

Abstract Submitted
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The Effect of Problem Format on Students' Answers¹ BETH THACKER, MARK ELLERMANN, KEITH WEST, Texas Tech University — The same problem written in multiple formats was administered as a quiz in the large introductory physics sections in both the algebra-based and calculus-based classes. The formats included multiple choice only, multiple choice and explain your reasoning, explain your reasoning only, ranking and explaining your reasoning, and a few others. We present the data.

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