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Assessing the Effectiveness of Studio Physics in Introductory-Level Courses at Georgia State University BRIANNA UPTON, JOHN EVANS, CHERILYNN MORROW, BRIAN THOMS, Georgia State University — Previous studies have shown that many students have misconceptions about basic concepts in physics. Moreover, it has been concluded that one of the challenges lies in the teaching methodology. To address this, Georgia State University has begun teaching studio algebra-based physics. Although many institutions have implemented studio physics, most have done so in calculus-based sequences. The effectiveness of the studio approach in an algebra-based introductory physics course needs further investigation. A 3-semester study assessing the effectiveness of studio physics in an algebra-based physics sequence has been performed. This study compares the results of student pre- and post-tests using the Force Concept Inventory. Using the results from this assessment tool, we will discuss the effectiveness of the studio approach to teaching physics at GSU.

Brian Thoms
Georgia State University

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