

Abstract Submitted
for the TSS12 Meeting of
The American Physical Society

Physics Learning Styles in Higher Education REBECCA LOOS, JAMES WARD, None — Students in Physics learn in a variety of ways depending on backgrounds and interests. This study proposes to evaluate how students in Physics learn using Howard Gardner's Theory of Multiple Intelligences. Physics utilizes numbers, conceptualization of models, observations and visualization skills, and the ability to understand and reflect on specific information. The main objective is to evaluate how Physics students learn specifically using spatial, visual and sequential approaches. This will be assessed by conducting a learning style survey provided by North Carolina State University (NCSU). The survey is completed online by the student after which the results are sent to NCSU. Students will print out the completed survey analysis for further evaluation. The NCSU results categorize students within five of ten learning styles. After the evaluation of Howard Gardner's Theory of Multiple Intelligences and the NCSU definitions of the ten learning styles, the NCSU sensing and visual learning styles will be defined as the Gardner's spatial, visual learning styles. NCSU's sequential learning style will be looked at separately. With the survey results, it can be determined if Physics students fall within the hypothesized learning styles.

Rebecca Loos
None

Date submitted: 02 Mar 2012

Electronic form version 1.4