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President Obama recently launched the Educate to Innovate campaign with the intent to

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bolster the performance of US students in science, technology, engineering, and mathematics (STEM). This is in response to the US placing 21st out of 30 developed nations on the 2006 Program for International

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Assessment (PISA)
Answers
comparison.

Educate to Innovate
is founded on the
belief that if the US
is going to be at the
world's forefront of
technology and
innovation in the
21st century, its
STEM education
must improve

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relative to its
international
counterparts.

Among the primary goals of Obama's program is the development of critical thinking skills and the expansion of STEM education to traditionally underrepresented

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groups in the sciences, which includes women. Clickers, which are wireless devices that encourage student participation through anonymous voting that can be tabulated and displayed in real

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time, have the potential to change the dynamics of science classrooms. Millions of college students have used clickers, prompting the National Resource Council (2000) to identify clickers as a promising new trend in education.

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In a review of 76 papers surrounding clicker use, MacArthur and Jones (2008) found that student collaboration has always been present in studies where statistically significant learning gains were detected. The

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pedagogy of Peer Instruction (Mazur, 1997) is a popular example of utilizing clickers to facilitate peer collaboration. During Peer Instruction (PI), students anonymously vote on multiple-choice, conceptually based questions with

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handheld clickers. PI incorporates clicker votes into a feedback loop where students are made privy to class-wide voting trends, asked to discuss their voting rationale with a peer, and then asked to re-vote on the same question

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with the
overarching goal of
reaching
consensus.

Evidence suggests
this PI cycle is
associated with
statistically
significant
improvements in
conceptual
understanding over
traditional lecture

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instruction (Crouch & Mazur, 2001; Fagen, Crouch, & Mazur, 2002). There is also evidence that classrooms utilizing the PI cycle can alleviate gender gaps that exist prior to instruction (Lorenzo, Crouch, & Mazur, 2006).

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Despite the successes of Peer Instruction at the postsecondary level, empirical assessments of clickers and PI in K-12 are almost nonexistent. In one of the few K-12 studies, Cummings and Roberts (2008) found strong and

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positive correlations between prior student ability and learning gains via exposure to PI -- higher achieving students seemed to thrive in PI environments while lower achieving students appeared to be left even

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further behind. If student preparation is a major factor in how much students benefit from pedagogy like PI, places like diverse urban high schools may require substantial modifications to PI if it is to help their students the way it

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is reported to help students at the postsecondary level. A deeper theoretical understanding behind the prior successes of PI can assist the adaption of PI to a younger and more diverse group of science learners. However,

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very little
theoretical
discussion is
advanced for how
Peer Instruction
results have been
achieved in prior
studies. Developers
of PI suggest that in
between clicker
votes on a
conceptual
question, students

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who know the correct answer essentially transmit their thinking to peers who originally answered incorrectly, thereby increasing the percentage of the class answering correctly upon re-vote (Crouch & Mazur, 2001; Mazur,

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1997). In contrast, Smith et al. (2009) demonstrated that even when no member of a peer discussion group originally knows the right answer during PI, they are able to subsequently answer similar questions correctly

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at a rate that is statistically better than random guessing. Smith et al. interpret this finding to suggest "a more constructivist explanation ... students are arriving at conceptual understanding on

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their own, through the process of group discussion and debate" (p. 124). While constructivism posits that knowledge is subjectively created as opposed to objectively acquired, it does not provide an

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explicit framework by which to compare the relative effects of various learner-centered techniques. The constructive adjective -- in addition to adjectives such as active and interactive -- have

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been frequently attached to various activities in student-centered pedagogies like Peer Instruction, but much less frequently have these terms been explicitly defined and tested against each other (Chi, 2009). This study

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explores PI through a new theoretical framework that purports to make such comparisons amenable to empirical testing. Chi's (2009) passive-active-constructive-interactive (PACI) framework for learning activities overcomes the

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limitations of constructivism by permitting various learner-centered techniques to be both differentiated and adjudicated with empirical evidence. As Peer Instruction consists of multiple learning activities, the PACI framework provides

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both a classification scheme for each PI activity and testable hypotheses regarding the varying degrees of learning each PI activity can theoretically facilitate. Table 2.2 (Chapter 2) demonstrates how key stages of the PI

