

# PEER INSTRUCTION for ASTRONOMY

PAUL J. GREEN



# Peer Instruction For Astronomy

**Windsor Morgan, Timothy Slater**



## **Peer Instruction For Astronomy:**

**Peer Instruction for Astronomy** Paul J. Green, 2003 For courses in Introductory Astronomy Peer Instruction is a simple yet effective method for teaching science Techniques of Peer Instruction for introductory college Physics classes were developed primarily at Harvard and have aroused interest and excitement in the Physics Education community This approach involves students in the teaching process making physics more accessible to them Peer Instruction is a new trend in astronomy that is finding strong interest and is ideally suited to introductory Astronomy classes This book is an important vehicle for providing common ground for instructors using the method nationwide and also provides a bridge to future collaborative efforts by instructors It is key that the instructor has a large number of thought provoking conceptual short answer questions aimed at a variety of class levels While significant numbers of such questions have been published for use in Physics Peer Instruction for Astronomy provides the first such compilation for Astronomy [Learning Together Through Peer Instruction: A Comprehensive Guide for Astronomy Lecturers](#) Pasquale De Marco, 2025-04-16 In the ever evolving landscape of education peer instruction stands out as a transformative teaching method that actively engages students in the learning process fostering deeper understanding and critical thinking skills This comprehensive guide provides astronomy lecturers with a wealth of resources and strategies to implement peer instruction effectively in their courses Discover the power of peer instruction and its benefits for both students and instructors Learn how to get started with peer instruction and overcome common challenges Delve into the art of crafting thought provoking conceptual questions that spark discussion and promote deeper learning Explore effective strategies for implementing peer instruction activities in the classroom both in traditional and online environments This book also addresses the importance of using technology to enhance peer instruction from online platforms and interactive tools to digital assessment and feedback mechanisms It provides guidance on assessing student learning through effective assessments and constructive feedback to help students grow and improve To foster a supportive and collaborative learning environment the book explores strategies for building a community of learners fostering collaboration and cooperation among students and creating a positive classroom climate It also discusses how to adapt peer instruction for diverse learning environments including large classes online and hybrid courses and students with disabilities Finally the book delves into evaluating the impact of peer instruction exploring research methods and best practices for measuring its effectiveness It also discusses the future of peer instruction and how it can continue to evolve to meet the changing needs of astronomy education With its comprehensive approach and wealth of practical advice this book is an essential resource for astronomy lecturers seeking to create dynamic and engaging learning experiences for their students Embrace peer instruction and inspire your students to explore the wonders of the universe with a deeper understanding and a passion for lifelong learning If you like this book write a review on google books

**Teaching OpenStax Astronomy With Peer Instruction** Windsor Morgan, Timothy Slater, 2018-08-31 Professors love to

lecture They really do But is this the best way for students to learn It turns out that the most effective teachers ask students questions lots of questions For many faculty seeking to innovate in their lecture hall the interactive teaching strategy of Peer Instruction and Think Pair Share is to be a great first step toward revitalizing and reinvigorating astronomy classes Written by two highly experienced astronomy educators this no nonsense book tells you exactly what to do to increase interactivity in your classroom and gives you the resources needed to become an excellent teacher that receives high course evaluation reviews

**Astronomy** Eric Chaisson,2004 The authors present a broad view of astronomy without complex mathematics yet the book discusses important concepts without simplification

**Handbook of College Science Teaching** Joel J. Mintzes,2006 The Handbook offers models of teaching and learning that go beyond the typical lecture laboratory format and provides rationales for new practices in the college classroom It is ideal for graduate teaching assistants senior faculty and graduate coordinators and mid career professors in search of reinvigoration

**Just in Time Teaching** Scott Simkins,Mark Maier,2023-07-03 Just in Time Teaching JiTT is a pedagogical approach that requires students to answer questions related to an upcoming class a few hours beforehand using an online course management system While the phrase just in time may evoke shades of slap dash work and cut corners JiTT pedagogy is just the opposite It helps students to view learning as a process that takes time introspection and persistence Students who experience JiTT come to class better prepared and report that it helps to focus and organize their out of class studying Their responses to JiTT questions make gaps in their learning visible to the teacher prior to class enabling him or her to address learning gaps while the material is still fresh in students minds hence the label just in time JiTT questions differ from traditional homework problems in being designed not only to build cognitive skills but also to help students confront misconceptions make connections to previous knowledge and develop metacognitive thinking practices Students consequently spend more time on course concepts and ideas but also read their textbooks in ways that result in more effective and deeper learning Starting the class with students work also dramatically changes the classroom learning environment creating greater student engagement This book demonstrates that JiTT has broad appeal across the academy Part I provides a broad overview of JiTT introducing the pedagogy and exploring various dimensions of its use without regard to discipline Part II of the book demonstrates JiTT s remarkable cross disciplinary impact with examples of applications in physics biology the geosciences economics history and the humanities Just in Time Teaching article from The Hispanic Outlook in Higher EducationReprinted with permission from Hispanic Outlook in Higher Education Magazine [www.hispanicoutlook.com](http://www.hispanicoutlook.com)

