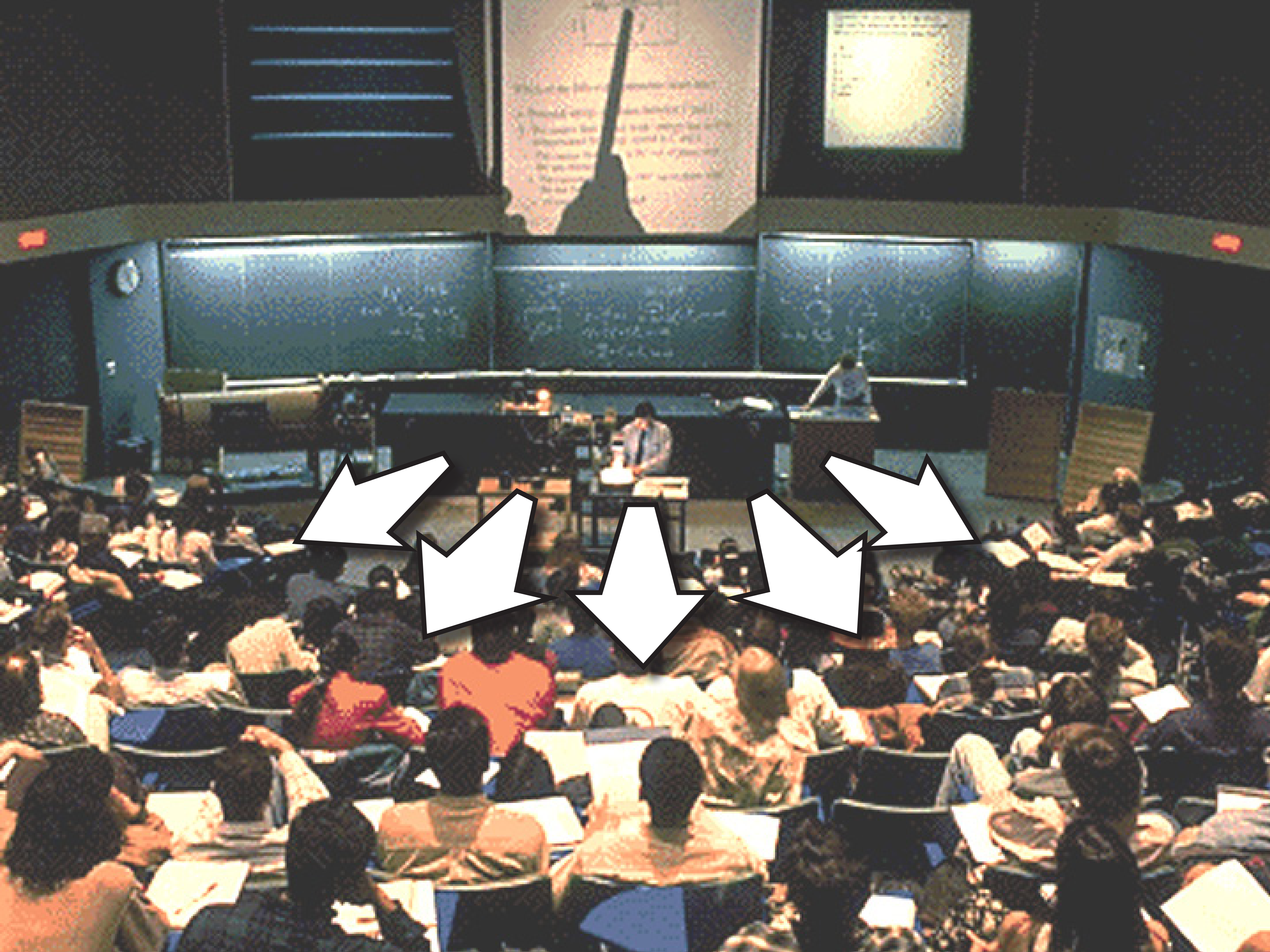
Peer Instruction

Physics and Astronomy New Faculty Workshop
College Park, MD, 20 June 2016




an illusion. . .

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 (i

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)

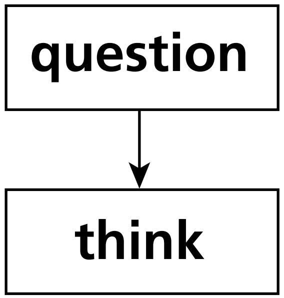
Peer

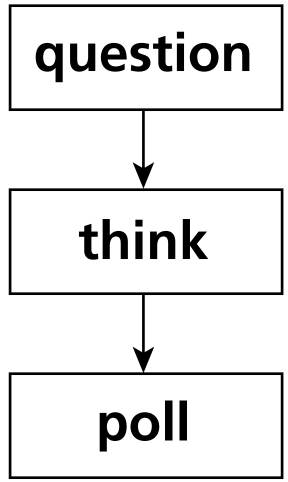
1. transfer of information (out of class)

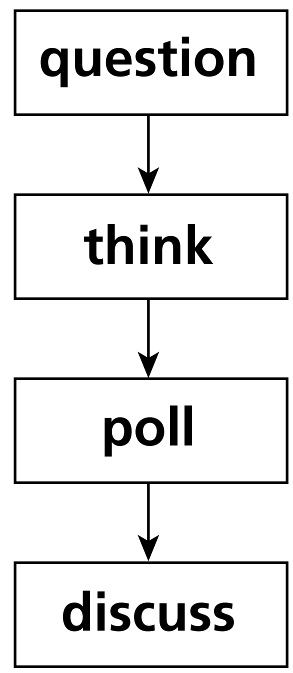
2. assimilation of that information (in class)

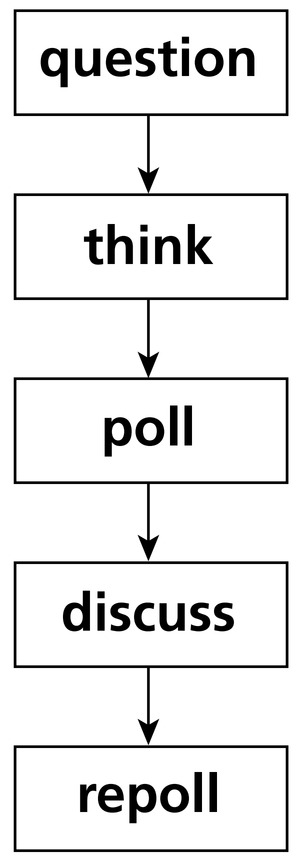
INSTRUCTION

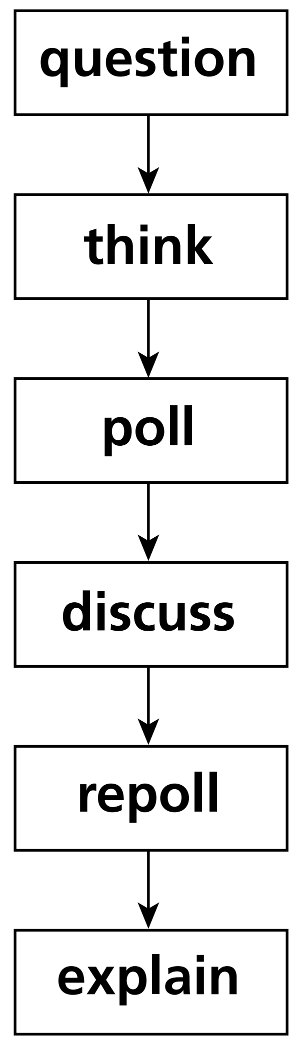
question

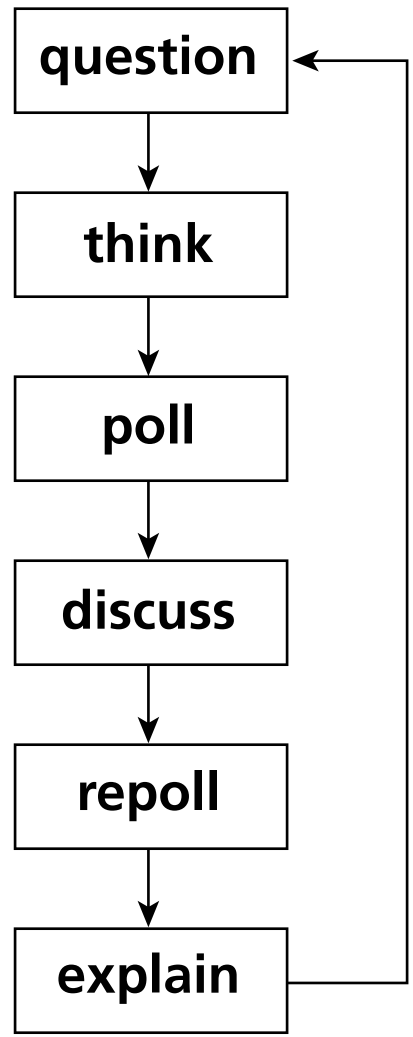

question
think


question
think
poll


question
think
poll
discuss


question
think
poll
discuss
repoll


question
think
poll
discuss
repoll
explain


question
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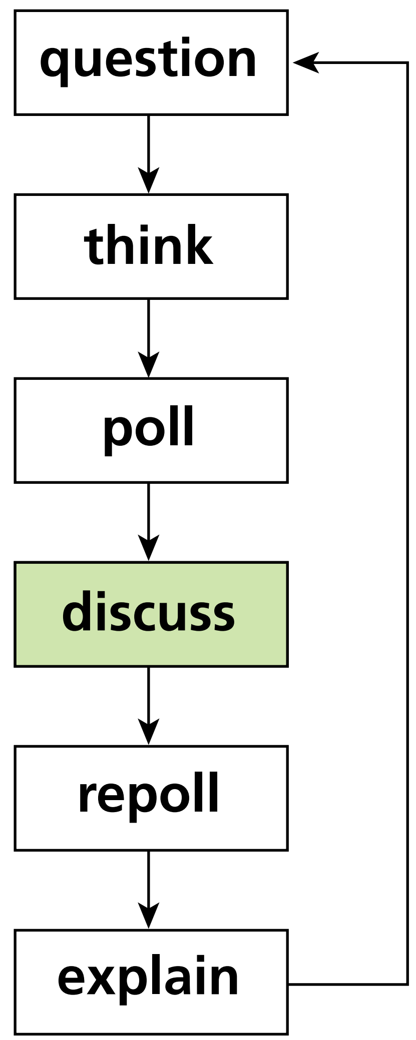
question
think
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explain

Archimedes Principle

An object submerged either fully or partially in a fluid experiences an upward buoyant force the magnitude of which is equal to the magnitude of the force of gravity exerted on the fluid displaced by the object.

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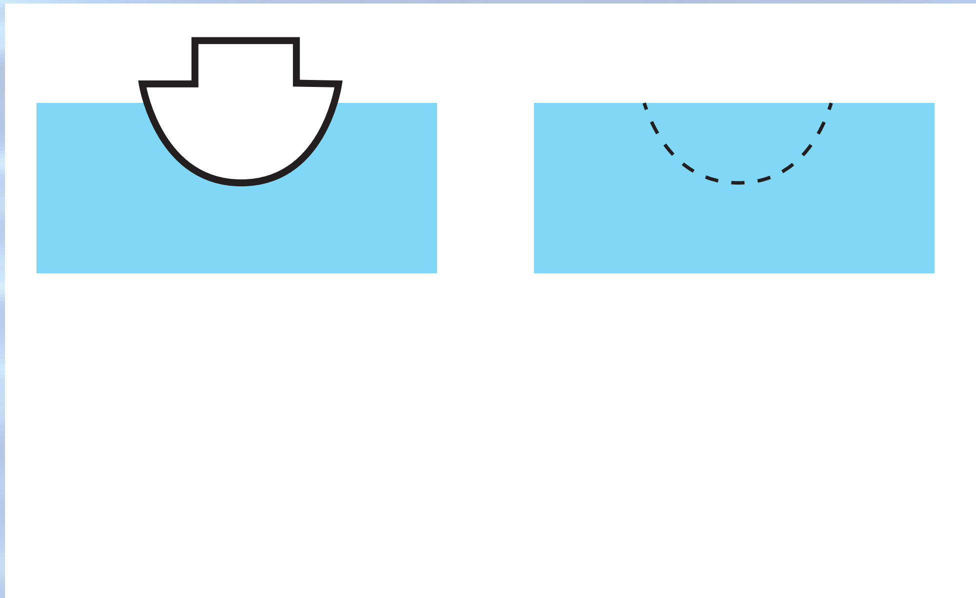
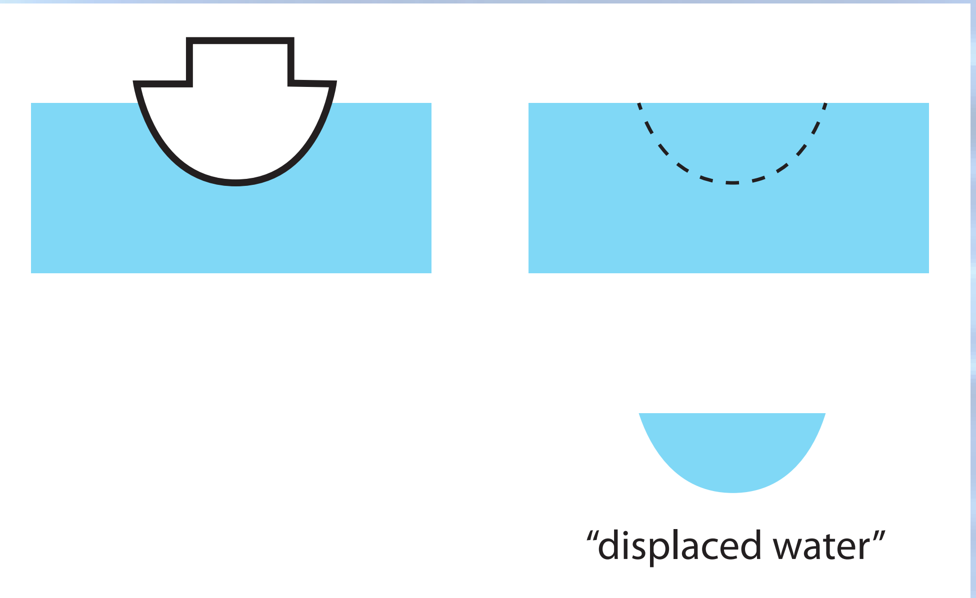


The volume of displaced fluid is equal to the volume of the submerged portion of the object.

An object submerged either fully or partially in a fluid experiences an upward buoyant force the magnitude of which is equal to the magnitude of the force of gravity exerted on the fluid displaced by the object.



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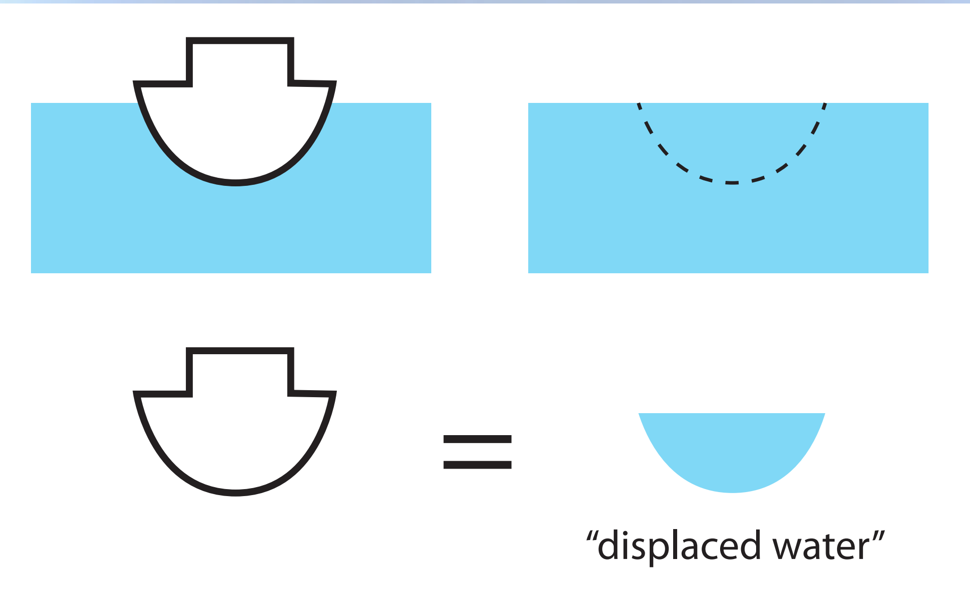

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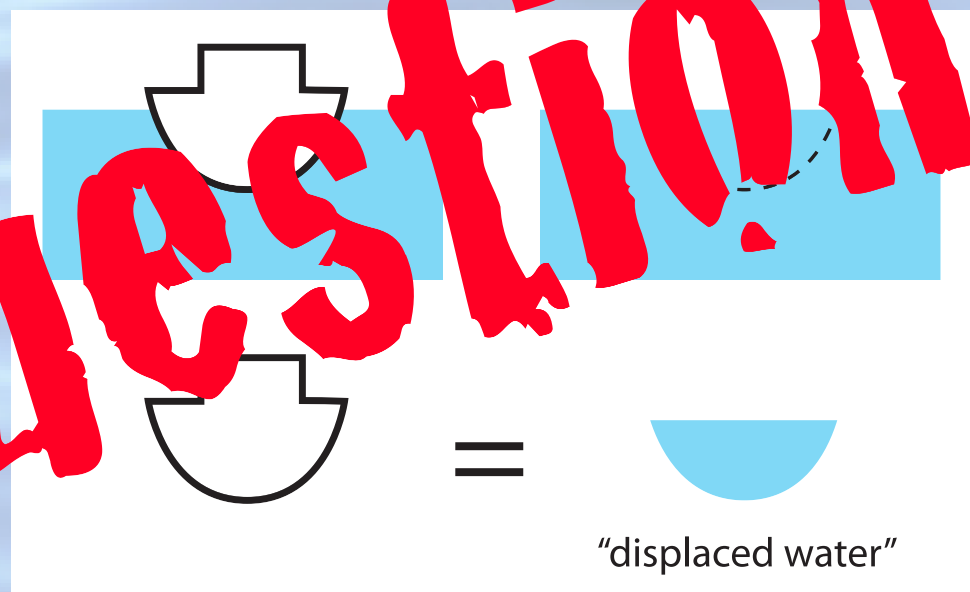
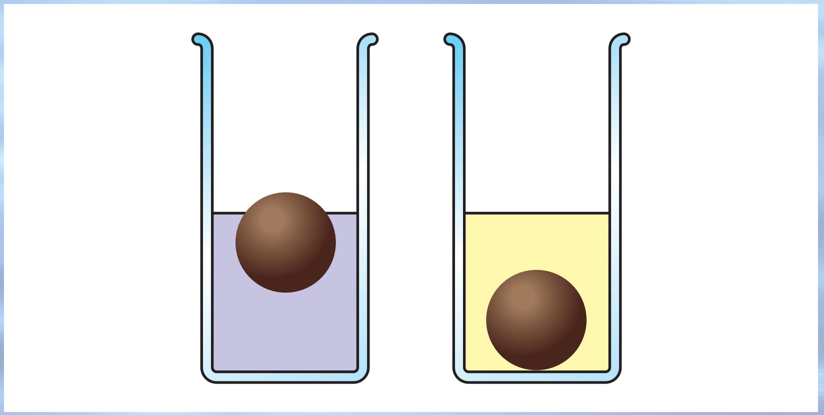
questions?



The volume of displaced fluid is equal to the volume of the submerged portion of the object.

Consider an object that floats in water, but sinks in oil. When the object floats in water, most of it is submerged.



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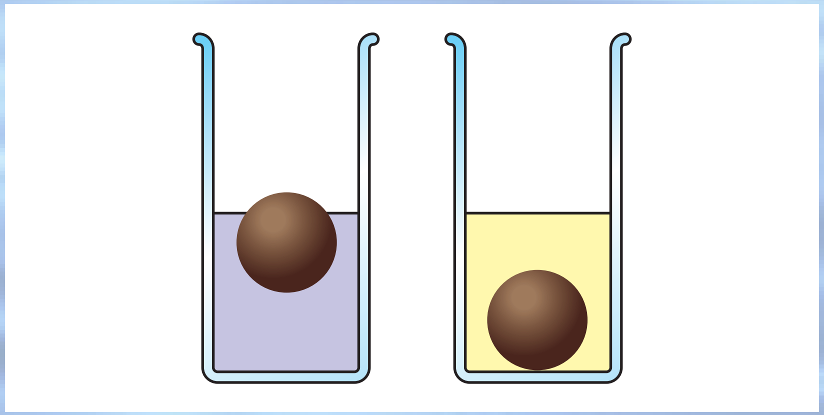
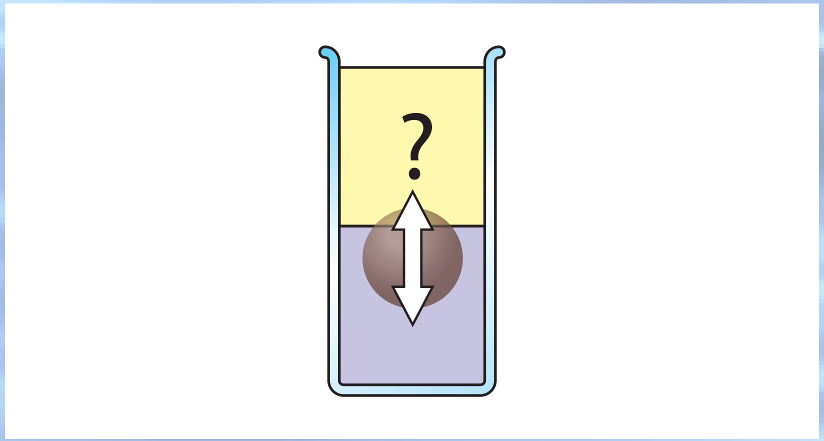


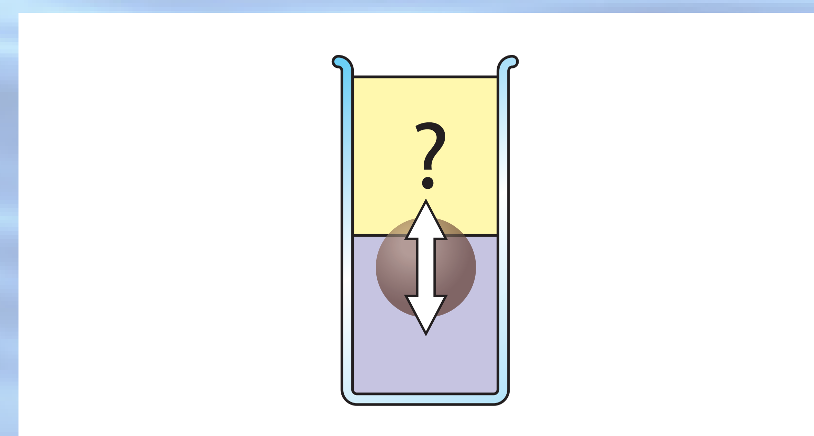
If we slowly pour the oil on top of the water so it completely covers the object, the object



1. moves up.
2. stays in the same place.
3. moves down.

Consider an object that floats in water, but sinks in oil. When the object floats in water, most of it is submerged.

If we slowly pour the oil on top of the water so it completely covers the object, the object



1. moves up.
2. stays in the same place.
3. moves down.

you got all fired up!

