ConcepTests During Lectures
Craig Ogilvie, cogilvie@iastate.edu

- Mini-lecture on a topic for 10 minutes
  - Challenging multiple-choice question, examples today
- Two rounds per question
  - 1st round, each student answers individually, commits
  - 2nd round, discuss in group, then recommit
- Citations:
  - Johnson, Johnson, and Smith (1991), Cooperative Learning: Increasing College Faculty Instructional Productivity.

Advantages of Class-Discussions

- Commit, then discussion => all participate
  - Brings ideas out into open
  - Learn, often by just explaining
  - Students receive feedback on their understanding
  - Energizes classes, allows students to catchup
- Prof immediately knows level of understanding
Motion in 1-Dimension

- Force in one direction changes velocity in that direction
- E.g. drop rock from top of cliff, gravity accelerates downwards
  - rock’s downward velocity increases, rock accelerates

Larger velocity =>
Increase in distance traveled in a time period

Motion in 2-Dimensions

- Velocity in one direction unaffected by force in another direction
- Throw a rock horizontally off a cliff
  - Vertical velocity increases due to gravity, rock accelerates
  - Horizontal velocity unchanged during fall

During two identical time intervals rock moves same distance horizontally and further vertically => trajectory is a parabola
Question: Trajectory of Drifting Shuttle, 1st round

Space shuttle is drifting in the y-direction. Captain fires the side-boosters, so that the shuttle accelerates in the x-direction. Which is the correct trajectory of the shuttle?

1. y
   x

2. y
   x

3. y
   x

Question: Trajectory of Drifting Shuttle, 2nd round

Space shuttle is drifting in the y-direction. Captain fires the side-boosters, so that the shuttle accelerates in the x-direction. Which is the correct trajectory of the shuttle?

1. y
   x

2. y
   x

3. y
   x

For each time interval, shuttle moves same distance y larger distances in x.
Improvement During 2\textsuperscript{nd} Round

Red: swivel seats
Blue: regular theater
To be published
Journal College Science Teaching

Metastudy: Using concepTests compared to lectures
=> improved understanding of core concepts

Mechanics of Two Rounds

- Posted on “tips” web-site
  - Create 2\textsuperscript{nd} round slide with solution, graph, answer etc.
  - Insert duplicate slide using Powerpoint toolbar
  - Delete, solution, graph, answer from 1\textsuperscript{st} round slide
  - Rearrange slides
  - Use TP’s comparative link under “tools”
- Approximately 10\% of the time, software freezes during a round
  - Bug?
  - Stop slide show, reset current slide, continue
Summary

- Use challenging conceptual questions that pushes students to apply the topic of the mini-lecture
  - Two rounds, individual commits, discuss, commit
- Have used broad range of questions
  - Problem-solving
    - What would you do next?
    - What strategic mistake did the student make?
  - Prediction
    - Start of material, instead of after mini-lecture
    - What will happen in a demo?