Learning Physical Science

Indicates a research-demonstrated benefit

Overview

A guided-inquiry, conceptual physical science course intended for teaching in a lecture-style environment, e.g. classes with large enrollment.

Type of Method	Full curriculum
Level	**Designed for:** Teacher Prep Course , Intro College Conceptual
Setting	**Designed for:** Lecture - Large (30+ students) **Can be adapted for:** Lecture - Small (<30 students)
Coverage	Many topics with less depth
Topics	Mechanics, Electricity / Magnetism, Thermal / Statistical
Instructor Effort	Low
Resource Needs	Clickers / polling method, Projector, Computers for students, Cost for students
Skills	**Designed for:** Conceptual understanding **Can be adapted for:** Making real-world connections
Research Validation	**Based on research into:** theories of how students learn , student ideas about specific topics **Demonstrated to improve:** conceptual understanding , beliefs and attitudes
Compatible Methods	PhET, JiTT, Physlets, SCALE-UP, OSP, LA Program, CPU, Clickers
Similar Methods	PET, PSET
Developer(s)	Fred Goldberg, Stephen Robinson, Edward Price, Rebecca Kruse, Danielle Boyd Harlow and Michael McKean
Website	http://cpucips.sdsu.edu/leps/