

Abstract Submitted  
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**Teaching Graduate Electrodynamics Interactively: A Report from the Trenches.** DAVID DONNELLY, Texas State University — I had the opportunity to teach graduate electrodynamics in the fall 2016 semester. Because I have converted all of my instruction to methods using interactive engagement, I was forced to look for ways to introduce interactive engagement into what is arguably the most challenging course in the standard graduate curriculum. I will report on the types of activities I had the students engage in during class, as well as a new approach to assessment.

David Donnelly  
Texas State University

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