Abstract Submitted
for the MAS15 Meeting of
The American Physical Society

Self-Regulation and Performance in Introductory Physics JOHN STEWART, West Virginia University — This poster examines the degree to which students regulate their study activities and time-on-task in calculus-based introductory physics. Ten years of class performance data from a large Midwestern university is combined with self-reported time-on-task and study behavior data collected using a survey instrument. The degree to which student behavior evolves within the semester due to the stimuli of either low or high test grades is presented. The changes in student time use and behavior patterns are also investigated longitudinally as the course studied underwent revision. Students regulate their reported study time for exams as a result of varying exam grades but there is little evidence of regulation of the time investigates in other behaviors such as working homework.

John Stewart
West Virginia University

Date submitted: 21 Sep 2015 Electronic form version 1.4