Synthesis of multiple pedagogical modalities SAAMI SHAIBANI, Instruction Methods, Academics Advanced Scholarship (IMAAS) — The inter-relationship between concepts in kinematics and their counterparts in calculus is such that a poor grasp of the latter can compromise student understanding of the former, and vice versa. One reason for this difficulty is the overreliance on a single preferred teaching method, coupled with a tendency to underemploy other approaches that are not as comfortable for the instructor. An alternative strategy has been developed in this research from the comprehensive combination of all of the standard individual instructional techniques, which are described separately elsewhere[1]. Optimum integration of these various modalities[2] is achieved in a progression of stages: content is introduced with a verbal method, and then enhanced by graphical and numerical methods, before the traditional emphasis on an analytical method is presented. The successful outcomes experienced here are particularly noteworthy in courses with diverse levels of student ability[3]. [1] for example, courses offered by College Board; [2] manifested in eponymous construct; [3] http://meetings.aps.org/link/BAPS.2017.APR.H2.7