

Abstract Submitted
for the NES14 Meeting of
The American Physical Society

Introducing the “RPPTM” Model of Teaching Physics to Health Science Majors DIPTI SHARMA, KIMBERLY FARAH, Lasell College, Newton, MA — Teaching Physics to Health Science (HS) Majors is a challenging task. It is may be difficult to find a connection between traditional laboratory investigations and physical concepts with Physics non-major students within a one or two semester physics course. To engage HS students in General Physics, we introduce a teaching model “**RPPTM**” (**R**eal life **P**roject based **P**hysics **T**eaching related to **M**ajors) to teach Physical concepts in a fun-filled way of learning related to their major programs. Within this model, we include a research based project as part of the laboratory course, engaging students to observe actual physical actions/reactions and then apply physics principles. Students conduct a short literature review, define variables, develop a methodology prior to beginning their experimental work, perform experiments using real time data loggers and digital video analysis, develop conclusions and finish with a semester end presentation. Some of the real life projects are as follows: forces exerted by athletic shoes during plyometric jumping exercise, the effect of jump height on a horse’s legs during cross-country eventing, and concussive forces resulting from the impact of a lacrosse ball on helmet all represent basic laws of physics.

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Date submitted: 10 Mar 2014

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