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The IPAD as a Pedagogical Tool in an Algebra-Based Introductory Physics Class[1] ANGELA GARRIOTT, LEAH BUSH, ROBERTO RAMOS, Indiana Wesleyan University — We report our experience in using the IPAD as a pedagogical tool for enhancing physics learning in an introductory algebra-based physics laboratory course for primarily pre-med students. We used several applications including (1) video analysis for experiments in accelerated motion (2) virtual oscilloscope for studying wave motion and circuit response to low frequency driving voltages; (3) applications for visualization of electric fields and magnetic fields. We compare student responses to this platform versus more traditional experiments. Using student surveys and polls. We also evaluate the IPAD as a new and familiar interface versus traditional interfaces like the standard oscilloscope. We report on the advantages and disadvantages of using this mobile, popular platform in delivering experimental physics content and promoting student engagement.

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