

**The successful use of "ConcepTests" to
promote engagement, conceptual
understanding and peer-peer learning in large
lecture theatres**

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Rationale

- Promote deep learning in radiation science
- Increase activity in classroom
- Increase peer to peer engagement in classroom
- In-class assessment for levels of understanding

Peer Instruction

- Step 1: Blind conceptual MCQ (“ConcepTest”)
- Step 2: 5-10 mins discussion with peers (“Peer Instruction”)
- Step 3: Revote ConcepTest

(Adapted from Watkins & Mazur, 1997)

Implementation

- *As the keV increases (30-100 keV), the number of photons absorbed by the tissue will:*
 - *A: Increase*
 - *B: Decrease*
 - *C: stay the same*
- Open book ConcepTest
- Eyes closed/ hands raised for results
 - LSBU supported software (Mentimeter/slido/PE) lack a blind vote
 - Digital literacy/ student preference

Observation

What went well:

- Correct answers increased by 3x
- Increased engagement and enjoyment in the lecture

To be improved:

- Technology - Moodle integrated fx




CHOICE

Concept choice

[Choice](#) [Settings](#) [Responses](#) [More](#) ▾

Concept choice Responses

	A	B	C
Choice options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of responses	1	0	0
Users who chose this option	<input type="checkbox"/>  Caitlin McLarty		

Select all With selected Choose an action ... ▾

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→ Mark breakdown spreadsheet (hidden)

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References/Bibliography

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