

Abstract Submitted
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Teaching Fluids to Life Science Students¹ DAWN MEREDITH,
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INE MISAICO, ELIZABETH WHITMORE, University of New England — There
is consensus nationwide that typical current introductory physics course for life sci-
ence students (IPLS) is not meeting their needs. We have been rethinking the IPLS
for several years, and our focus in the past few years has been on developing cur-
ricula for static and moving fluids, a challenging yet essential topic for biologist.
Our approach has been to couple a molecular point of view with forces perspective
to provide students the tools to reason mechanistically about fluids. We will share
our curricular materials and our data which give evidence that this approach does
improve student understanding.

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