

Abstract Submitted
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Implementing ILDs and Assessment in Small-enrollment, Calculus-based Physics Classes – Lessons, Observations and Open Questions DEBORAH MASON-MCCAFFREY, Salem State University — At Salem State, we offer a Physics minor, but most of our teaching load is support courses for other science majors and a lab sequence which satisfies the University's core education requirement. In three years of using assessments and ILDs in small-enrollment calculus-based Physics classes, there has been a significant implementation learning curve, there are encouraging results, a few cautions, and still some open questions to report. ILDs can be highly effective teaching tools. They do require significant advance preparation as well as a safe environment for student participation. Motivating students to do their best on assessment pre- and post-tests can also be difficult. Strategies for motivating assessment performance, experiments using clickers to encourage participation in ILDs, and modifying and developing home-grown ILDs are discussed.

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