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

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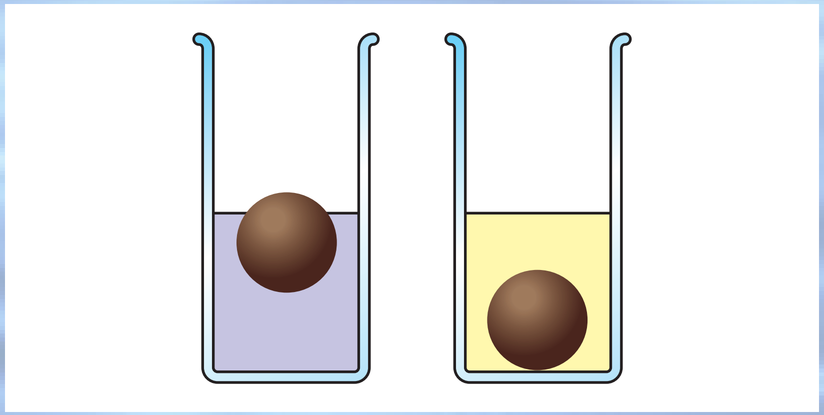

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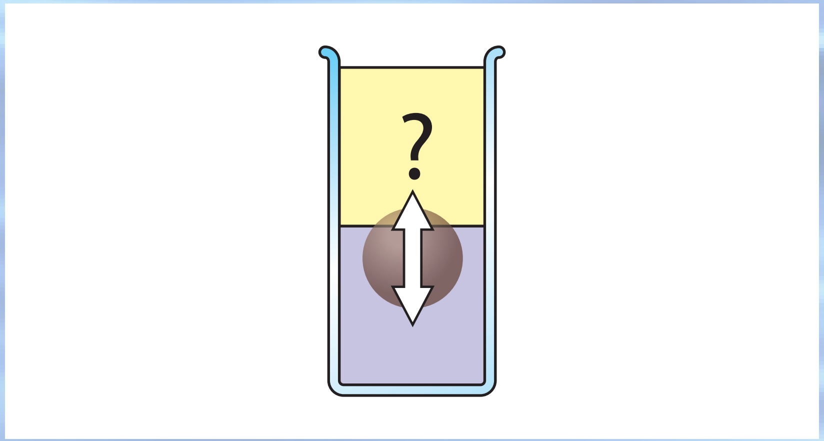
1. moves up.
2. stays in the same place.
3. moves down.



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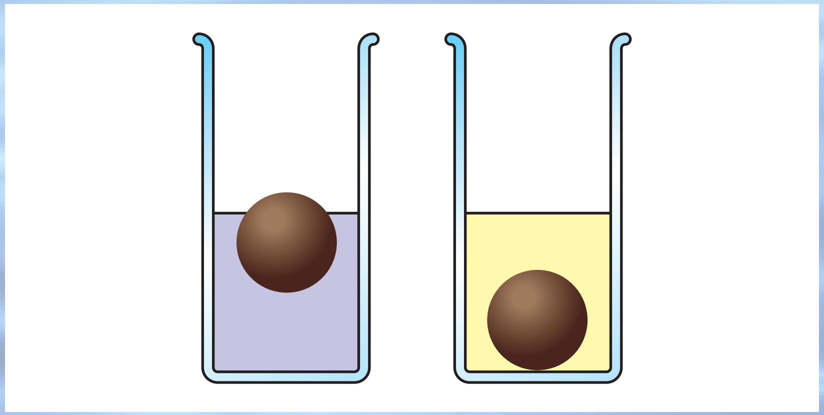

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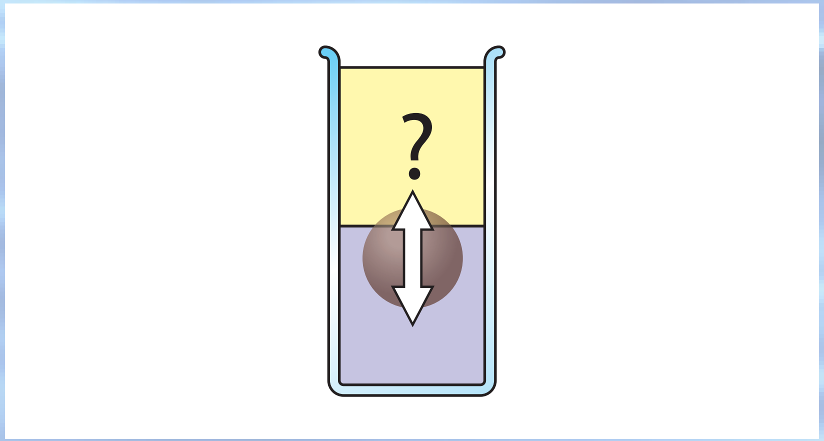
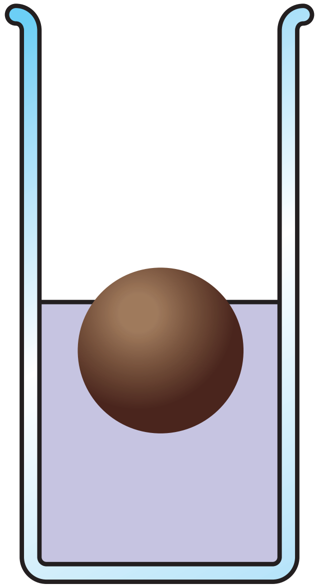
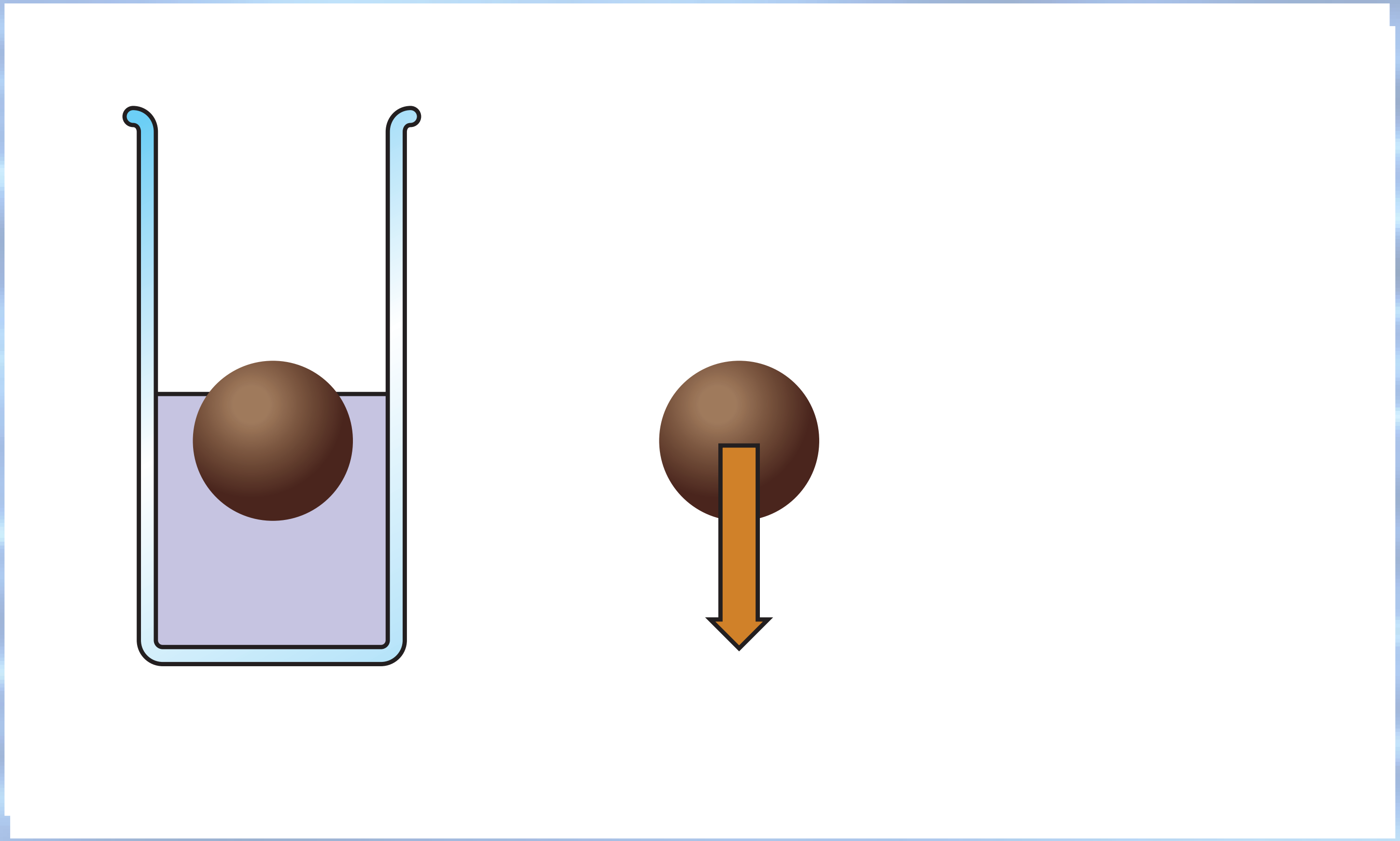


1. moves up. ✔
2. stays in the same place.
3. moves down.

remember: amount of displaced fluid



remember: amount of displaced fluid



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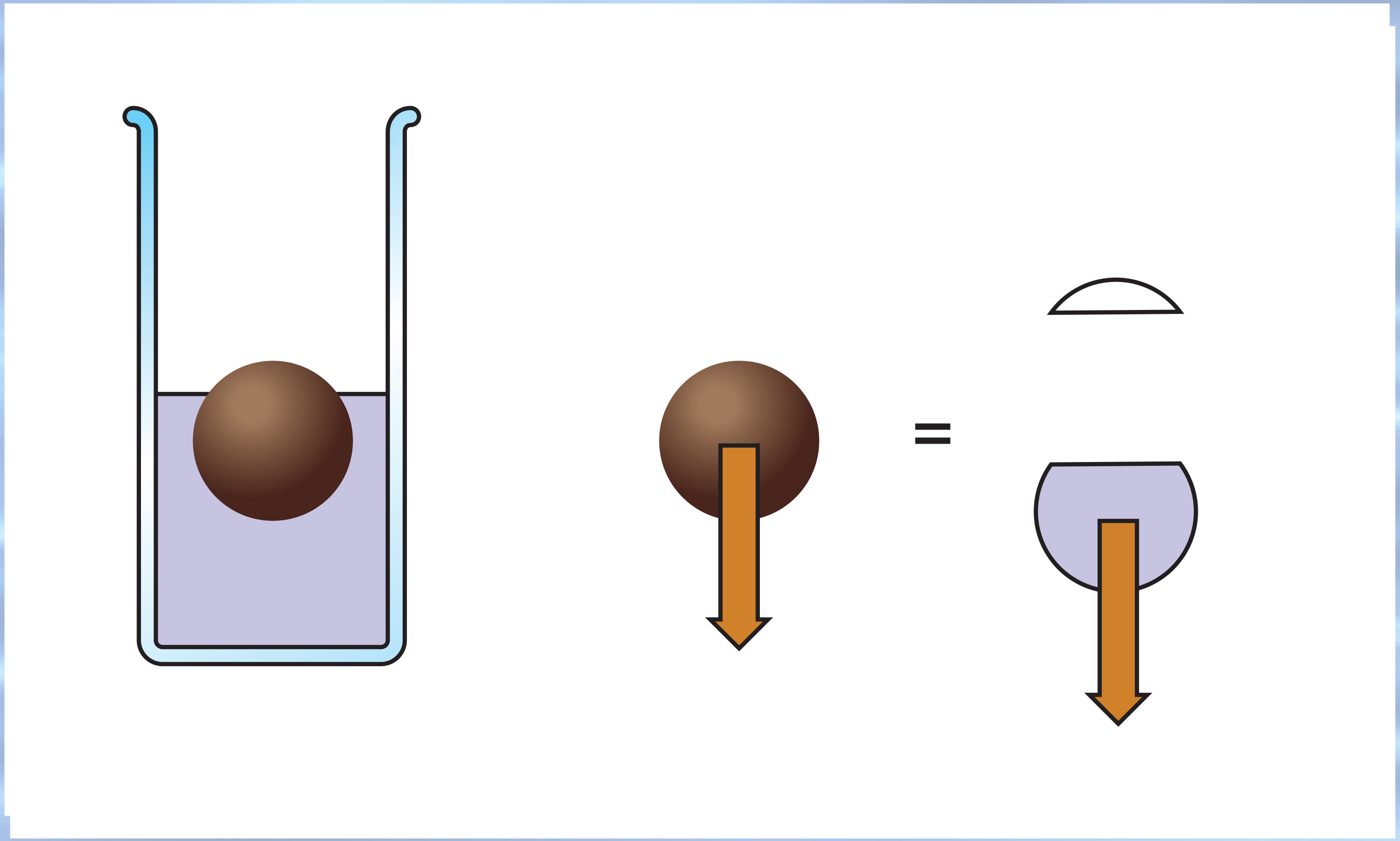

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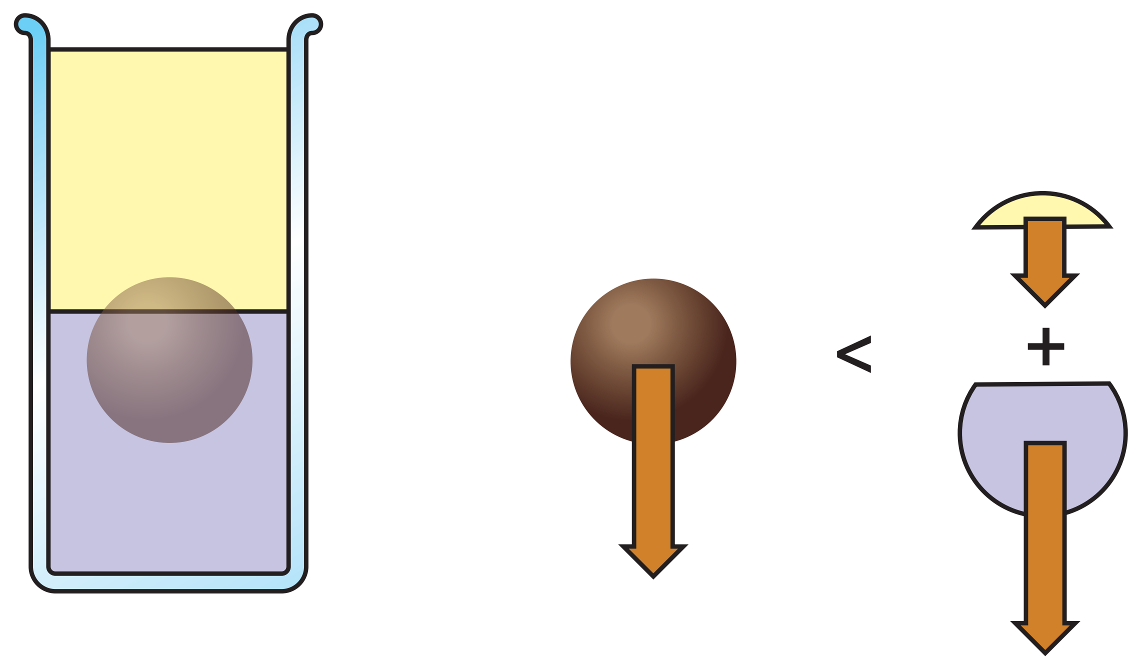

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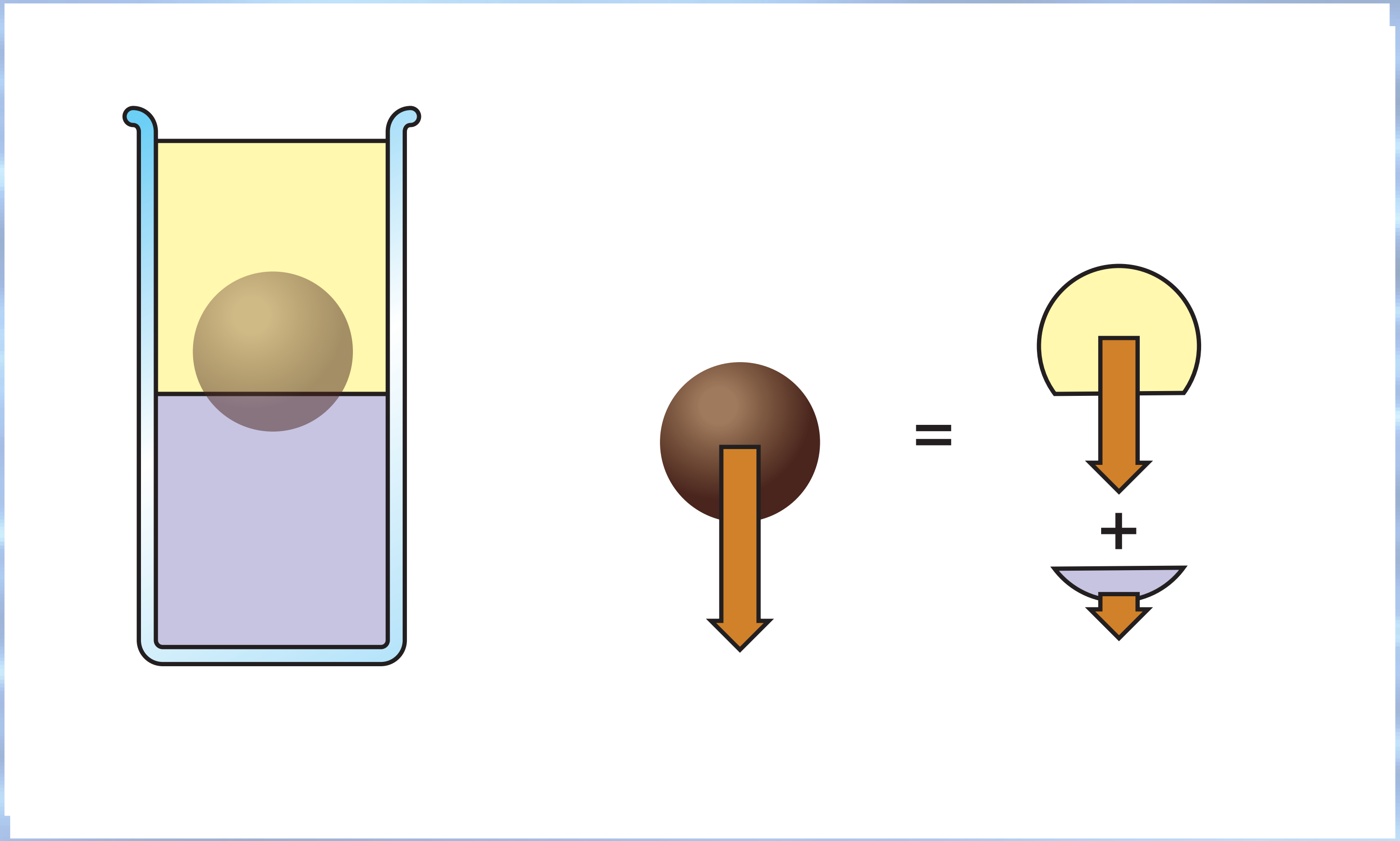
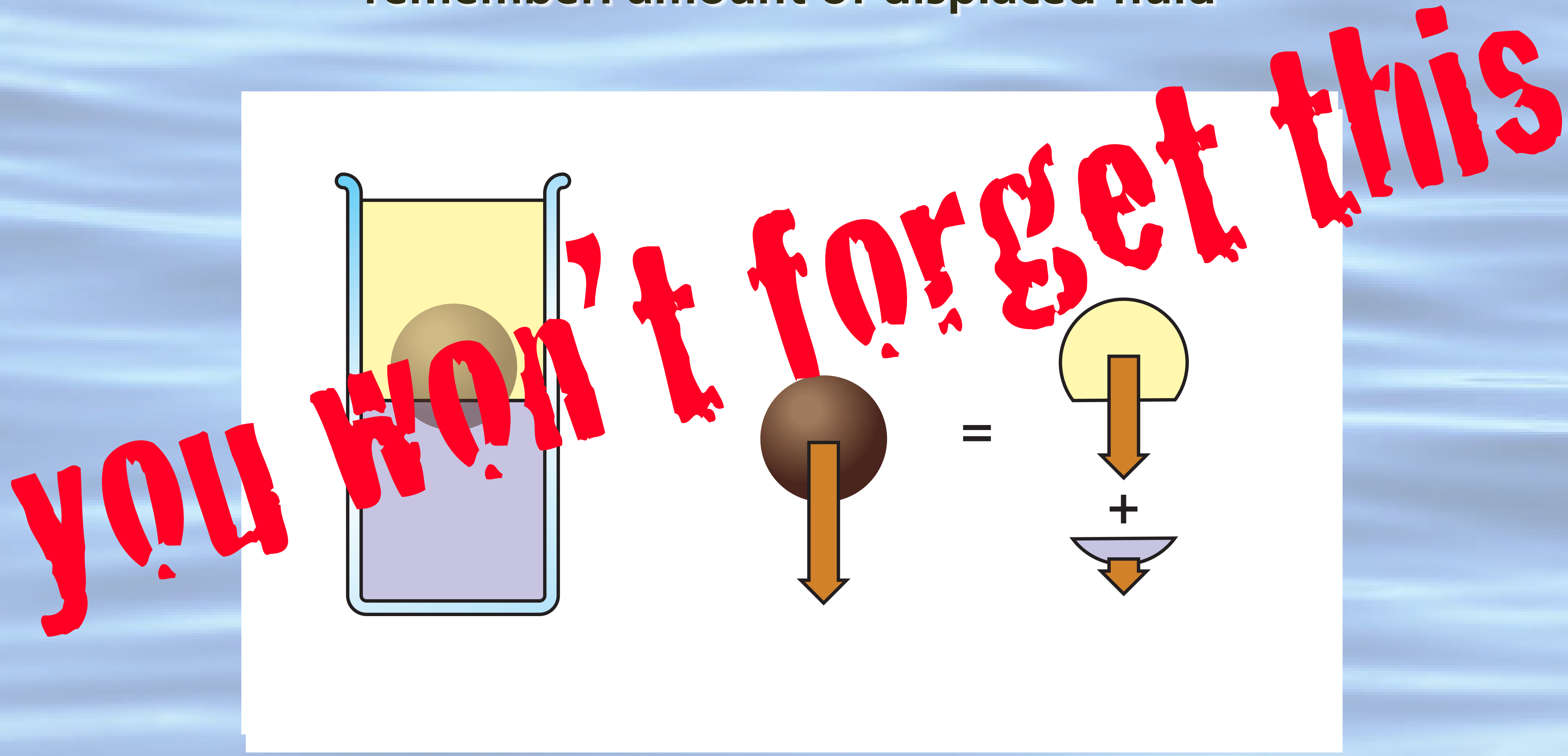


