

Abstract Submitted
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Learning Assistants in Introductory Physics: Replication at WVU 2011-2015¹ PAUL MILLER, RACHEL HENDERSON, West Virginia University — From the fall of 2011 to the spring of 2015, the West Virginia University Learning Assistants (LA) program added undergraduate learning assistants to our introductory calculus-based physics sequence. Our program was implemented after attending the LA Workshop at the University of Colorado and funded through a grant that did not require a novel approach. From the perspective of hindsight, we report successes, challenges, and lessons from this experience. We present content learning gains (from the FMCE and CSEM) and attitudes (from the CLASS) data. We show that the program has improved learning gains overall and in some targeted categories, such as first-generation students. Finally, we document and explore differences in course readiness between fall and spring enrollees that were revealed through program assessment.

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