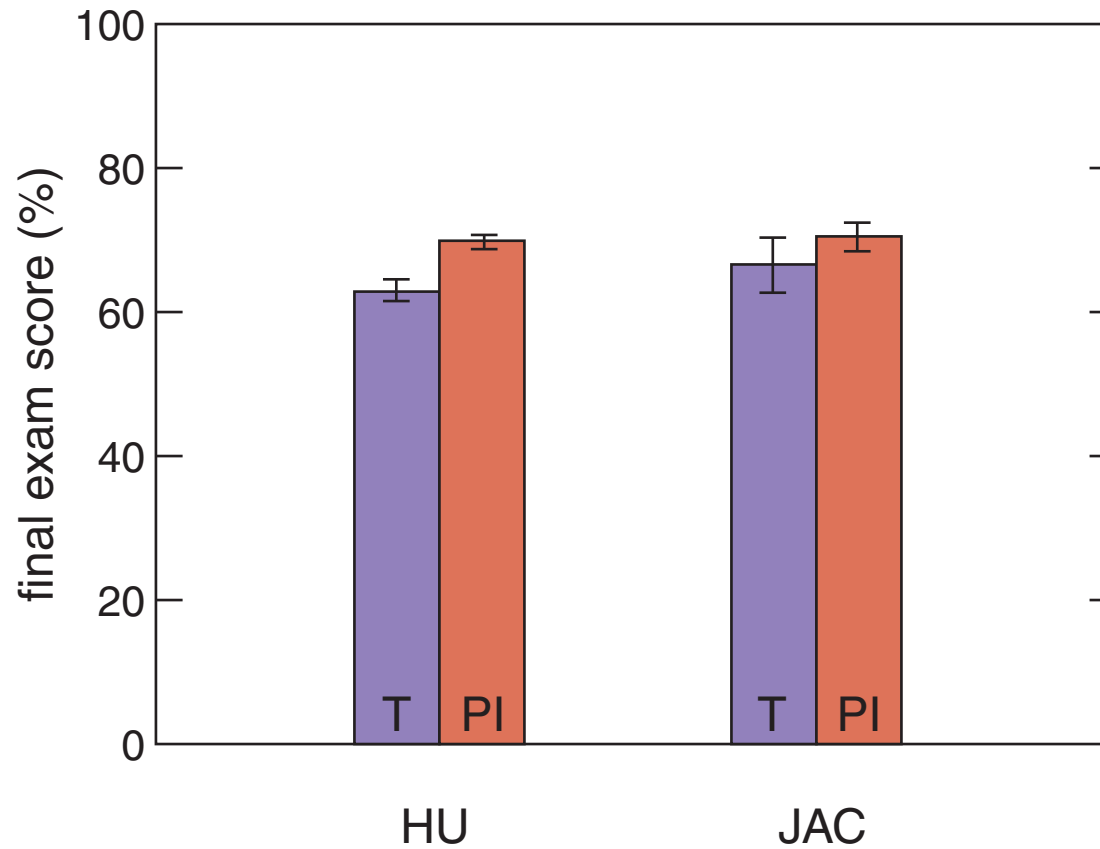
Will it work at my institution?

exam performance



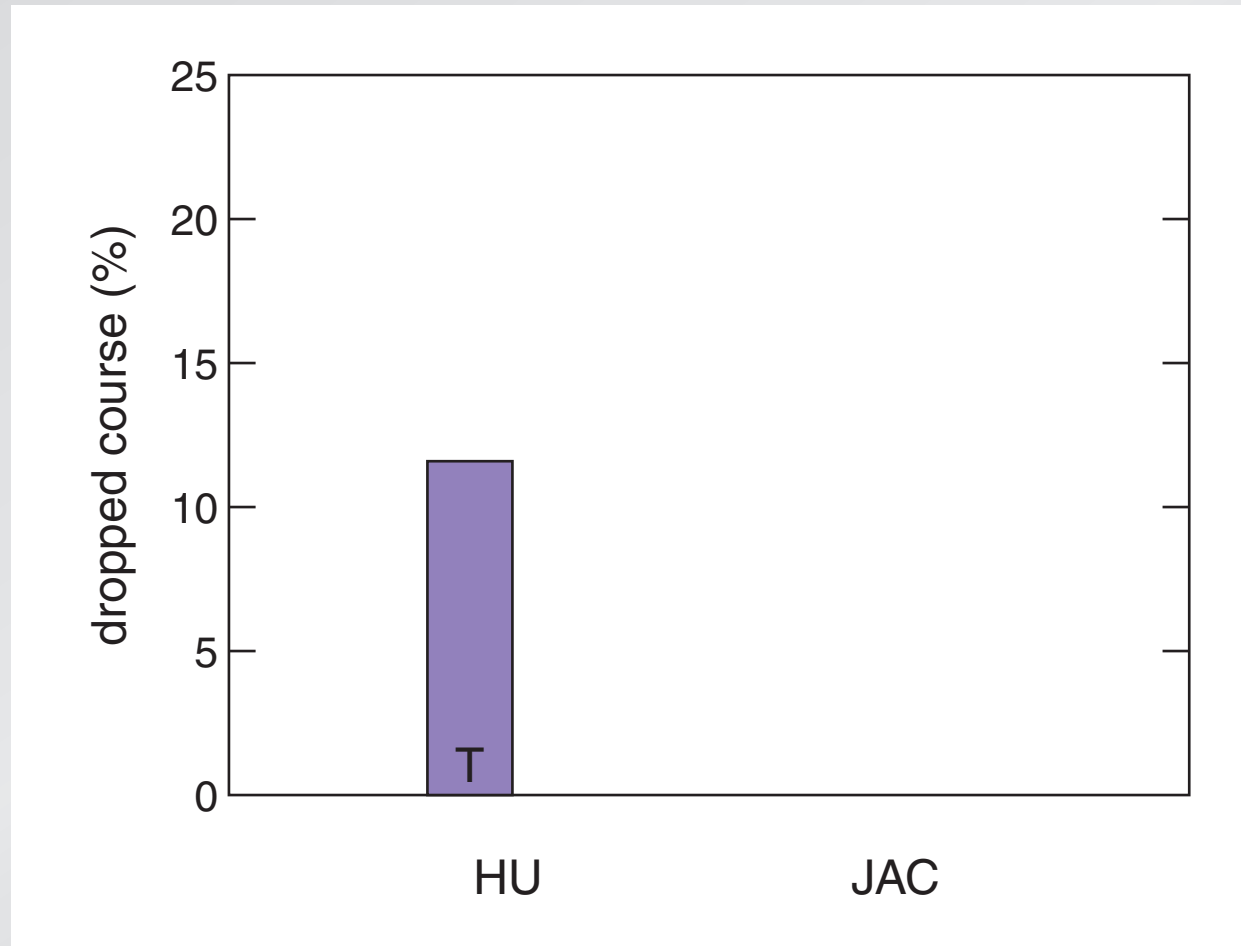
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exam performance



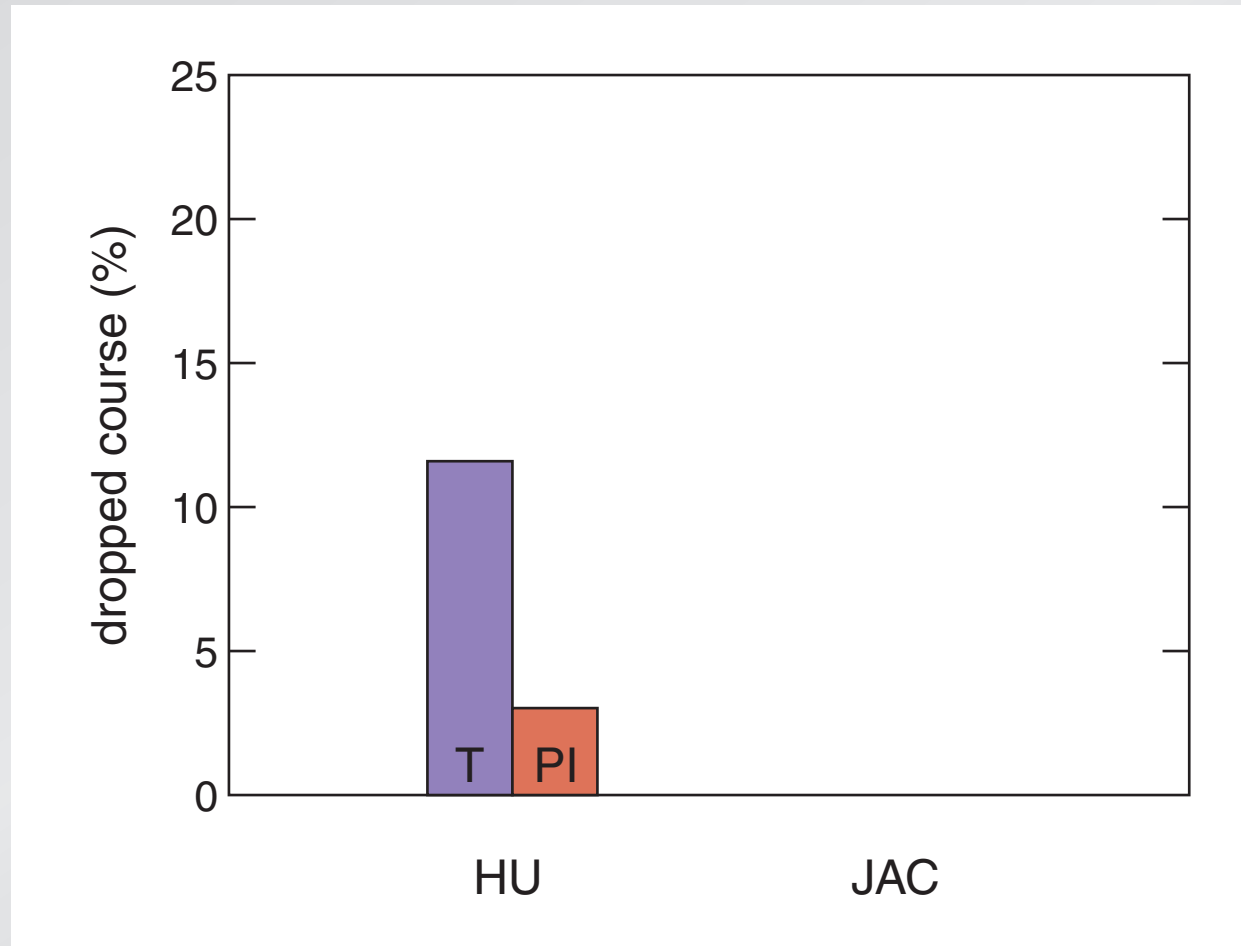
Will it work at my institution?

