

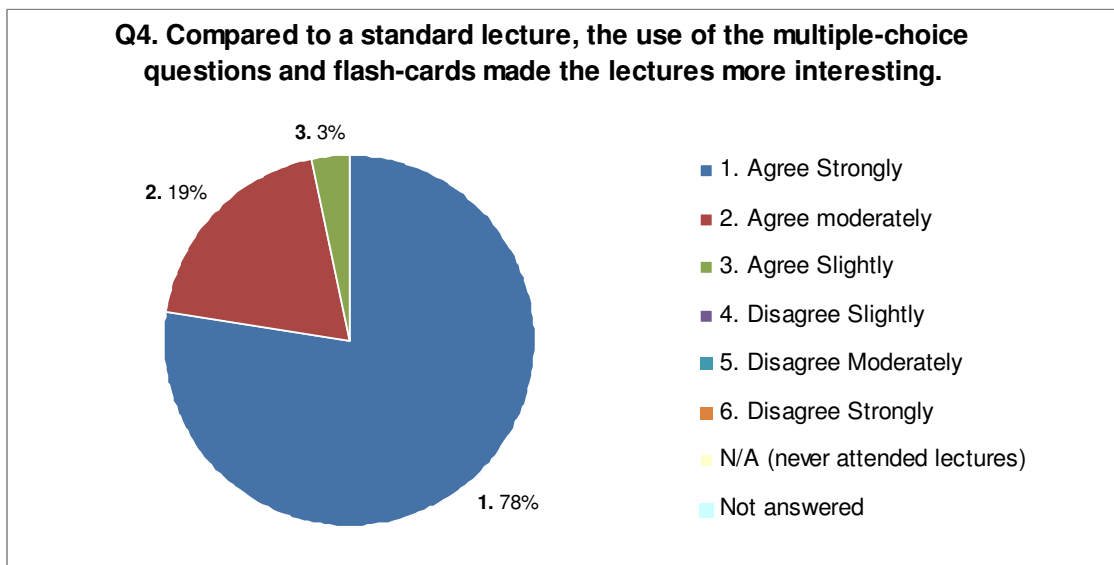
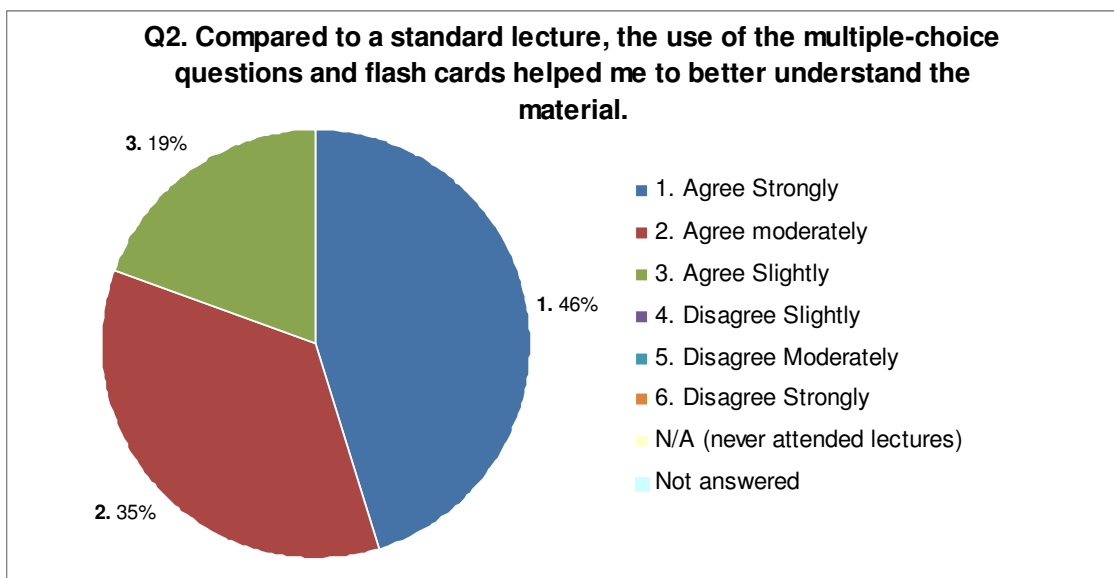
PHL1030/2030: *Thinking: Analysing Arguments*. Monash University, School of Philosophy and Bioethics. Semester 2, 2007.

Description

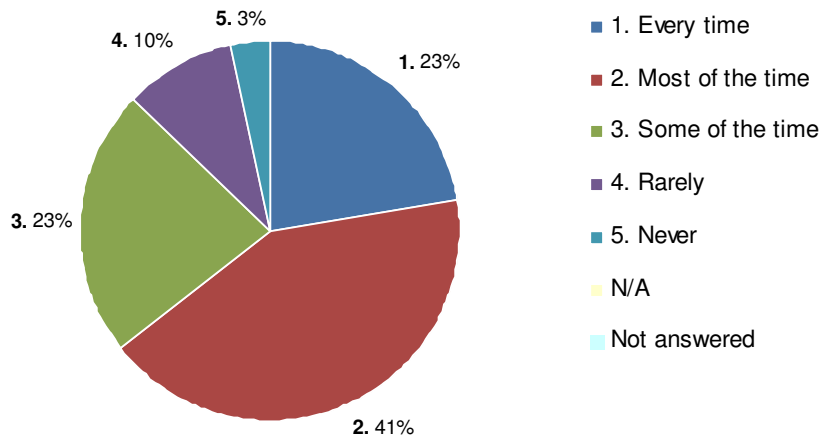
Peer Instruction was used in the lectures for a first and second year critical thinking course, *Thinking: Analyzing Arguments*. Approximately 3-4 questions were used per lecture. 31 students completed the questionnaire, representing 42% of the total enrolment of 73.

