

Abstract Submitted
for the FWS17 Meeting of
The American Physical Society

Teaching Experiences with a Large Class of Non-major Physics Students MAHENDRA THAPA, California State University Chico — In a classroom in California State University Chico (CSU CHICO), designed well for the flipped mode of teaching, approximately 95-100 non- physics majors were taught General Physics I during fall 2016 & spring 2017. A number of students had not taken physics or math in high school. A balanced use of videos (obtained from textbook, experienced physics instructors, YouTube) were assigned for home use, and group discussions and lectures were used for the active learning environment in the class. In addition, several extra problem solving sessions were conducted. Students' performance was tested through three closed book exams, a final exam and quizzes. Mistakes seen in these tests and responses on extra homework will be presented. Student feedback on (i) homework (ii) tests (iii) teaching approaches (iv) textbook (v) use of electronics in the class and lab (vi) active participation during class (vii) grading schemes (viii) attendance policy and other burning issues like use of instructor's office hours will be shown. Shortcomings, identified through discussions with other faculty and active physics education researchers, will be presented as they will be addressed in future flipped classroom teaching.

Mahendra Thapa
Cal State Univ-Chico

Date submitted: 30 Sep 2017

Electronic form version 1.4