Examining gender differences on FCI performance in algebra and calculus based physics courses KIMBERLEY KREUTZER, ANDREW BOUDREAUX, Western Washington University — The Force Concept Inventory (FCI) has been widely used to assess student understanding of Newtonian principles. Studies have shown a marked difference in the performance of men and women on both pre- and post-tests [1,2] and also indicate that experiential based instruction may lead to a reduction in this gender gap [1,3]. This poster presents FCI data collected at Western Washington University. Initial analysis of gender differences are consistent with those reported nationally. We also discuss factors that may contribute to the differences in performance and propose instructional strategies that are designed to address the gender gap.


Andrew Boudreaux
Western Washington University

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