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Promoting Better Conclusions in Introductory Physics Laboratories DOUGLAS YOUNG, University of Texas of the Permian Basin — Students writing lab reports for introductory physics labs often have difficulty drawing valid conclusions based on their experimental data. The terms accuracy and precision are also typically used incorrectly (i.e. interchangeably) by student in their conclusions. This presentation will describe various methods employed to improve the conclusions students draw from their experimental data. Particular attention will be focused on methods for helping students correctly use the terms precision and accuracy in conclusion statements. Attention will also be given to methods used to help students understand the role of experimental uncertainty in drawing conclusions from their data.

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