Adapting the Next Generation Physical Science and Everyday Thinking Curriculum for a Lecture-Laboratory Format\textsuperscript{1} PAUL MILLER, JOHN STEWART, West Virginia University — The Next Generation Physical Science and Everyday Thinking (NextGen PET) grew from Physics and Everyday Thinking (PET) and has been shown to significantly impact both future teacher content knowledge and understanding of how students learn science. It has been taught at two-year and four-year institutions, adapted for science methods courses in schools of education, and offered as a workshop for practicing elementary teachers. Yet it does not fit the common lab/lecture format that fulfills general education requirements at most colleges. We have developed an implementation of existing materials to support the lecture/lab model and added the one science practice which is currently unsupported: planning and carrying out investigations. In this poster, we report on our experiences with a hybrid implementation of NextGen PET.

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