

Abstract Submitted  
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**Making Guided Labs More Student Centered** TIMOTHY COFFEY,  
University of Texas, Austin — Physics education research implies that students learn better through student centered inquiry, or self-discovery. We discuss steps to modify an existing guided lab to make it more student centered. Examples from our physical science non-sequence service course will be presented. For this course explicit content goals are abandoned in favor of improving students' ability to think scientifically. The pros and cons of this approach will also be touched upon.

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