

Abstract for an Invited Paper
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Using Physics Education Research to Improve Student Learning in Large Enrollment Courses.

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The department of physics at the University of Illinois has systematically restructured its introductory calculus and algebra based physics courses. These changes were based on work from the physics education research community, including Peer Instruction, Just In Time Teaching, Tutorials and Context Rich Problem Solving. I will discuss the issues involved in institutionalizing these changes to the courses that have now been taught by more than 50 faculty members within the department. I will also show qualitative and quantitative results of the impact changes have had.