

Ensure Students Are Learning: Faculty Descriptions of Innovative Teaching Practices

Increasing Engagement With Peer Instruction and Role-Play Presentations

Innovative Teaching Practice Description:

This respiratory therapy instructor uses peer instruction to flip her classroom. In this project, students work in groups creating and presenting an instructional demonstration exhibiting a bronchopulmonary hygiene device to the class.

This instructor uses an online group generator tool to randomly assign students into groups of three. The same program is then used to assign presentation topics. The instructor provides a set of written instructions and a rubric before introducing the project.

Presentation topics are directly aligned to sections of the course textbook. Teams are expected to teach the information from their assigned section, demonstrate their device's practical applications, and present research on current best practices for respiratory therapists using the device. Presentations must include a PowerPoint or trifold visual aid, their device and its accompanying equipment (e.g., batteries), and any props necessary to enhance instruction of patient care (e.g., pillow). Each group member must perform a role in the final presentation: the patient, the therapist, or the teacher. The therapist and patient role-play using the device as the teacher provides instructional commentary. To illustrate, a presentation demonstrating the use of vest therapy should include current research about the device, different models and types of the device, the best or preferred model

with a research-based rationale, a demonstration of the preferred or available model on a live patient, pertinent cleaning techniques, and patient assessment skills. After each presentation, the team supervises as their peers practice operating the device.

The rubric outlines clear expectations on the structure and content of the presentations, including but not limited to the following:

- instructions are clear and accurate
- props, posters, devices, and equipment are readily used to aid instruction
- group completes all peer evaluations
- presentation professionally demonstrates the device's use from start to finish

Teams are given two months to research, create, and rehearse the presentation outside of class. The project is scaffolded with checkpoints every two weeks, when teams must display their progress to the instructor. The first checkpoint requires teams to produce a research plan and display initial research gathered from scholarly sources. The second focuses on team logistics with the instructor asking questions like, "Has your team met together?" or, "What shape is your presentation going to take?" The third and final checkpoint emphasizes presentation logistics with the instructor asking questions such as, "Have you rehearsed and timed your presentation?" or, "Does your team have any presentation day questions or needs?"

After presentations conclude, each student writes one anonymous peer evaluation per group member. Students complete the evaluations at home, to ensure fairness and anonymity, then return them directly to the instructor during the next class period. Although peer evaluations are anonymous, the instructor ensures full cooperation by recording overall group participation. For example, every group of three should have two evaluation forms for each group member. Teams with missing evaluations do not receive a project grade until the peer evaluation activity is completed.

This instructor used her own student experience as inspiration for this project. Instead of passively listening to a lecture, students learn from peers while developing hands-on experience using a variety of bronchopulmonary hygiene devices. This instructor noted that student engagement increased because learners were eager to dive into the material; they actively listened throughout the presentations, asked pertinent questions, and participated throughout the group demonstrations.