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Physics Learning Strategies with Multi-touch Technology MARK POTTER, SUNY Oswego, C. ILIE, SUNY Oswego Physics Dept., D. SCHOFIELD, SUNY Oswego CS Dept. — Advancements in technology have opened doorways to build new teaching and learning methods. Through conjunctive use of these technologies and methods, a classroom can be enriched to stimulate and improve student learning. The purpose of our research is to ascertain whether or not multi-touch technology enhances students' abilities to better comprehend and retain the knowledge taught in physics. At their basis, students learn via visual, aural, reading/writing, and kinesthetic styles. Labs provide for all but the aural style, while lectures lack kinesthetic learning. Pedagogical research indicates that kinesthetic learning is a fundamental, powerful, and ubiquitous learning style [1]. By using multi-touch technology in lecture, not only can we accommodate kinesthetic learners, but we can also enrich the experiences of visual learners. Ushering to this wider array of students will hopefully lead to an increase in meaningful learning.

[1] Wieman, C.E, Perkins, K.K., Adams, W.K., -Oersted Medal Lecture 2007: "Interactive Simulations for teaching physics: What works, what doesn't and why," American Journal of Physics. 76 393-99.

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