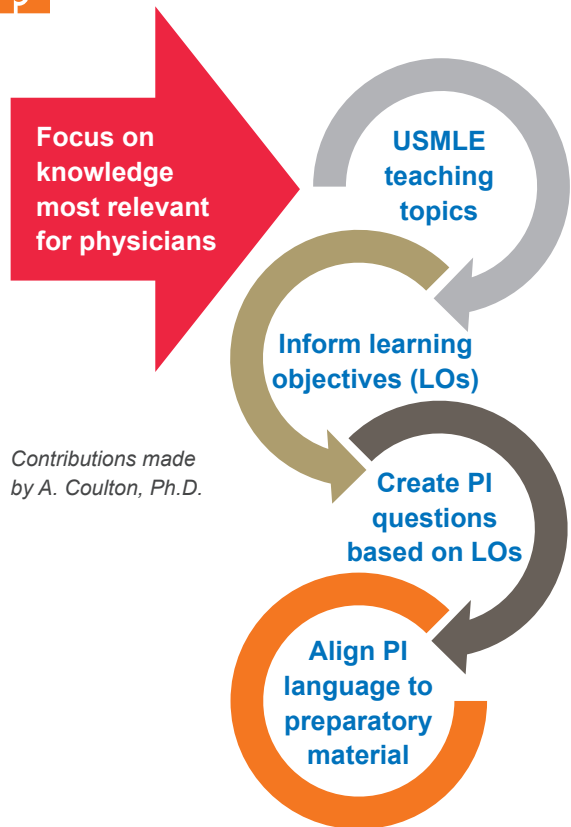


# Peer Instruction Session Planning



## PI Question Planning



- Use the session and questions to tell the story around important concept(s) and enduring understandings<sup>i</sup>
- Ensure PI content/language matches preparatory (text) material language
- Prepare explanations for distractors in anticipation of session facilitation



## Communication

- **Establish expectations** (e.g., not every question is mastery)
  - ✓ More challenging questions can promote long-term retention
- **Set time limits on explanations and follow-up questions**
  - ✓ Manage time well- plan for transitions to next question
- **Prompt students to explain correct answer and distractors**
  - ✓ Why did you select the right answer? Why was it right?
  - ✓ What answer options did you know were wrong and why?
- **Reinforce the positive- encourage students and give feedback**
  - ✓ Highlight correct explanations
  - ✓ Identify the difficulty of concept, common misconceptions before correcting
- **Communicate clearly, frequently, and in multiple ways**
  - ✓ Use LMS (Canvas) or in-class announcements, mail, office hours



## PI Question & Teaching Slide Pointers

### PI Question Slide

- Entire PI question and answer choices fit on one slide

### Teaching Slides Focus on Critical Concepts

- Incorporate key information that emphasizes underlying concept
- Include information about key discriminating points

### Remember the Learner

- Consider viewability/readability of all slides — size, color, font, etc. on screen
- Include graphics when appropriate in teaching slides
- Provide a balance between text and images on teaching slides for students to use post-session as effective study aids
- Summarize and teach general rules and concepts.
  - Avoid explicitly stating the answer to a question in teaching slides. Too much detail about the specific question may create a need to rewrite materials for future classes.

Developed by Jennifer Hillyer, Ph.D. with contributions by Cynthia Ledford, M.D. (2021), Faculty Development, College of Medicine

<sup>i</sup> Rabalais, G. (2020, August 17). Driving Enduring Understanding with Essential Questions [Blog post]. Retrieved from

<https://louisville.edu/hsc/faculty-development/facultyfeed/driving-enduring-understanding-with-essential-questions>

Acknowledgement of contributions made by: Baughman, K., & Lee, A. (2020). *PI best practices*. [Word document]. Best practices provided by K. Baughman, Ph.D. & A. Lee, M.D., Northeast Ohio Medical University, Rootstown, OH.



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