PERC 2023 Presentations

Community Connection Abstracts

Coble, Kim, Intro Astronomy Connections
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Lindell, Rebecca, Disabled Physicists Meetup
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Morphew, Jason, Making Connections in Cross-Discipline Based Education Research (XDBER)
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Urquhart, Mary, Connecting PER to K–12
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Contributed Poster Presentation Abstracts

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Allen, Josephine R., Understanding students’ struggles with collaboration through their views of knowing
Allen, Winter Rose, Using natural language processing to predict correctness of students’ problem-solving strategy essays
Arnell, Jared, Air particles in a lattice: Considerations for sound wave simulations in physics education
Aryal, Bijaya, Exploring Students’ Learning Expectations in a Two-phased Instructional Model
Ayouz, Mehdi Adrien, Teaching quantum mechanics in an experiential learning and actively engaging environment
Bagdovitz, Peter, Modeling confusion in collaborative learning
Bano, Roshni, “Science happens between people”: teachers’ perspectives in a physics RET program
Barth-Cohen, Lauren, Acquisition of qualitative video data: methods and reflections in PER
Bauman, Lauren, Shifts in students’ responses to conceptual questions after a new physics conceptual worksheet: Preliminary findings
Borish, Victoria, Student perspectives about seeing quantum effects in experiments
Bralin, Amir, Analysis of student essays in an introductory physics course using natural language processing
Bridges, Bill, Investigating the Assessment Landscape of Physics Graduate Programs
Brundage, Mary Jane, Investigating context dependence of introductory and advanced student responses to introductory thermodynamics conceptual problems
Buncher, John B., Effects of Anchor Item Choices on Bias on the Force Concept Inventory across the intersection of gender and race
Burkholder, Eric, Defiance in the face of adversity: a qualitative study of women's attrition from and persistence in physics
Burns, Andrew, Emergent Explicit Regulation in Collaborative College Science Classrooms: A Case Study with ASL
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Cantlin, Kevin, Exploring the impact of low-stakes assessment in introductory physics
Cao, Ying, Pre-service Teachers’ Understandings of Scientific Inquiry
Chatta Subramaniam, Ravishankar, Characterizing the 'design-science gap' in an engineering design-based laboratory unit in an introductory physics course for future engineers
Chaudhury, S. Raj, *Actors, Scripts and Orchestration: a framework for understanding Team Based Inquiry Learning*

Corpuz, Edgar, *Physics students’ perceptions of team-based learning*

Dalka, Robert P., *Considering the Departmental Action Leadership Institute as a Community of Transformation: What’s highlighted and what’s missed?*

Dana, L., *More than technical support: Professional contexts of physics instructional labs*

Dancy, Melissa, *Physics instructors have limited ability to recognize or address bias in student-student interactions*

Doty, Constance, *Using clusters of models of disabilities to describe support for mentees with disabilities*

Drury, Byron, *Building a mentorship community of practice*

Emigh, Paul J., *Student belonging in STEM courses that use group work*

Engblom, Samuel W., *Learning assistants’ teaching strategies for promoting scientific inquiry among undergraduate students in a physics laboratory setting*

Erukhimova, Tatiana, *Broadening Student Learning through Informal Physics Programs*

Franklin, Maxwell, *Correlating Attitudes with Persistence in Undergraduate Women*

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