

Abstract Submitted  
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**Improving Performance through Motivation: Teaching Biology Pre-Med Students Physics** ELENA GREGG, Oral Roberts University — Several major factors which affect students' learning are assessed (curricula, different teaching approaches, assessment methods, engagement, and motivation). Direct connection between motivation, attitudes, self-confidence and achievement was established. It was demonstrated that improvement of motivation and self-confidence among students (particularly females, minorities and low achievers) is essential. Effectiveness of different instructional methods and motivational approaches was analyzed and evaluated in algebra-based Physics course for Biology pre-med undergraduate students.

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