

Abstract Submitted
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A Study of Peer Instruction in Large Enrollment Astronomy Courses MARK C. JAMES, Northern Arizona University — The use of Peer Instruction to enhance lectures in large enrollment introductory college science courses has become widespread. In this technique, learner responses to multiple choice questions posed by the instructor during lecture are recorded and displayed in real time by an electronic classroom response system (CRS). Peer Instruction takes place when learners are given time to discuss ideas with their neighbors before registering their individual responses. The results of this study suggest that the grading incentive instructors adopt for incorrect question responses impacts the nature and quality of the peer discussions that take place. Recommendations for more effective assessment strategies relating to Peer Instruction are discussed. Additional qualitative discourse data is also presented.

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