remember: amount of displaced fluid

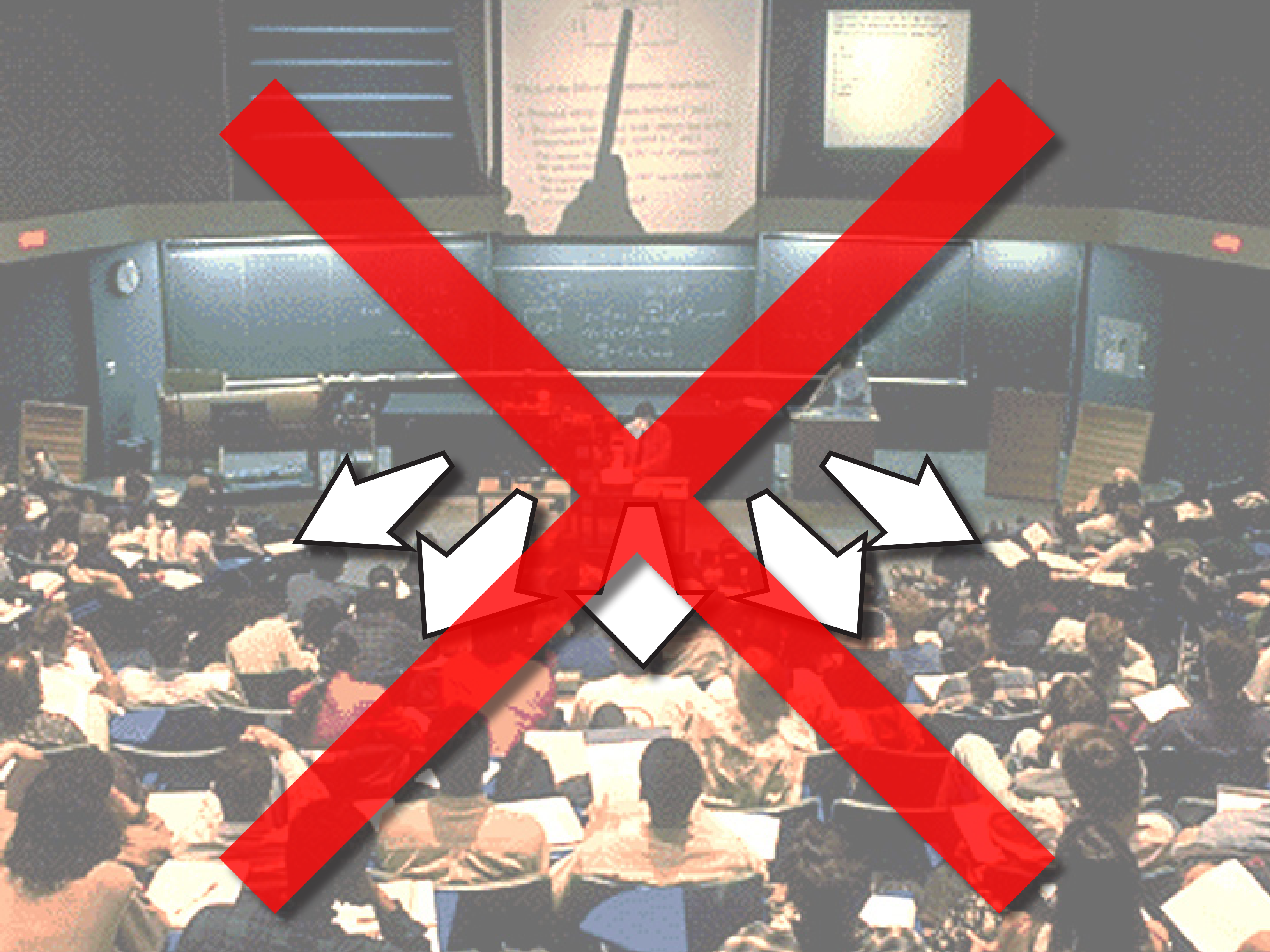


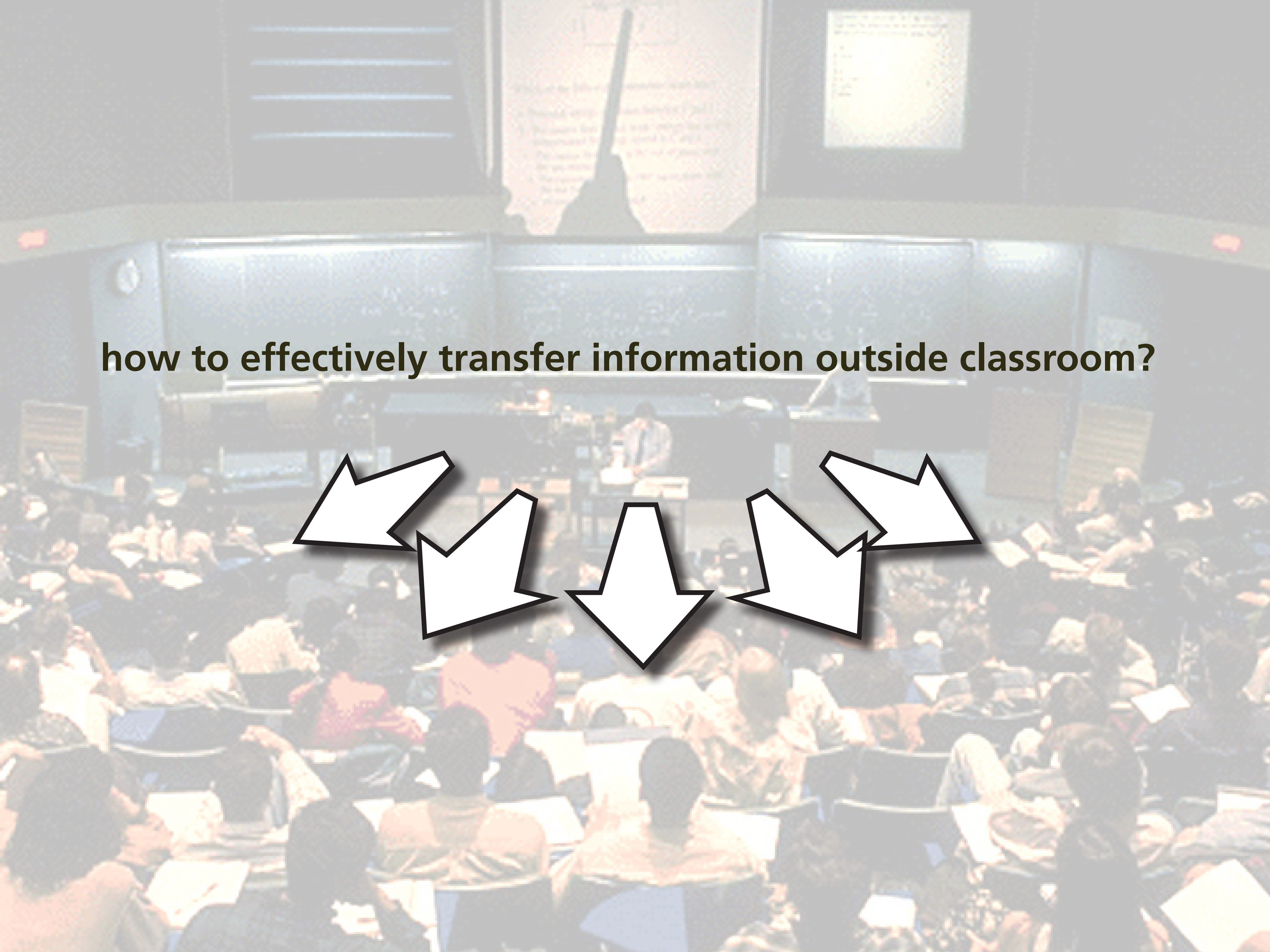
Peer INSTRUCTION

back to PI

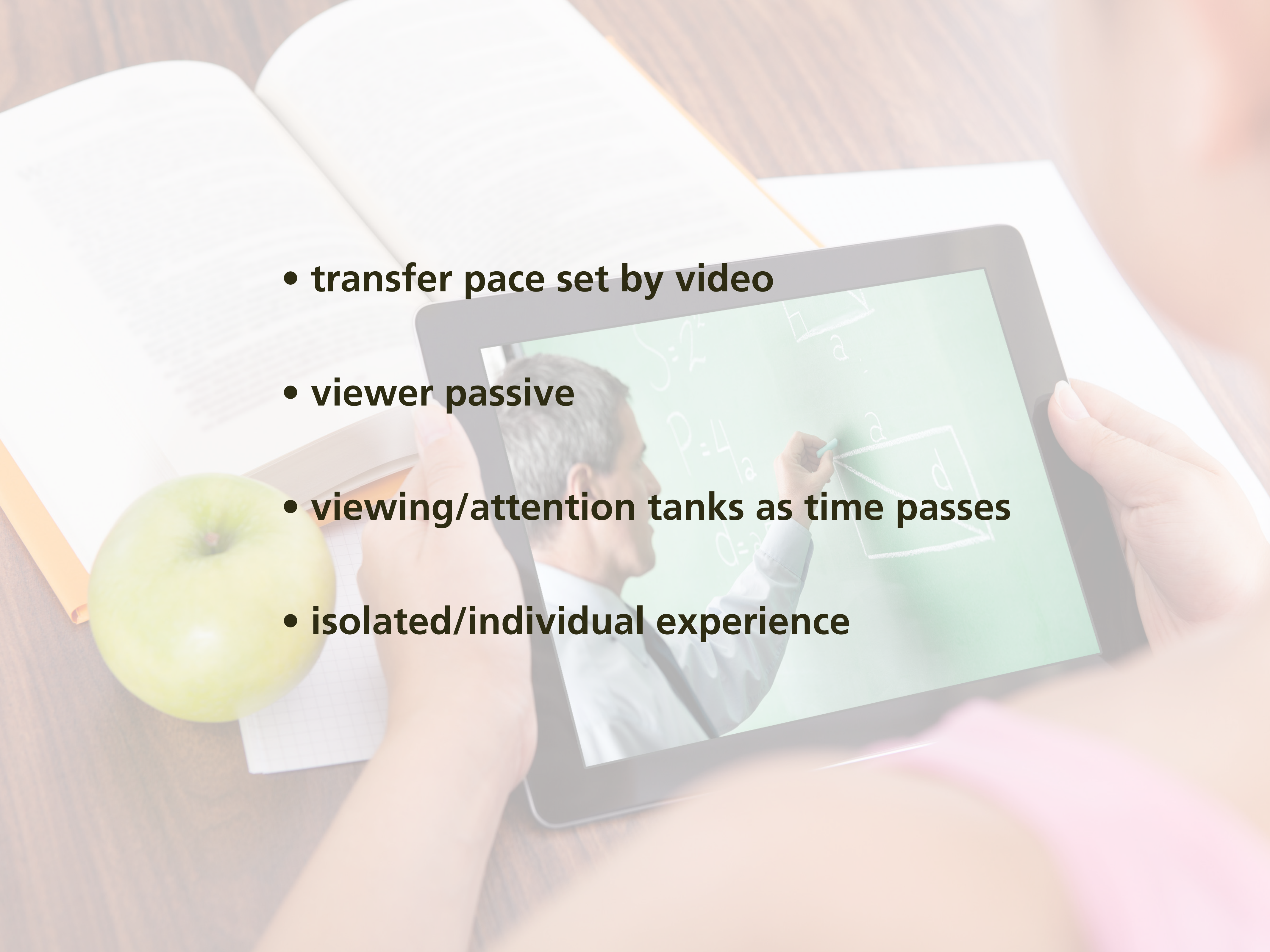

Peer
INSTRUCTION
Higher learning gains


Peer
INSTRUCTION
Higher learning gains
Better retention



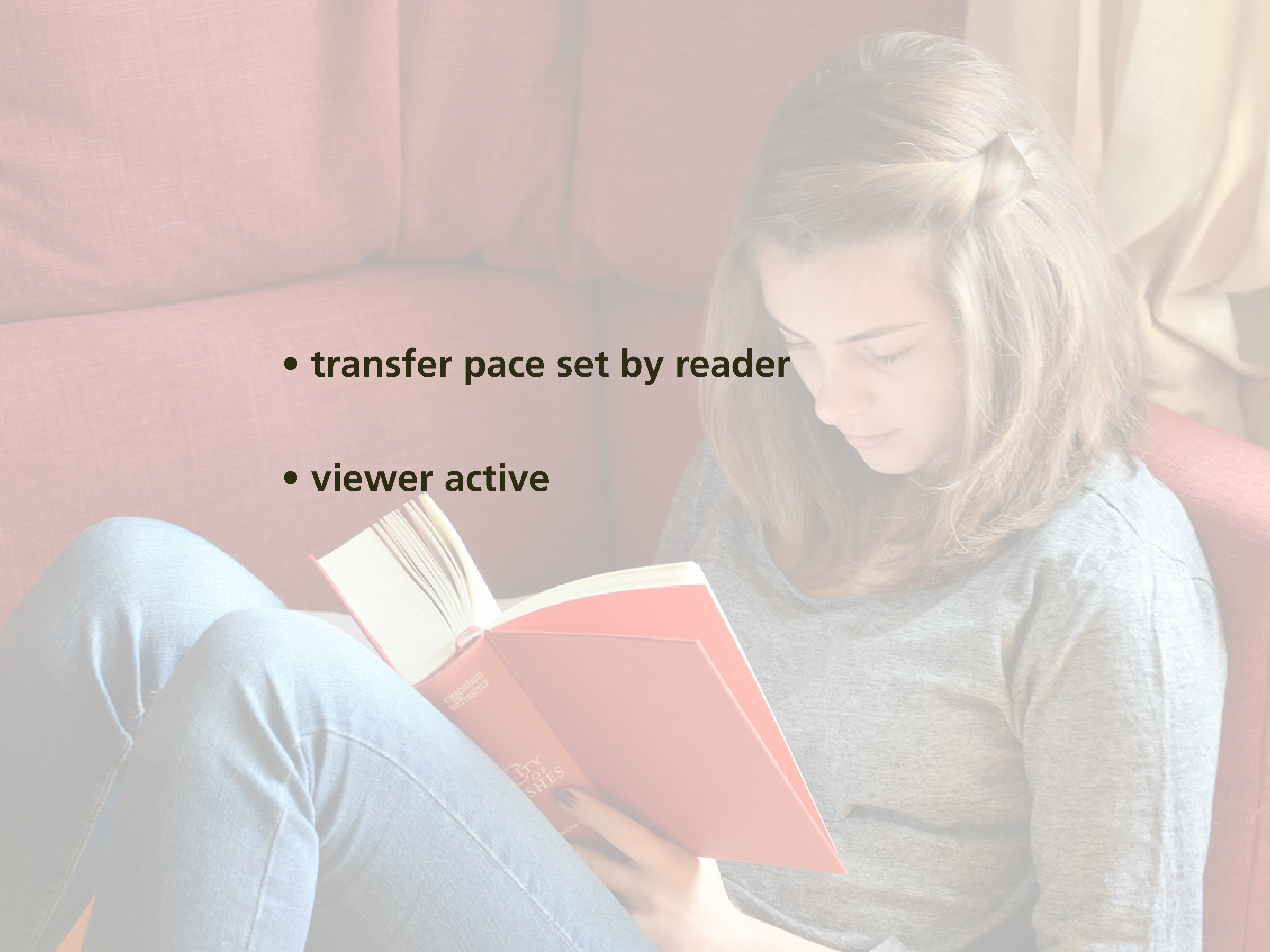

how to effectively transfer information outside classroom?


but…



- transfer pace set by video
- viewer passive
- viewing/attention tanks as time passes
- isolated/individual experience

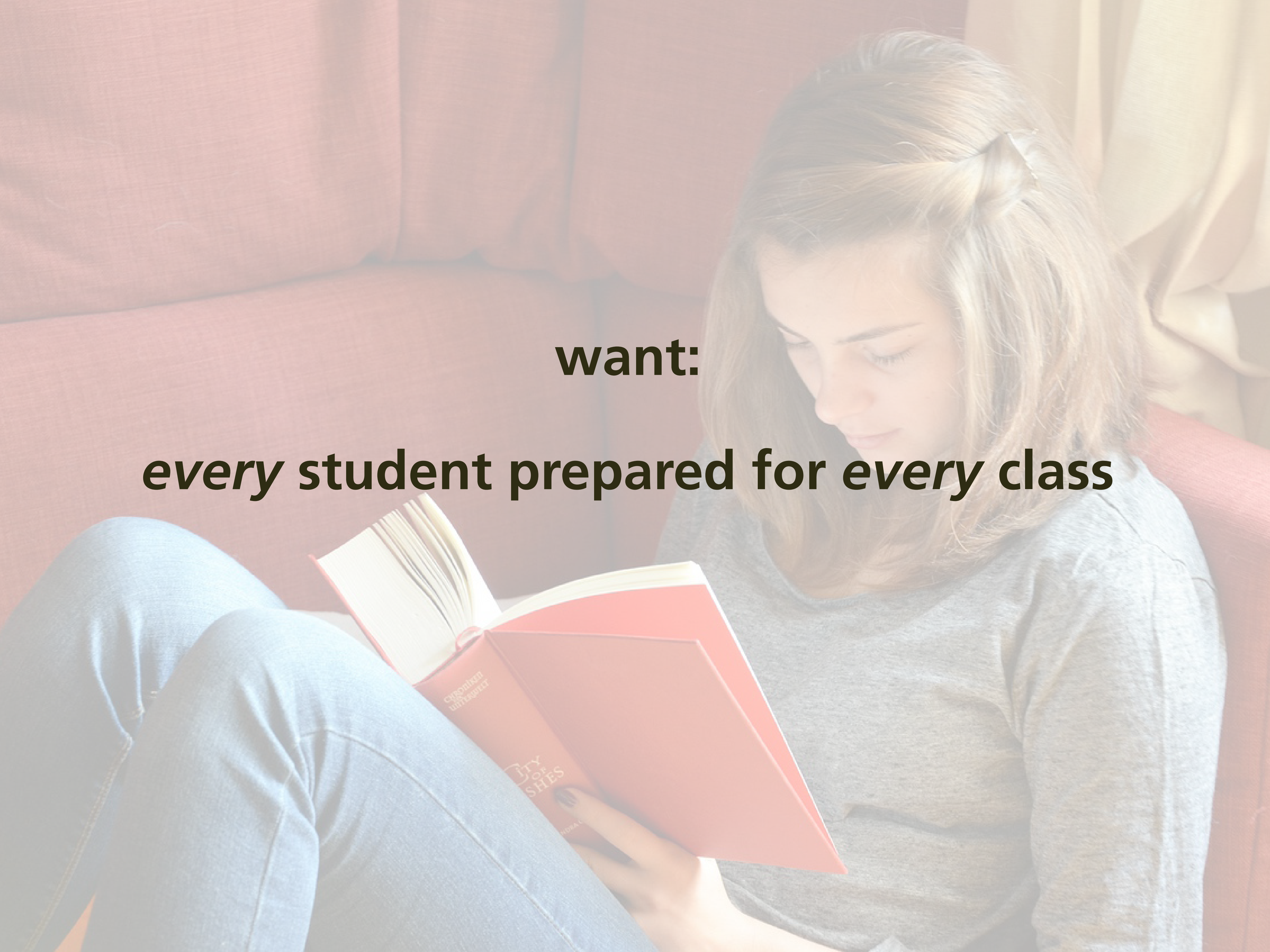

we're simply moving this outside classroom!



- **transfer pace set by reader**
- **viewer active**

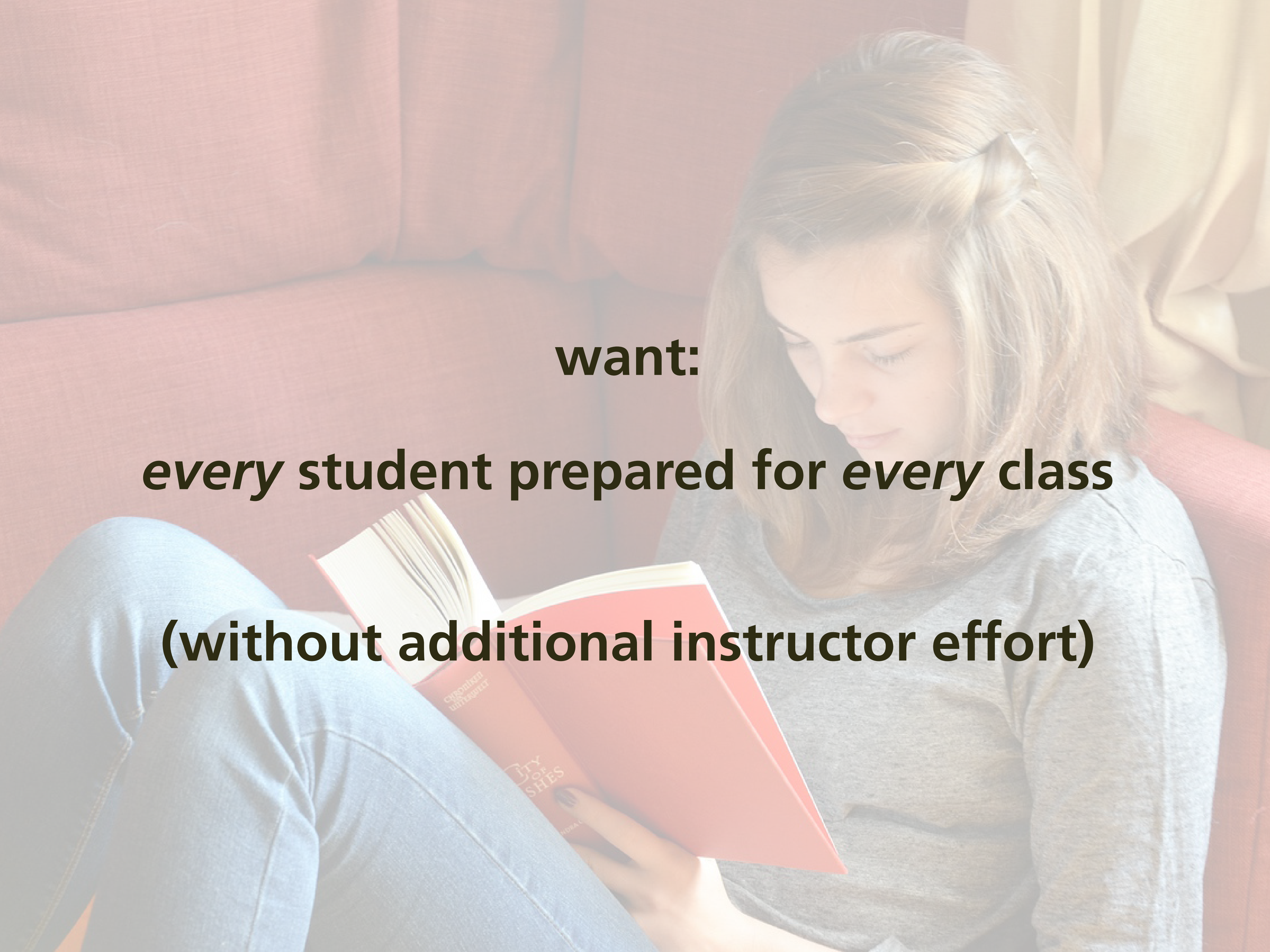
but…


isolated/individual experience &
no real accountability



want:

every student prepared for *every* class



want:

