

Abstract Submitted
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Student Strategies for Improving Course Grades: What Do They Do?¹ JENNIFER BLUE, BRIAN KIRKMEYER, AMY SUMMERVILLE, Miami University — We have a multi-year NSF grant to study the behavior and achievement of engineering students in their difficult introductory classes, and to improve behavior and achievement. As part of this work, we surveyed students in our introductory calculus-based physics class for two years, asking them (among other things) whether they had engaged in a series of possibly helpful behaviors, ranging from attending class to doing their homework to attending office hours. In this talk we will present results from these surveys, as well as note how well they are correlated with student grades.

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