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Peer

INSTRUCTION

A User's Manual

ERIC MAZUR

PEER INSTRUCTION

A USER'S MANUAL

ERIC MAZUR
Harvard University

PRENTICE HALL SERIES IN EDUCATIONAL INNOVATION



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To my students, who taught me how to teach.

P*i*nstruction
Peer

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FOREWORD

by Charles W. Misner

The equation $F = ma$ is easy to memorize, hard to use, and even more difficult to understand. For most students, the ultimate value of an introductory physics course lies not in learning, say, this law of mechanics but in acquiring the skills a physicist uses in working with such laws. Important skills, transferable to other areas, include simplification, idealization, approximation, pictorial, graphical, and mathematical representations of phenomena and, more generally, mathematical/conceptual modeling. But the idea that physics is all equations and mathematics is such an established myth among students that many of them will refuse to think if they can find an equation to memorize as an alternative. Eric Mazur in this *Peer Instruction* guide shows teachers how to challenge students to think about the physics instead of juggling equations.

This is a very important step. If peer instruction methods are widely adopted, there could be a significant improvement in a large and important course. Designing lecture hours where students are active and interactive is an appealing idea. I've tried it after hearing such methods described by Mazur and by Thomas Moore. The results were encouraging but, I felt, limited by my ability (and time) to produce or find good discussion questions. I look forward to being able to use the high-quality *ConcepTests* to involve students and prevent their TV-viewing attention level from being switched on during the lecture hour.

A major advantage of Mazur's *User's Manual* is the supply of tested and adaptable materials to support the lecture designs he proposes. He supplies the full armory of necessary materials both in print and on CD-ROM. For example, the *ConcepTests* designed to provoke discussion and interaction during lectures will not be taken seriously by students unless conceptual questions appear on examinations. Consequently, this manual provides a large set of example questions that can be used or modified for examinations. Further, students will not be prepared for the interactive lecture (by reading) unless some pressure is brought to bear. Such pressure can be applied by using the large

collection of reading quizzes made available for direct use or easy modification. The often deplored uniformity of introductory physics texts becomes an advantage here, since these materials can be used with all the main current texts.

In addition to providing the necessary materials, Mazur also gives a clear and detailed exposition of the methods he uses during the lecture hour in a large class setting. Since few schools can afford to teach introductory physics without the large lecture setting, these effective methods revitalize science teaching in ways that can be adopted immediately by the individual lecturer without the need for institutional reorganization. Mazur's approach will be equally accessible to the research scientist who also teaches and to the professor whose primary identification is with science education. I believe the publication of this manual is an important service to all physics teachers.

FOREWORD

by Sheila Tobias

For ten years now, the physics community has been grappling with the problem of teaching introductory physics to undergraduates who come to class with “misconceptions” about the basic concepts. Building on research in cognitive science, leading physics educators have created new approaches, new demonstrations, interactive software, innovative pedagogies, and some new content to make the teaching of physics more effective and the study of physics more attractive to a wider group of undergraduate students.

Physics educators are now trying to disseminate some of these new undergraduate teaching approaches. Implementation, however, is a challenge. Even faculty with the wherewithal to attend national meetings and carry out small-scale experiments based on what they learned often encounter institutional constraints that limit the degree to which they can apply these new ideas to standard courses.

From my research and fieldwork,¹ I feel that while there is an important place for curriculum revisions, instructional software, and rich new pedagogy, instructors do not need an entirely new curriculum or complex (and expensive) pedagogical devices. Instead, instructors need an assist that enhances learning and, at the same time, provides a better teaching experience.

Eric Mazur’s approach is, in essence, such an assist. His *Peer Instruction* manual offers an extraordinary, interactive approach to teaching physics which emphasizes understanding over and above what some of my experimental subjects call the *tyranny of technique*. His approach actively involves the students in the teaching process, making physics significantly more accessible to them. But how do you implement interactive teaching in large, heterogeneous classes?

¹Sheila Tobias, *Revitalizing Undergraduate Science: Why Some Things Work and Most Don’t*, Tucson, AZ: Research Corporation, (1992).

Here, for the first time in a user-friendly manual, is a step-by-step approach to teaching physics, that works. With this manual, physics educators have a guide to preparing interactive lectures for a one-year introductory physics course. (Chemistry and biology educators will also find much that is useable). The manual is organized by major topics, indexed and searchable using key words and concepts, and includes diagnostic tests, reading quizzes, and a full set of conceptual questions (*ConcepTests*) for class discussion.

