

Abstract Submitted  
for the NWS11 Meeting of  
The American Physical Society

**Conceptual understanding, reasoning and attitudes in intro physics – the continuing saga** KIANA EDDINGTON, BRIAN PYPYER, BYU-Idaho — Previous evidence that student reasoning ability and conceptual understanding were correlated led us to look for better ways to support the development of student reasoning in introductory physics. Additional data now seems to show that activities designed to promote not just interactivity but reasoning also help with conceptual understanding.

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Date submitted: 16 Sep 2011

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