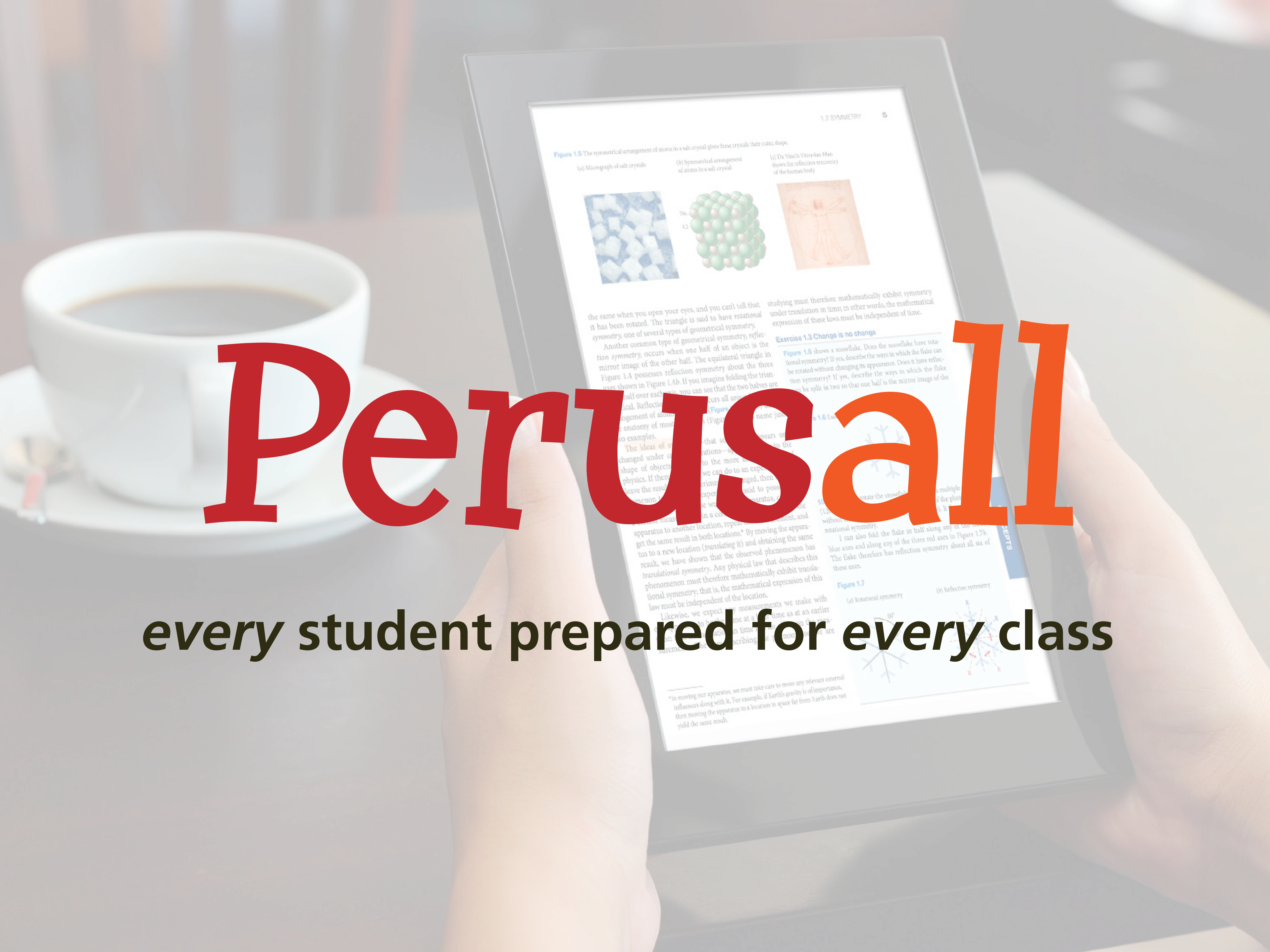
every **student prepared for** ***every*** **class**

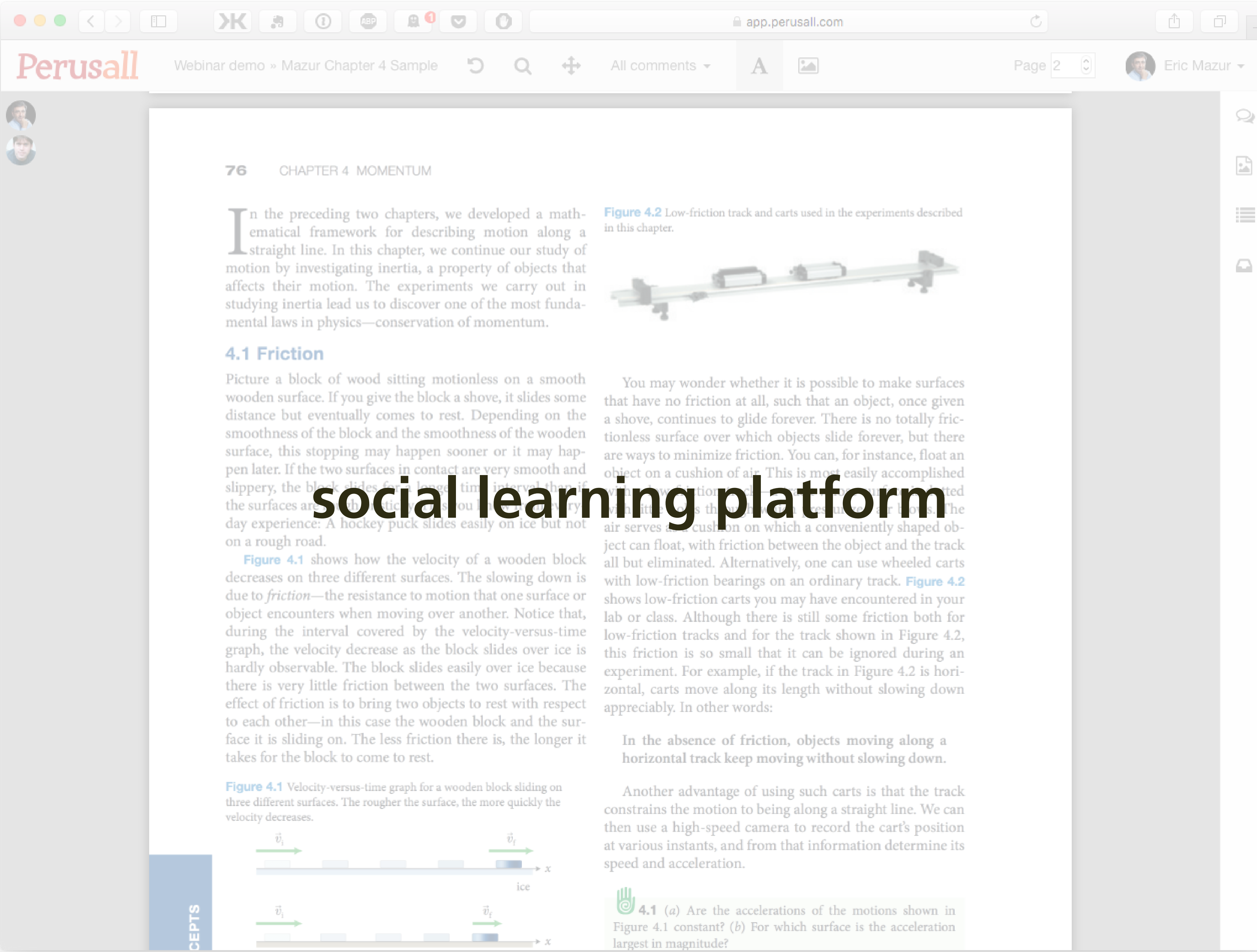
(without additional instructor effort)

Solution

turn out-of-class component

also into a social interaction!


Perusall
every student prepared for *every* class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Perusall
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Page 2
Eric Mazur
76 CHAPTER 4 MOMENTUM
In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.
4.1 Friction
Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and
day experience: A hockey puck slides easily on ice but not on a rough road.
Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to friction—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decrease as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.
Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.
ice
Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.
You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an
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In the absence of friction, objects moving along a horizontal track keep moving without slowing down.
Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.
4.1 (a) Are the accelerations of the motions shown in Figure 4.1 constant? (b) For which surface is the acceleration largest in magnitude?
social learning platform


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Page 2
Eric Mazur

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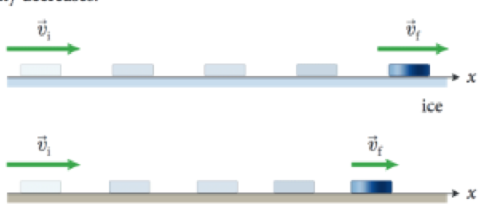
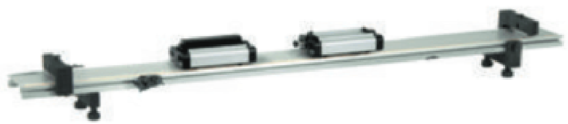
Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.



CEPTS

Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.



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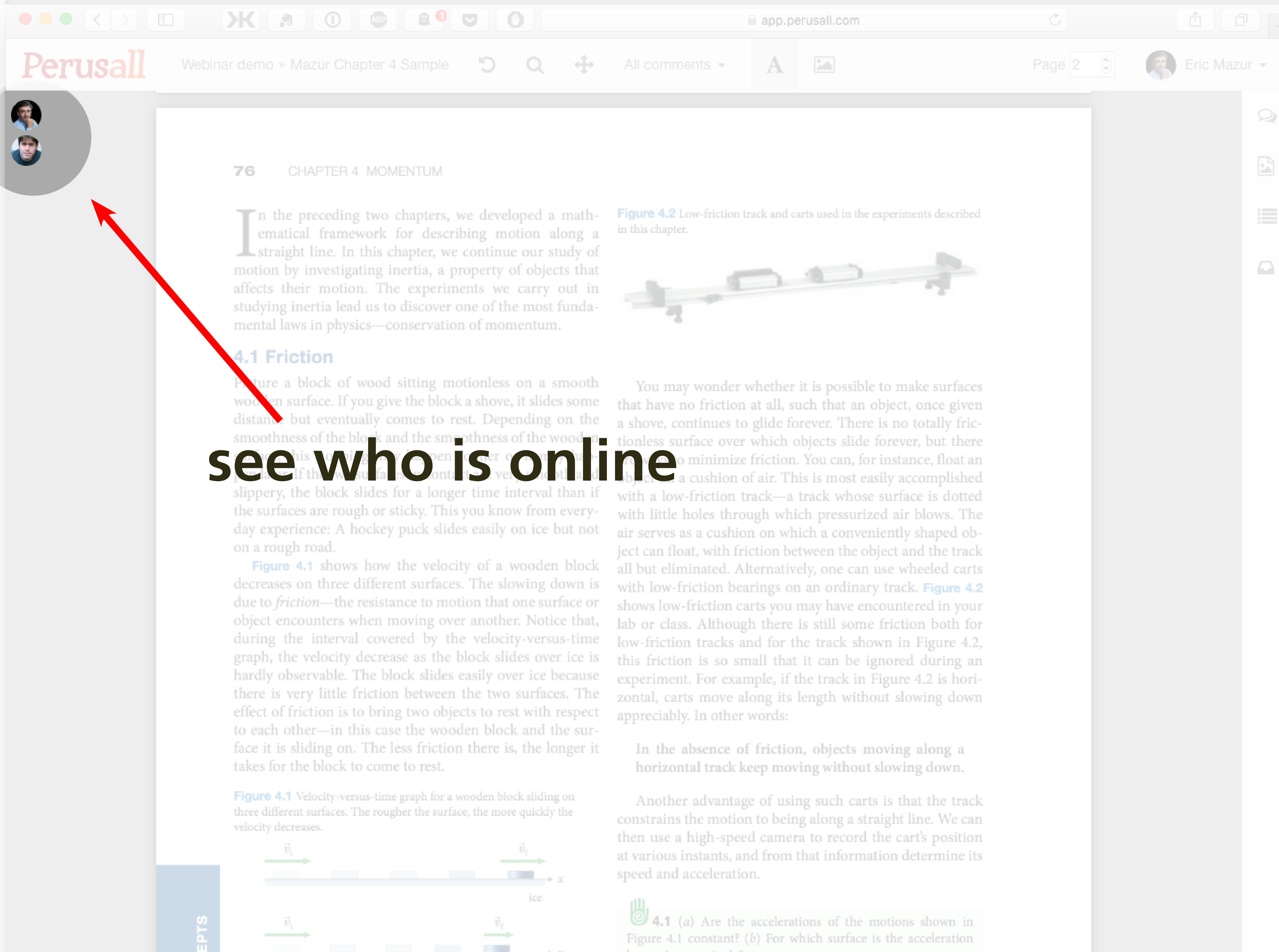
Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.

4.1 (*a*) Are the accelerations of the motions shown in Figure 4.1 constant? (*b*) For which surface is the acceleration largest in magnitude?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Page 2
Eric Mazur
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highlighting text...

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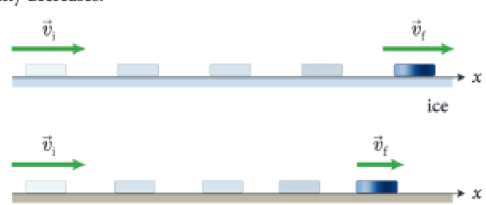

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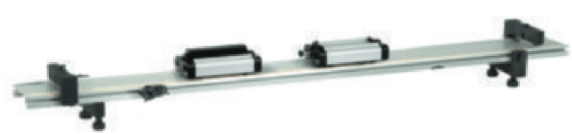

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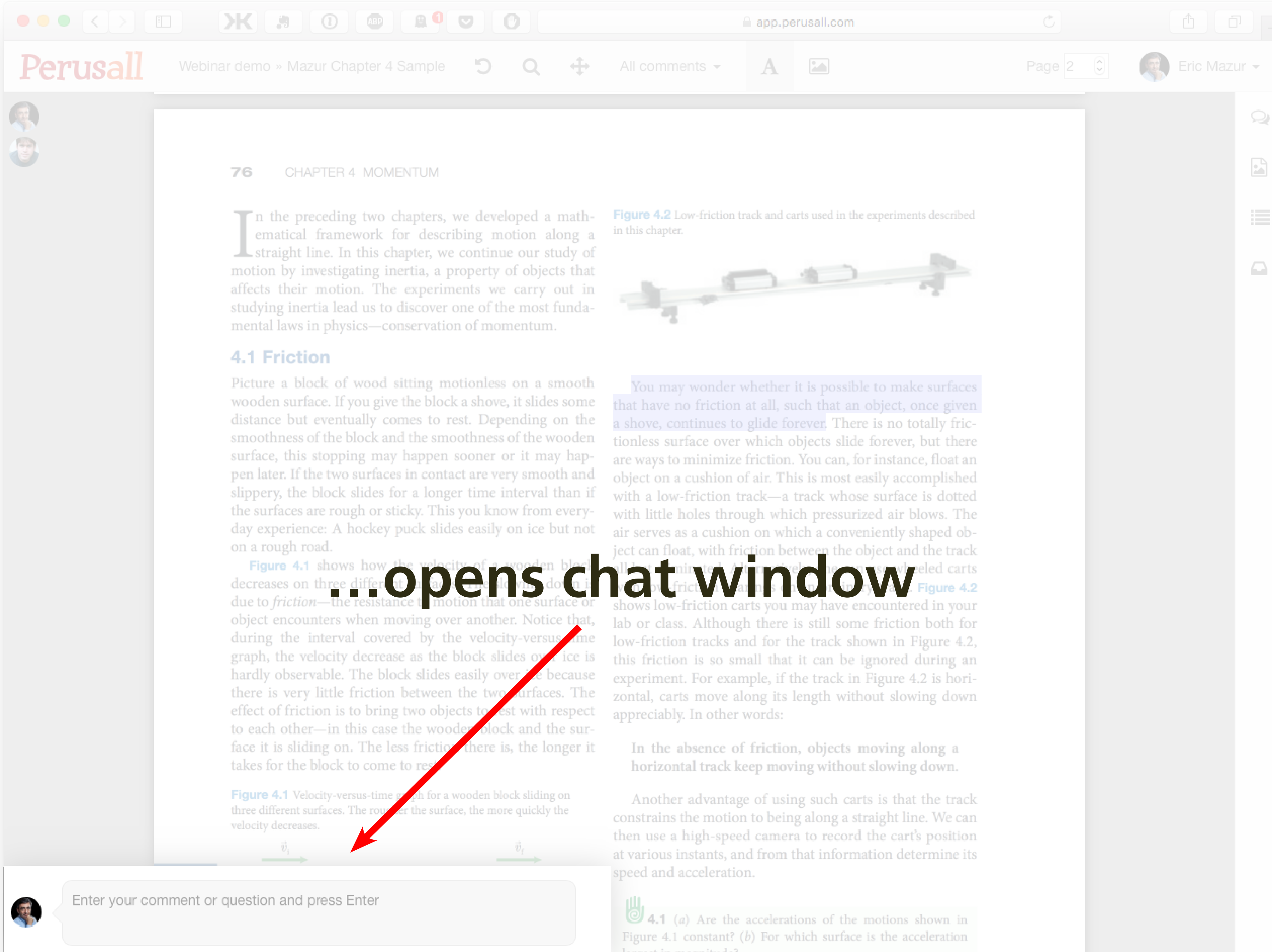
CEPTS



...opens chat window

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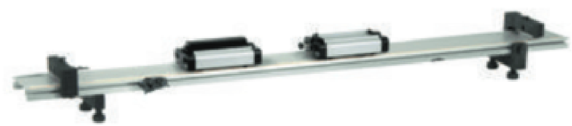
Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.

Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.



You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is dotted with little holes through which pressurized air blows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track. Figure 4.2 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction both for low-friction tracks and for the track shown in Figure 4.2, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.2 is horizontal, carts move along its length without slowing down appreciably. In other words:

In the absence of friction, objects moving along a horizontal track keep moving without slowing down.

Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.

4.1 (*a*) Are the accelerations of the motions shown in Figure 4.1 constant? (*b*) For which surface is the acceleration largest in magnitude?

In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.

4.1 Friction

Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.

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No friction at all seems impossible. Isn't there always some friction in any real case.

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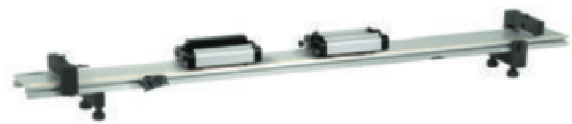

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No friction at all seems impossible. Isn't there always some friction in any real case.   Nov 1 4:41 pm

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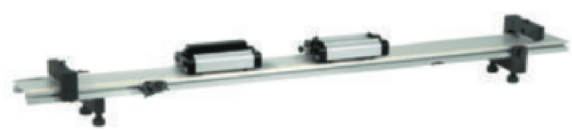

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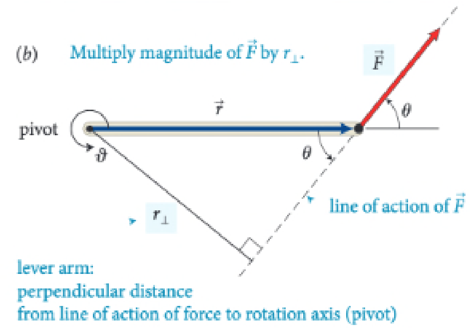

action of the force and the axis of rotation. So, the torque caused by a force exerted on an object is the product of the magnitude of the force and its lever arm distance. It can be written equivalently as $rF_\perp$ and as $r_\perp F$.

Like other rotational quantities, torque carries a sign that depends on the choice of direction for increasing ϑ. In Figure 12.4, for example, the torque caused by $\vec{F}_1$ about the pivot tends to rotate the rod in the direction of increasing ϑ and so is positive; the torque caused by $\vec{F}_2$ is negative. The sum of the two torques about the pivot is then $r_1F_1 + (-r_2F_2)$. As we've seen, the two torques are equal in magnitude when the rod is balanced, and so the sum of the torques is zero. When the sum of the torques is not zero, the rod's rotational acceleration is nonzero, and so its rotational velocity and angular momentum change.

In the situations depicted in Figures 12.4 and 12.5 we used the pivot to calculate the lever arm distances. This is a natural choice because that is the point about which the object under consideration is free to rotate. However, torques also play a role for stationary objects that are suspended or supported at several different points and that are not free to rotate—for example, a plank or bridge supported at either end. To determine what reference point to use in such cases, complete the following exercise.

CONCEPTS

Exercise 12.1 Reference point

Consider again the rod in Figure 12.4. Calculate the sum of the torques about the left end of the rod.

SOLUTION I begin by making a sketch of the rod and the three forces exerted on it, showing their points of application on the rod (**Figure 12.6**).

reference point

$\vec{F}_1$

The lever arm distances must now be determined relative to the left end of the rod. The lever arm distance of force $\vec{F}_1$ to this point is zero, and so the torque caused by that force about the left end of the rod is zero. If I choose counterclockwise as the positive direction of rotation, $\vec{F}_2$ causes a negative torque about the left end of the rod; the force $\vec{F}^c_{pr}$ exerted by the pivot causes a positive torque about the left end of the rod. The lever arm distance of $\vec{F}_2$ about the left end of the rod is $r_1 + r_2$; that of $\vec{F}^c_{pr}$ is r_1. Because the rod is at rest, the magnitude of the force exerted by the pivot is equal to the sum of the forces $\vec{F}_1$ and $\vec{F}_2$. Taking into account the signs of the torques, we find that the sum of the torques about the left end of the rod is $r_1(F_1 + F_2) - (r_1 + r_2)F_2 = r_1F_1 - r_2F_2$. This is the same result we obtained for the torques about the pivot, and so the sum of the torques about the left end is zero. ✔

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12.2 In the situation depicted in Figure 12.2*a*, you must continue to exert a force on the seesaw to keep the child off the ground. The force you exert causes a torque on the seesaw, and yet the seesaw's rotational acceleration is zero. How can this be if torques cause objects to accelerate rotationally?

Example 12.2 Torques on lever

Three forces are exerted on the lever of **Figure 12.7**. Forces $\vec{F}_1$ and $\vec{F}_3$ are equal in magnitude, and the magnitude of $\vec{F}_2$ is half as great. Force $\vec{F}_1$ is horizontal, $\vec{F}_2$ and $\vec{F}_3$ are vertical, and the lever makes an angle of 45° with the horizontal. Do these forces cause the lever to rotate about the pivot? If so, in which direction?