Eric Mazur's *Peer Instruction* approach has been successfully field-tested in a variety of settings, most of them quite different from his home campus at Harvard University. At the University of Massachusetts, Lowell and at Appalachian State University, for instance, physics professors have found ways to employ both the *ConcepTests* and *Peer Instruction*. From my experience—and especially in this economic environment—instructors and their deans need something that provides a teaching improvement that can be implemented without substantial investment of either time or money, and that answers the question: “What can we do, today?”

The answer is *Peer Instruction*, in combination with *ConcepTests*, reading quizzes, and conceptual exam questions. As a model of useable material, this book breaks new ground. Faculty—and most particularly their students—will be grateful for these tools.

PREFACE

I love teaching. What attracted me to science was not only the excitement of doing science, the beauty of discovering new truths, but also the satisfaction of transferring this excitement and curiosity to others.

I have taught undergraduates at Harvard since joining the faculty in 1984. Initially I thought—as many other people do—that what is taught is learned, but over time I realized that nothing could be further from the truth. Analysis of my students' understanding of Newtonian mechanics made it clear: They were not all learning what I wanted them to learn. I could have blamed the students for this had I not always been bothered by the frustration that introductory science courses stir up in some students. What is it about science that can lead to such frustration? I decided to change my teaching style and discovered that I could do much better in helping my students learn physics. That is what this manual is about.

I have developed an interactive teaching style that helps students better understand introductory physics. The technique, named *Peer Instruction*, actively involves the students in the teaching process. It is simple and—as many others have demonstrated—it can easily be adapted to fit individual lecture styles. It makes physics not only more accessible for students but also easier to teach.

This manual contains a step-by-step guide on how to plan *Peer Instruction* lectures using your existing lecture materials. In addition, it includes a complete set of class-tested and ready-to-use material to implement the method in a one-year introductory physics course:

- Two diagnostic tests to evaluate your students' understanding of mechanics.
- Student questionnaire handouts to assess students' expectations for the course and to point out misconceptions.

- 44 Reading Quizzes, organized by subject and designed to be given at the beginning of each class to motivate the students to read assigned material before class.
- 243 *Concept Tests*, multiple-choice questions for use in lecture to engage the students and to assess their understanding.
- 109 Conceptual Examination Questions, organized by major topic and designed to reinforce the basic philosophy of the method of *Peer Instruction*.

The enclosed CD-ROM contains these same materials reformatted as necessary so that they can be easily reproduced as overhead transparencies or handouts. (See the Appendix on CD-ROM Instructions for more details.) The resources are a work in progress, and will continue to evolve. To complement the material in this book, a continually updated set of additional resources is available on the Project Galileo web site (<http://galileo.galileo.harvard.edu>). In addition to resource material, the project Galileo web site provides a forum for the community of instructors who are implementing *Peer Instruction* in their courses. Your participation will be much appreciated by all users. I also welcome your comments, suggestions, or corrections for this manual. Please feel free to send me e-mail at “mazur@physics.harvard.edu”.

Many have contributed to this effort. The idea of using questions during the lecture was first suggested to me by Dudley Herschbach in the Chemistry Department at Harvard University. Debra Alpert, who joined me as a post-doctoral associate in 1991, has assisted me with much of the research here and played an active role in the development of the resource material. I am grateful to Anne Hoover who distributed hundreds of copies of an early version of this manual, allowing many people to introduce the method at their own institutions. I thank them all. I would also like to thank my colleagues Michael Aziz, William Paul, and Robert M. Westervelt at Harvard for their willingness to experiment along with me and for their contributions to the resource material. All of us owe much to the students in Physics 11 at Harvard, who were an integral part of the early experiments and who taught us how to teach them. I would also like to thank Albert Altman for his unfailing enthusiasm and the energy with which he implemented the method at the University of Massachusetts at Lowell and Charles Misner for the excellent suggestion to include resource material with the manual. Special thanks go to David Hestenes, Ibrahim Halloun, Eugene Mosca, Richard Hake, the late Malcolm Wells and Gregg Swackhamer for developing the *Force Concept Inventory* and the *Mechanics Baseline Test* as well as for their permission to include these in the book.

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Finally I would like to thank Tim Bozik at Prentice Hall for encouraging me to publish this manual and Irene Nunes, who edited this manuscript with meticulous attention to detail and who contributed many valuable comments. I am also grateful to Alison Reeves, Alison Aquino, Carol Trueheart, Ray Mullaney, Eric Hulsizer, and Jeff Henn who all worked hard to turn the manuscript into a book.

