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From the Publisher
Peer Instruction is an interactive teaching style that actively involves students in the learning process by focusing attention on underlying concepts through interactive "ConcepTests", reading quizzes, and conceptual exam questions. Results, asse ssed through scores on the Force Concept Inventory and final exams, show that students better understand concepts and perform better on conventional problems in this environment. It can be easily adapted to fit individual lecture styles and used with any textboo k. Eric Mazur's Peer Instruction approach has been successfully field-tested in a variety of settings, most of them quite different from his home campus at Harvard University (e.g., University of Massachusetts--Lowel and Appalachian State Universi ty).

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Peer Instruction: A User's Manual By Eric Mazur

How an easy suggestion by reading can enhance you to be an effective person? Reviewing Peer Instruction: A User's Manual By Eric Mazur is an extremely simple activity. Yet, how can many people be so lazy to check out? They will prefer to spend their spare time to talking or hanging out. When in fact, checking out Peer Instruction: A User's Manual By Eric Mazur will offer you a lot more opportunities to be successful finished with the hard works.

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Peer Instruction: A User’s Manual is a step-by-step guide for instructors on how to plan and implement Peer Instruction lectures. The teaching methodology is applicable to a variety of introductory science courses (including biology and chemistry). However, the additional material—class-tested, ready-to-use resources, in print and on CD-ROM (so professors can reproduce them as handouts or transparencies)—is intended for calculus-based physics courses.

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Most helpful customer reviews
A highschool physics teacher's review.

By Amazondotcodotuk

If you have a class of 30,40,50 or more, and/or you have problems in terms of participation of your students in lessons, or if you would like to create useful discussions in your class by which your students can develop their conceptual understanding of physics; this book will serve as a great source. There are lots of materials that can be used in the class, along with standard tests such as FCI, MBT. Eric Mazur's Peer Instruction method is a research based well functioning teaching method. I have been using the materials in my highschool physics instructions, and seen the effectiveness of them. For example, well designed quizzes which I used to test reading assignments were very useful. Highly recommended for physics teachers.

important and influential, but inaccurate and not worth paying for

By Benjamin Crowell

This book described a teaching technique that was considered innovative in 1996, and it was highly influential.

It has some very sensible recommendations: Don't introduce material in lecture form, but make students read the book for that purpose (and use reading quizzes to enforce that). Test concepts and not just calculations.

It has a useful survey of the relevant pedagogical literature as of 1996, including data showing that following the book's recommendations improves conceptual understanding without hurting students' problem-solving abilities.

Most of the book consists of a collection of resources to be used in teaching using the technique it advocates.

None of this, however, is a valid reason to pay $35 for this book in the year 2012. The relevant pedagogical research from that era can basically be found in one paper:

Hake, "Interactive Engagement Versus Traditional Methods: a Six-Thousand Student Survey of Mechanics Test Data for Introductory Physics Courses, Am. J. of Phys, 66 (1997) 64

More recent pedagogical research along the same lines is all available online for free from authors such as Hake and Halloun.

The resources included in the book are not worth paying money for. You can get similar "conceptest" items at the Project Galileo web site. The standardized diagnostic tests described in the book are available for free in more convenient form if you contact the authors of the tests, and these tests have been updated and improved as a result of ongoing research since 1996. Furthermore, the resources in the book are full of errors, such as multiple-choice conceptest questions that are formatted such that there is no correct answer, and that therefore can't be used successfully for the teaching technique being advocated.

IB Teacher review

By E. Doner

The book has 252 pages of which 42 contain content and the remainder is resources. As the accompanying CD also contains all the resources, I wondered why 200 pages of the book was used for this. I expected more for the price.

The peer instruction approach is certainly a valuable method, and it is worth seeing his particular model for lessons. The questions provided are very similar to those on IB exams--which combine a very good blend of
conceptual questions, and problem solving with estimations and assumptions—as such I already had very
good resources in this regard. Paul Hewitt's textbook and worksheets are at a similar level of difficulty and
have much to offer in terms of forming a conceptual basis for physics understanding.

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