Overview of a Peer Instruction (PI) Session

INTRODUCTION

1. (Optional) Short 5-7 minute "Power lecture" given to frame content

2. PI Question & 1st Poll (75-90 sec.)

PEER INSTRUCTION

3. If < 80% correct: Student group discussion & 2nd Poll (2 min.)

4. If 80% or greater correct

DEBRIEFING & CLARIFICATION

5. Random student selected to provide answer & rationale

6. Instructor follows up with student, facilitates discussion, explains & summarizes concept with teaching slides

7. Posting of teaching slides

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Overview of a Peer Instruction (PI) Session

Pre-PI Session:
Learners read and review preparatory material/assignment content prior to coming to synchronous PI session.

Introduction:
1. At the start of the PI session, faculty may opt to give a succinct 5 – 7 minute "power lecture" to frame the PI session core content in alignment with the learning objectives.
2. 1st poll: The PI question is projected via a PowerPoint slide and learners are given 90 seconds to answer the question individually through Turning Point, the audience response system. An announcement is made by the staff support person indicating when 15 seconds remain before polling is closed.

Peer Instruction:
3. 2nd poll: If less than 80% of the learners select the correct answer in the 1st poll, then peer-to-peer discussion ensues for 2 minutes. An announcement is made by the staff support person indicating when 15 seconds remain before polling is closed. The learner individually answers the question again through Turning Point and may change or keep the same answer as in the 1st poll.
   - ! Note: When less than 60% of learners select the correct answer, all learners will receive credit for the question.
4. If 80% or greater of the learners select the correct answer in the 1st poll then there is no peer-to-peer discussion.

Debriefing and Clarification:
5. After the 2nd poll (when < 80% correct) or after the 1st poll (when 80% or greater correct), a random learner is selected, and the learner's name is announced by the staff support person.
   - Faculty may need to prompt learner to provide their answer and rationale to start the discussion.
6. Faculty will follow-up with the learner's response by:
   - Probing for analysis[1]
   - Opening discussion up to the class by:
     - ✓ Framing the learner statement and responding to a previous comment.[1]
     - ✓ Framing the learner statement and broadening the discussion comment.[1]
   - Prepare to transition to next PI question by summarizing the concept and using teaching slide(s).[1]
7. Posting of teaching slides:
   - ✓ Provide brief 1-2 sentence summary of concepts covered.
   - ✓ Encourage additional questions to be directed to learning management system (Canvas) area.
   - ✓ Remind learners about preparation for next day's session. For educational continuity between content have general knowledge of the next session/day topics.

REFERENCE
[1]C. Roland Center for Teaching and Learning, Harvard Business School. (2008). *Questions for Class Discussions*. Retrieved from President and Fellows of Harvard College at: https://case.hks.harvard.edu/content/Questions-for-Class-Discussions_HBS_CCTL.pdf

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