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to Undergraduate Science Introductory Physics Introductory Physics *Lillian C McDermott Robert B. Leighton Robert Benjamin Leighton Lillian C MacDermott Mashuri L. Warren Lillian C. McDermott Mark J. Lattery University of Washington. Physics Education Group Michael Victor Detheridge Michael Antosh Robert B. Leighton Jesse David Wall Jerold Touger Charles H. Holbrow Jesse David Wall National Science Foundation (U.S.). Office of Experimental Projects and Programs Sunil Labroo John Mays*

deep learning in introductory physics explores how students learn physics in a model centered classroom it addresses the coherence vs fragmentation debate and suggests that deep science learning is regressive and revolutionary

key features organizes a difficult subject into short and clearly written sections can be used alongside any introductory physics textbook presents clear examples for every problem type discussed in the textbook

introductory physics goes beyond a typical introductory text by assuming a basic understanding among readers and engaging them in dialogue about their own prior conceptions and strategies

thisbookgrewoutof anongoing effort to modernize colgate university s three term introductory calculus level physics course the book is for the first term of this course and is intended to help first year college students make a good transition from high school physics to university physics the book concentrates on the physics that explains why we believe that atoms exist and have the properties we ascribe to them this story line which motivates much of our professional research has helped us limit the material presented to a more humane and more realistic amount than is presented in many beginning university physics courses the theme of atoms also supports the presentation of more non newtonian topics and ideas than is customary in the first term

of calculus level physics we think it is important and desirable to introduce students sooner than usual to some of the major ideas that shape contemporary physicists views of the nature and behavior of matter here in the second decade of the twenty first century such a goal seems particularly appropriate the quantum nature of atoms and light and the mysteries associated with quantum behavior clearly interest our students by adding andphasizing more modern content we seek not only to present some of the physics that engages contemporary physicists but also to attract students to take more physics only a few of our beginning physics students come to us sharply focused on physics or astronomy nearly all of them h ever have taken physics in high school and found it interesting

introductory physics is the ideal text for a non vector based physics course full of rich intelligent graphics lucid prose and well integrated discussions of the history of science mathematics and the role of faith in scientific investigation this book is the first of its kind this book was designed for grade level freshmen but it is also suitable for physics in the sophomore or junior year in fact optional chapters are added for the benefit of schools where physics occurs in 10th or 11th grade and students can move more quickly through the material mathematical problems are rigorous and challenging but only assume that students are taking algebra i concurrently the text is not suitable for an upper level vector trig physics course but nsm plans to publish a vector based text to be ready for fall 2015 one implementation strategy for schools is to use introductory physics for the grade level science course while steering honors level students into an accelerated student track using our book accelerated studies in physics and chemistry with accelerated science placement tied to accelerated placement in mathematics alternatively the book may serve as the science text for all students in either eighth or ninth grade depending on the preparation of the students in the school as an aside the physics first approach of placing physics in the 9th grade is a programing strategy that novare science and math recommends because of the preparatory benefits

that physics has for the other sciences energy work heat transfer the atomic model for example are concepts that the student will already have learned when a she or he enters chemistry or biology such a program lends itself especially well to a mastery based science curriculum as concepts learned earlier are rehearsed and reinforced in the later courses as with all nsm texts introductory physics is written from the perspective of the historic christian faith each chapter exercise and calculation problem is carefully designed to effect real science learning and assimilation resource materials support a mastery oriented pedagogy the history of science is placed front and center not in a sidebar when it can be ignored student instructions for five complete laboratory experiments are included in the appendix

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