student retention



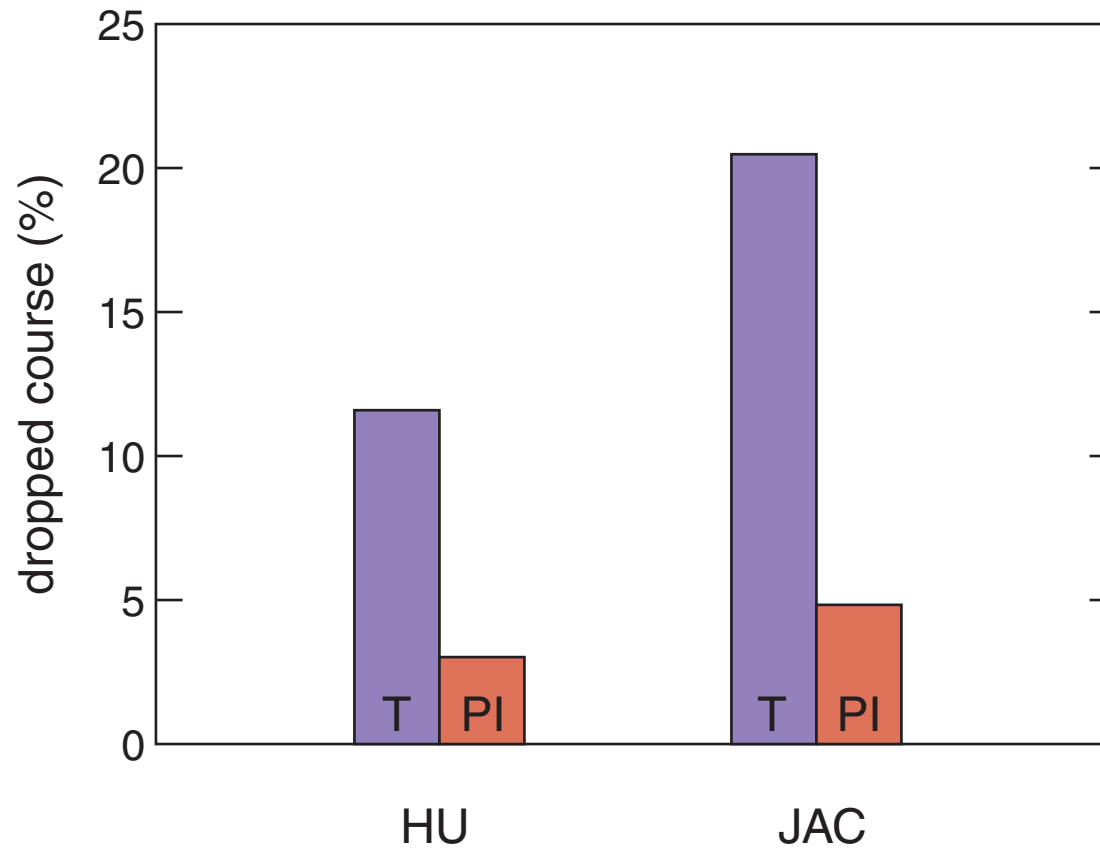
Will it work at my institution?

student retention



Will it work at my institution?

student retention



Will it work at my institution?

similar learning gains in different environments

Frequently Asked Questions

“How do I move information transfer out of classroom?”

Frequently Asked Questions

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

Getting students to read

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

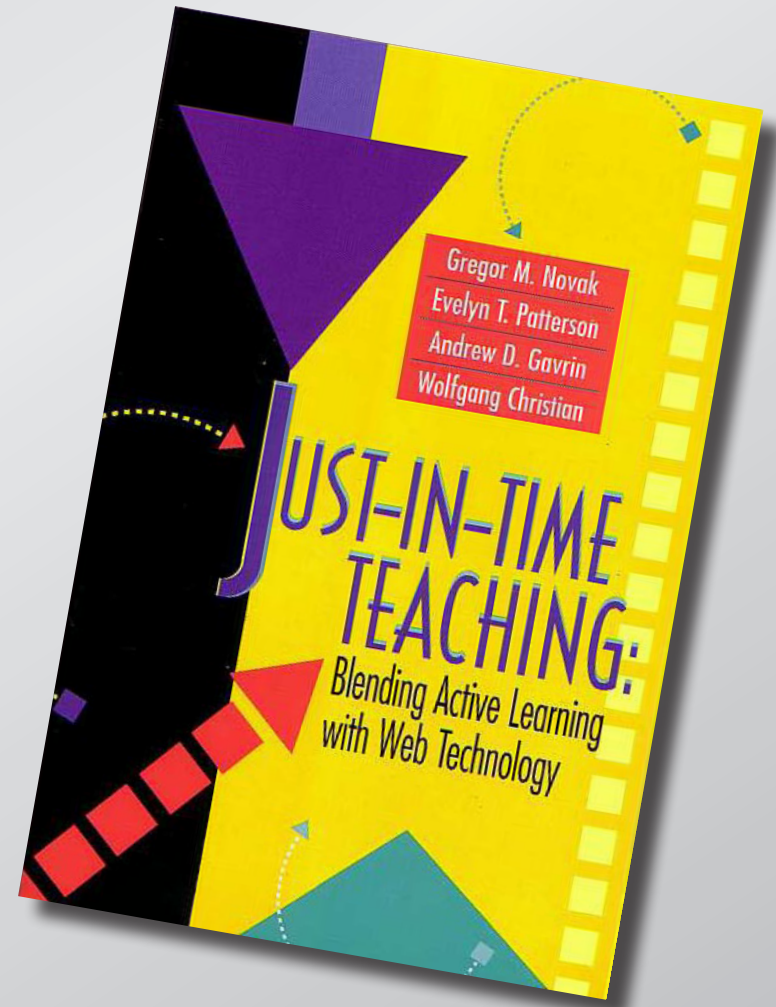
- 1. they don't have time.**
- 2. they are not motivated to learn.**
- 3. their instructors take away the incentive.**
- 4. they do not have the requisite skills.**
- 5. of some other reason.**
- 6. They do come prepared in my class!**

(select what you consider to be the main reason)

Getting students to read

Just-in-time-Teaching (JiTT)

www.jitt.org



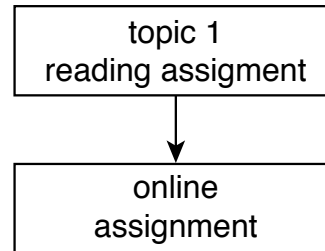
Getting students to read

JiTT workflow

topic 1
reading assignment

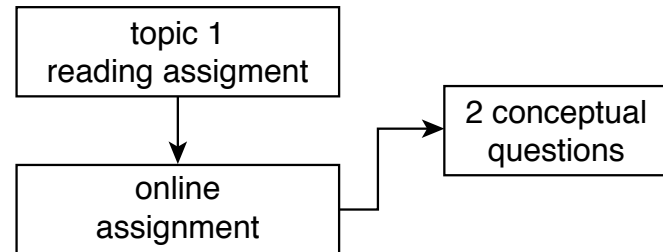
Getting students to read

JiTT workflow



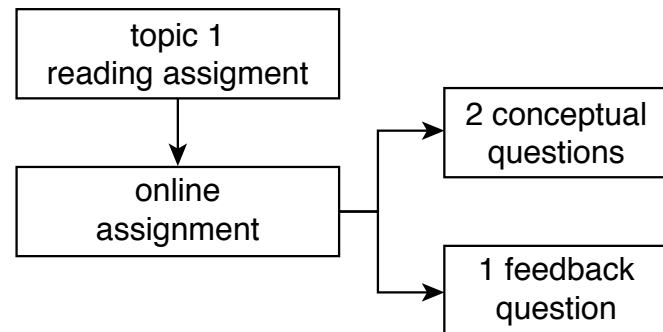
Getting students to read

JiTT workflow



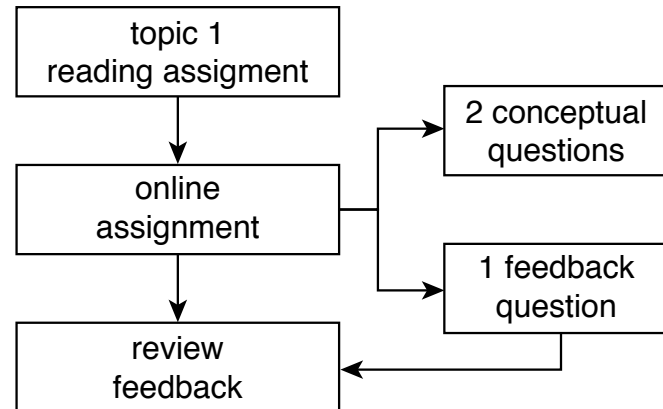
Getting students to read

JiTT workflow



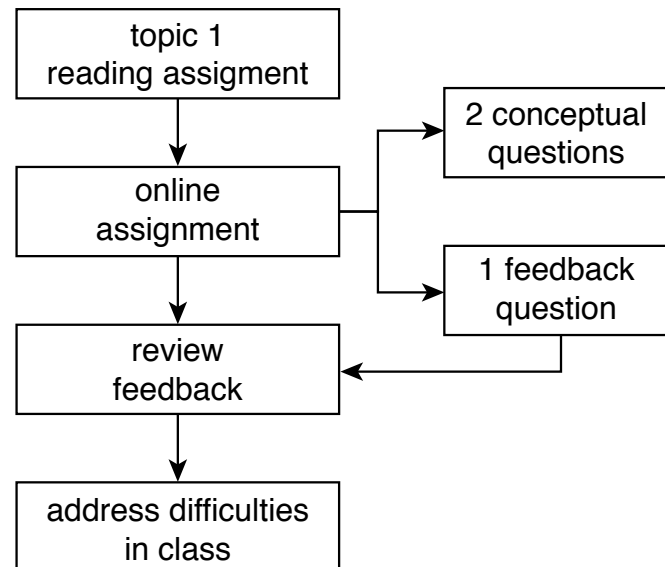
Getting students to read

JiTT workflow



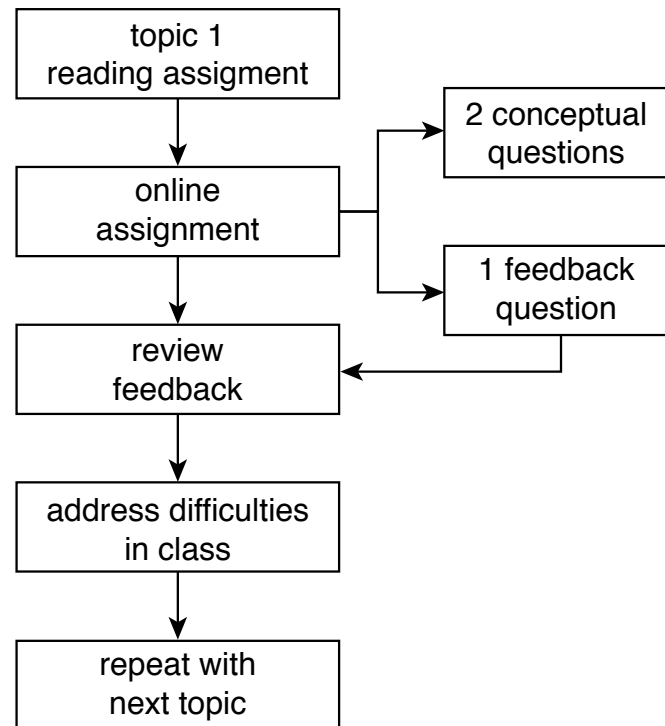
Getting students to read

JiTT workflow



Getting students to read

JiTT workflow

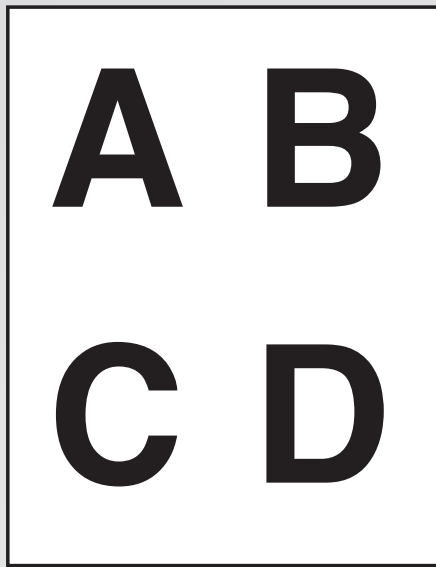


Frequently Asked Questions

“Do I need clickers?”