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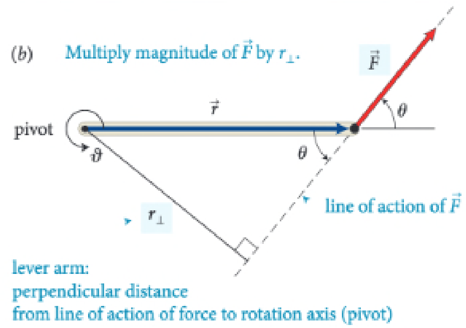

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I don't understand how this combination of factors tells you anything about direction? Aren't magnitude and lever arm distance both scalar quantities? It seems like we would need to know some sort of direction to calculate torque. Oct 20 12:09 am

SB I think you may be able to think about the direction separately. So, after multiplying this magnitude and distance, you can attach a sign to the torque based on the defined parameters of the system. In the following paragraph, they start to explain how to choose this direction. Oct 20 12:38 am

This is a great question. To further elaborate on this, we can think of this in terms of the Torque equation. The equation for torque is τ = r X F, with r being the level arm distance and F being force. We know that force is a vector vector from previous chapters, and in regards to "r" it can also be thought of as the radial vector. What this means is that this distance from the pivot points from the axis of rotation to the point where the force acts. In as previously mentioned, there is a general convention (the right-hand rule) that is used to determine the direction which happens to be perpendicular to both the radius from the axis and to the force. Oct 22 8:48 pm

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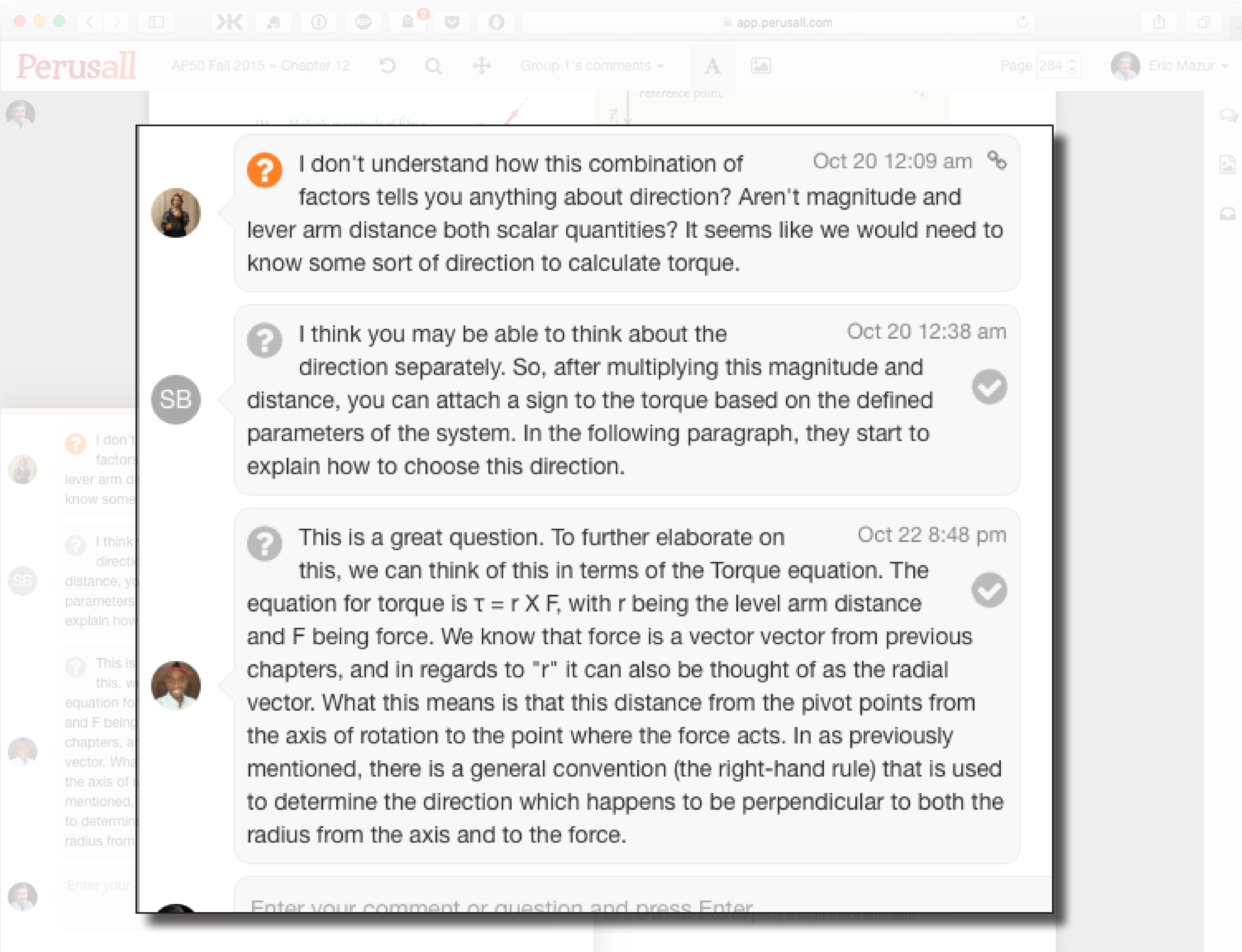
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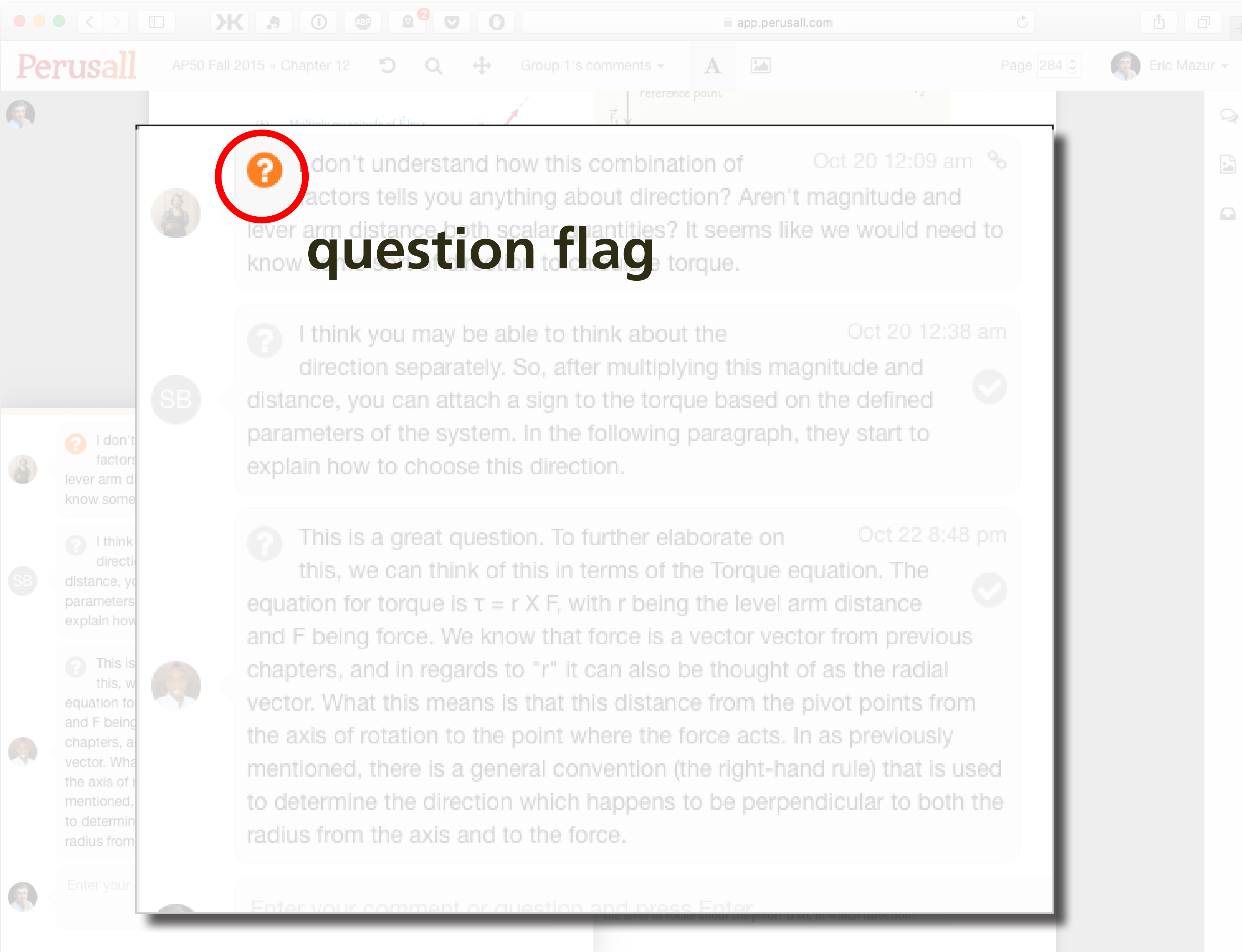
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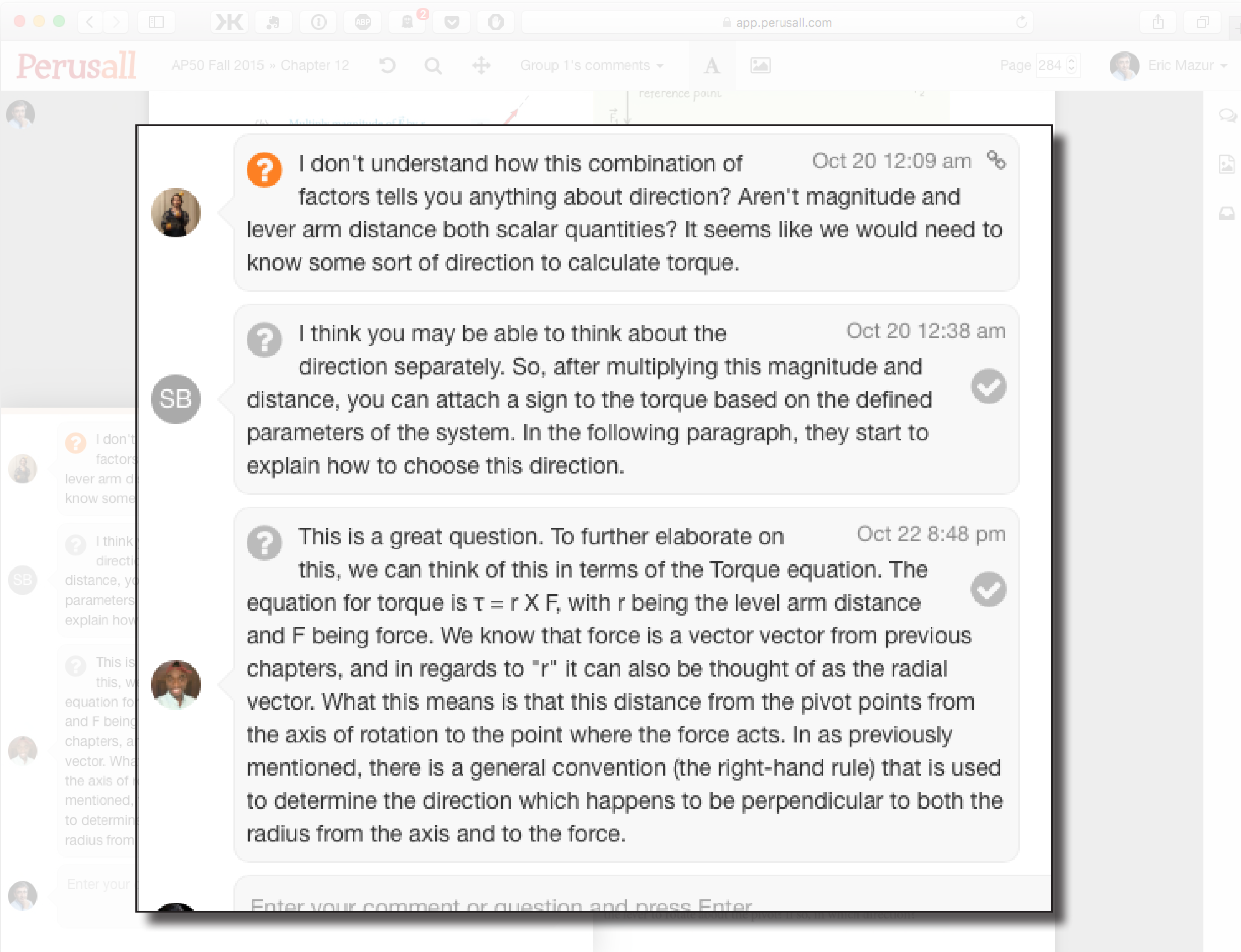
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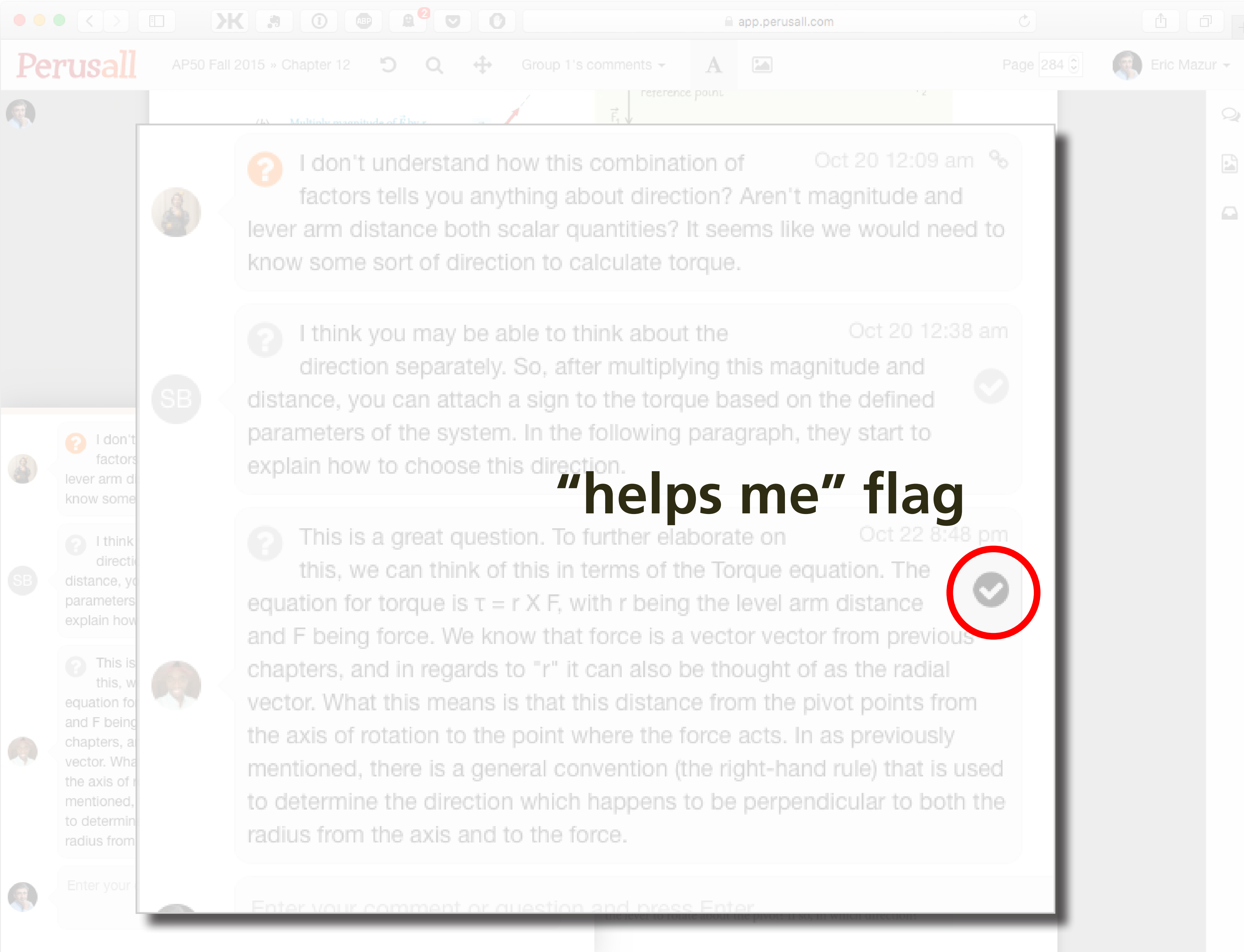
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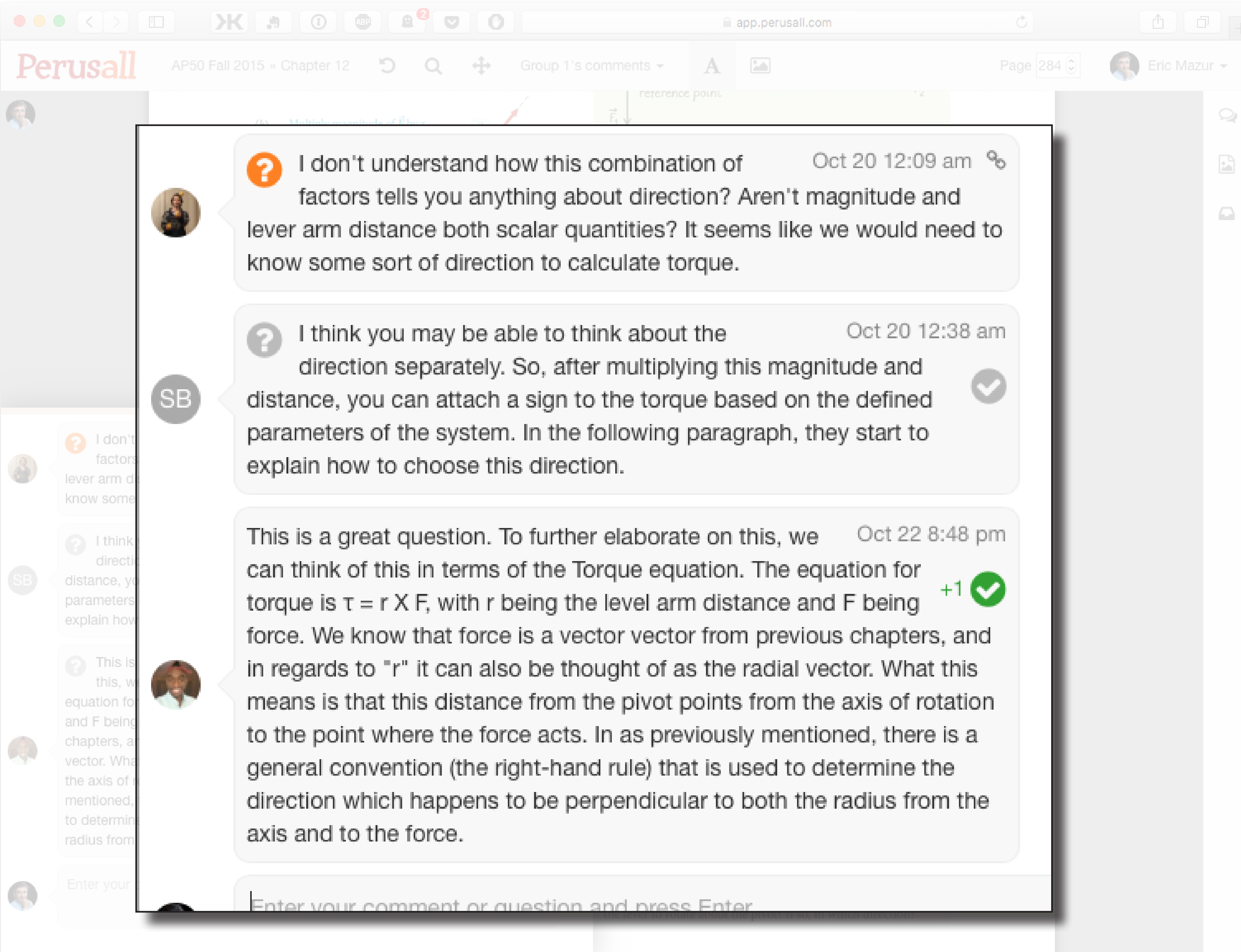
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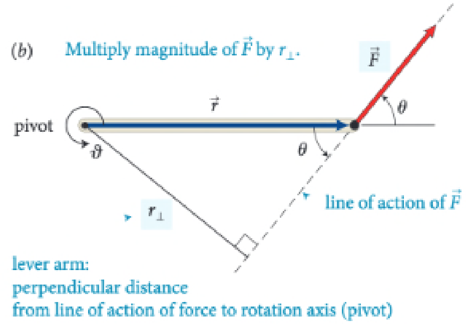

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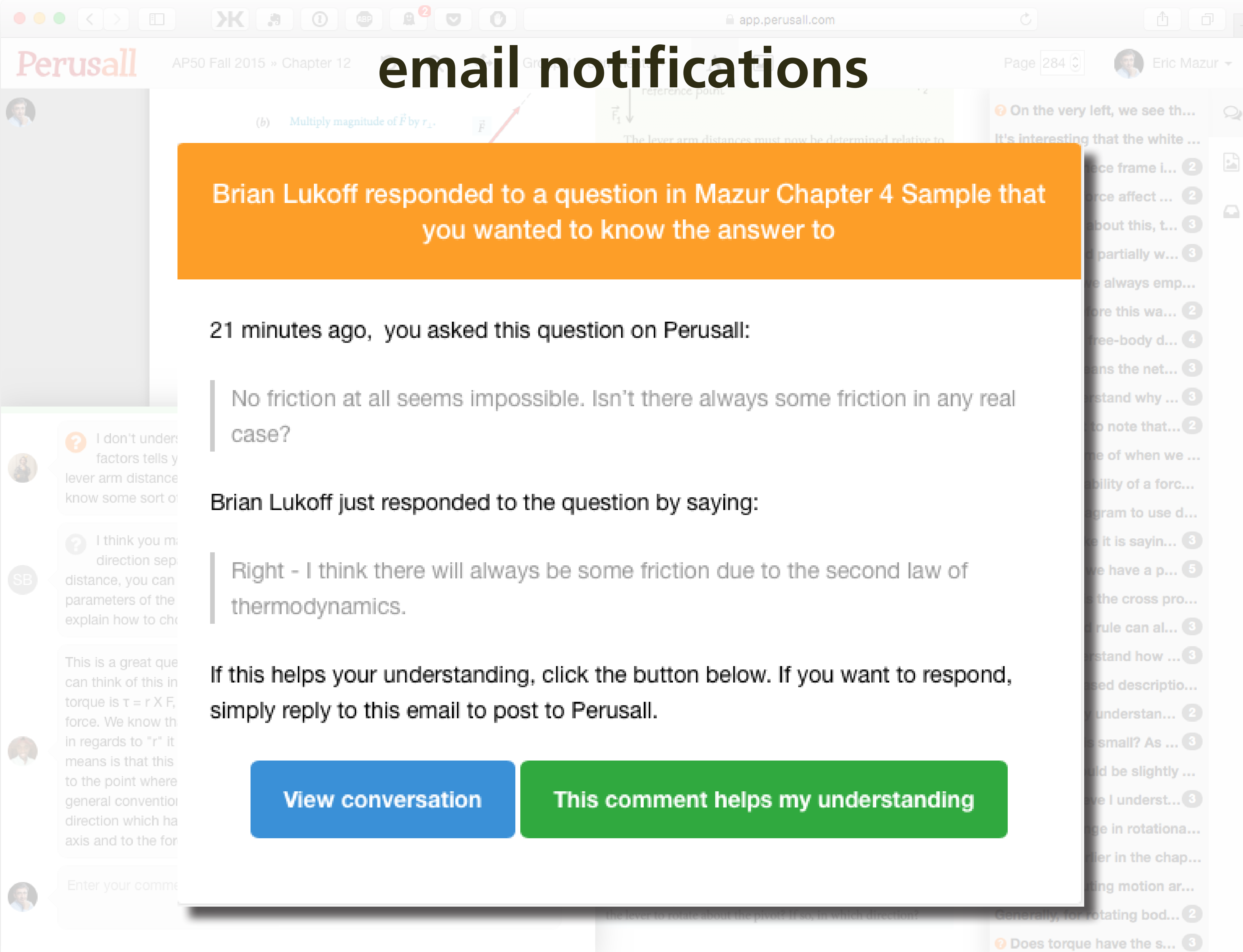

