

Abstract Submitted
for the NWS11 Meeting of
The American Physical Society

Item Response Theory in the context of Improving Student Reasoning CHASE GODDARD, JEREMY DAVIS, BRIAN PYPYER, BYU-Idaho — We are interested to see if Item Response Theory can help to better inform the development of reasoning ability in introductory physics. A first pass through our latest batch of data from the Heat and Temperature Conceptual Evaluation, the Lawson Classroom Test of Scientific Reasoning, and the Epistemological Beliefs About Physics Survey may help in this effort.

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Date submitted: 16 Sep 2011

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