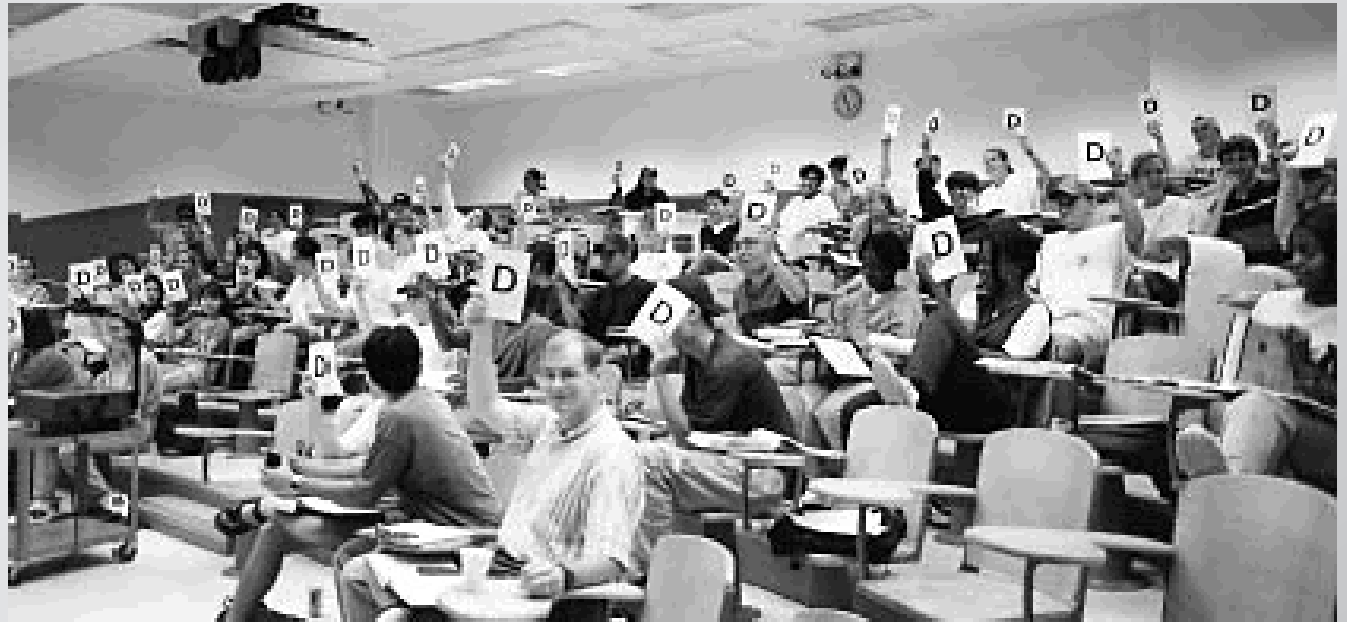
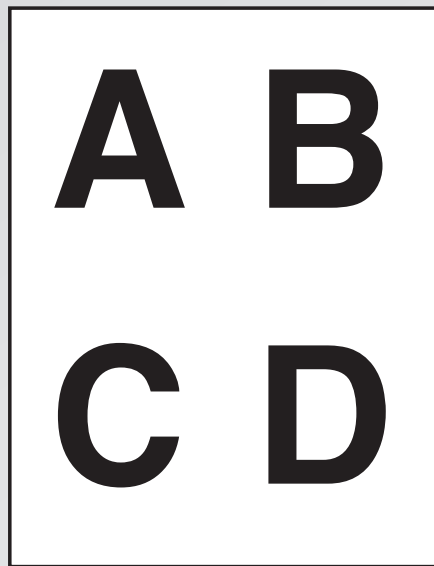
Clickers necessary?

Flashcards: simple and effective



Clickers necessary?

Flashcards: simple and effective



Meltzer and Mannivanan, South Eastern Louisiana University

Clickers necessary?

circumference

Clickers necessary?

circumference

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

Clickers necessary?

Imagine a rope that fits snugly along the equator.



Clickers necessary?

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



Clickers necessary?

You all got fired up!

Clickers necessary?

You all got fired up!

(WITHOUT CLICKERS!)

Clickers necessary?

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1. the width of a few atoms
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Clickers necessary?

circumference at the equator:

$$2\pi R_E$$

Clickers necessary?

circumference at the equator:

$$2\pi R_E$$

new circumference:

$$2\pi R_E + 1 \text{ m}$$

Clickers necessary?

circumference at the equator:

$$2\pi R_E$$

new circumference:

$$2\pi R_E + 1 \text{ m}$$

radius of circle with new circumference:

$$2\pi R = 2\pi R_E + 1 \text{ m}, \quad \text{and so} \quad R = R_E + \frac{1 \text{ m}}{2\pi}.$$

Clickers necessary?

It's not the technology, but the pedagogy!

Clickers necessary?

It's not the technology, but the pedagogy!

(but clickers do offer advantages)

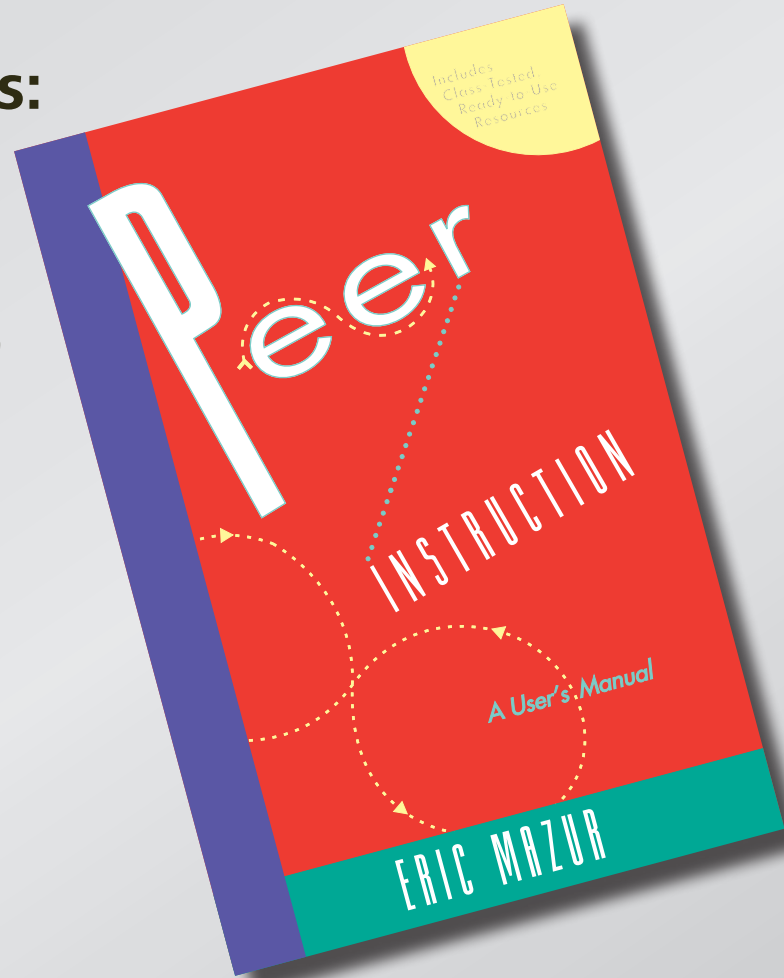
ConcepTests

“How do I get examples of good questions?”

ConceptTests

Books with ConceptTests:

- Physics (Prentice Hall)



ConcepTests

Books with ConcepTests:

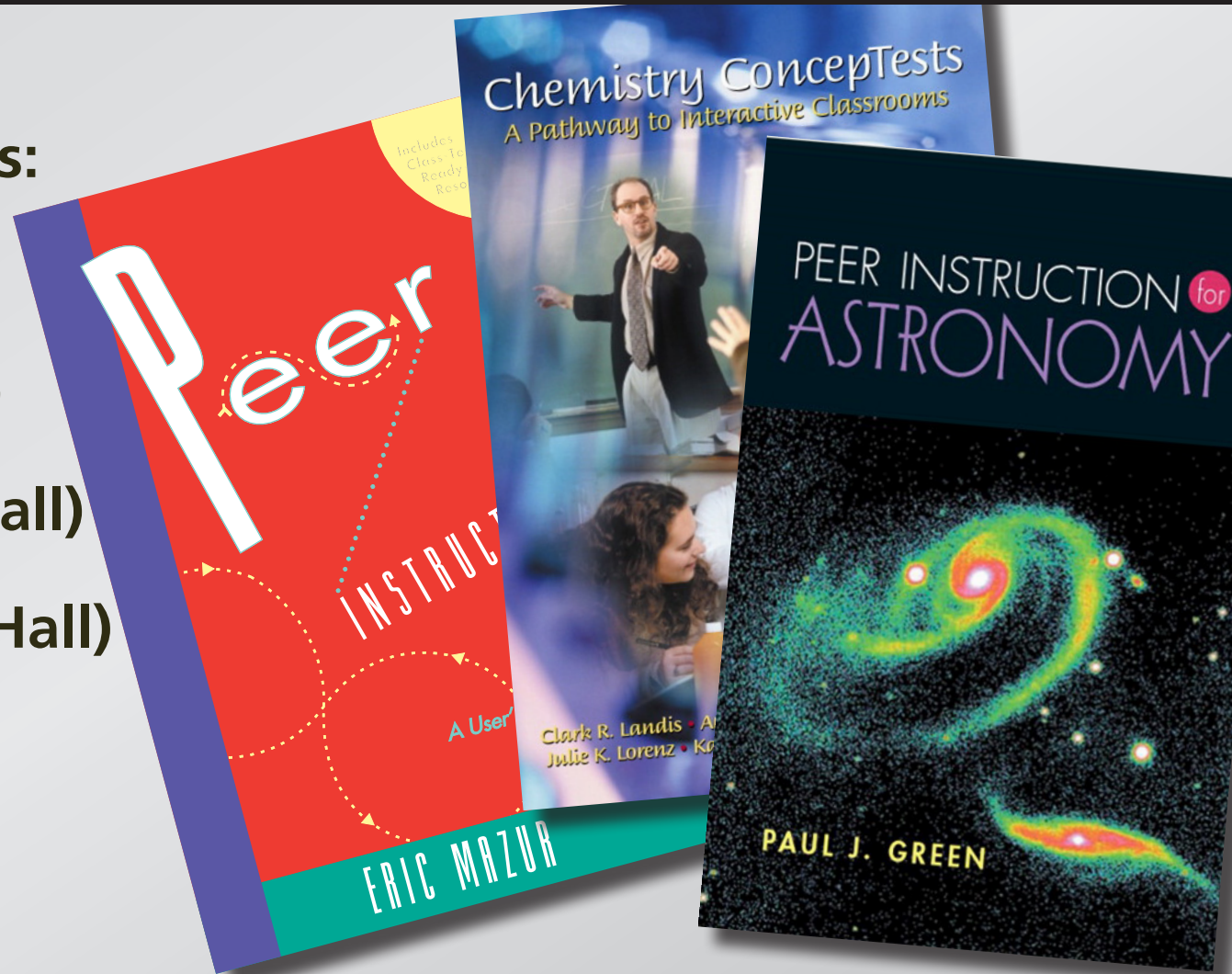
- Physics (Prentice Hall)
- Chemistry (Prentice Hall)