**African Cultural Astronomy** Jarita Holbrook,R. Thebe Medupe,Johnson O. Urama,2008-01-01 This is the first scholarly collection of articles focused on the cultural astronomy of Africans It weaves together astronomy anthropology and Africa and it includes African myths and legends about the sky alignments to celestial bodies found at archaeological sites and at places of worship rock art with celestial imagery and scientific thinking revealed in local astronomy traditions including ethnomathematics and the creation of calendars Authors include astronomers Kim

Malville Johnson Urama and Thebe Medupe archaeologist Felix Chami and geographer Michael Bonine and many new authors As an emerging subfield of cultural astronomy African cultural astronomy researchers are focused on training students specifically for doing research in Africa The first part of the volume contains lessons and exercises to help the beginning student of African cultural astronomy Included are exercises in archaeoastronomy cultural anthropology and naked eye astronomy penned by authors who use these regularly use these methods for their research This collection of lessons and research papers provides a foundation for the cultural astronomy researcher interested in doing work in Africa

Active Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman's challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naive notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most

college and university scientists have been prepared for Science Education Issues and Developments Calvin L. Petroselli, 2008 **Science Education Issues and Developments**

**Social Web** Hai-Jew, Shalin, 2021-11-19 On the Social Web people share their enthusiasms and expertise on almost every topic and based on this learners can find resources created by individuals with varying expertise Through this trend and the wide availability of video cameras and authoring tools people are creating DIY resources and sharing their knowledge skills and abilities broadly While these resources are increasing in availability what has not been explored is the effectiveness of these resources peer to peer teaching and learning and how well this content prepares learners for professional roles

**Practical Peer to Peer Teaching and Learning on the Social Web** explores the efficacies of online teaching and learning with materials by peers and provides insights into what is made available for teaching and learning by the broad public It also considers intended and unintended outcomes of open shared learning online and discusses practical ethics in teaching and learning online Covering topics such as learner roles and instructional design it is ideal for teachers instructional designers and developers software developers user interface designers researchers academicians and students Physlet Quantum Physics Mario Belloni, Wolfgang Christian, Anne J. Cox, 2006 **Physlet Quantum Physics** contains a collection of over 200 ready to run interactive exercises These media focused critical thinking and problem solving exercises are based on carefully designed computer simulations generated in awardwinning Java applets **Physlet Quantum Physics** is based on current educational experimental and theoretical research and gives students an interactive visual representation of the often difficult to visualize physical phenomena in quantum physics

**LANGUAGE ATTRITION AND EDUCATIONAL TECHNOLOGIES** YU Zhonggen, 2014-06-12 Starting from studies on language attrition this book goes deeper into the area of educational technologies Considering that language attrition might be a reverse process of language acquisition proper use of educational technologies could promote language acquisition but slow down or diminish language attrition This book attempts to combine the threshold hypothesis and regression hypothesis with use of educational technologies so that language attrition could be hindered Chinese Mandarin Attrition among Tertiary Students in Malaysia was identified to pave a solid way for researches on both threshold hypothesis and regression hypothesis Language attrition in terms of mandarin Chinese the threshold and regression hypotheses were also discussed in this monograph This book also covers topics related to educational technologies such as clickers QQ multimedia together with blended learning and indicators of satisfaction This book includes in depth reviews of literature and plentiful data to support the studies which is worth reading Readers will acquire something new in the fields of language attrition and educational technologies since few studies have been conducted combining these both areas

*Teaching with Classroom Response Systems* Derek Bruff, 2009-10-22 There is a need in the higher education arena for a book that responds to the need for using technology in a classroom of tech savvy students This book is filled with illustrative examples of questions and teaching activities that use classroom response

systems from a variety of disciplines with a discipline index The book also incorporates results from research on the effectiveness of the technology for teaching Written for instructional designers and re designers as well as faculty across disciplines A must read for anyone interested in interactive teaching and the use of clickers This book draws on the experiences of countless instructors across a wide range of disciplines to provide both novice and experienced teachers with practical advice on how to make classes more fun and more effective Eric Mazur Balkanski Professor of Physics and Applied Physics Harvard University and author Peer Instruction A User s Manual Those who come to this book needing practical advice on using clickers in the classroom will be richly rewarded with case studies a refreshing historical perspective and much pedagogical ingenuity Those who seek a deep thoughtful examination of strategies for active learning will find that here as well in abundance Dr Bruff achieves a marvelous synthesis of the pragmatic and the philosophical that will be useful far beyond the life span of any single technology Gardner Campbell Director Academy for Teaching and Learning and Associate Professor of Literature Media and Learning Honors College Baylor University *American Journal of Physics* ,2005 *Empowering tools for today's educators* Gupteswar Rao. B, The book being the first of its kind is targeted to the present day Indian teachers educators who are to equip themselves with the latest trends in teaching using the latest tools available in order to impart knowledge in new ways and keep reinventing themselves This book contains most of the relevant free tools collected by scavenging the web meticulously that are of immense use for today s tech loving teachers Teachers Educators are also guided over extremely interesting and unusual sites that are potentially information rich which can also be suggested to their students The book also contains the Draft CODE OF PROFESSIONAL ETHICS FOR SCHOOL TEACHERS along with TEACHER S OATH a document developed by a committee appointed by NCTE National Council for Teacher Education with a preface by the then Chairperson NCTE Prof Mohd Akhtar Siddiqui The book is aptly dedicated to all those teaching professionals educators who are struggling to create a change in the Indian teaching scenario STEM Education for the 21st Century Bryan Edward Penprase,2020-04-07 This book chronicles the revolution in STEM teaching and learning that has arisen from a convergence of educational research emerging technologies and innovative ways of structuring both the physical space and classroom activities in STEM higher education Beginning with a historical overview of US higher education and an overview of diversity in STEM in the US the book sets a context in which our present day innovation in science and technology urgently needs to provide more diversity and inclusion within STEM fields Research validated pedagogies using active learning and new types of research based curriculum is transforming how physics biology and other fields are taught in leading universities and the book gives profiles of leading innovators in science education and examples of exciting new research based courses taking root in US institutions The book includes interviews with leading scientists and educators case studies of new courses and new institutions and descriptions of site visits where new trends in 21st STEM education are being developed The book also takes the reader into innovative learning environments in

