

Abstract Submitted  
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**In Through the Out Door - Physics in Introductory Labs** GREGORY PUSKAR, West Virginia University — Students typically regard physics laboratory as a necessary evil. One frequently voiced reason for this dissatisfaction is a perceived lack of relevance. In spite of this, the same experiments with the same methods of presentation persist, hiding the utility of many interesting and broadly useful concepts from most students. Students in the early stages of their academic careers have had little or no exposure to ideas and concepts in their major. How can they be expected to see the utility of the physics they are learning? Direction is needed to help them relate physics to their world. A selection of changes to standard physics laboratories that aim to improve student attitudes and engage them more deeply will be presented.

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