ConcepTests

Books with ConcepTests:

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



ConcepTests

Books with ConcepTests:

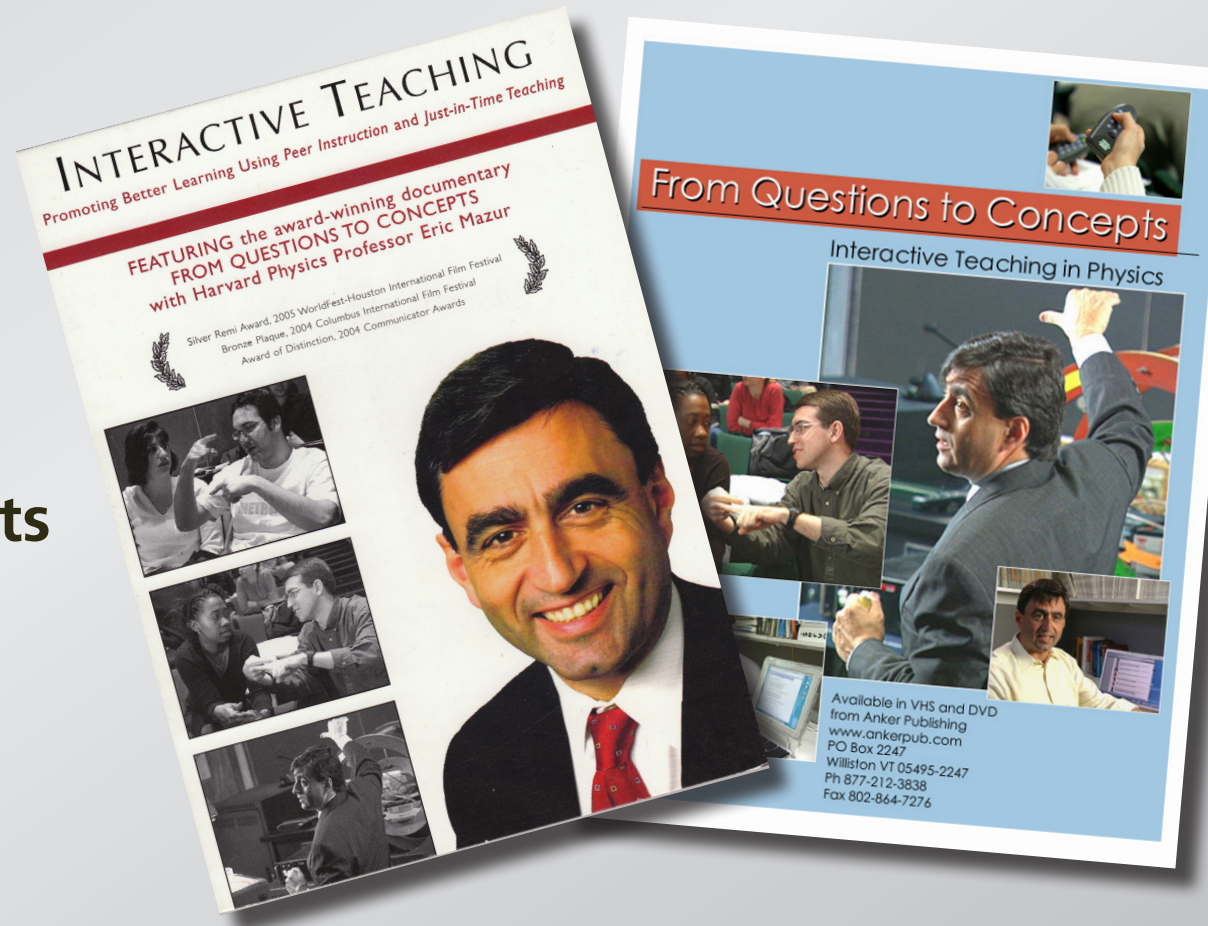
- Physics (Prentice Hall)
- Chemistry (Prentice Hall)
- Astronomy (Prentice Hall)
- Calculus (Wiley)



ConcepTests

Videos:

- Interactive Teaching DVD
- From questions to concepts



ConceptTests

Google:

<your discipline> ConceptTest

<your discipline> "Concept Test"

<your discipline> "Peer Instruction"



Join now!

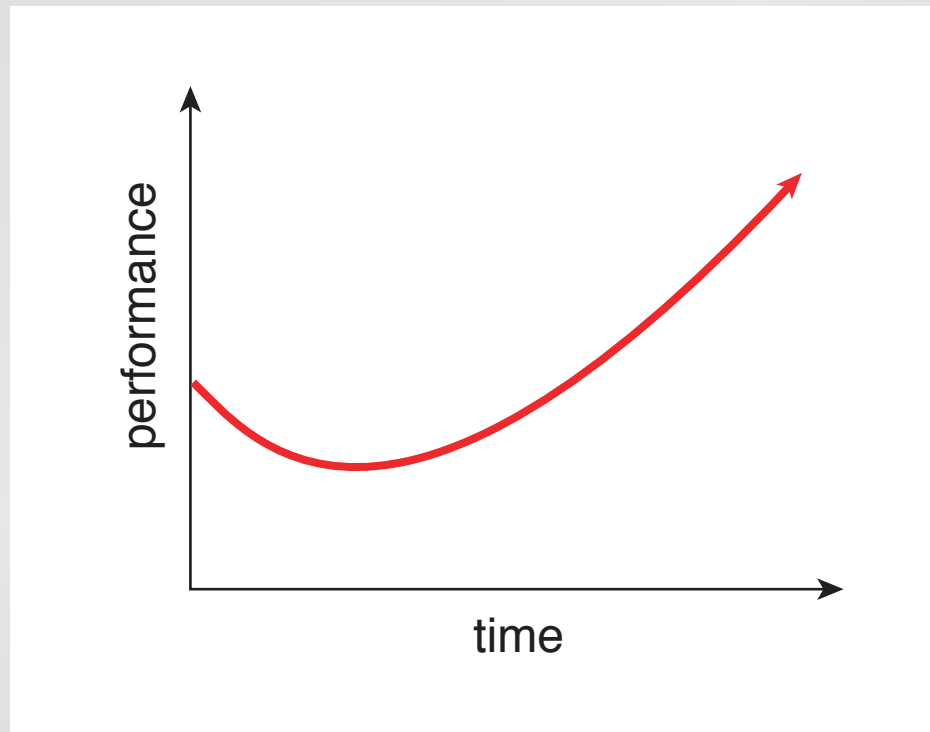
PeerInstruction.net

Frequently Asked Questions

*“How do I deal with students who resist
this new approach to studying?”*

Student resistance

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



Student resistance

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 too 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.

Student resistance

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!

Student resistance

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!
Love, Best.

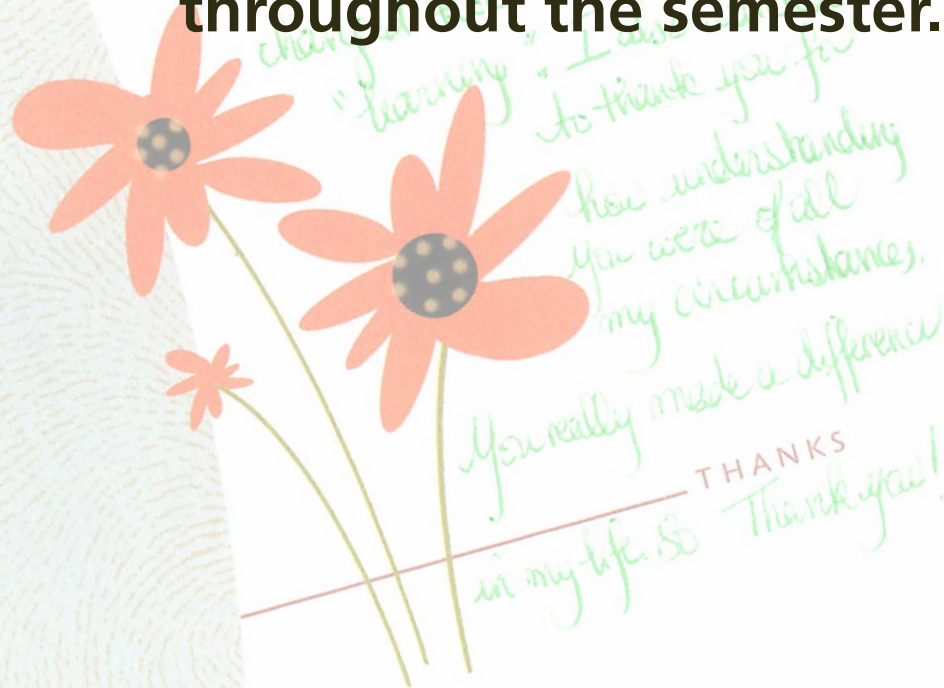


You made a difference.

Student resistance

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

You made a difference.



Student resistance

"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".