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PEW
SCIENCE PROGRAM
IN UNDERGRADUATE EDUCATION

PART ONE

OVERVIEW

Chapter 1: Introduction

Chapter 2: Peer Instruction

Chapter 3: Motivating the Students

Chapter 4: A Step-by-Step Guide for a
Peer Instruction Lecture

Chapter 5: Sample Lecture

Chapter 6: Epilogue

INTRODUCTION

The introductory physics course often is one of the biggest hurdles in the academic career of a student. For a sizable number of students, the course leaves a permanent sense of frustration. I have only to tell people I am a physicist to hear grumblings about high school or college physics. This general sense of frustration with introductory physics is widespread among non-physics majors required to take physics courses. Even physics majors are frequently dissatisfied with their introductory courses, and a large fraction of students initially interested in physics end up majoring in a different field. Why does this happen, and can we do something about it? Or should we just ignore this phenomenon and concentrate on teaching the successful student who is going on to a career in science?

AN EYE OPENER

Frustration with introductory physics courses has been commented on since the days of Maxwell and has recently been widely publicized by Sheila Tobias, who asked a number of graduate students in the humanities and social sciences to audit introductory science courses and describe their impressions.¹ The result of this survey is a book that paints a bleak picture of introductory science education. One may be tempted to brush off complaints by non-physics majors as coming from students who are *a priori* not interested in physics. Most of these students, however, are not complaining about other required courses outside their major field. In science education, in Tobias' words, the next generation of science workers is expected to rise like cream to the top, and the system is unapologetically competitive, selective, and intimidating, designed to winnow out all but the top tier.

¹ Sheila Tobias, *They're Not Dumb, They're Different: Stalking the Second Tier*, Tucson, AZ: Research Corporation, (1990).

The way physics is taught in the 1990s is not much different from the way it was taught—to a much smaller and more specialized audience—in the 1890s, and yet the audience has vastly changed. Physics has become a building block for many other fields, and enrollment in physics courses has grown enormously, with the majority of students not majoring in physics. This shift in constituency has caused a significant change in student attitude toward the subject and made the teaching of introductory physics a considerable challenge. Although conventional methods of physics instruction have produced many successful scientists and engineers, far too many students are unmotivated by the conventional approach. What, then, is wrong with it?

I have been teaching an introductory physics course for engineering and science majors at Harvard University since 1984. Until 1990, I taught a conventional course consisting of lectures enlivened by classroom demonstrations. I was generally satisfied with my teaching—my students did well on what I considered difficult problems, and the evaluations I received from them were very positive. As far as I knew, there were not many problems in *my* class.

In 1990, however, I came across a series of articles by Halloun and Hestenes² that really opened my eyes. As is well known, students enter their first physics course possessing strong beliefs and intuitions about common physical phenomena. These notions are derived from personal experience and color students' interpretations of material presented in the introductory course. Halloun and Hestenes show that instruction does little to change these “common-sense” beliefs.

For example, after a couple of months of physics instruction, all students can recite Newton's third law and most of them can apply it in numerical problems. A little probing, however, quickly shows that many students do not understand the law. Halloun and Hestenes provide many examples in which students are asked to compare the forces exerted by different objects on one another. When asked, for instance, to compare the forces in a collision between a heavy truck and a light car, many students firmly believe the heavy truck exerts a larger force. When reading this, my first reaction was “Not *my* students...!” Intrigued, I decided to test my own students' conceptual understanding, as well as that of the physics majors at Harvard.

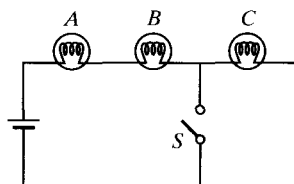
The first warning came when I gave the Halloun and Hestenes test to my class and a student asked, “Professor Mazur, how should I answer these questions? According to what you taught us, or by the way I *think* about these things?” Despite this warning, the results of the test came as a shock: The students fared hardly better on the Halloun and Hestenes test than on their midterm examination. Yet, the Halloun and Hestenes test is *simple*, whereas the material covered by the examination (rotational dynamics, moments of inertia) is of far greater difficulty or so I thought.

² Ibrahim Abou Halloun and David Hestenes, *Am. J. Phys.*, 53, (1985), 1043; *ibid.* 53, (1985), 1056; *ibid.* 55, (1987), 455; David Hestenes, *Am. J. Phys.*, 55, (1987), 440.

MEMORIZATION VERSUS UNDERSTANDING

To understand these seemingly contradictory observations, I decided to pair, on subsequent examinations, simple qualitative questions with more difficult quantitative problems on the same physical concept. An example of a set of such questions on dc circuits is shown in Figure 1.1. These questions were given as the first and last problem on a midterm examination in the spring of 1991 in a conventionally taught class (the other three problems on the examination, which were placed between these two, dealt with different subjects and are omitted here).

1. A series circuit consists of three identical light bulbs connected to a battery as shown here. When the switch S is closed, do the following increase, decrease, or stay the same?