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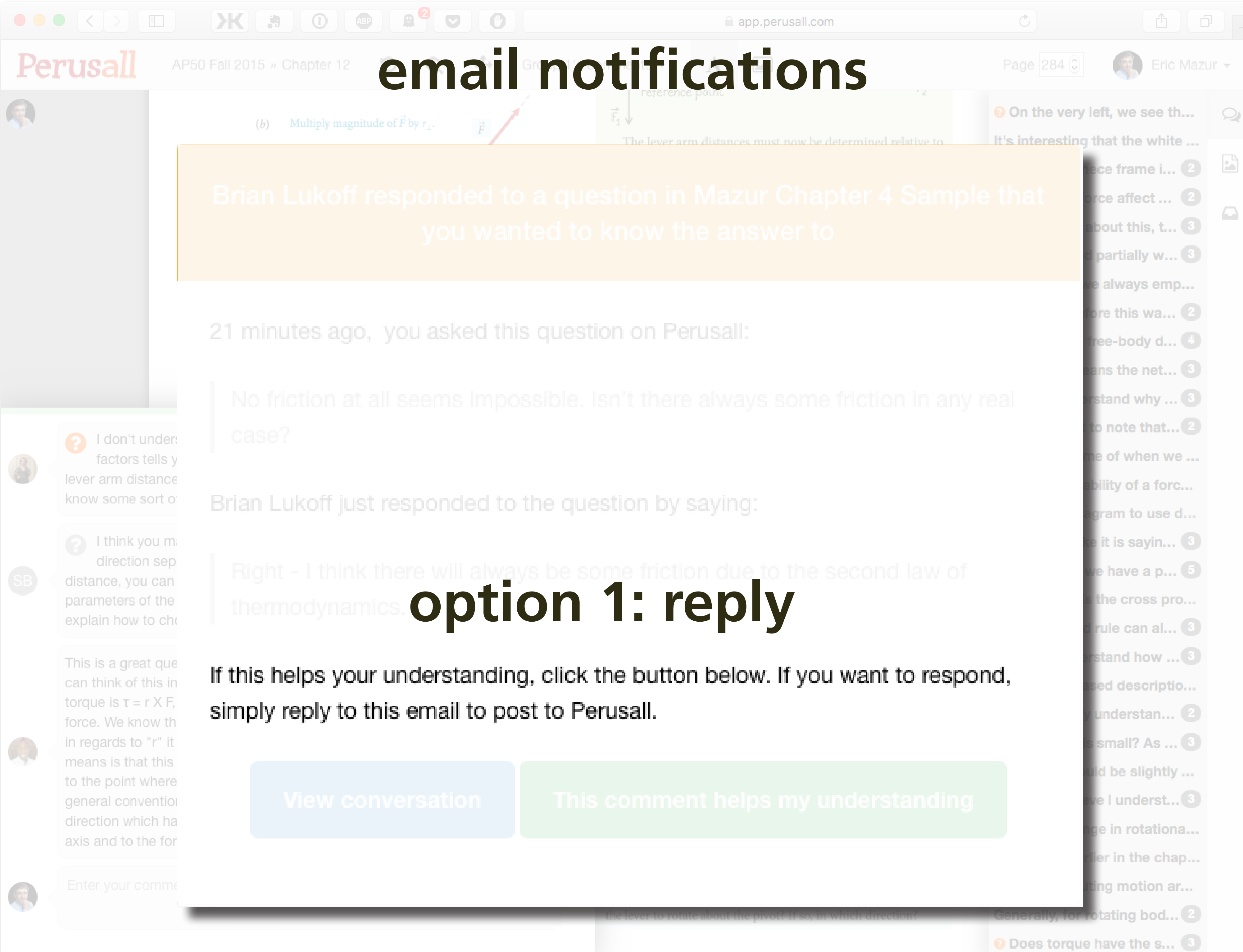
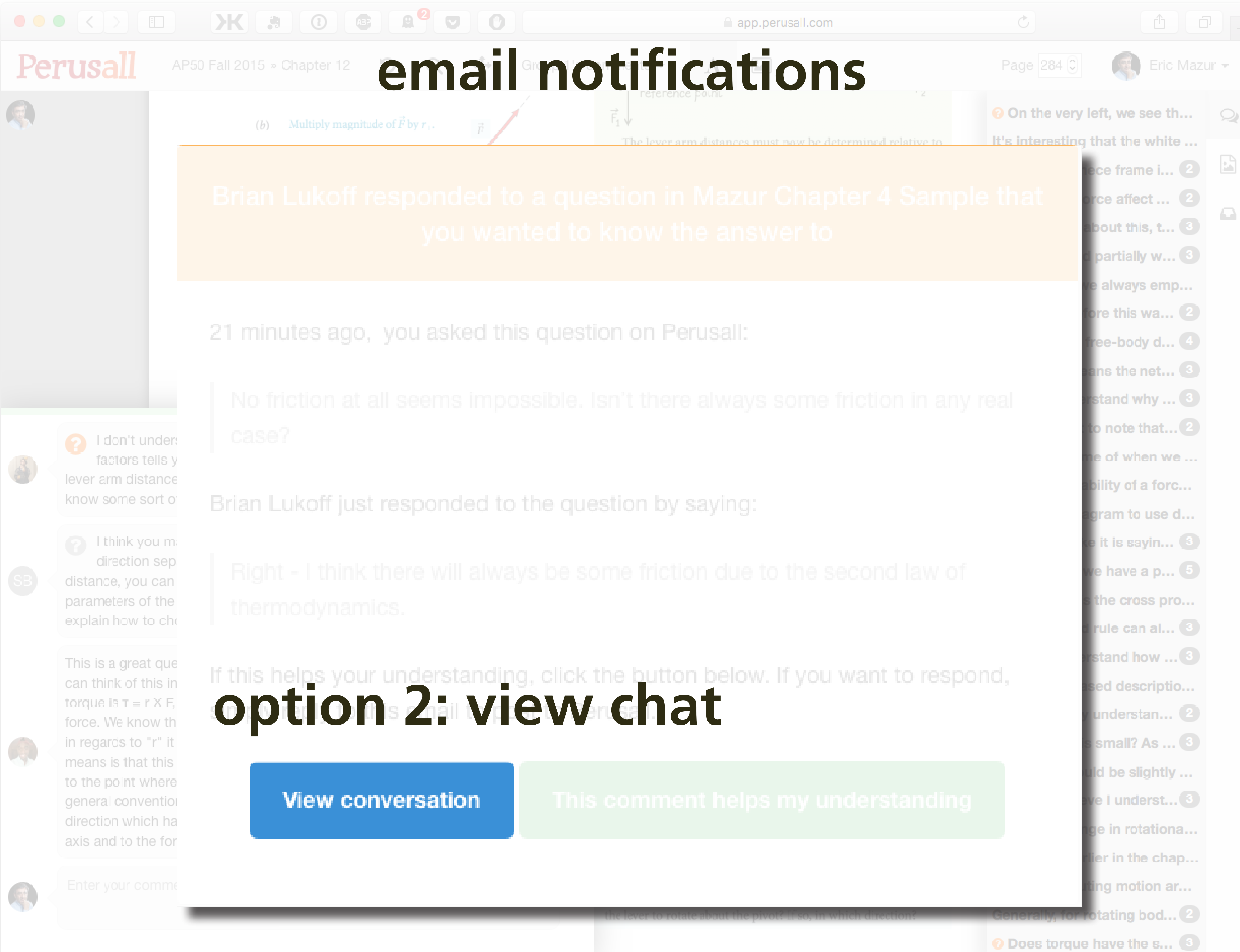


option 1: reply

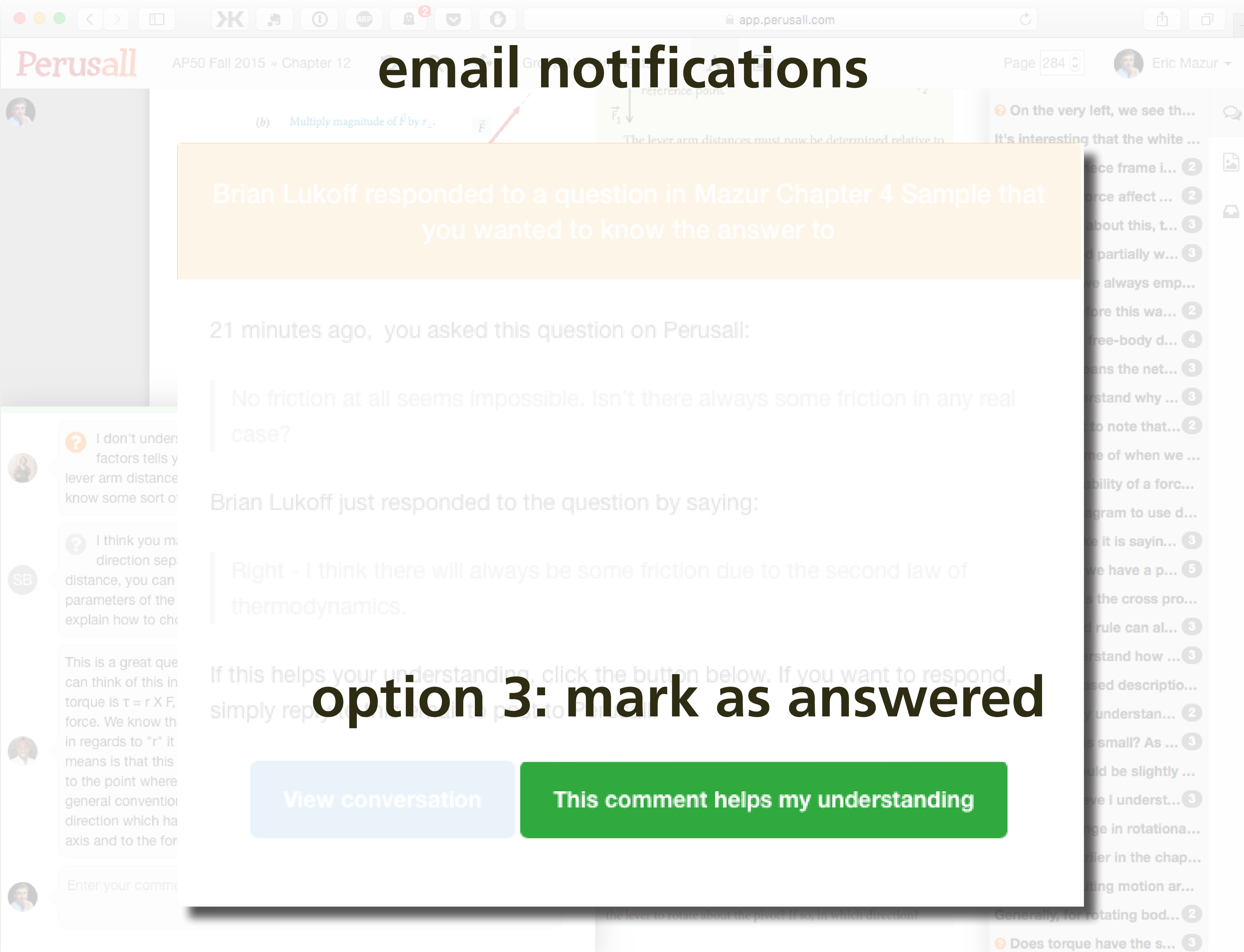
If this helps your understanding, click the button below. If you want to respond, simply reply to this email to post to Perusall.

email notifications



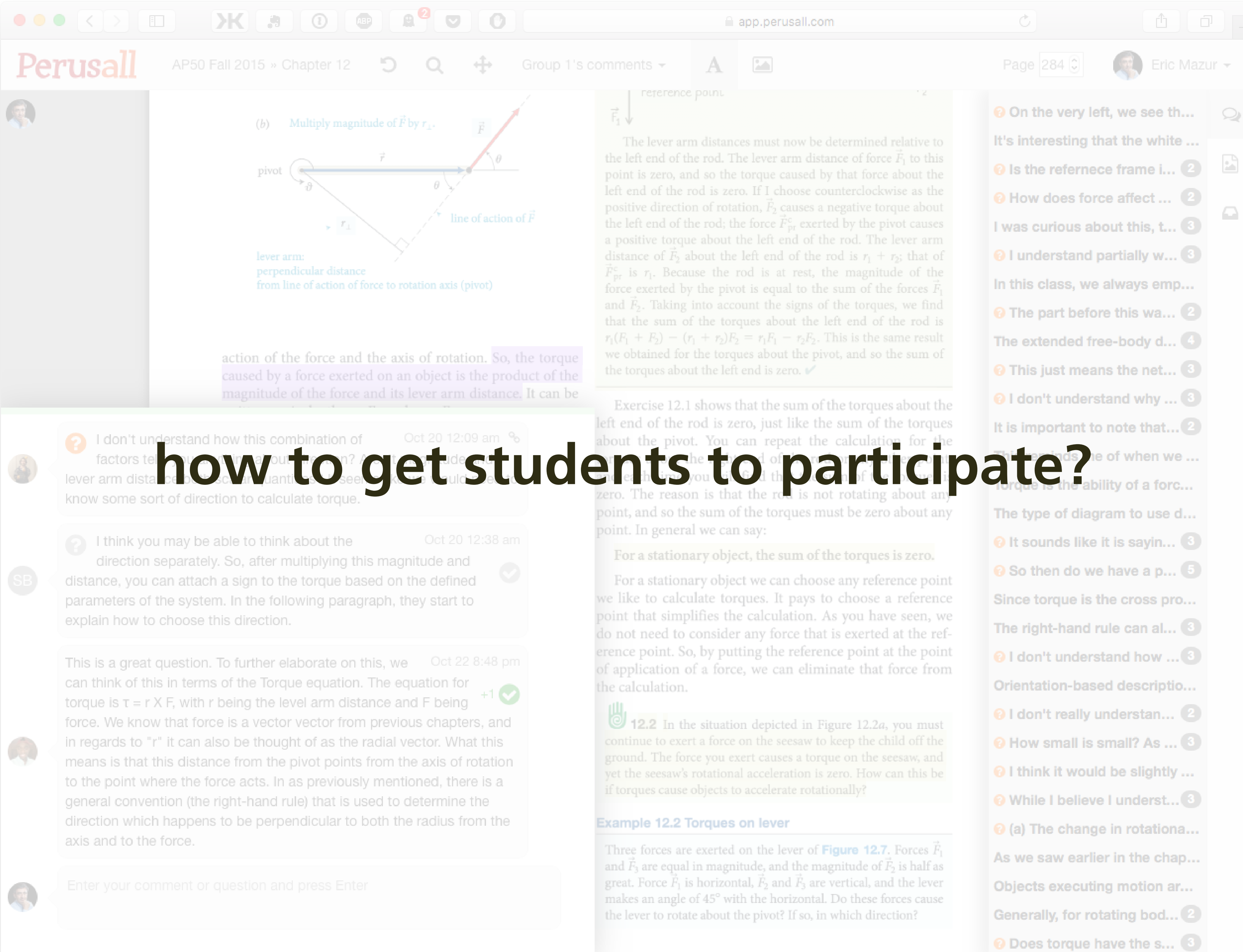
option 2: view chat

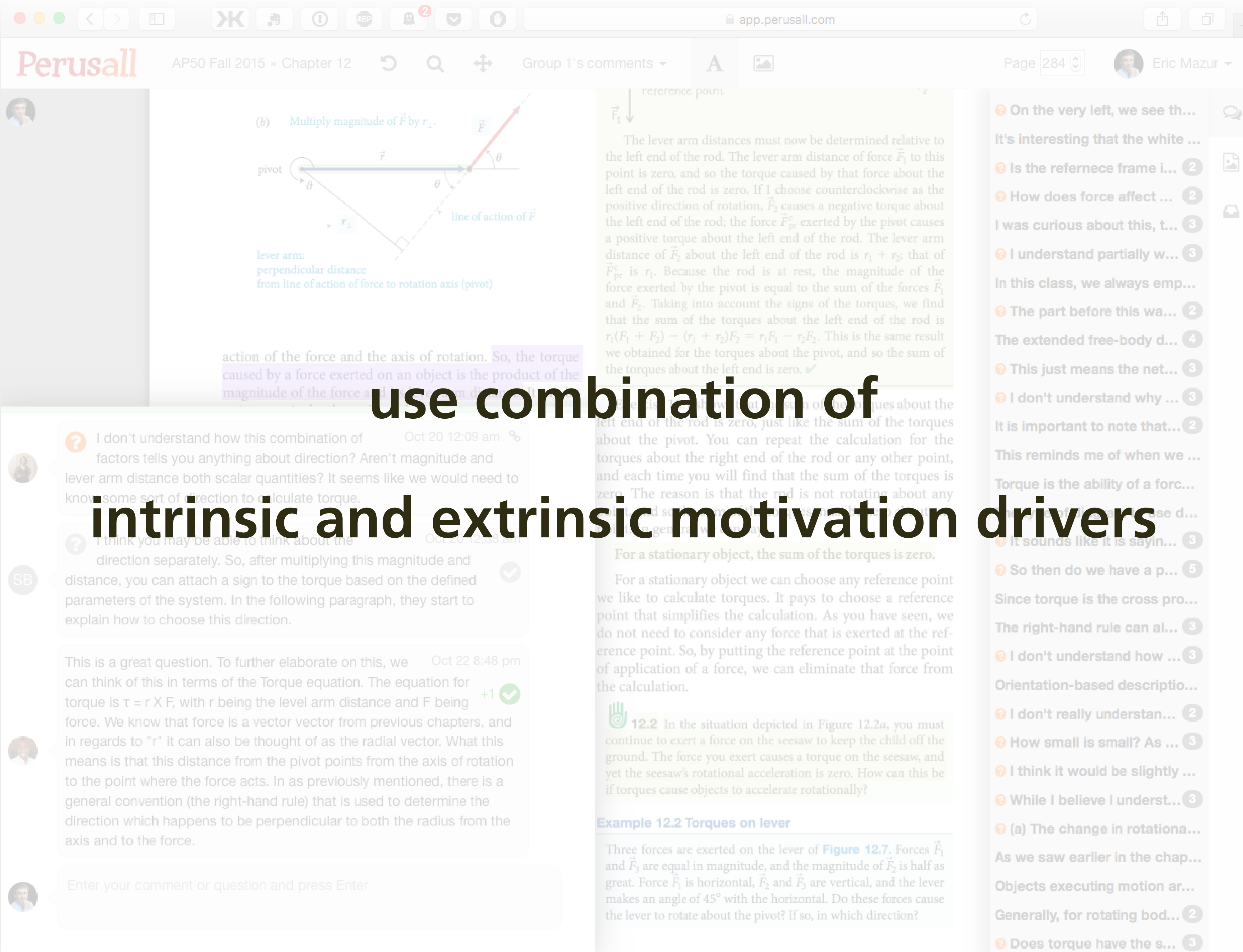
email notifications



option 3: mark as answered

how to get students to participate?

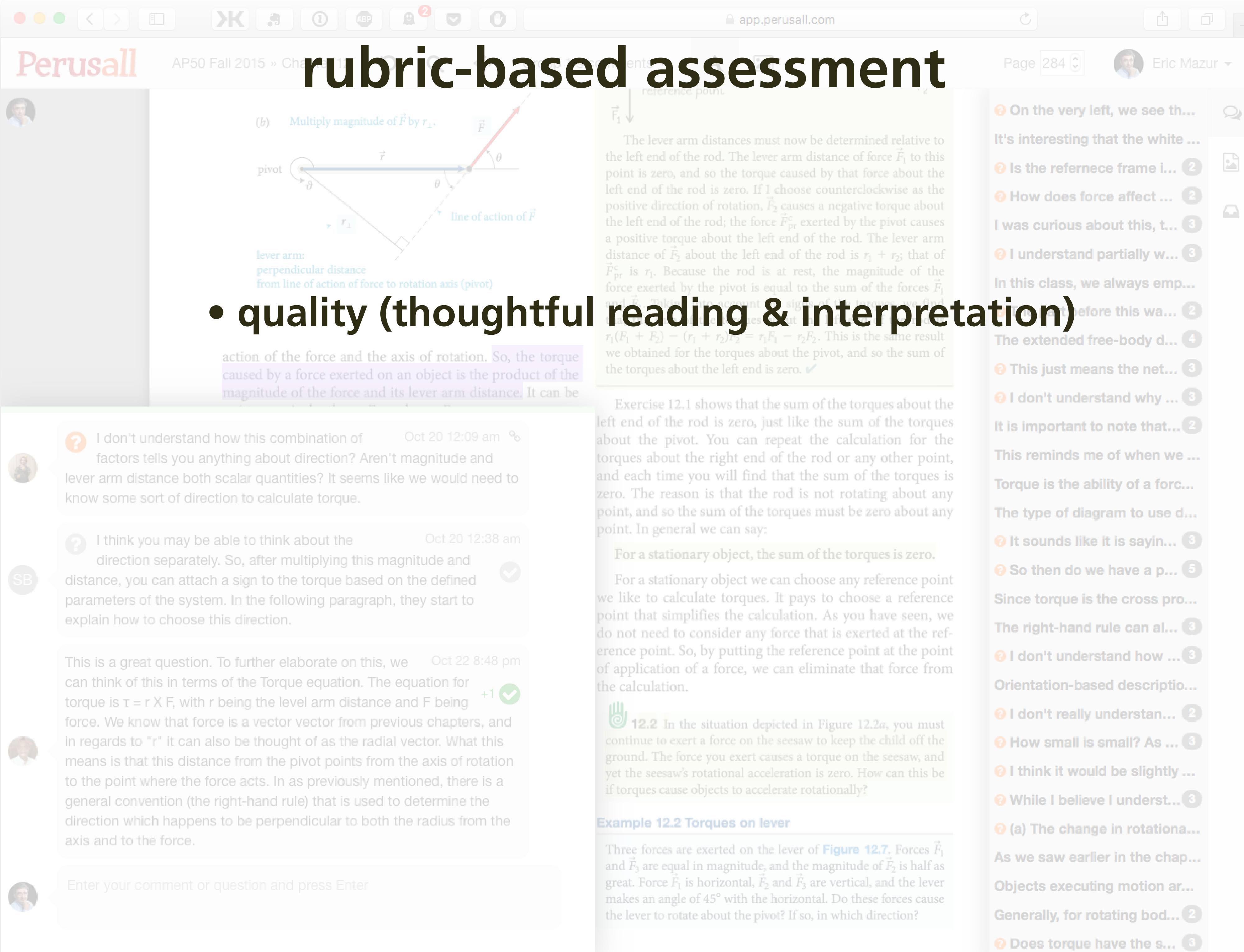




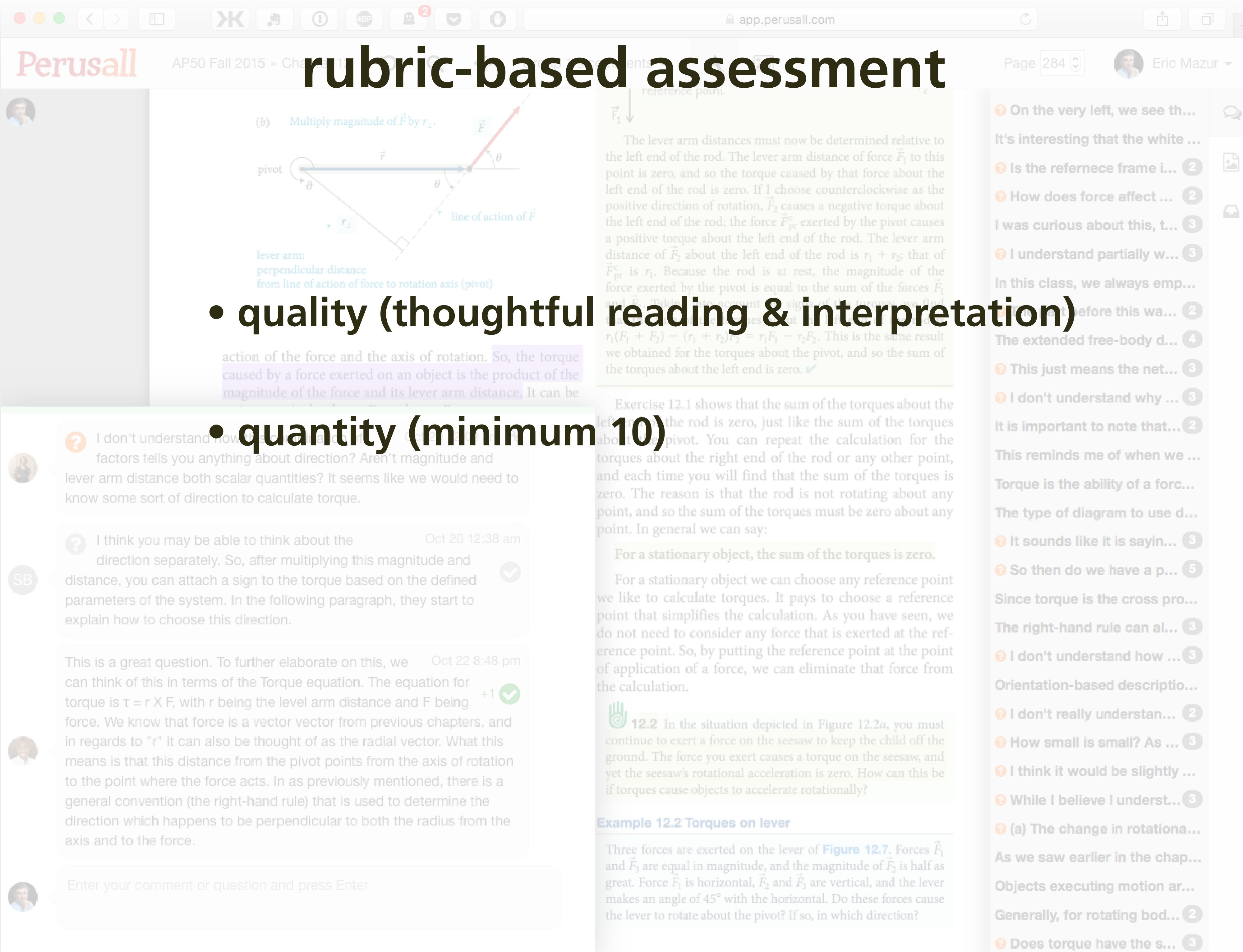
use combination of intrinsic and extrinsic motivation drivers

rubric-based assessment

- quality (thoughtful reading & interpretation)