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cycle can be classified under the PACI framework and provides a theoretical basis for these classifications. As few empirical projects can carefully test more than a subset of the theories from which they are based, this

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study focused on precisely the component of the Peer Instruction cycle that Smith et al. (2009) believe facilitates improved conceptual understanding -- the use of time spent between clicker votes. More specifically, PACI

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was used to classify various activities between clicker votes and make predictions as to which of these activities best promote conceptual learning. Rationale for selection of activities between clicker votes was

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based on pilot testing, which will be explained in the Method and Procedure (Chapter 3). PACI hypothesizes that as instruction moves from passive to active to constructive to interactive, theoretically there

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should be deeper learning outcomes as you move along this progression (Chi, 2009; Fonseca & Chi, 2010). These hypotheses are supported empirically by Chi's review of multiple studies that are applicable to the PACI classification

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scheme. This dissertation supplements these empirical results with extensive theoretical grounding for each PACI hypothesis. The predictions of PACI were put to the test in this study of Peer Instruction, namely

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by measuring conceptual learning gains for students assigned to PI activities with differing PACI classifications. As depicted in Figure 2.1 (Chapter 2), students exhibit variation in academic performance and

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demographics, and these variations were interpreted as the student input to the PI cycle. After being exposed to the various activities of PI, conceptual learning gains are intended to be the output of the PI cycle.

Between input and

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output are multiple iterative cycles of PI in a conceptual physics classroom.

How students spend time between clicker votes is where Smith et al. (2009) called for a more constructivist explanation to the successes of PI, and

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hence the time
between clicker
votes is where the
following two
research questions
are situated:

Research Question

#1. How do

differing

interventions

between clicker

votes associate with

conceptual learning

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gains in secondary
physics classrooms?

Research Question

#2. Do the

associations

explored in the first

research question

have interactions

with gender and/or

socioeconomic

status? Three years

of research has

been conducted

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with two physics
instructors
implementing Peer
Instruction at a
suburban high
school in the San
Francisco Bay Area.
The study site was
chosen as the
school is both
diverse (66%
Latino/a; 51% Title
1) and its teachers

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have launched an initiative to incorporate educational technology. Multiple summers were spent with teachers co-developing conceptual questions to be used in the study. Called Braincandy,

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these questions are written to be sensitive to literacy levels

commensurate with a diverse high school. Pilot testing of PI utilizing Braincandy questions indicated that some student discussions would rapidly digress, and

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hence both teachers attempted to improve time on task by having some students write in a journal to supplement peer discussion. This writing intervention is classified as a constructive activity under the PACI framework, while

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student discussion is classified as interactive. The presence of two different modalities between clicker votes naturally suggested a more controlled experiment testing the PACI prediction that interactive activity (i.e., talking)

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should yield deeper learning than constructive activity (i.e., writing).

Furthermore, some instructors believe offering a clear explanation for a question is more efficient than asking students to reach voting consensus on their

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own (Smith et al., 2009). Hence a supplemental lecture intervention is explored as well.

As lecture is classified as passive under PACI, the framework hypothesizes that both the written and verbal activities should yield deeper

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learning than
lecture between
votes. These
combinations of
passive,
constructive, and
interactive
interventions
between clicker
votes comprised
the four
experimental
conditions of this

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dissertation study --
their

methodological
description and
hypotheses based
on PACI

classification are
summarized in
Table 3.1 (Chapter
3). To test the PACI
hypotheses, four
class periods
received a semester

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of conceptual physics instruction from the same instructor. Each of these four conceptual physics classrooms were taught at the same level of difficulty to students ranging from grades 9-12 in each period. The physical classroom,

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assignments,
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quizzes, textbook,
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lesson plans, and

Braincandy
questions for each
cycle of Peer
Instruction were ...

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Conference on
Physics Education
in Cultural Contexts
were to explore

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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

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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

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researchers and practitioners to promote the development and uptake of evidence-based pedagogies in higher education, at something a level approaching large-scale impact. By offering a communication venue that attracts

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and enhances much
needed
partnerships
among
practitioners and
researchers in
pedagogical
innovation, we aim
to change the
conversation and
focus on how we
work and learn
together – i.e.