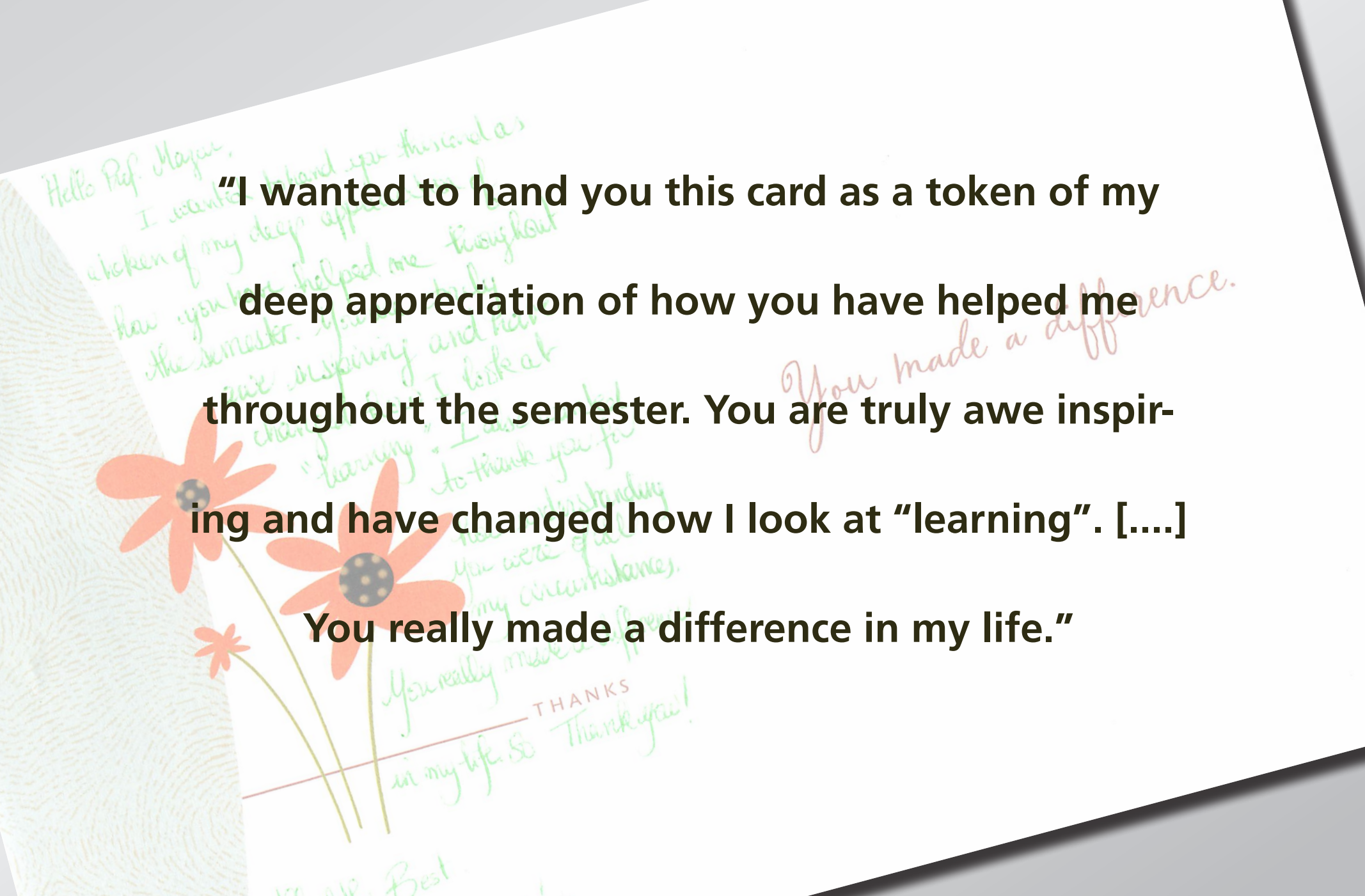
You made a difference.

*THANKS
in my life. So Thank you!*

Best

Student resistance

"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."



Student resistance

and don't forget...

Student resistance

and don't forget...

PI leads to better learning and retention!

Summary



Summary

PI easy to implement (and improves learning gains)



Summary

PI easy to implement (and improves learning gains)

technology facilitates active engagement (but not required)



1991

① lecture

② PI

③ PI 2.0



1 lecture

2 PI

3 PI 2.0



1998





1 lecture

2 PI

3 PI 2.0



How do I...

- design good questions?
- optimize the discussions?
- manage time?

learning | catalytics

1 lecture

2 PI

3 PI 2.0

Use intelligent algorithms and data analytics to...

- **improve questioning**
- **manage discussions**
- **facilitate time management/flow**

- lowest
- a. A 30-year fixed rate mortgage at 12%
 - b. A 15-year fixed rate mortgage at 12%
 - c. A 30-year fixed rate mortgage at 12%
 - d. A 15-year fixed rate mortgage at 12%
2. The biggest factor that leads American companies to manufacture their products overseas in India is:
- a. Higher quality of craftsmanship
 - b. Lower labor costs
 - c. Decreased transportation costs
 - d. Effective legal systems
3. Which of the following correctly summarizes the accounting equation for a sole proprietorship?
- a. $\text{Assets} = \text{Liabilities} + \text{Owners' equity}$
 - b. $\text{Liabilities} = \text{Assets} + \text{Owners' equity}$
 - c. $\text{Owner's equity} = \text{Assets} + \text{Liabilities}$
 - d. $\text{Revenue} = \text{Assets} - \text{Liabilities}$
4. In order to present a business plan to a group of potential investors, a businessperson would most likely use which of the following?
- a. Powerpoint
 - b. Quickbooks
 - c. Peoplesoft
 - d. Excel
5. In order to start an online business, and individual would need all but which of the following:
- a. business model
 - b. depreciation?

extensible plug-in architecture for question types

Sample question types:

- direction
- mathematical expression
- long answer, short answer, word cloud
- numerical, data collection
- ranking, priority
- region (select point on image)
- sketch, composite sketch
- highlight passage

Sample question types:

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4. direction
prevailing

...le. The image provides several clues about the direction of
...on your screen.

 [Deliver](#)

 [Show all results](#)



1 lecture

3 PI 2.0

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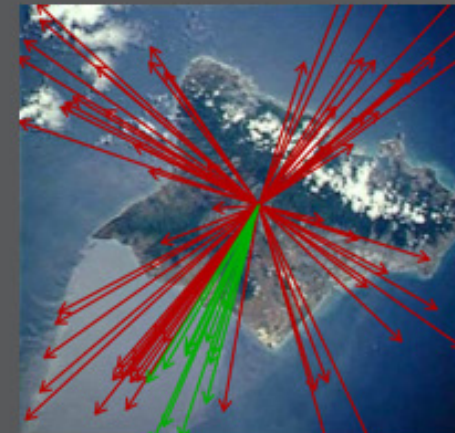
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4. direction
prevailing

...tle. The image provides several clues about the direction of
...on your screen.

[Deliver](#) [Show all results](#)**Round 1**

77 responses, 16% correct



✓ 17 get it now

✗ 3 still don't get it

1 lecture**3** PI 2.0

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optics i

current session: **766079** | 69 students[Back to all lectures](#) [Stop session](#) [Review results](#) [Seat map](#) [Show floating session ID](#) [Edit](#) [Delete](#)

Jump to ▼

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7

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12

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14

15

**4.** direction Light enters horizontally into the combination of two perpendicular mirrors as shown below.[Deliver](#) [Show all results](#)

Indicate the direction of the incident light after it reflects off of both mirrors.



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6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

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Light enters horizontally into the combination of two perpendicular mirrors as shown below. Indicate the direction of the incident light after it reflects off of both mirrors.

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pendicular mirrors as shown below.

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Indicate the d

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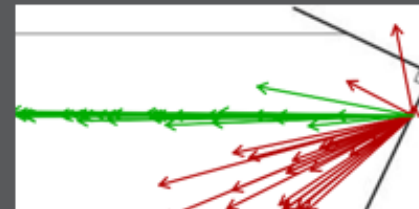
6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

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Round 1

57 responses, 58% correct

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6 7 8 9 10 11 12 13 14 15



perpendicular mirrors as shown below.

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Round 1

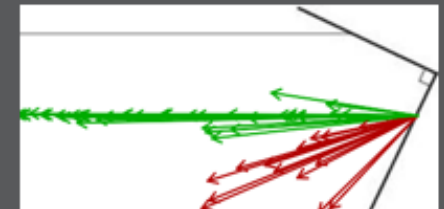
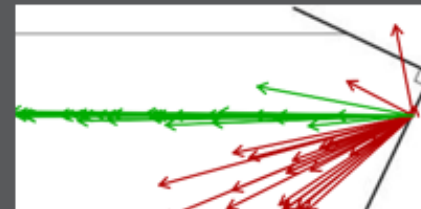


57 responses, 58% correct

Round 2



51 responses, 73% correct



✓ 8 get it now

✗ 0 still don't get it



feedback & support

1 lecture

3 PI 2.0

Sample question types:

- direction
- mathematical expression
- long answer, short answer, word cloud
- numerical, data collection
- ranking, priority
- region (select point on image)
- sketch, composite sketch
- highlight passage

If $2x - y = 4$, then $x =$

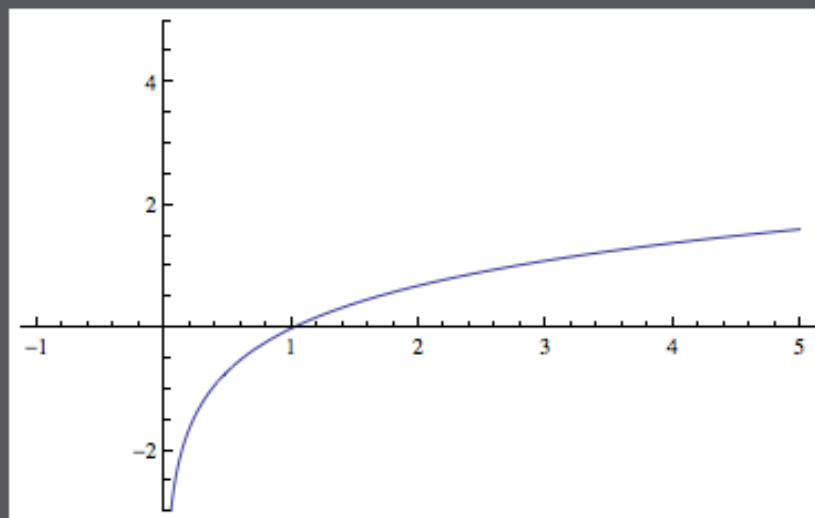
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This is a graph of $f(x) = \ln x$. Sketch a graph of the derivative $f'(x)$.

