

Abstract Submitted
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Argumentation in the College Physics Course: Does it Belong?

SHARON SCHLEIGH, APS — As university classrooms increase in student enrollment, and the calls to engage learners beyond the traditional lecture format become more prominent, instructors in undergraduate courses struggle to find effective ways to teach basic concepts. Although the flip classroom has been offered as a means of addressing these stresses in the undergraduate courses, faculty continue to concern themselves with the ability to adequately instruct for conceptual understanding, and revert back to the traditional lecture format. The hybrid classroom with an emphasis on the flip format can address these needs and stresses by relying on the research-based argumentation strategies. This presentation offers examples of how the hybrid flip classroom looks in a large lecture hall and provides evidence that the argumentation strategies, in a flip course format, does support student learning, can increase an interest in physics related degrees and careers, and is effective in developing conceptual understanding for both majors and non-majors.

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