

Abstract Submitted
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Comparison of Models for Implementing Undergraduate Learning Assistants in Introductory Physics Classes at Arizona State University¹ KELLI GAMEZ WARBLE, ROBERT CULBERTSON, Department of Physics, Arizona State University — Since Fall 2012, strategies to improve physics education via personal interaction learning in introductory physics courses include at ASU the use of Undergraduate Learning Assistants (LAs) in the classroom during lectures and/or recitations. Over the past 7 semesters, the LAs program has grown from 4 LAs in 4 classes to about 30 LAs in 10 classes during the Fall 2015. The designs of the class-room used range from a traditional large-enrollment lecture hall in a stadium-style auditorium that can seat up to 196 students, to a new state-of-the-art SCALE-UP classroom. Instructor teaching experience ranges from relatively inexperienced Faculty Associates to highly experienced master teachers. Instructor training ranges from little or none, to completion of a two-day LA Workshop at the University of Colorado, Boulder. A number of models of LA implementation have subsequently evolved and have adapted to individual instructor preferences and classroom environments. Results from learning gains and student retention will be reported and compared.

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