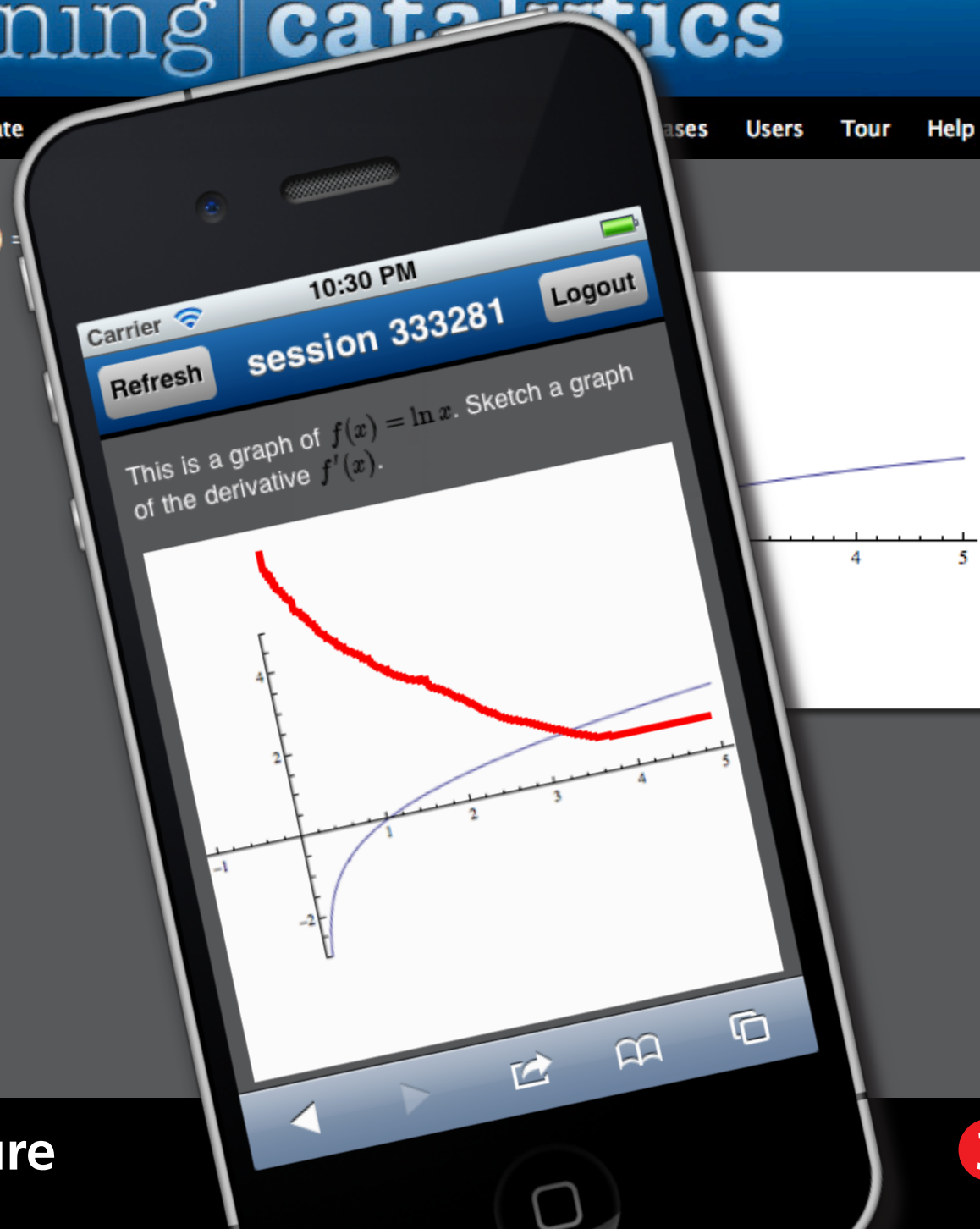


1 lecture

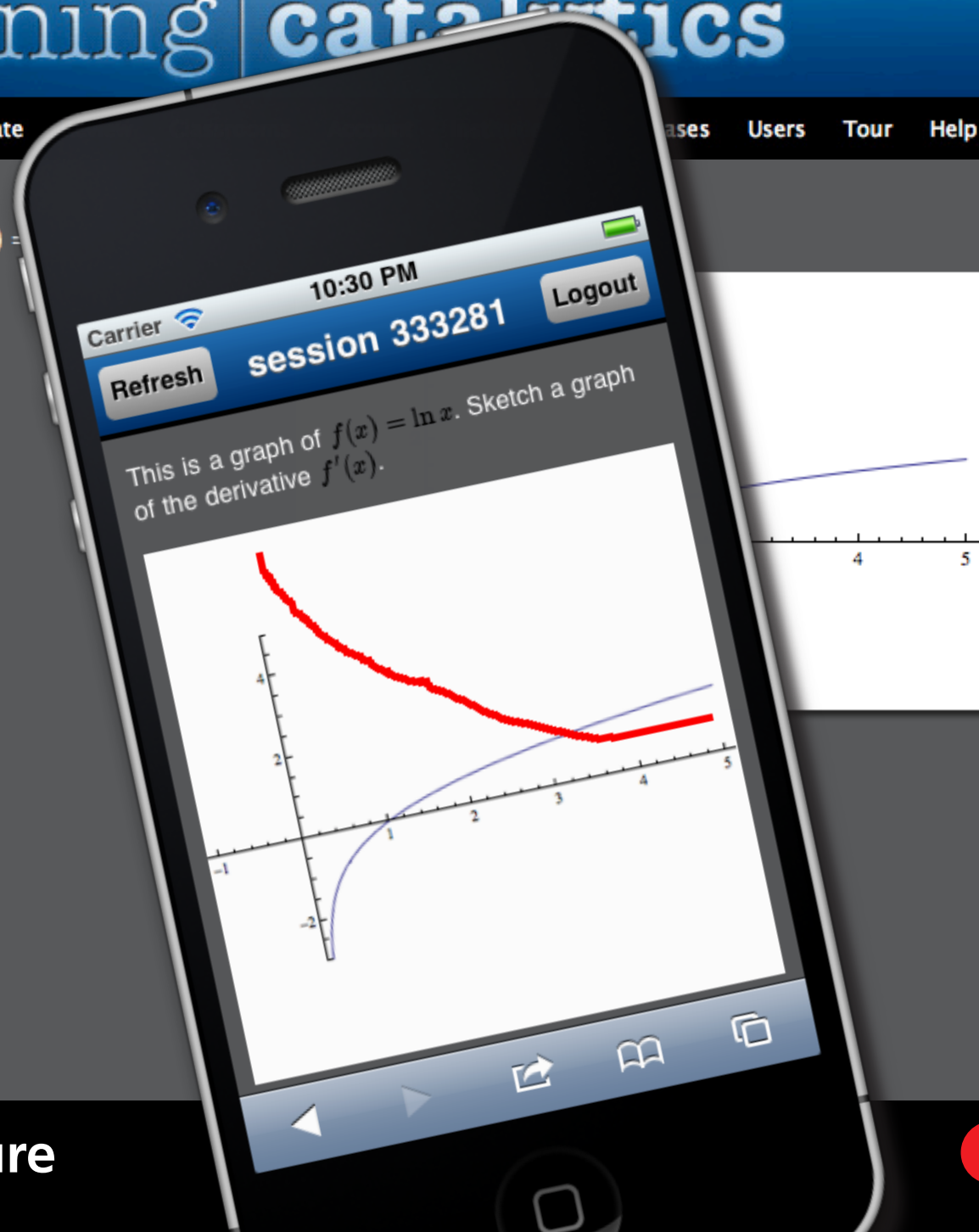
2 PI

3 PI 2.0

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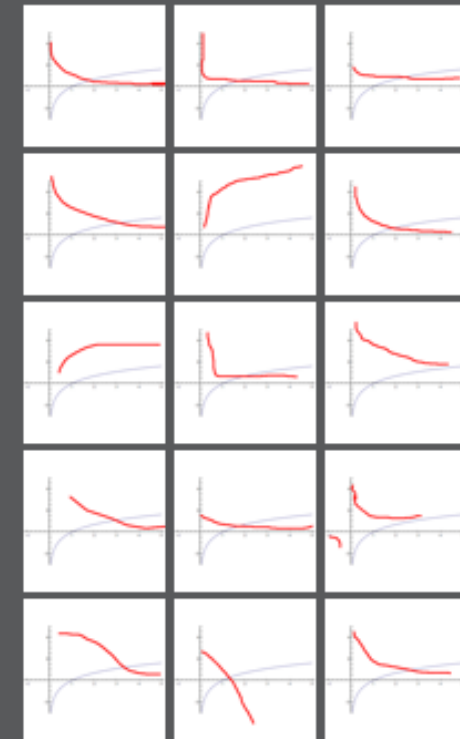
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Round 1

15 responses



✓ 6 get it now
✗ 0 still don't get it

1 lecture

3 PI 2.0

Sample question types:

- direction
- mathematical expression
- long answer, short answer, word cloud
- numerical data collection
- ranking priority
- region (select point on image)
- sketch, composite sketch
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1 lecture

2 PI

3 PI 2.0



human interaction

1 lecture

2 PI

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A positively charged rod is held near a neutral conducting sphere as illustrated below. A positively charged particle is moved from point A to point B



Round 1
74 responses, 61% correct

A. 61%
B. 4%
C. 35%
D. 0%
E. 0%

Round 2
75 responses, 83% correct

A. 83%
B. 0%
C. 17%
D. 0%
E. 0%

Search:

1 lecture

2 PI

3 PI 2.0

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A positively charged rod is held near a neutral conducting sphere as illustrated below. A positively charged particle is moved from point A to point B at constant speed. The potential difference from A to B is

A. positive
B. zero
C. negative
D. depends on the path taken from A to B
E. cannot be determined without knowing more about the polarization induced in the sphere

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Search: _____

Carrier 9:31 PM 100%

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Search:

