

Abstract Submitted  
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**Can Scientific Reasoning Ability and Epistemological Beliefs Limit Success in Introductory Physics?** BRIAN PYPER, LONDON JENKS, MICHELLE KLINGLER, ALLISON SHAFFER, BYU-Idaho — Research in Physics Education is shedding new light on the relationship between scientific reasoning ability, epistemological beliefs, and conceptual change in Introductory Physics. This talk will present data acquired from several courses at BYU-Idaho in an ongoing effort to improve conceptual understanding among introductory Physics and Physical Science students.

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