engineering where students are empowered by emerging technologies to develop new creative capacity in their STEM education through new centers for design thinking and liberal arts based engineering Equally innovative are new conceptual frameworks for course design and learning and the book explores the concepts of Scientific Teaching Backward Course Design Threshold Concepts and Learning Taxonomies in a systematic way with examples from diverse scientific fields Finally the book takes the reader inside the leading centers for online education including Udacity Coursera and EdX interviews the leaders and founders of MOOC technology and gives a sense of how online education is evolving and what this means for STEM education This book provides a broad and deep exploration into the historical context of science education and into some of the cutting edge innovations that are reshaping how leading universities teach science and engineering The emergence of exponentially advancing technologies such as synthetic biology artificial intelligence and materials sciences has been described as the Fourth Industrial Revolution and the book explores how these technologies will shape our future will bring a transformation of STEM curriculum that can help students solve many the most urgent problems facing our world and society

**Favorite Demonstrations for College Science** Brian Shmaefsky, 2004 The book is an all in one compilation of 36 popular classroom demonstrations published since 1993 in the Favorite Demonstration column of NSTA's Journal of College Science Teaching The collection begins with a chapter on safety The Rules of Research From there chapters emphasize conveying scientific principles while making them memorable

Teaching and Learning of Physics in Cultural Contexts Yunebae Park, 2004 The aims of the International Conference on Physics Education in Cultural Contexts were to explore ways towards convergent and divergent physics learning beyond school boundaries improve physics education through the use of traditional and modern cultural contexts and exchange research and experience in physics education between different cultures A total of 45 papers have been selected for this volume The material is divided into three parts Context and History Conceptual Changes and Media The proceedings have been selected for coverage in Index to Scientific Technical Proceedings ISTEP CDROM version ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP CDROM version ISI Proceedings CC Proceedings Engineering Physical Sciences

**CLICKERS-AIDED EFL FLIPPED CLASS** YU ZHONGGEN, 2016-09-08

Since the prototype of clicker device was created and developed in 1990's at Pennsylvania State University there have been numerous arguments on its effectiveness This book reveals a clear picture of studies on clickers and paves a solid foundation for future studies on the use of technologies in education It is concluded that satisfaction is positively correlated with interaction self efficacy and self regulation in clickers aided EFL class without statistically significant gender differences Learner attitude technology anxiety teachers prompt feedback flexibility of Clickers aided EFL Flipped Class perceive usefulness and ease of technology and exert significant influence on learner satisfaction The flipped business English writing classroom brings about better academic achievements and causes more satisfaction than the traditional one Males are



significantly more satisfied and achieved higher with Clickers aided EFL Flipped Class than females Videos initial EFL proficiency learner attitudes and motivation could exert significant influence on EFL proficiency and learner satisfaction The learning attitude interest and intrinsic motivation are significantly and mutually correlated in both Clickers aided EFL Flipped Class and the traditional class The book is considered a wonderful exploration in the use of clickers in the EFL flipped class Studies in this book are conducted in a cross disciplinary manner and shows readers a fresh view Hence it is worth reading

**Teaching And Learning Of Physics In Cultural Contexts, Proceedings Of The International Conference On Physics Education In Cultural Contexts (Icpec 2001)** Yunebae Park, 2004-01-20 The aims of the International Conference on Physics Education in Cultural Contexts were to explore ways towards convergent and divergent physics learning beyond school boundaries improve physics education through the use of traditional and modern cultural contexts and exchange research and experience in physics education between different cultures A total of 45 papers have been selected for this volume The material is divided into three parts Context and History Conceptual Changes and Media The proceedings have been selected for coverage in Index to Scientific Technical Proceedings ISTP CDROM version ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP CDROM version ISI Proceedings CC Proceedings Engineering Physical Sciences

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