

Abstract Submitted
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Re-Envisioning the Introductory Physics Sequence at Georgia Gwinnett College (GGC) SCOTT J. THOMPSON, KENNETH B. SALES, Georgia Gwinnett College — GGC is a new, 4-year, open-access institution located in the northeast of Atlanta. As an open access college, many of the students who take the introductory physics sequence do not have a strong mathematical background. A large percentage of the students have significant work or family obligations in addition to being full-time students. To better serve these students, the first semester of the trig-based introductory physics sequence was modified in a manner that focuses and structures the material to be completed by the students both outside and inside of class such that the time spent outside of class can be reduced. Specifically, focused notes were provided to the students with an online assignment prior to class in place of reading from a textbook. Class time was then focused on a deeper understanding of the concepts to be covered instead of an initial (or secondary) introduction to the material. Data was collected for specific exam questions and compared with the results from previous classes taught by the same instructors. An overview of the results and observations of the instructors using this method will be discussed.

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