

161-115 Logic, University of Melbourne, Semester 1, 2007.

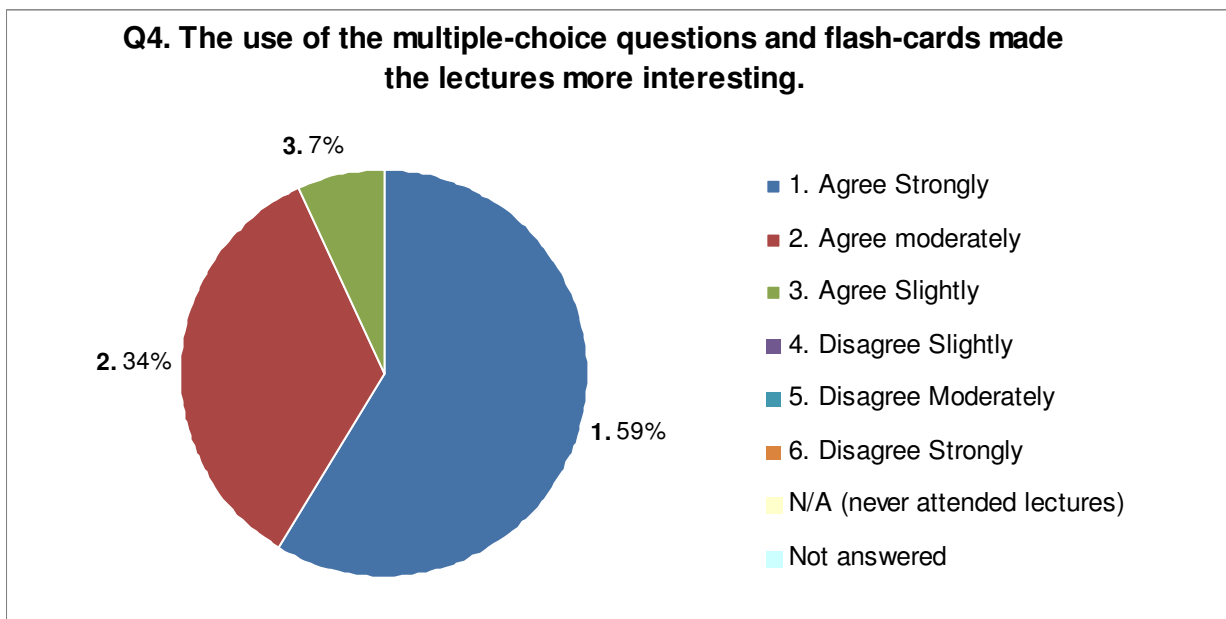
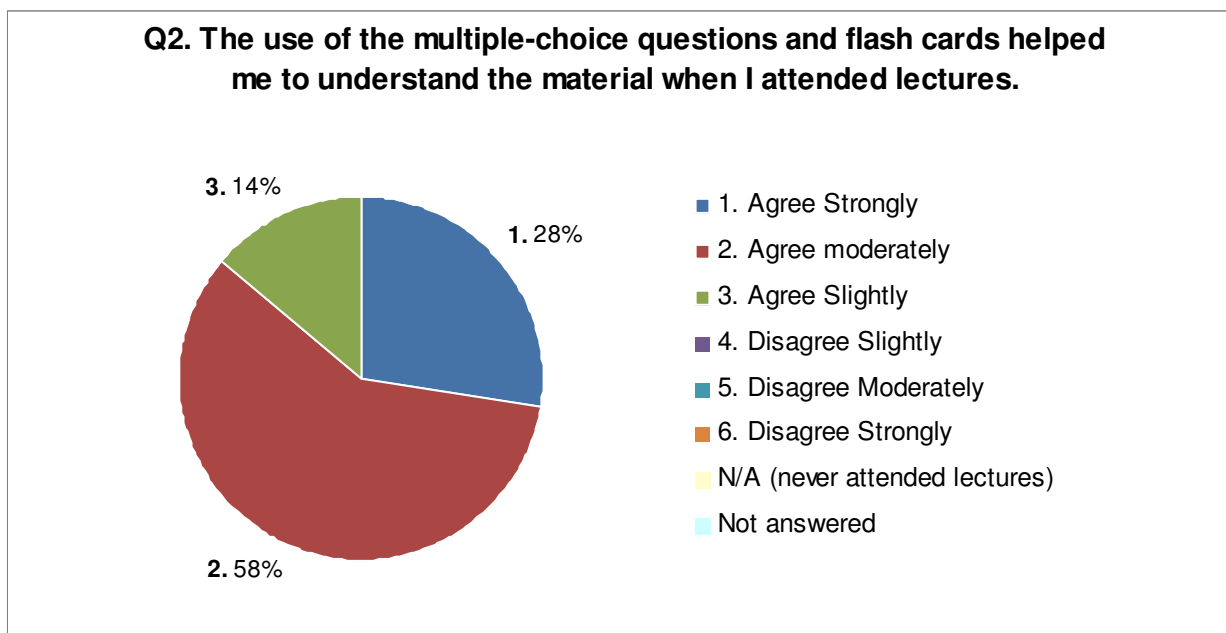
Description

Peer Instruction was used in *Logic*, a first year formal logic course at the University of Melbourne. 2-6 questions were used in each lecture. 29 students completed the questionnaire, representing 50% of the total enrolment of 58.

