Abstract Submitted
for the BTUPP18 Meeting of
The American Physical Society

Learning Assistant Programs: Supporting Learning, Creating Community, Building Physics Identity Keynote ELEANOR CLOSE, Texas State University San Marcos — The Learning Assistant Model transforms courses and departments by supporting implementation of research-based, interactive instructional strategies. Over the past decade, many studies have found that LAs positively impact student learning. The LAs themselves also benefit: we have found that in addition to becoming more confident and competent in physics, LAs perceive themselves to have increased competence in communication and a stronger sense of belonging to a supportive and collaborative community of peers, near-peers, and faculty. LAs at Texas State have described changing their ways of learning and of being students, both within and beyond physics, as a result of their LA experience. The majority of our majors now serves as LAs for at least one semester. This presentation will describe the LA model; implementation of the model at Texas State, including a brief discussion of funding and logistical considerations; and themes of identity transformation emerging from our research on the impact of program participation.

APS Abstracts

Date submitted: 06 Feb 2018 Electronic form version 1.4