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extending the implementation and knowledge of co-design methods. In this first edition of our Research Topic on Active Learning, we highlight two (of the three) types of publications we wish to promote. First are studies

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aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community. These types of studies

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constitute the
"practice pull" that
we see as a
necessary
counterbalance to
"knowledge push"
in a more
productive
pedagogical
innovation
ecosystem based
on research-
practitioner

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partnerships.
Second are studies empirically examining the implementations of evidence-based designs in naturalistic settings and under naturalistic conditions.

Interestingly, the teams conducting

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these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as “ in-between ” straddling the two worlds. As a result, these publications represent both the

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rigours of research
and the
pragmatism of
reflective practice.
In forthcoming
editions, we will
add to this
collection a third
type of publication
-- design profiles.
These will present p
ractitioner-
developed

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pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners, instructional designers and researchers alike.

We hope by bringing these types of studies together in an open

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access format that we may contribute to the development of new forms of practitioner-researcher interactions that promote co-design in pedagogical innovation.

The nature of technology has changed since Artificial

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Intelligence in Education (AIED) was conceptualised as a research community and Interactive Learning Environments were initially developed. Technology is smaller, more mobile, networked, pervasive and often ubiquitous as well

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as being provided by the standard desktop PC. This creates the potential for technology supported learning wherever and whenever learners need and want it. However, in order to take advantage of this potential for

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greater flexibility
we need to
understand and
model learners and
the contexts with
which they interact
in a manner that
enables us to
design, deploy and
evaluate
technology to most
effectively support
learning across

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multiple locations,
subjects and times.

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**At a time when
scientific and
technological**

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**competence is vital to
the nation's future,
the weak**

**performance of U.S.
students in science
reflects the uneven
quality of current
science education.**

**Although young
children come to
school with innate
curiosity and
intuitive ideas about**

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the world around them, science classes rarely tap this potential. Many experts have called for a new approach to science education, based on recent and ongoing research on teaching and learning. In this approach, simulations and

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games could play a significant role by addressing many goals and mechanisms for learning science: the motivation to learn science, conceptual understanding, science process skills, understanding of the nature of science, scientific discourse

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**and argumentation,
and identification
with science and
science learning. To
explore this
potential, Learning
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Games, Simulations,
and Education,
reviews the available
research on learning
science through
interaction with**

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digital simulations and games. It considers the potential of digital games and simulations to contribute to learning science in schools, in informal out-of-school settings, and everyday life. The book also identifies

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the areas in which more research and research-based development is needed to fully capitalize on this potential. Learning Science will guide academic researchers; developers, publishers, and entrepreneurs from

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**the digital
simulation and
gaming community;
and education
practitioners and
policy makers
toward the
formation of
research and
development
partnerships that
will facilitate rich
intellectual**

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**collaboration.
Industry,
government agencies
and foundations will
play a significant
role through start-up
and ongoing support
to ensure that digital
games and
simulations will not
only excite and
entertain, but also
motivate and**

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contribute to
the
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of physics-
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school stage.
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goes back to
the divergent
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part of
international
comparative
studies which
have placed
teachers under
considerable
pressure to
provide an
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working***

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their
classrooms
including an
appropriate
use of time
for engagement
in physics-
specific
contents.
There is a
wide consensus***

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developing
efficient
classroom
management
strategies,
teachers can
guarantee a
higher amount
of academic
learning time,
which proves***

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only for
students'
school
performance,
but also for
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disruption,
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addresses the
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gravity is a
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visualize the
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*has on the
curvature of
spacetime. My
single group,
quasi-
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fields. I
developed
instructional
materials,
including a
hands-on lab,
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argumentation
skills has been
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education
research which
views
argumentation
instruction as a
way to improve
scientific
reasoning skills
in science

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classrooms.
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research has
mostly focused
on examining the
quality of
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discourse in
science classes,
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student
argumentation
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in an
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course where
argumentation
skills were
incorporated to
the science
curriculum.

Initially, data
were collected

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from 125
students who
were involved in
an inquiry-based
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at a midwestern
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skills for the
concepts of
balancing and
sinking and
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use of
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tests which were
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small group of
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It was found
that the
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specifically,
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and rebuttal
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that prospective
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improved from
the beginning to
the end of the

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More

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increased from

the pretest to

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