

Abstract Submitted  
for the APR17 Meeting of  
The American Physical Society

**Professional development workshops for physics education research**<sup>1</sup> ELEANOR C SAYRE, Kansas State Univ, SCOTT V FRANKLIN, Rochester Institute of Technology, MARY BRIDGET KUSTUSCH, DePaul University — Physics education research holds the promise of satisfying expectations of both scholarship, which is increasing at teaching-centric institutions, and teaching effectiveness, a concern at all institutions. Additionally, junior physics education researchers seek more diverse training in research methods and theories. Emerging education researchers need support as they develop their research programs and expand their theoretical and methodological expertise, and they benefit from the guidance of knowledgeable peers and near-peers. Our two-part professional development model combines intensive in-person workshops with long-term remote activities. During a two-week in-person workshop, emerging and established education researchers work closely together to develop research questions, learn appropriate analytic techniques, and collect a corpus of data appropriate to their research questions. Afterwards, they meet biweekly in a distributed, mentored research group to share analyses and develop their ideas into publishable papers. In this talk, we discuss this model for professional development and show results from one three-year implementation in the IMPRESS program at the Rochester Institute of Technology.

<sup>1</sup>Partially funded by the PERTG of the AAPT

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Date submitted: 28 Sep 2016

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