Summary

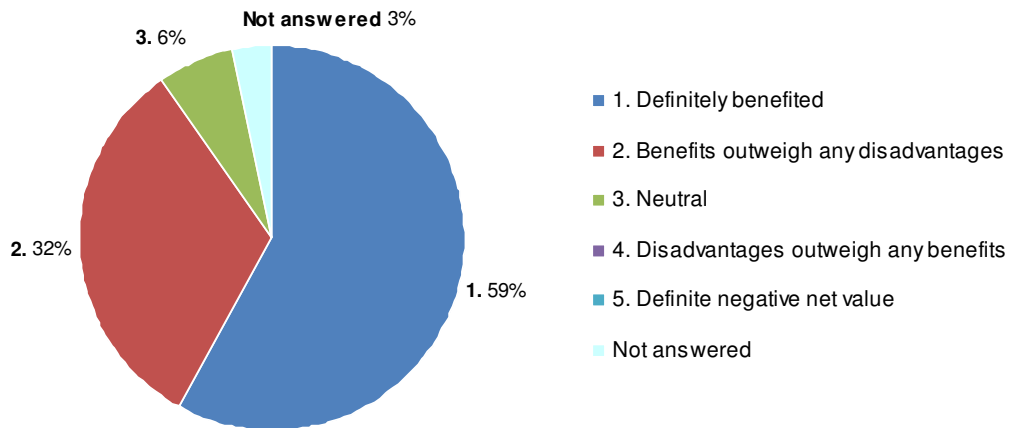
Below are the results from five key questions on the questionnaire.



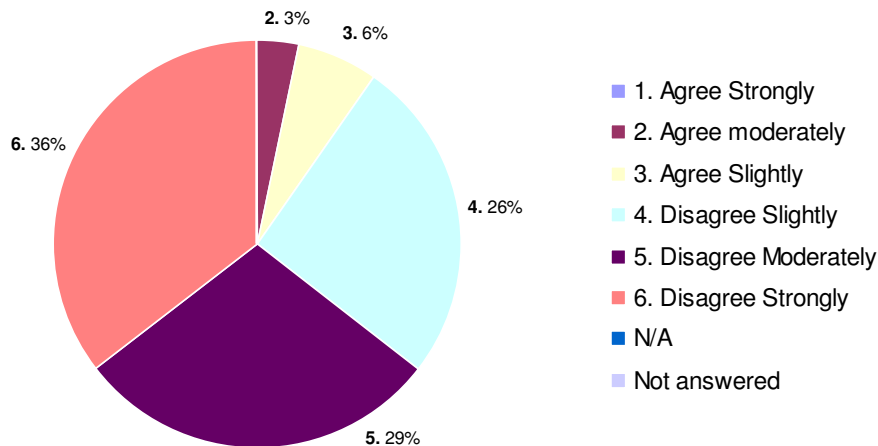
Q6. The discussions with fellow students helped to improve my understanding of the topic



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?



Q15. The time taken up in lectures with quiz questions and discussions would be just as well (or better) spent if the lecturer taught the material in the usual way.



Sample comments

Benefits

Interaction and engagement (12/25 comments)

More active participation in class stimulated further analysis of issues.

Able to participate more in lectures.

Helped engage with course material and forced to think about it :)

Kept lecture interesting.

Chance to discuss with others. Chance to think thoroughly.

Helped me think about the material more carefully and forced me to engage with the lecture more.

Improved attention (7/25 comments)

Broke up the lecture a bit, kept me alert.

Helped me stay focused in lecture.

It breaks up the lecture so that students don't get bored.

Useful feedback (5/23 comments)

Helped me realize if what I was thinking was wrong.

Gave me time during class to apply what I had learned. It helped me to see if I understood the information.

Helped me to see if I was on the right track.

Help me pay attention (for fear of being wrong! :)) and help me determine which ideas I need to work on more to understand.

Improved understanding (5/23 comments)

Helped me understand the topics better and discuss them when I was wrong.

Allowed understanding of lecture content. A good application of theory just learnt.

Allowed me to really consider the question and discuss with others how to answer it which assisted my learning.

Disadvantages or problems

No disadvantages (6/15 comments)

None.

N/A.

Not enough time given to think (2/15 comments)

Sometimes not provided with enough time to think about questions before answering them.

That I did not have enough time to think about questions.

Embarrassed when answered incorrectly (2/15 comments)

Stress that you would get the question wrong

Embarrassment when I got the answer wrong.

Questions too long or too hard (1/15 comments)

Long multiple-choice questions sometimes are confusing and take time to comprehend the meaning since English isn't my 1st language.

Takes up time (1/15 comments)

Sometimes took too long. [Sometimes the answer wasn't clearly explained.]

Discussions with peers not useful (1/15 comments)

Trying to justify my answer through conversation, which I'm bad at.

Other (3/15 comments)

Sometimes led to discussions which strayed from the main point.

... Sometimes the answer wasn't clearly explained.

Multiple choice answers sometimes are easier to answer so I may feel like I understand the material even though I don't completely.

Other comments

Positive (8/9 comments)

It's the first course I've taken where we use them and I really like them.

Personally it helped the material stick with me better.

I love the Flashcards! I will use them when I have a class of my own!

Brilliant idea. I'm from BusEco and I think this idea should be expanded to all other faculties. Both innovative and helpful to the students.

Really good idea for this sort of material. Love 'em.

Neutral (0 comments)

Negative (1 comment)

They do involve a lot of dead/waiting time, but I like them.