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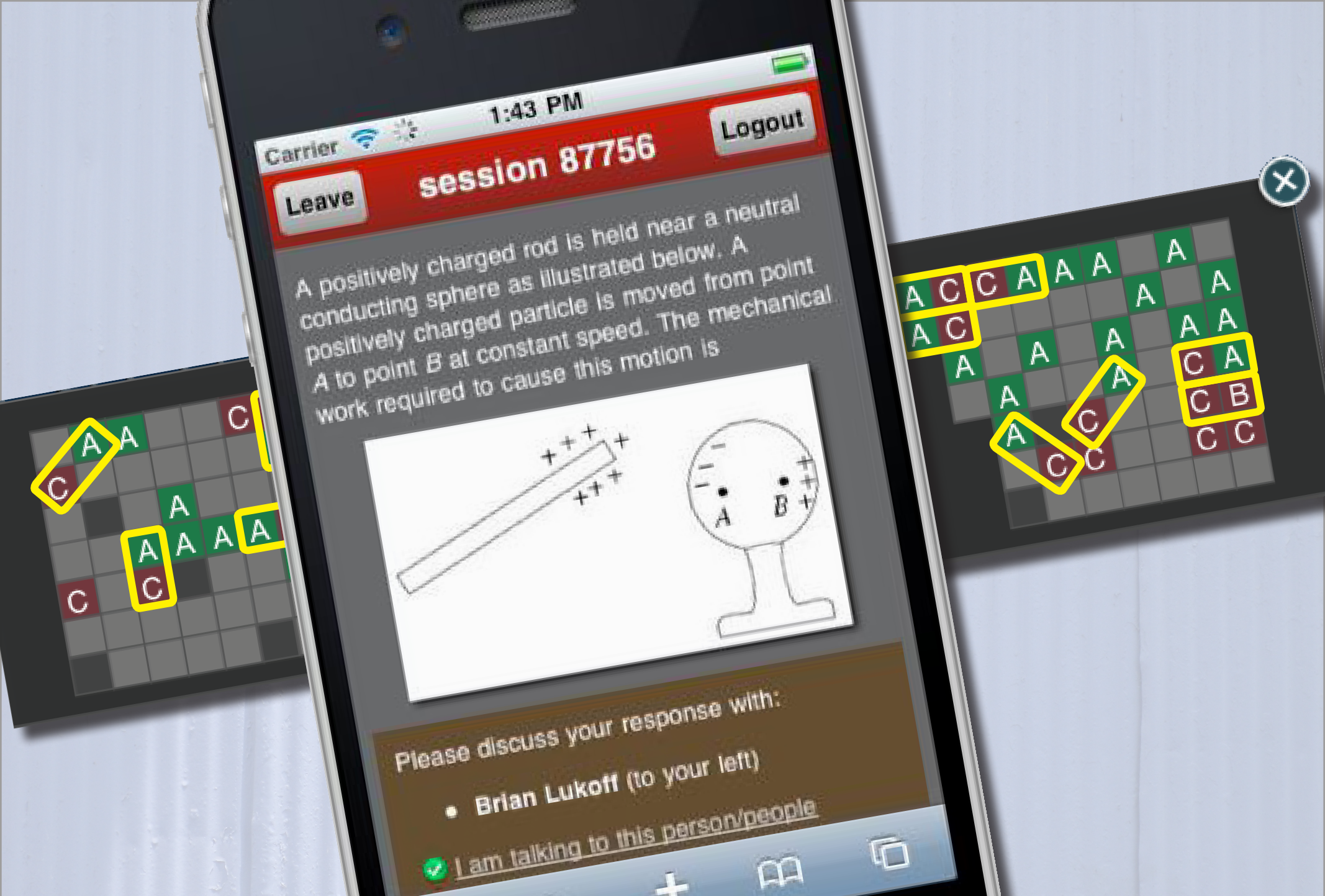
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Round 2
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Search: _____