- The intensities of bulbs A and B
- The intensity of bulb C
- The current drawn from the battery
- The voltage drop across each bulb
- The power dissipated in the circuit

5. For the circuit shown, calculate (a) the current in the $2\text{-}\Omega$ resistor and (b) the potential difference between points P and Q .

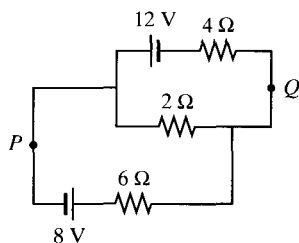


Figure 1.1 Conceptual (top) and conventional question (bottom) on the subject of dc circuits. These questions were given on a written examination in 1991.

Notice that question 1 is purely conceptual and requires only a knowledge of the fundamentals of simple circuits. Question 5 probes the students' ability to deal with the same concepts, now presented in the conventional numerical format. It requires setting up and solving two equations using Kirchhoff's laws. Most physicists would consider question 1 easy and question 5 harder. As the result in Figure 1.2 indicates, however, students in a conventionally taught class would disagree.

Analysis of the responses reveals the reason for the large peak at 2 for the conceptual question: Over 40% of the students believed that closing the switch doesn't change the current through the battery but that the current splits into two at the top junction and rejoins at the bottom! In spite of this serious misconception, many still managed to correctly solve the mathematical problem.

Figure 1.3 shows the lack of correlation between scores on the conceptual and conventional problems of Figure 1.1. Although 52% of the scores lie on the broad diagonal band, indicating that these students achieved roughly equal scores on both questions (± 3 points), 39% of the students did substantially worse on the conceptual question. (Note that a number of students managed to score zero on the conceptual question and 10 on the conventional one!) Conversely, far fewer students (9%) did worse on the conventional question. This trend was confirmed on many similar pairs of problems during the remainder of the semester: Students tend to perform significantly better when solving standard textbook problems than when solving conceptual problems covering the same subject.

This simple example exposes a number of difficulties in science education. First, it is possible for students to do well on conventional problems by memorizing algorithms without understanding the underlying physics. Second, as a result of this, it is possible for a teacher, even an experienced one, to be completely misled into thinking that students have been taught effectively. Students are subject to the same misconception: They believe they have mastered the material and then are severely frustrated when they discover that their plug-and-chug recipe doesn't work in a different problem.

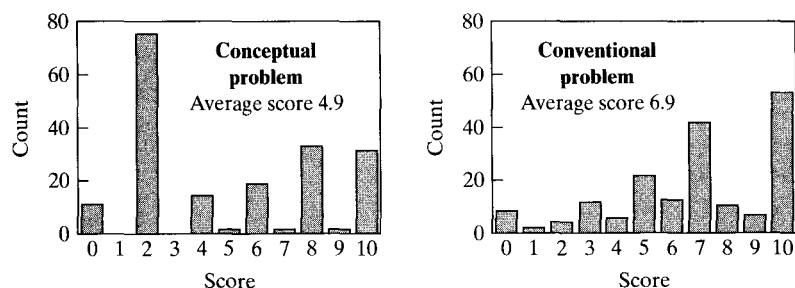


Figure 1.2 Test scores for the problems shown in Figure 1.1. For the conceptual problem, each part was worth a maximum of 2 points.

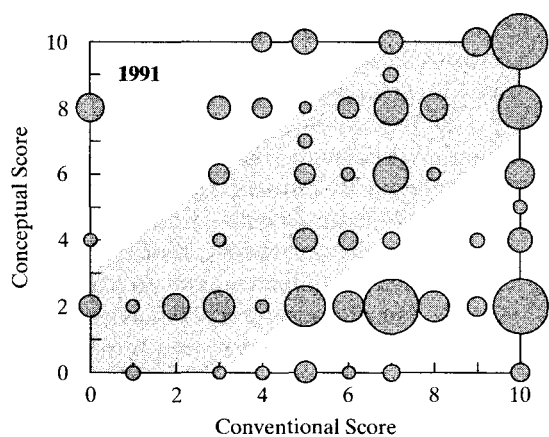


Figure 1.3 Correlation between conceptual and conventional problem scores from Figure 1.2. The radius of each datapoint is a measure of the number of students represented by that point.

Clearly, many students in my class were concentrating on learning “recipes,” or “problem-solving strategies” as they are called in textbooks, without considering the underlying concepts. Plug and chug! Many pieces of the puzzle suddenly fell into place:

- The continuing requests by students that I do more and more problems and less and less lecturing—isn’t this what one would expect if students are tested and graded on their problem-solving skills?
- The inexplicable blunders I had seen from apparently bright students—problem-solving strategies work on some but surely not on all problems.
- Students’ frustration with physics—how boring physics must be when it is reduced to a set of mechanical recipes that do not even work all the time!

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