Getting the most out of peer instruction with clickers

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With the right peer instruction choreography and some anticipation of how students will vote, you have the opportunity to make every clicker question a "golden moment" where students learn, right before your eyes. This poster illustrates one way to run an effective peer instruction episode and gives options for reacting to students' clicker votes.

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**Clicker Question**

...And now, I have a clicker question for you.

**last slide of mini-lecture**

Please answer this on your own.

Don't read the question aloud: they're reading, not listening and your voice may give away the answer.

It's critical they answer on their own because they need time to think and prepare for any upcoming discussion with their peers.

Everyone knows the answer.

Show histogram

Nice split in votes!

Interesting! Turn to your neighbours and convince them you're right.

Coach students how to “discuss,” by "convincing them you're right”

They're guessing.

Show histogram. Is something wrong with the question?

That's not the response I was expecting. Is there a typo?

Don't start the poll yet – that only encourages them to guess and disengage.

Don't show the histogram yet. If students see it, they tend to pick the popular choice on the 2nd vote even if it's not the answer they've decided is correct.

Stop the poll. If you've given them sufficient time, you can collect all the votes in 10 – 15 seconds.

Final answers, please...

Show histogram as “proof” they learned. Confirm answer, explain briefly, move on.

Wander around room, listen in. Perhaps identify students with good arguments.

When their attention is drifting, vote again. It won’t take long because they're ready.

Still split? They're not getting it.

Circle back through material or leave it for another day.

After class, make a note in your slides so you’ll find another way to teach concept next year.

Strong peak? They learned! Right before their eyes!

Open the poll.

Come on with the next mini-lecture, knowing your students are prepared.

Perfect split in votes!

They learned!

Stop the poll.

Give a brief explanation so students know their reasoning is correct.

Yes, A is correct because the square of the hypotenuse is equal to the sum of the squares of the sides.

Yes, A is correct but now you got it! A is correct because...

You were split between A and C but now you got it! A is correct because...

After class, make a note in your slides: omit this question next year? It isn’t making them think deeply.

Final answers, please...

You were split, but now you got it! A is correct because...

After class, make a note in your slides: omit this question next year? It isn’t making them think deeply.

Good work, everyone. Let's continue with...

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Ready, Set, React!