Abstract Submitted
for the EGLSF21 Meeting of
The American Physical Society

A STEMcoding Data Science Curriculum[1] RICHELLE TEELING-SMITH, The University of Mount Union, CHRIS ORBAN, The Ohio State University — Students, parents, and teachers are increasingly dissatisfied with the algebra to calculus high school math sequence, and many see "data science" as a highly relevant subject that utilizes many of the same conceptual underpinnings in a computational context and think it could be a potential alternative. But, as of yet, there is no widespread agreement about what high school "data science" should cover. We are developing a physical science-informed high school data science course that will be useful in a variety of physics and astronomy courses. This course emphasizes the computational thinking and data processing tools indicative of data science and includes hands-on direct measurement activities that are suitable for a physics classroom. We are excited to share our progress on this work which was recently funded by the American Institute of Physics Meggers Award.

[1]This work is supported by the American Institute of Physics Meggers Award

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Date submitted: 27 Oct 2021 Electronic form version 1.4