

Abstract Submitted  
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**Implementation and results of the Learning Assistant (LA) program at West Virginia University** PAUL MILLER, RACHEL HENDERSON, JOHN STEWART, West Virginia University — Beginning after a baseline semester in the spring of 2011 and continuing to the end of spring 2015 semester, we implemented a Learning Assistants (LA) program in the calculus-based physics sequence at West Virginia University (WVU). We trained LAs to present the *Tutorials in Introductory Physics* in the laboratory setting. We found an overall increase in conceptual learning gains over baseline in both courses with larger gains in the mechanics course. Linear regression is used to explore multiple factors influencing conceptual learning including student ability (measured by ACT/SAT scores), gender, and ethnicity. Our learning gains were significantly different in the spring and fall semesters. Some of this difference can be explained by variation in student ability. Gender was a statistically significant predictor of learning gains, with male students having higher gains. Overall, we report our successes, the challenges that we faced, and the path forward at WVU.

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