Abstract Submitted for the NEF09 Meeting of The American Physical Society

Strategies for Teaching Physics to Undergraduate Biologists DAWN MEREDITH, JESSICA BOLKER, CHRISTOPHER SHUBERT, University of New Hampshire, JAMES VESENKA, University of New England, GETRUD KRAUT, Southern Virginia University — Most undergraduate students in the life sciences are required to take physics; few understand why, or realize much benefit. We are transforming a traditional one -year algebra-based college physics course populated primarily by such students, by integrating biological examples that both exemplify and motivate the physics. We describe several strategies: emphasizing topics of particular importance to biologists; including examples of physics-rich biological research; developing homework and exam problems built around biological phenomena; and designing concept questions that encourage students to think about biological in a physical frame.

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Date submitted: 07 Oct 2009

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