

Abstract Submitted
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Results from an Adaptation and Implementation of *Tutorials in Introductory Physics*¹ ROBERT ENDORF, University of Cincinnati, KATHY KOENIG, Wright State University, CYRILL SLEZAK, Hillsdale College — The *Tutorials in Introductory Physics*, by Lillian McDermott, Peter Shaffer and the Physics Education Group at the University of Washington, have been adapted and implemented in the recitation sections of the large introductory calculus-based physics courses taught at the University of Cincinnati. These courses are now taken by approximately 700 students each year, most of whom are first year engineering students. We will present results from investigations of increased student conceptual understanding, based on pretests and posttests given to the students in the courses. The results indicate that the tutorials are more effective than traditional recitation classes and that the manner in which the instructor interacts with the students in teaching the class is also important.

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