

Abstract Submitted
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Using peer review process for teaching introductory physics laboratory TIKHON BYKOV, McMurry University — In recent years various peer instruction methods have been widely used and proven to be successful for teaching of introductory physics courses. Most of these methods refer to student interactions in small peer groups during lectures and/or discussion sessions. At the same time peer review process has been a standard part of any scientific enterprise and/or scientific publication process for more than a century. We have incorporated a method very similar to professional peer review into teaching of introductory physics laboratory. In this process students are asked to review anonymous copies of each other's lab reports and determine whether or not these reports are suitable for publication in a scientific journal. This technique has become an essential part of the Modular Curriculum Approach (MCA) teaching model designed and adopted at McMurry University. MCA has demonstrated significant gains in student learning.

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