

Preface

The theme of the 2024 Physics Education Research Conference (PERC) was “*Bridging the Institutional Gap: PER at Primarily Undergraduate Four Year Institution, Two-Year College, and K-12 Levels*”. This theme invited attendees to explore the difficulties that can arise when teachers at non-doctoral-granting institutions or K-12 schools attempt to adopt the recommendations of physics education research conducted at doctoral universities. The organizing team, Andrew J. Mason, Carina Rebello and Tianlong Zu, explicitly set out to address these difficulties constructively. The organizers designed a conference that featured ways to bridge this gap. The committee was supported in their efforts by leadership from both the American Association of Physics Teachers (AAPT) and the PER Leadership and Organization Council (PERLOC).

The plenary sessions featured examples of efforts to implement or adapt PER at non-doctoral institutions and K-12 schools, including collaborations between doctoral and non-doctoral institutions or K-12 schools. The plenary speakers were (in order of presentation): Thomas J. Noviello; Abigail Daane, Anthony Escudro and Sherry Savrda; Catherine H. Crouch and Benjamin D. Geller; and Jennifer Docktor.

The conference theme was also explored in several Community Connections sessions, Parallel Sessions, and contributed poster presentations. In addition to the sessions and presentations focused on the conference theme, the remainder of the sessions and presentations represent the breadth of current research within PER. The papers published in this Proceedings therefore represent an annual snapshot of the field.

The 2024 PERC Proceedings process would not be possible without the ongoing support of Lyle Barbato, who works closely with the editors each year. The sponsorship of AAPT and open-access publishing through ComPADRE have allowed the PERC Proceedings to continue to evolve and improve.

Francette Fey provided much-needed administrative support to the editors. Her assistance was critical to ensuring that the peer review process went smoothly and stayed on schedule.

The peer review process for the PERC Proceedings cannot function without the efforts of those community members who volunteer their time and expertise each year. The editors gratefully acknowledge all of those who participated in the review process:

Mohamed Abdelhafez, Adrian Adams, Emily Alicea-Munoz, Winter Allen, Jared Arnell, Roshni Bano, Lauren Barth-Cohen, Ramon Barthelemy, Lauren Bauman, Scott Bonham, Andrew Boudreaux, Brett Boyle, Amir Bralin, Bill Bridges, Mary Brundage, Eric Burkholder, Ryen

Burris, Garrick Burron, Alexis Buzzell, Ying Cao, Larissa Carter, Cai Cash, Ravishankar Chatta Subramaniam, Zhongzhou Chen, Jacquelyn Chini, Geraldine Cochran, Lauren Collins, John Colton, Luke Conlin, Alexander Conte, Joel Corbo, David Craig, Abigail Daane, Robert Dalka, Claudia De Grandi, Ian Descamps, Jacqueline Dippre, Vincent Doan, Jonan Donaldson, Constance Doty, Thanura Ediri, Boyd Edwards, Shams El-Adawy, Andrew Elby, Tatiana Erukhimova, Noah Finkelstein, Scott Franklin, Emily Frederick, Karl Henrik Fredly, Rebeckah Fussell, Gregory Gallagher, Andy Gavrin, Jordan Gerton, Apekshya Ghimire, Bor Gregorcic, Molly Griston, Alia Hamdan, Razan Hamed, Patti Hamerski, David Hammer, George Hassel, Zahra Hazari, Kenneth Heller, Rachel Henderson, Chloe Hennessy, Pachi Her, Paula Heron, Jessica Hoehn, Natasha Holmes, Maria Horak, Mike Hull, Tra Huynh, Borge Irgens, Safana Ismael, Sophia Jeon, Shulamit Kapon, Jaya Shivangani Kashyap, Ebba Koerfer, Kentaro Kojima, Hannah Kramer, Micah Kretchmer, Jesse Kruse, Mila Kryjevskaja, Eric Kuo, Jay Kurima, Aakash Lakshmanan, James Laverty, Vy Le, Anne Leak, Noah Leibnitz, Heather Lewandowski, Yangqiuting Li, Jerome Licini, Qiaoyi Liu, Morten Lundsgaard, Aidan MacDonagh, Maggie Mahmood, Danielle Maldonado, Nathalia Martinez Garcia, Clausell Mathis, Michele McColgan, Sarah McHale, David Meltzer, Rachael Merrit, Jennifer Mesiner, Jason Morphew, David Neilsen, Jayson Nissen, Tor Ole Odden, Daniel Oleynik, Christopher Overton, Daniel Pacheco, Kamyar Pashayi, Maya Patel, Kayleigh Patterson, Ida Friestad Pedersen, Jonathan Perry, Anna Phillips, Keshab Pokharel, Giulia Polverini, Geoff Potvin, Parker Poulos, Brean Prefontaine, Gina Quan, Jennifer Radoff, N. Sanjay Rebello, Tom Reshef Israeli, Amy Robertson, Idaykis Rodriguez, Rebecca Rosenblatt, Minjung Ryu, Erin Saitta, Lisabeth Santana, Lilit Sargsyan, Toni Sauncy, Sean Savage, Erin Scanlon, Carolyn Sealfon, David Seiden, Devyn Shafer, Daniel Sharkey, Katey Shirey, Amogh Sirnoorkar, Mathilda Smith, Trevor Smith, Al Snow, Christian Solorio, John Speirs, Sarah Stella, Tim Stelzer, John Stewart, Meagan Sundstrom, David Syphers, Hamideh Talafian, Beth Thacker, Chandra Turpen, Ben Van Dusen, Gautam Vemuri, Michael Verostek, Tong Wan, Nandana Weliweriya Liyanage, Suzanne White Brahmia, Bethany Wilcox, Julia Willison, Jun-ichiro Yasuda, Nicholas Young, Yiyuan Zhang, Charlotte Zimmerman, and Benjamin Zwickl.

Sincerely,
Qing X. Ryan
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Justyna P. Zwolak