

Abstract Submitted  
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**Barriers to Learning? Gender, Beliefs, and Reasoning in Physics Education** LONDON JENKS, BRIAN PYPER, BYU-Idaho Dept. of Physics — Gender plays a unique role in science education affecting choice of subjects studied, perceived ability to succeed, and overall success. This is especially true in Physics. Current and ongoing research conducted through the BYU-I RISE (Research in Science Education) group involves student responses taken from four introductory courses on campus with students from various backgrounds, majors and experience. Preliminary results regarding gender from this research may have implications for classroom practice in physics and science education.

APS Abstract

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