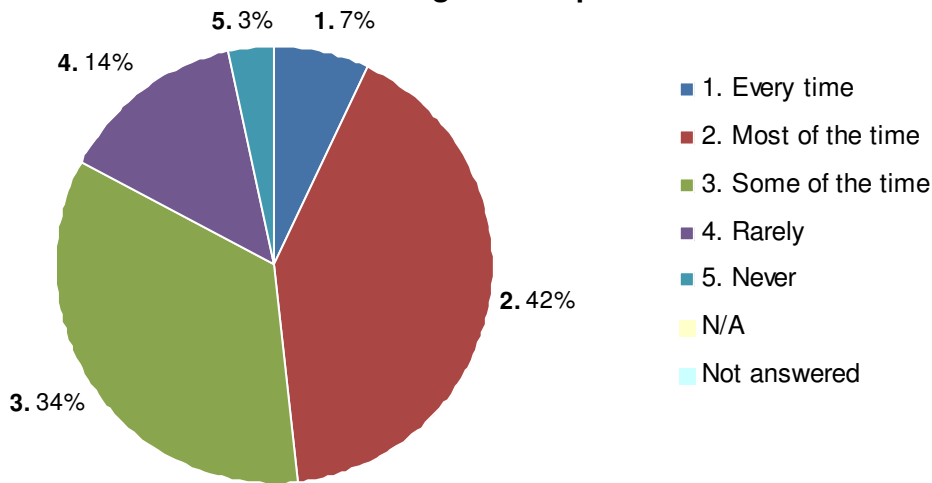
Summary

Below are the results from four key questions on the questionnaire.

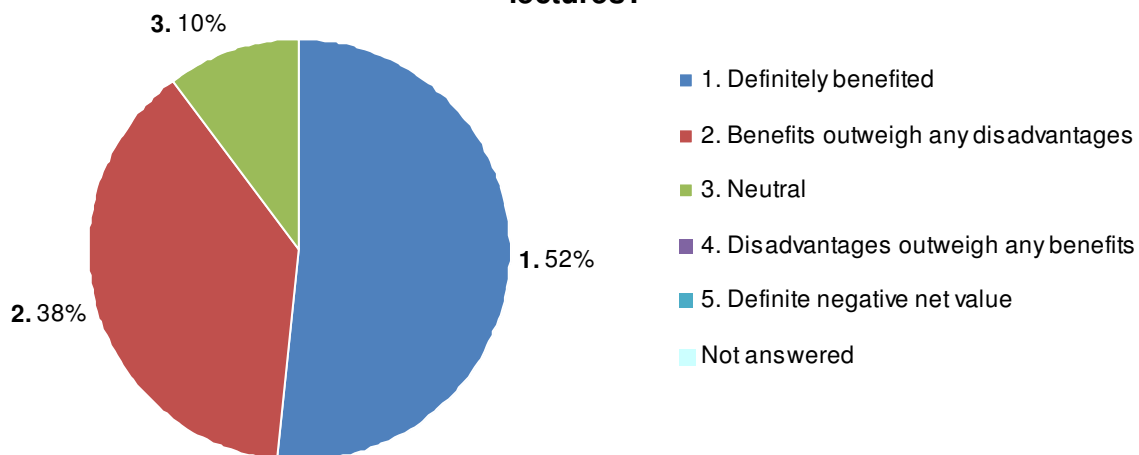
Response rate: 29/58 students (50%)



Q6. The discussions with fellow students helped to improve my understanding of the topic



Q12. What (for you) was the balance of benefit vs. disadvantage from the use of the multiple-choice questions and flash cards in the lectures?



Sample comments

Benefits

Improved understanding

- I got to defend my position which helped me understand it better - ala J. S. Mill
- Made things more interesting and intellectually stimulating; When I got something wrong, and the right answer was explained, it helped my understanding.
- Talking to students re. the question - I often found they explain things really well ;-)
- Getting instant assessment for my answers which, when answers were explained, helped me understand things better. Also helped me to understand/made clear the things I was having trouble with.

Improved attention

- It woke me up and got me thinking and wondering why I was wrong! Made me pay attention more and feel less stupid if I was wrong because other people usually were too.
- Broke up the monotony of the lectures; it was interesting to get involved

- Good idea, the interactivity made the lectures much more engaging and stopped me from drifting off.

Useful feedback

- Helped to gauge how well I had understood the topic. Also indicated my progress compared to the rest of the class.
- Helped me gauge my understanding of the topic (if I had paid attention).

Interaction and engagement

- Keeps you interested; Makes you participate
- It makes the lecture more interactive and thus more interesting and impressive
- Forced me to engage with the material
- The flash cards allow students to participate in the lectures much more than verbal question and responses, which are hard to respond to due to the indirectness of the questions; people hesitate to respond.

Disadvantages or problems

None

- None
- Can't think of any ...
- No disadvantages

Takes up time

- Maybe takes quite a bit of time
- Took a little too long to get through some work.
- I felt that the lectures had a slow pace when we used this system, but we didn't actually miss out on any material ...

Not enough time to think about answers

- Sometimes I needed more time to work out the answer (rarely).
- Partly that there was so little time to think about the questions, especially in questions related to trees.
- Sometimes not enough time was given to think about or compute the answer before voting was required.

Discussions not always useful (1 comment)

- Sometimes I felt that speaking to my peers wasn't of much benefit as both parties were unsure. Thus, however, was not always the case.

Other

- Sometimes it seems quite repetitive and redundant; it could have been really detrimental if the material was not included in the audio lectures
- Sometimes we jumped ahead and did questions without hearing a lecture on the subject.

Other comments

Positive (11/13 comments)

- It's awesome!
- Keep it up :-)
- They should be used in teaching in many other faculties
- I think it is a really good idea and an interesting catalyst for class discussion.
- Good idea, the interactivity made the lectures much more engaging and stopped me from drifting off.

Neutral (1/13 comments)

- The cards were nice and shiny. [...]

Negative (1/13 comment)

- Not very efficient