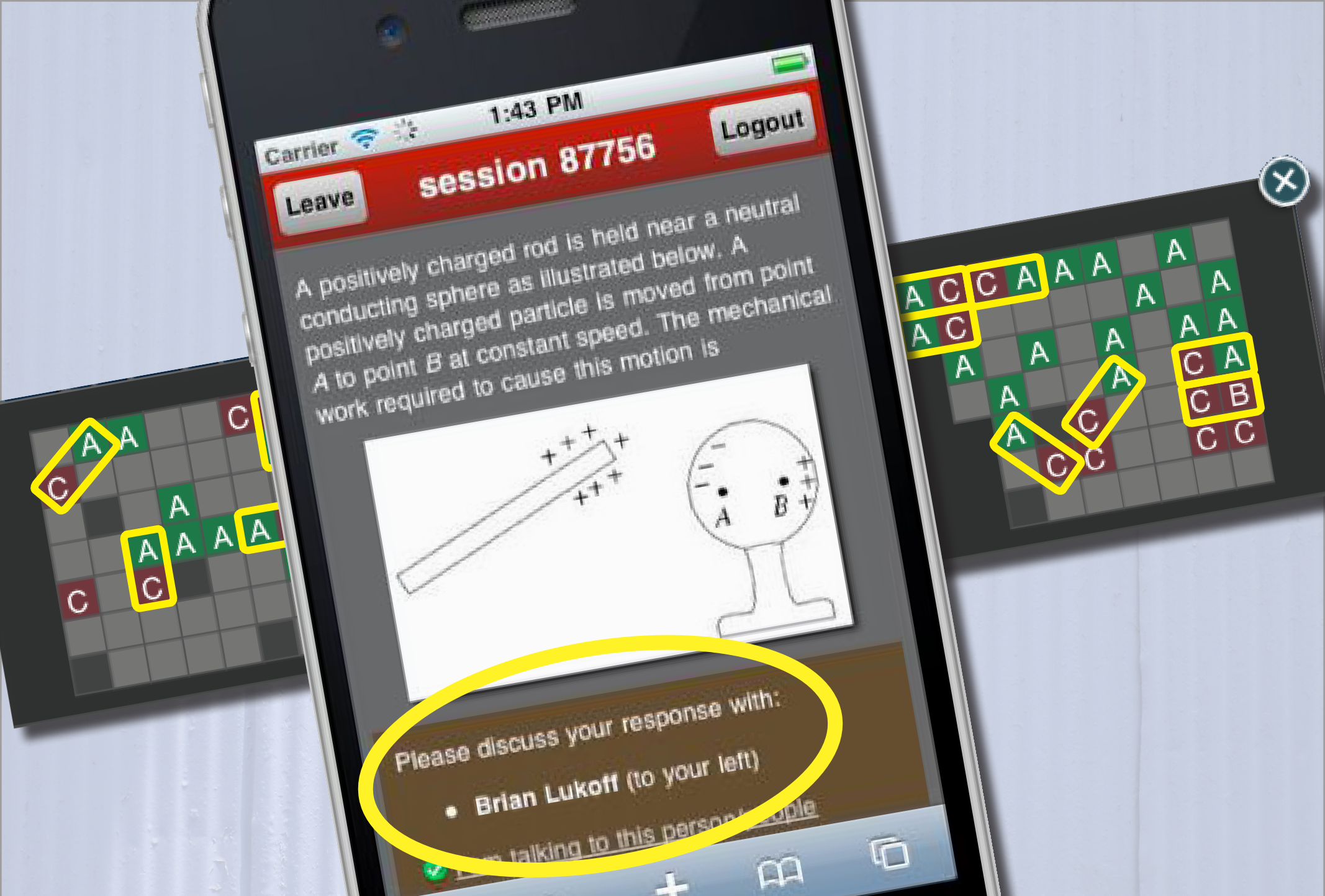
let system manage pairing



1 lecture

2 PI

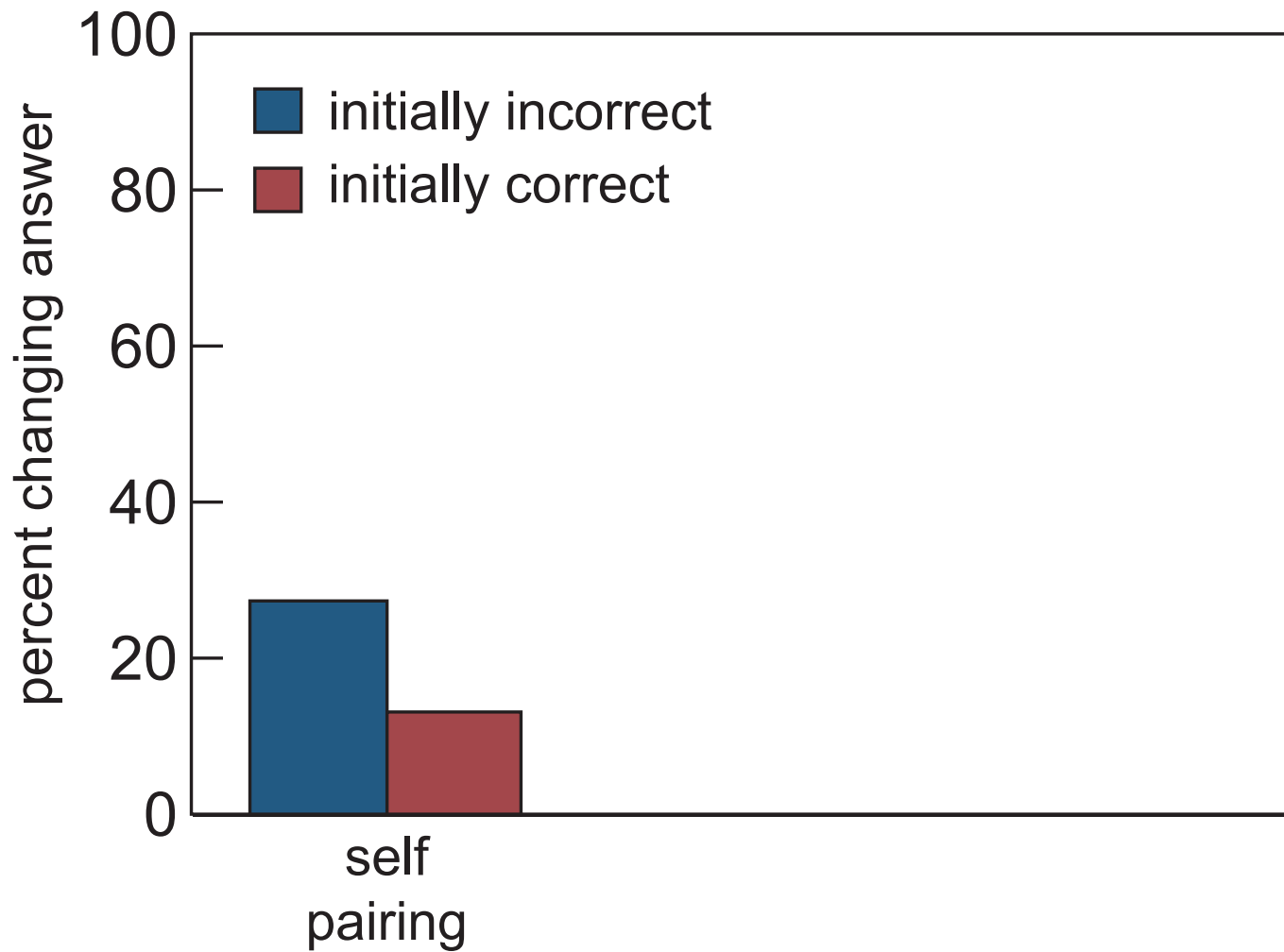
3 PI 2.0

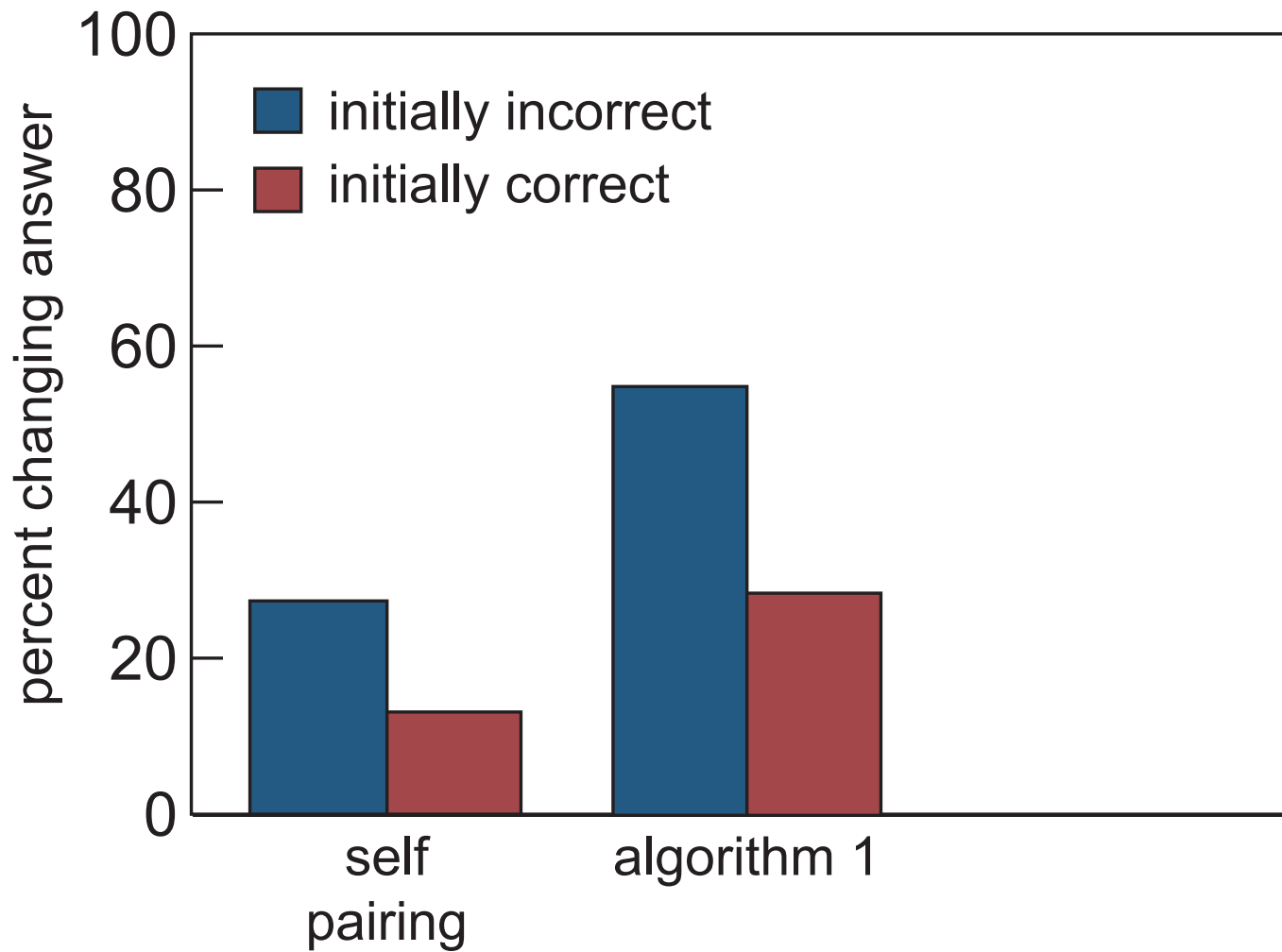


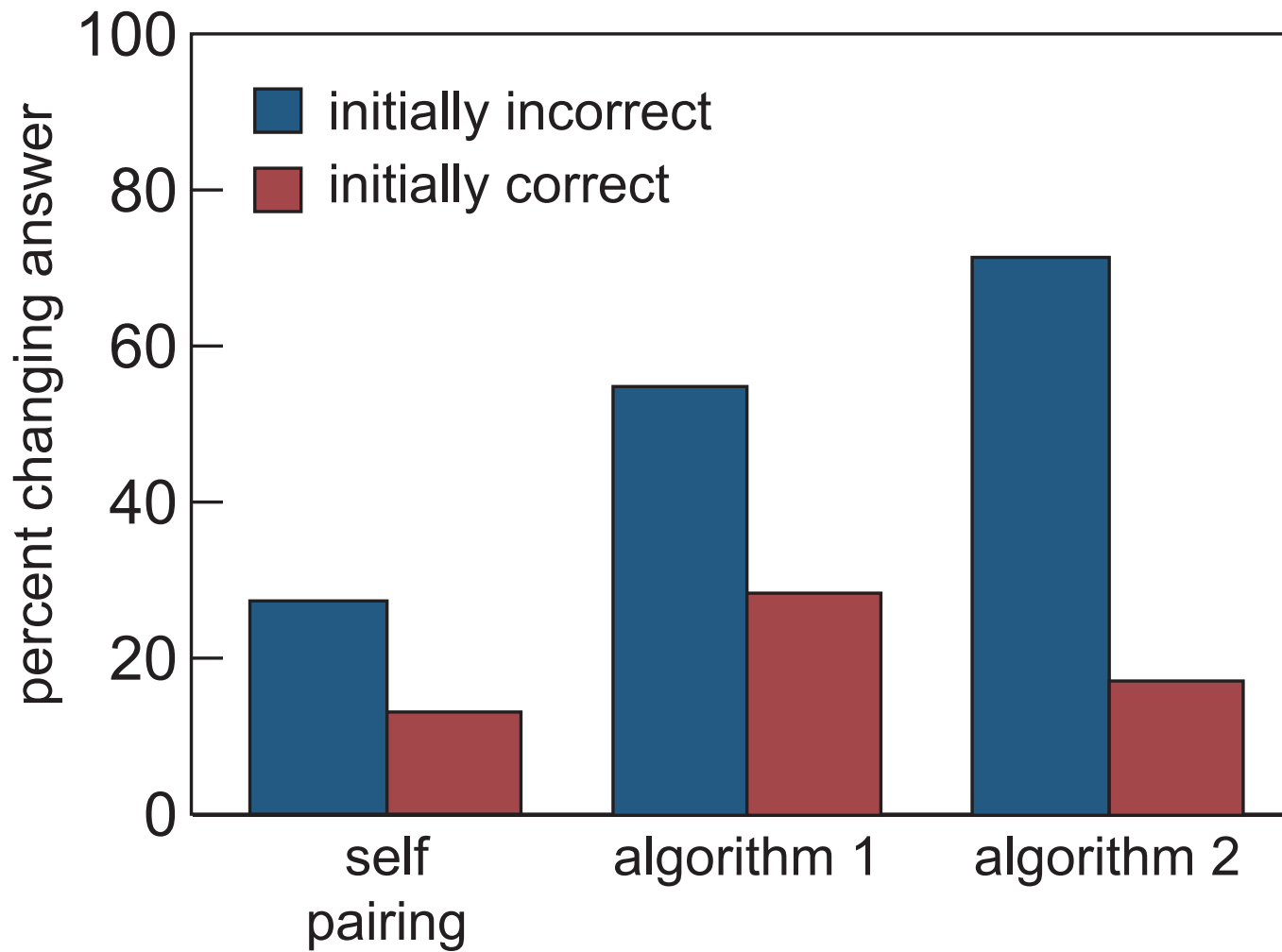
1 lecture

2 PI

3 PI 2.0









1 lecture

2 PI

3 PI 2.0



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**

discovery & exploration a must!



Learning Catalytics:

- implement proven, researched pedagogy



Learning Catalytics:

- implement proven, researched pedagogy
- use consumer devices

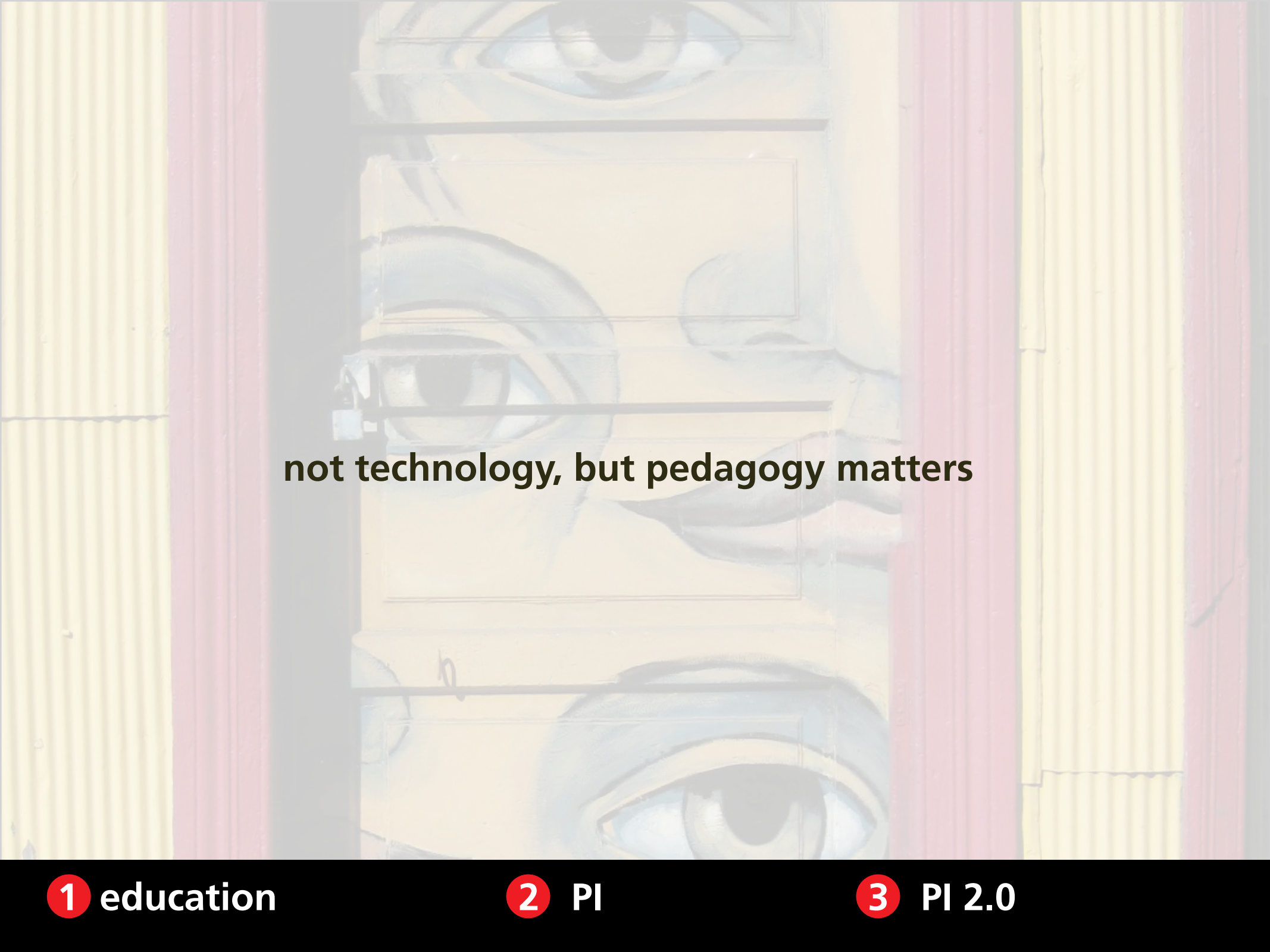


Learning Catalytics:

- implement proven, researched pedagogy
- use consumer devices
- avoid pitfalls of MC assessment

Learning Catalytics:

- implement proven, researched pedagogy
- use consumer devices
- avoid pitfalls of MC assessment
- create a smart classroom *anywhere*



not technology, but pedagogy matters

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Funding:

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