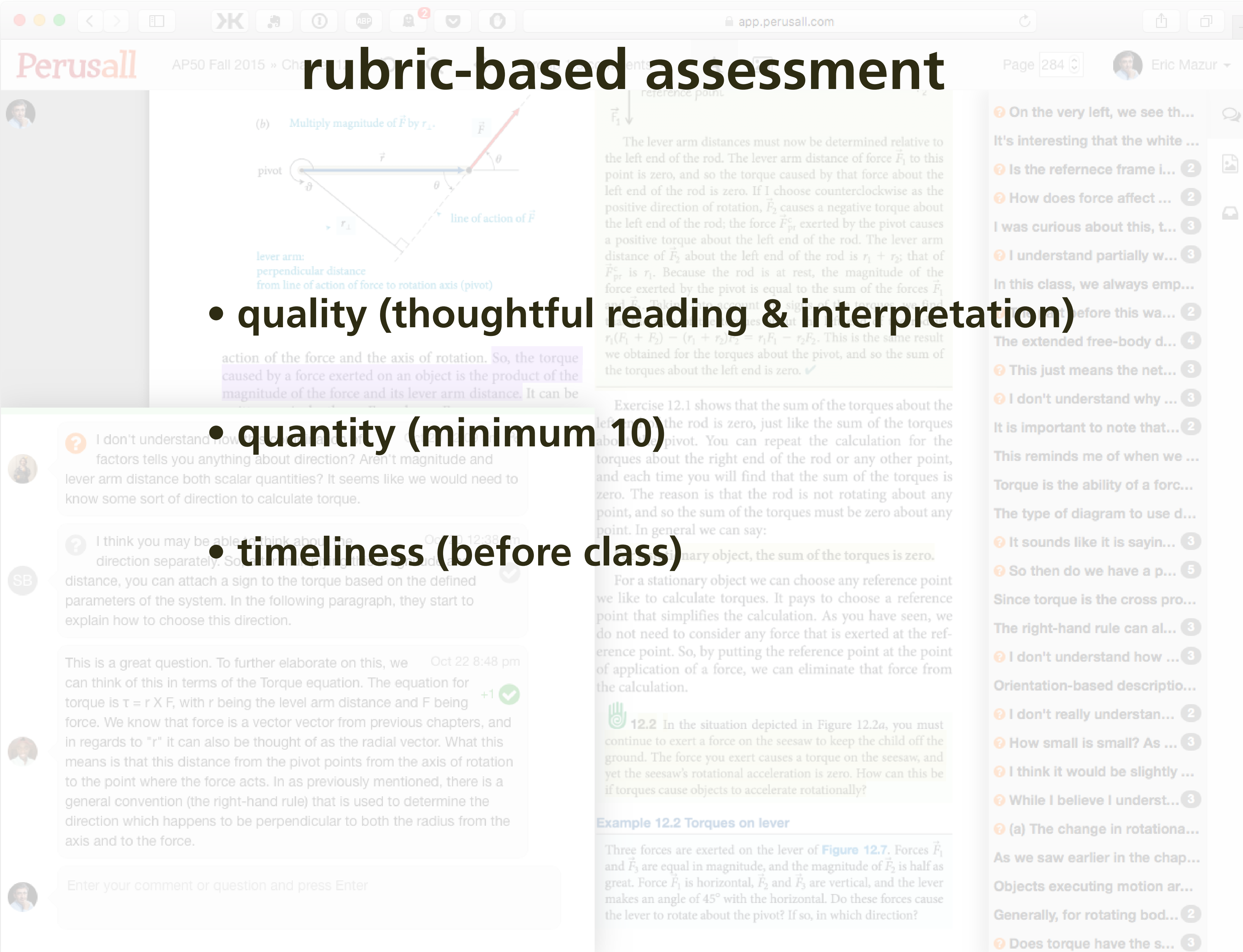
rubric-based assessment



- quality (thoughtful reading & interpretation)
- quantity (minimum 10)

rubric-based assessment

- quality (thoughtful reading & interpretation)
- quantity (minimum 10)
- timeliness (before class)



rubric-based assessment

- quality (thoughtful reading & interpretation)
- quantity (minimum 10)
- timeliness (before class)
- distribution (not clustered)

rubric-based assessment

- quality (thoughtful reading & interpretation)
- quantity (minimum 2)
- timeliness (before class)
- distribution (not clustered)

over 20,000 annotations!

rubric-based assessment

- quality (thoughtful reading & interpretation)
- quantity (minimum 10)
- timeliness (before class)
- distribution (not clustered)

how do you process all of that??

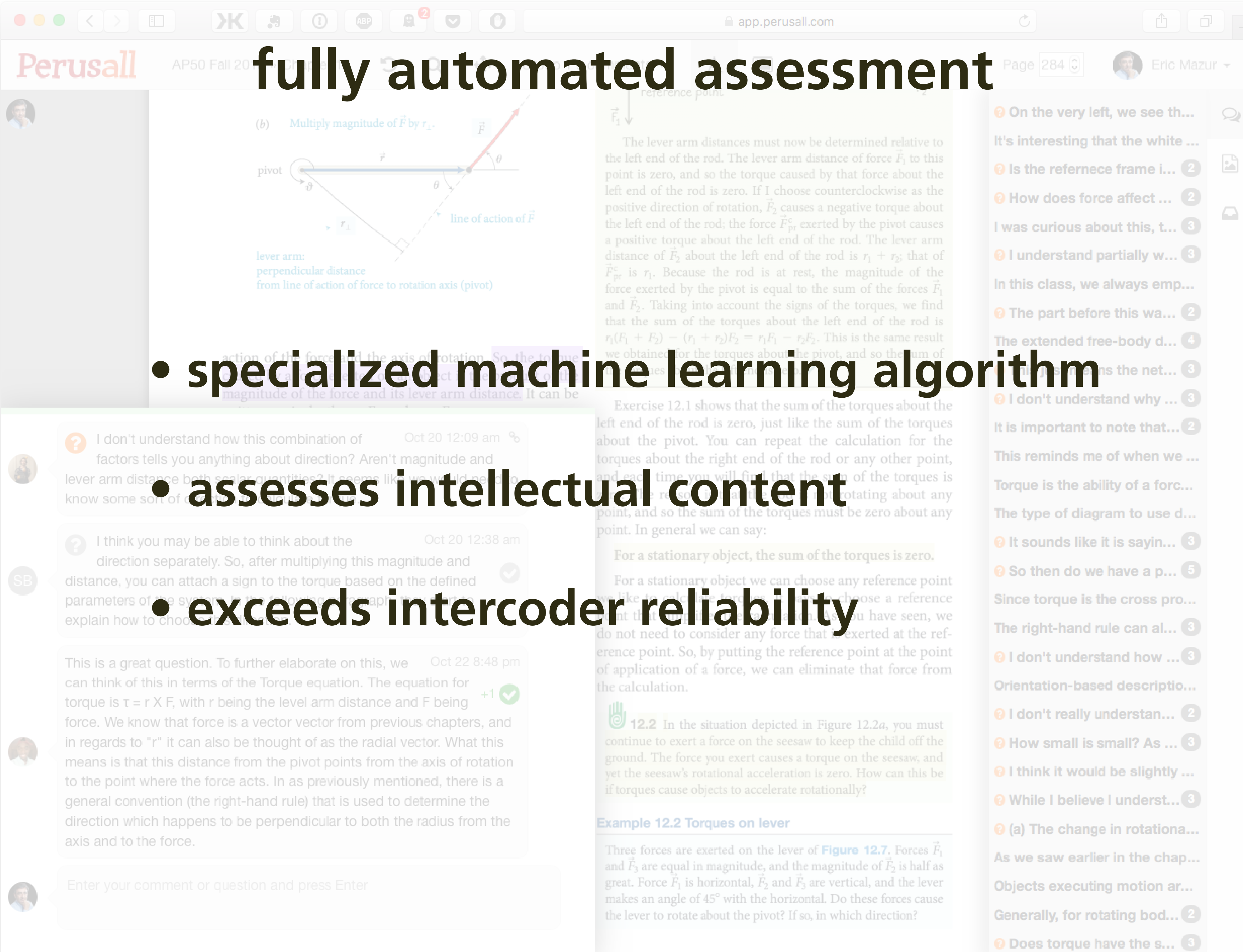
rubric-based assessment

- quality (thoughtful interpretation)
- quantity (minimum 10)
- timeliness (before class)
- distribution (not clustered)

how do you process all of that??

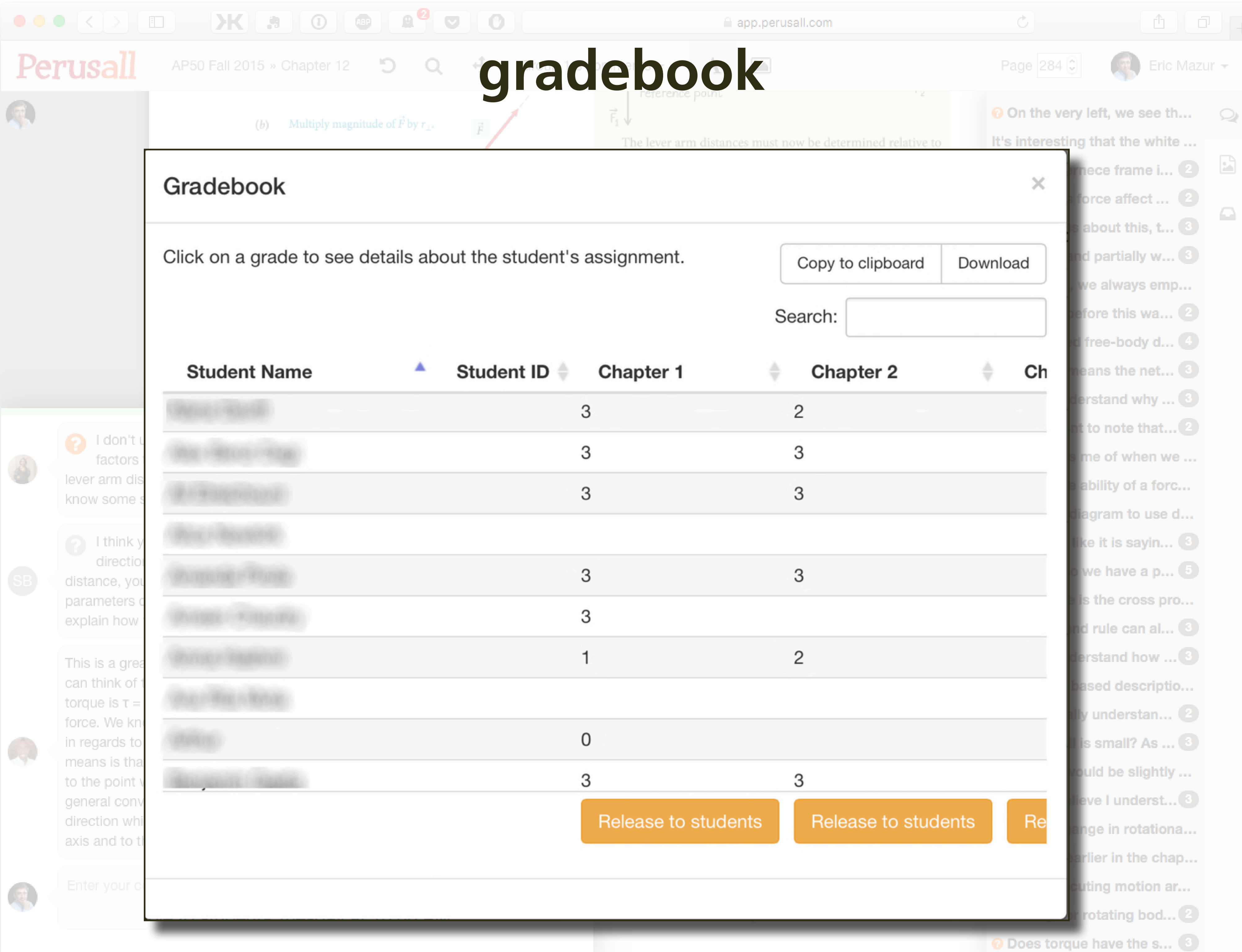
fully automated assessment

fully automated assessment



- specialized machine learning algorithm
- assesses intellectual content
- exceeds intercoder reliability

gradebook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Eric Mazur
Gradebook
Click on a grade to see details about the student's assignment.
Copy to clipboard
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Student ID
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Chapter 2
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Release to students
Release to students
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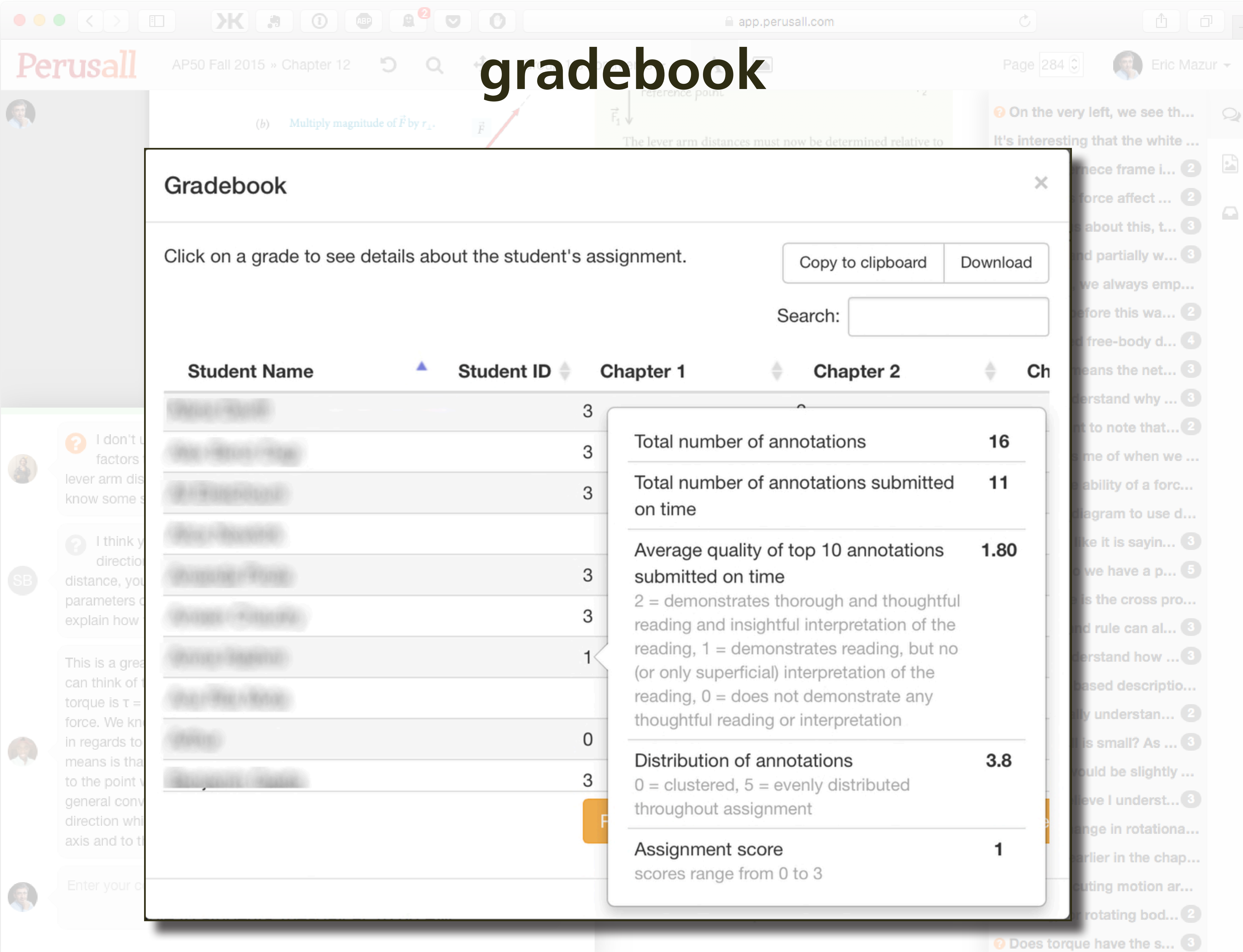
gradebook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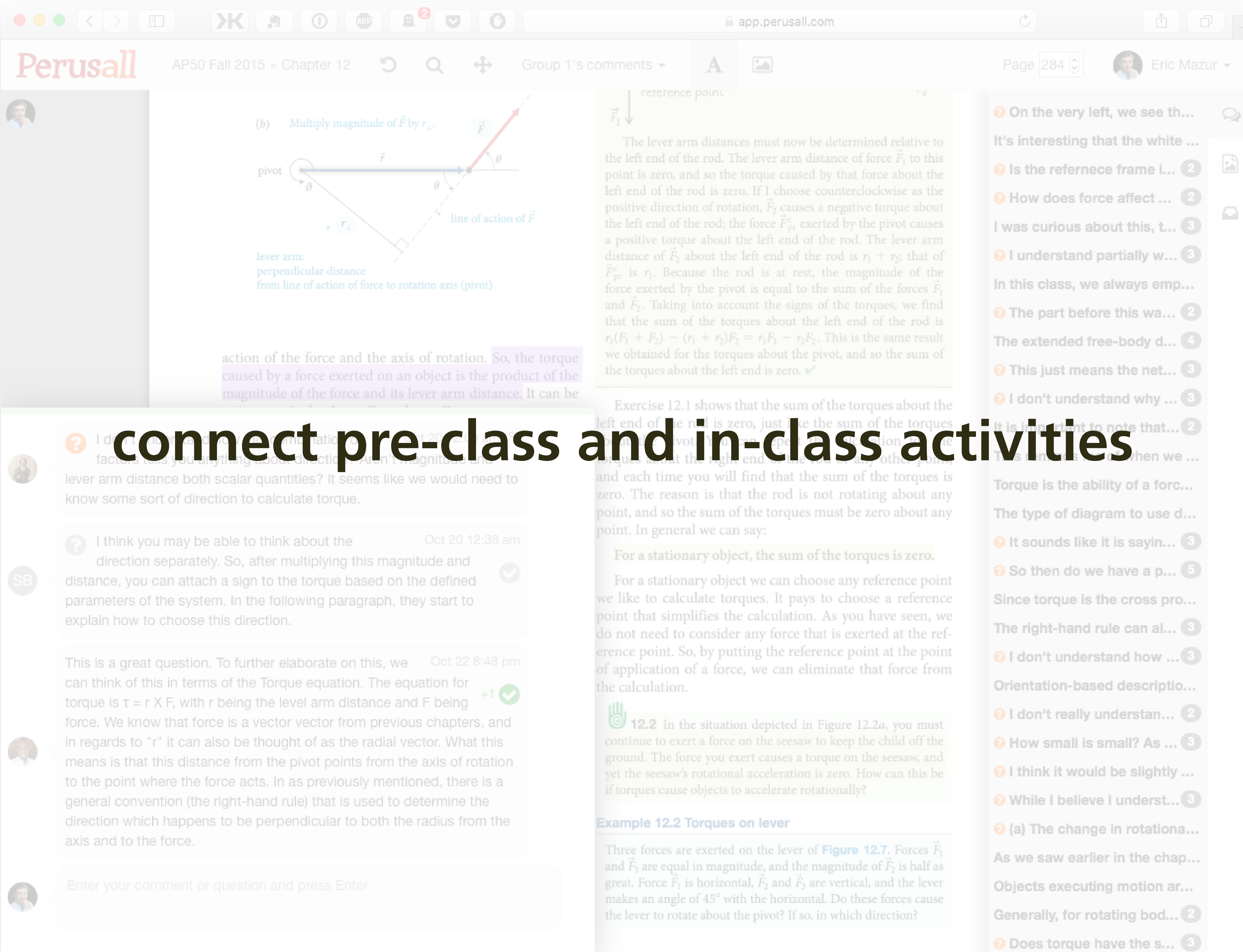
Eric Mazur
Gradebook
Click on a grade to see details about the student's assignment.
Copy to clipboard
Download
Search:
Student Name
Student ID
Chapter 1
Chapter 2
Total number of annotations 16
Total number of annotations submitted on time 11
Average quality of top 10 annotations submitted on time 1.80
2 = demonstrates thorough and thoughtful reading and insightful interpretation of the reading, 1 = demonstrates reading, but no (or only superficial) interpretation of the reading, 0 = does not demonstrate any thoughtful reading or interpretation
Distribution of annotations 3.8
0 = clustered, 5 = evenly distributed throughout assignment
Assignment score 1
scores range from 0 to 3



connect pre-class and in-class activities

confusion report

Confusion report for Chapter 24

right hand rule (11 questions)

JB Can someone in simpler terms explain the right- hand rule? +1

WJ Is there another way, besides the right hand rule, to find the direction of the magnetic field with a current?

SB Using the right hand rule, I believe the answer is D. Is that correct?

Show more...

direction magnetic field (8 questions)

CP Why is it that the magnet field points away from the north pole and towards the south pole? When on the previous page it stated that the direction of the magnetic field is the direction that the north pole of a compass needle points. +2

AB How can you determine which direction the magnetic field will point towards? +1

KH So whichever way the north pole faces is the direction of the magnetic field but that doesn't always mean its pointing true north? +1

Show more...

earth magnetic field (6 questions)

CP Does that mean that the compass will be distracted from the Earth's magnetic field and use the magnetic field that the current of the wire gives off?

AK Can someone explain why this type of bacteria knows what direction the earth's magnetic fields are facing?

