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**Comparing teacher attitudes and student perceptions of various physics laboratory classes at Ohio State University using a Q-type assessment instrument** GORDON AUBRECHT, Ohio State University at Marion, DEDRA DEMAREE, YUHFEN LIN, Ohio State University — A modified version of the Laboratory Program Variables Inventory (LPVI),[1] a Q-type instrument originally developed to assess chemistry laboratories, has been used at Ohio State University to study the correlation between instructor expectations and student descriptions in out physics by inquiry classes and in the various types of introductory university physics (engineering physics) classes. Our study of the correlation among different classes shows that Q-type assessment is an effective tool for describing course type. Here we examine correlations between instructor expectations and student perceptions among different sections of the same course, as well as differences in student perceptions among the sections taught by the same instructor. This Q-type assessment tool may be used to diagnose problems in curriculum development and instructor education. [1] M. R. Abraham, “A descriptive instrument for use in investigating science laboratories,” Journal of Research in Science Teaching 19, 155-165 (1982).

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