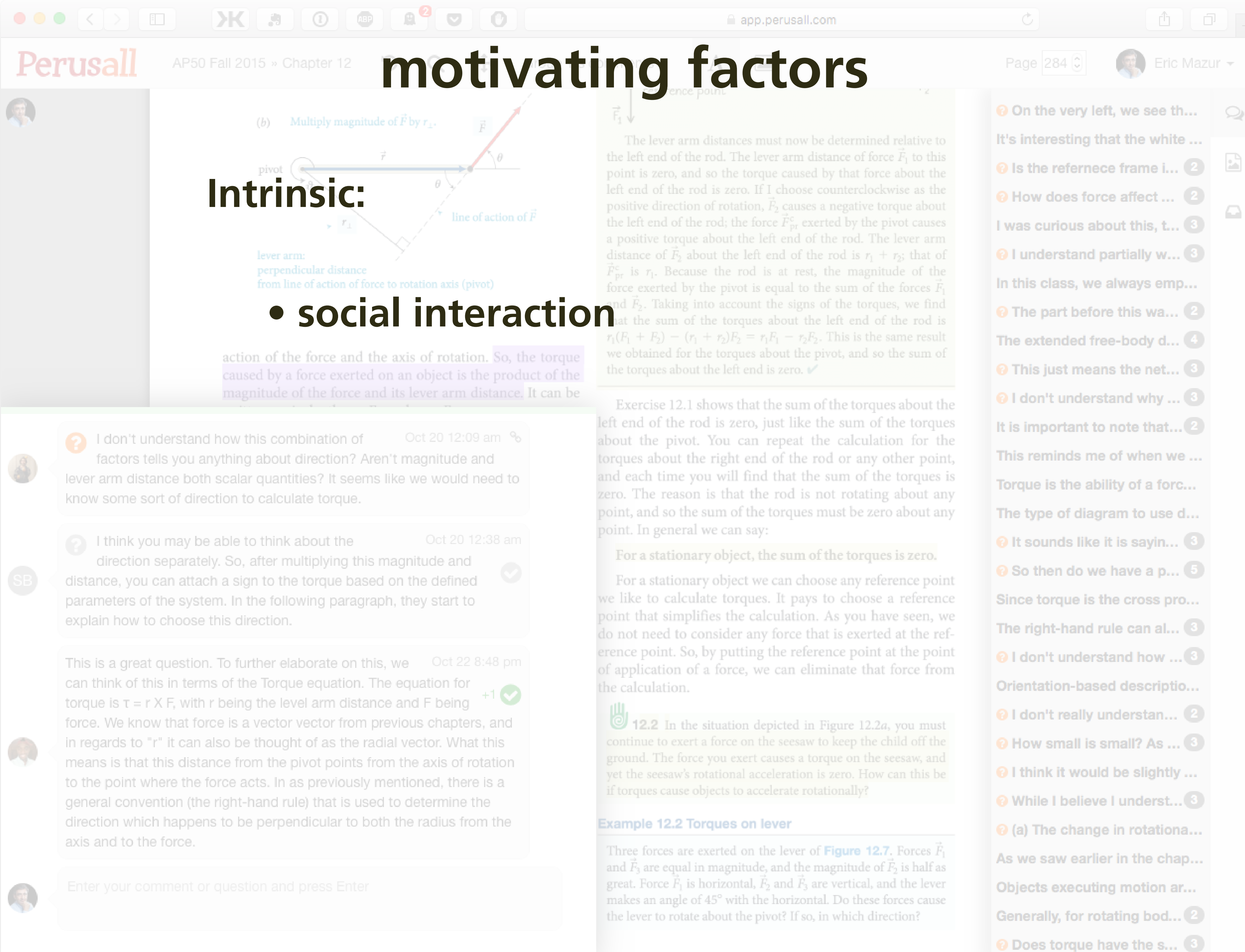
J Does the circular loop of current have any similarities with the look of the earths magnetic field? They kind of look similar to me.

Show more...

motivating factors

Intrinsic:

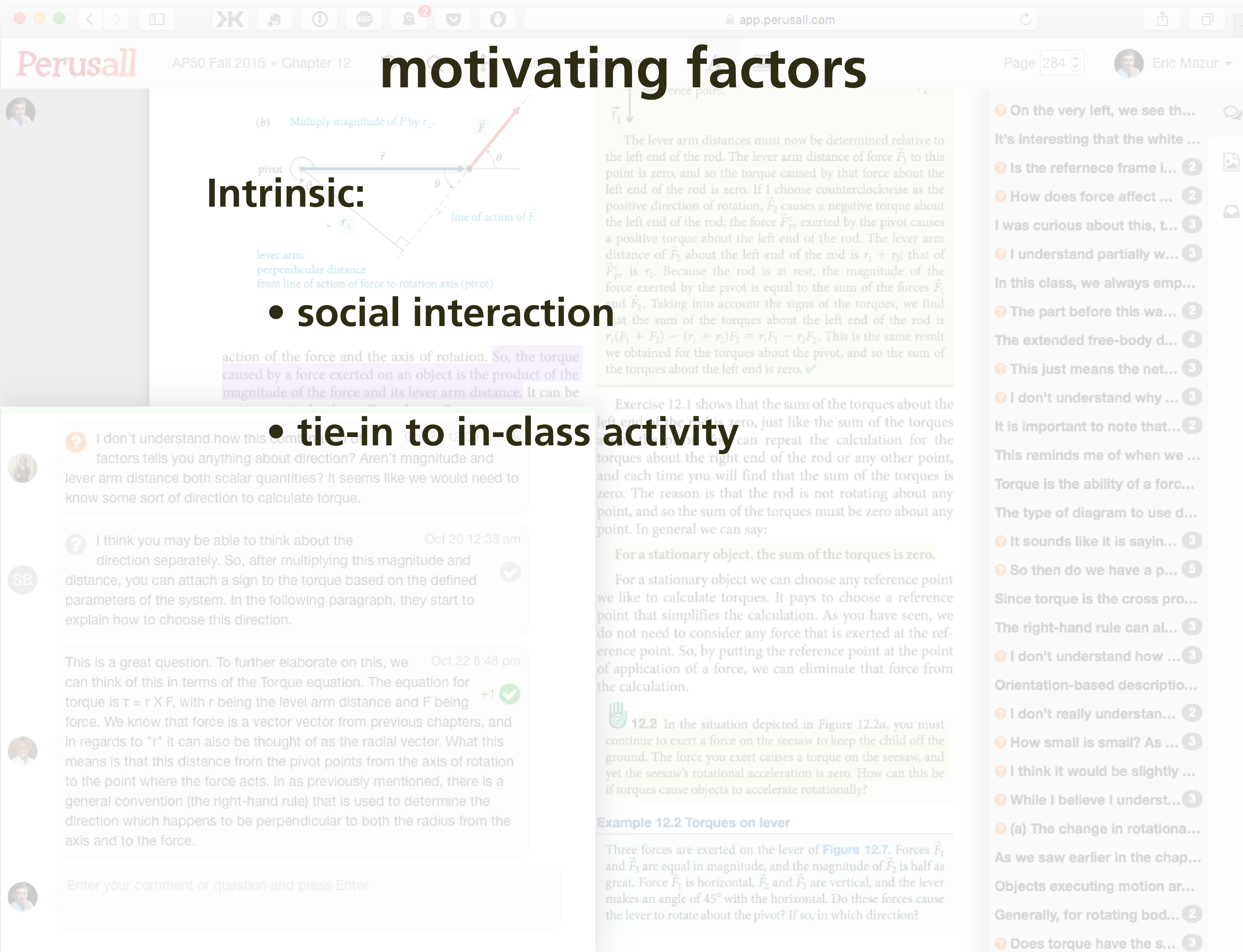
- social interaction

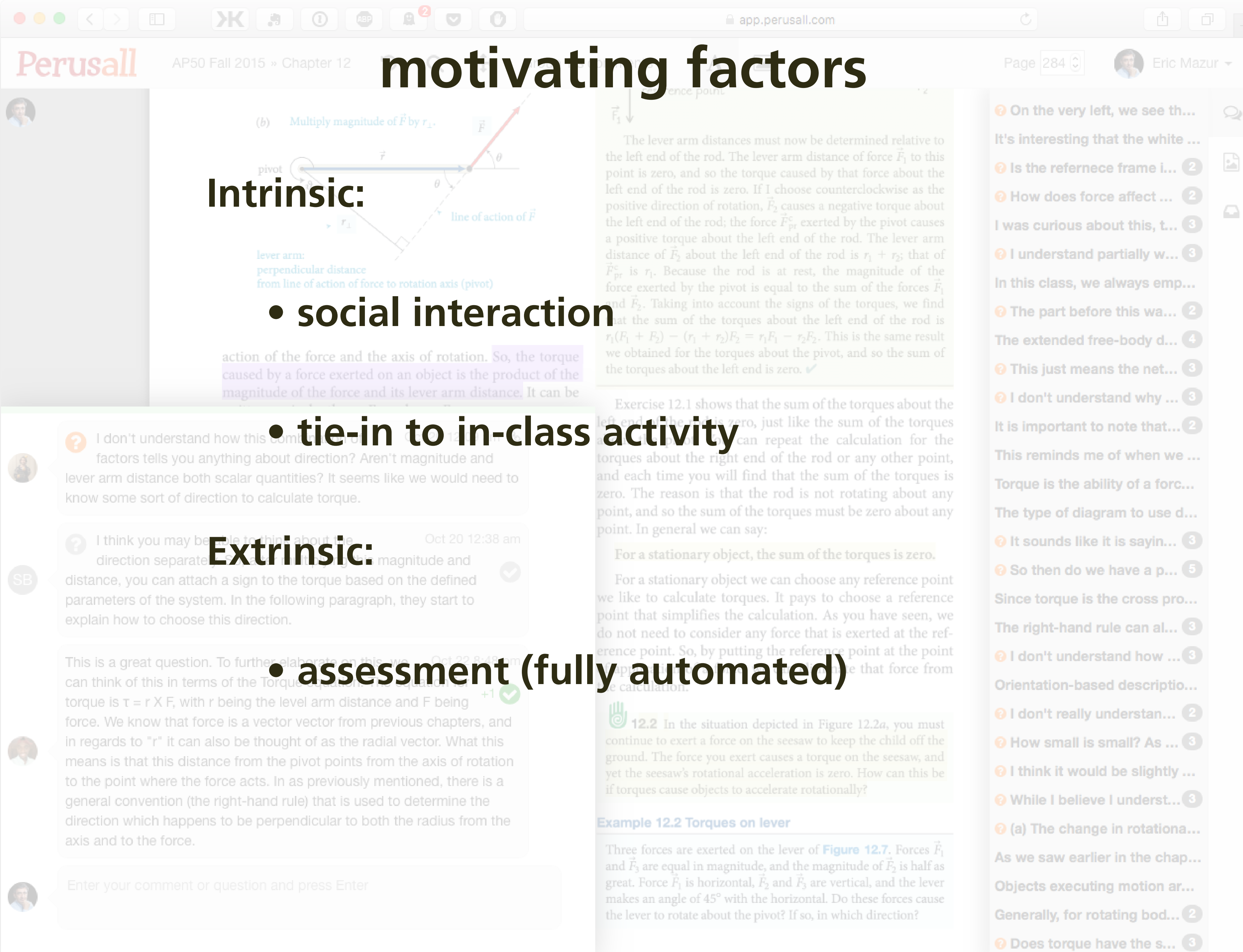


motivating factors

Intrinsic:

- social interaction
- tie-in to in-class activity





motivating factors

Intrinsic:

- social interaction
- tie-in to in-class activity

Extrinsic:

- assessment (fully automated)

motivating factors

"I think the Perusall app and annotation system is way better than just reading a text-book normally… I've been reading for almost four hours now and haven't gotten bored"

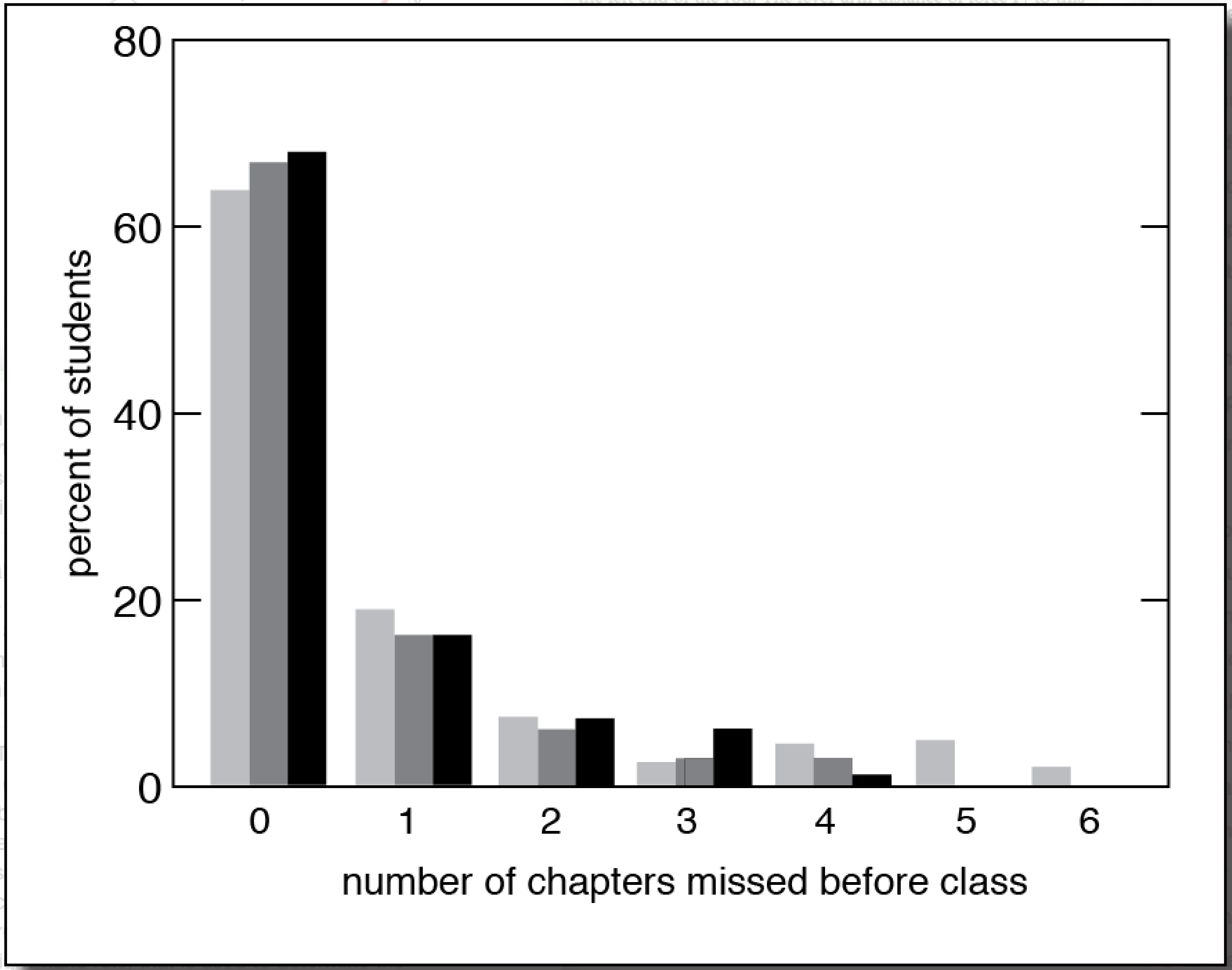
Harvard student

motivating factors

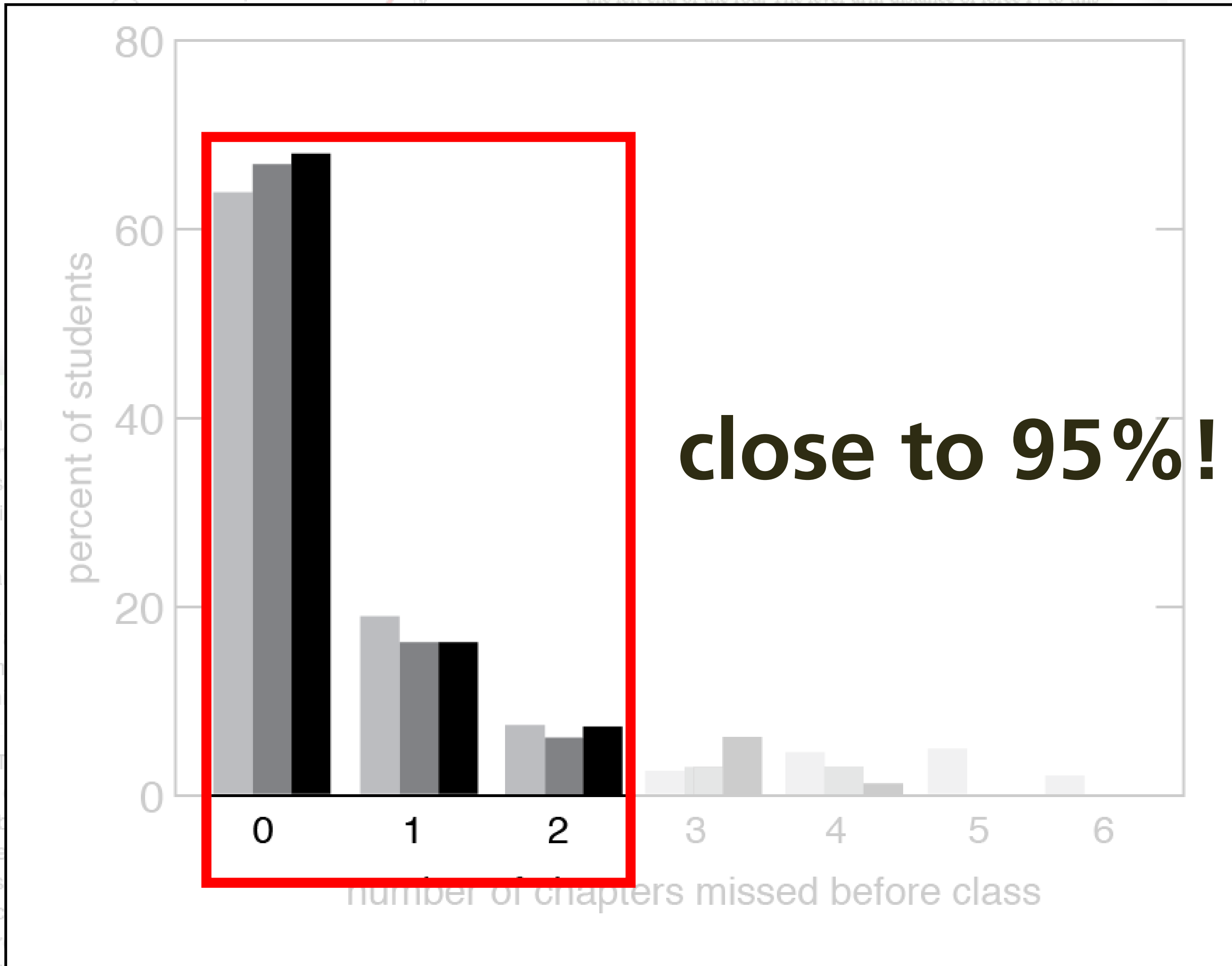
"It makes the book fun to read... All the other students on my floor are disappointed their Prof isn't using Perusall because they don't read the book."

Ohio State student

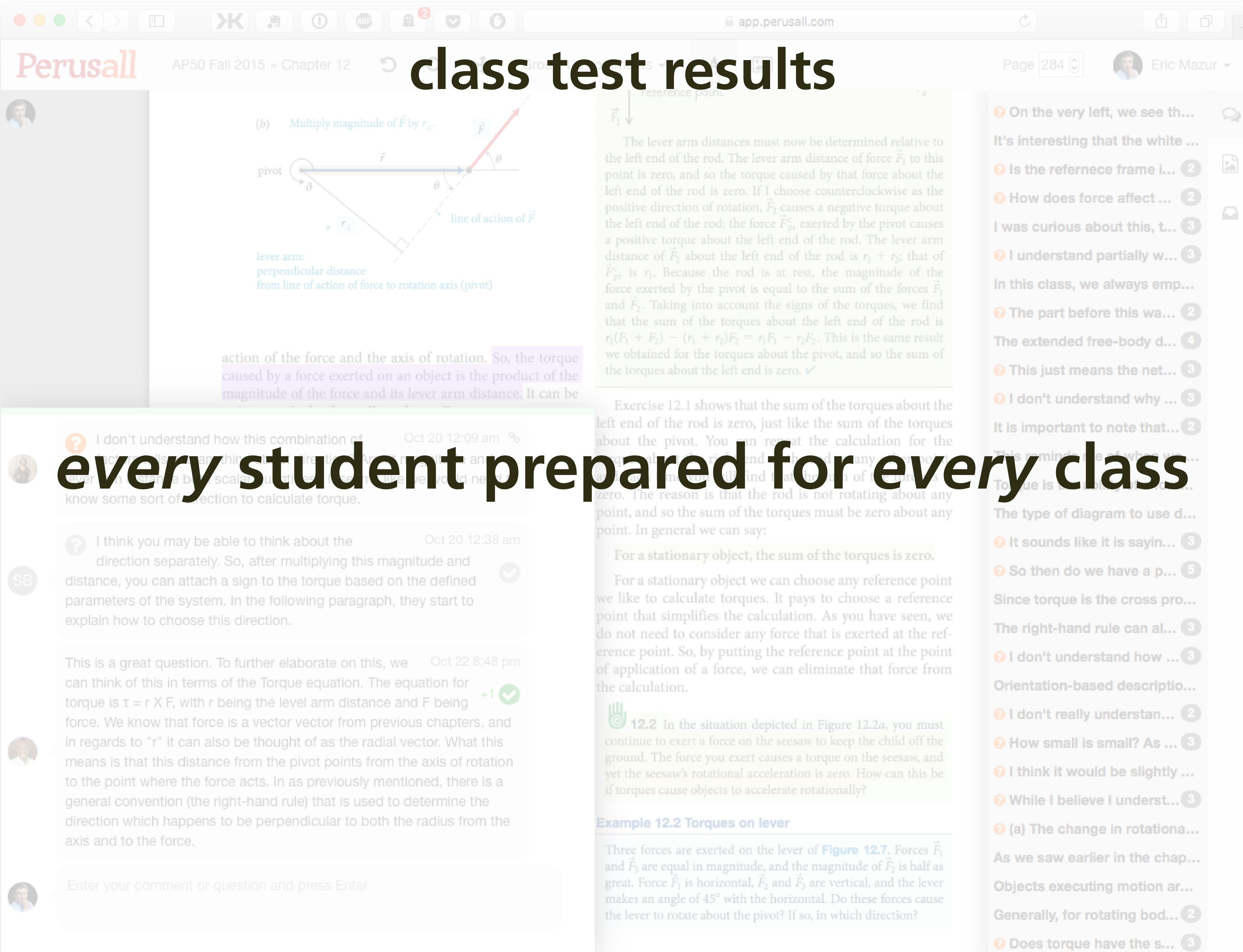
class test results



class test results



class test results



every student prepared for *every* class

additional research data

- **Engagement:** 81% spend 2–6 hrs/wk reading

additional research data

- Engagement: 81% spend 2–6 hrs/wk reading
- Active reading: 85% annotate as they read and 40% take notes while reading

additional research data

- Engagement: 81% spend 2–6 hrs/wk reading
- Active reading: 85% annotate as they read and 40% take notes while reading
- Performance: significantly higher scores

Benefits

- virtually 100% completion of assignments

- improved use of class time

Benefits

- **virtually 100% completion of assignments**
- **improved use of class time**

all at no cost & without additional instructor effort!

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 engagement/social interaction a must!

ericmazur.com

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