

Teaching Physics with Physlet®-Based Ranking Task Exercises

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In this paper, we describe how we use a pedagogical tool, Physlets®, in combination with a complementary pedagogical method, Ranking Task (RT) exercises, to enhance students' interactive engagement in introductory physics.

RTs (see Fig. 1) are one of more than a dozen Tasks inspired by Physics Education Research (TIPERs) conceived by Curtis Hieggelke, David Maloney, and Thomas O'Kuma.¹ RTs are exercises that require students to compare scenarios with slightly different configurations (such as force applied, mass, or instantaneous velocity) and rank-order another attribute (such as acceleration).²⁻⁵

RTs have a number of pedagogical strengths. Most students, when solving a traditional physics problem, find a formula and simply plug the numbers given into that formula. This approach, which often results in the correct answer, does not require a solid conceptual understanding of the problem. RTs discourage such a plug-and-chug approach because they require students to set up, but not completely solve, a set of similar problems with slightly different configurations. Students must then determine how to efficiently compare different scenarios by ranking different variables and stating whether the rankings of any of these variables are the same. RTs also ask students to give a reason for their rankings. Such reasoning can provide insight into student thinking. In addition, RTs can present students with multiple representations of the same problem by having them rank graphs, vectors, or motion. RTs, then, serve to prepare students for standard textbook problems because "students see that problems

solving has a conceptual basis as they learn that they need a concept first, before doing any calculations."⁶

Physlets, Java applets that simulate physics content, are interactive animations that serve as a foundation for a variety of physics exercises.⁷⁻¹² Physlet-based exercises share many of the same problem-solving attributes as RTs. With the Physlet approach, students are not given much, if any, data; they must determine and measure meaningful quantities for themselves. Students following a standard plug-and-chug approach will find that, without a concept-first approach, they have either no data or too much data (depending on how many measurements were made) to put into an equation. Once students discover that plug-and-chug methods are not effective, they tend to adapt to a more

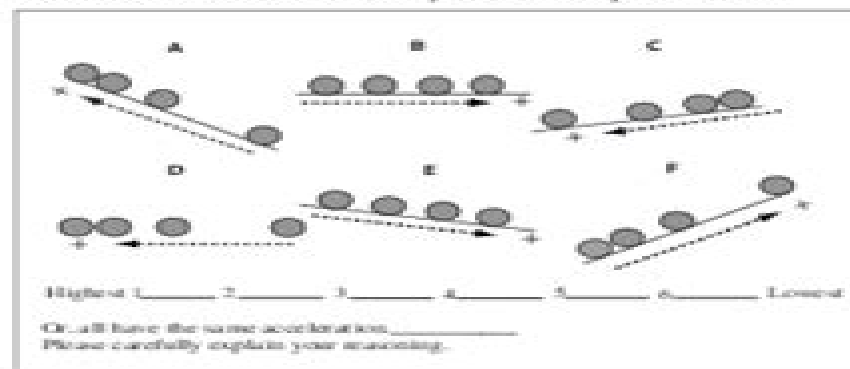


Fig. 1. A Ranking Task on acceleration depicting the motion of six balls using motion diagrams (Ref. 4, Task #5).

Ranking Task Exercises In Physics Answers

**Thomas L. O'Kuma, David P.
Maloney, Curtis J. Hieggelke**



Ranking Task Exercises In Physics Answers:

Ranking Task Exercises in Physics Thomas L. O'Kuma, David P. Maloney, Curtis J. Hieggelke, 2000 Those who have used Ranking Tasks have found that they frequently elicit students natural ideas rather than a memorized response about the behavior of a given physical system In addition asking students to consider the same situations in a variety of ways often helps them begin to correct any misconceptions they may have When students realize that they have given different answers to variations of the same question they begin to think about why they responded as they did in each case This in turn prompts them to consider which responses they believe in more strongly and why The basic structure of a Ranking Task comprise four elements a description of the physical situation including any constraints and the basis for ranking different arrangements a set of figures showing the different arrangements of the situation to be compared a place to record the ranking of each variation a place to explain the reason for each ranking choice A CD ROM in the back of the book provides each Ranking Task in a pdf file for ease of use in printing and copying for non commercial classroom needs [Ranking task exercises in physics \(student edition\)](#). Thomas L. O'Kuma, 2008 *Student Study Guide and Selected Solutions Manual, Volume 2* Bo Lou, 2006-05 **Mathematics Formative Assessment, Volume 2** Page Keeley, Cheryl Rose Tobey, 2016-12-08 Everything you need to promote mathematical thinking and learning Good math teachers have a robust repertoire of strategies to move students learning forward This new volume from award winning author Page Keeley and mathematics expert Cheryl Rose Tobey helps you improve student outcomes with 50 all new formative assessment classroom techniques FACTS that are embedded throughout a cycle of instruction Descriptions of how the FACTs promote learning and inform teaching including illustrative examples support the inextricable link between instruction and learning Useful across disciplines Keeley and Tobey s purposeful assessment techniques help K 12 math teachers Promote conceptual understanding Link techniques to core ideas and practices Modify instruction for diverse learners Seamlessly embed formative assessment throughout the stages of instruction Focus on learning targets and feedback Instead of a one size fits all approach you can build a bridge between your students initial ideas and correct mathematical thinking with this one of a kind resource *Ranking task exercises in physics (student edition)*. Thomas L. O'Kuma, 2008 **Student Study Guide and Solutions Manual** Bo Lou, 2002-08 **Physics for Scientists and Engineers with Modern Physics** Douglas C. Giancoli, 2008 Key Message This book aims to explain physics in a readable and interesting manner that is accessible and clear and to teach readers by anticipating their needs and difficulties without oversimplifying Physics is a description of reality and thus each topic begins with concrete observations and experiences that readers can directly relate to We then move on to the generalizations and more formal treatment of the topic Not only does this make the material more interesting and easier to understand but it is closer to the way physics is actually practiced Key Topics INTRODUCTION MEASUREMENT ESTIMATING DESCRIBING MOTION KINEMATICS IN ONE DIMENSION KINEMATICS IN TWO OR THREE DIMENSIONS VECTORS DYNAMICS

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Announcer American Association of Physics Teachers,2003

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The Use of Qualitative Representations with Ranking Task Exercises in Physics Peter Michael Vreeland,2012 This study examined the use of ranking task exercises in physics as a means to elicit student s quantitative and or qualitative understanding of four different physics concepts Each ranking task exercise in physics asked students to examine several different scenarios that contain a number of quantitative features and then arrange the scenarios in an ordered sequence according to some other quantitative feature In this study students completed four different ranking task exercises as part of their coursework in their high school physics class The responses of students to these ranking task exercises were scored analyzed and categorized according to the extent to which a student s response was primarily quantitative or primarily qualitative in nature The results show that while students relied on a combination of both qualitative and quantitative representations as they completed the exercises

the majority of students used qualitative representations in their solutions to the ranking task exercises in physics While the students qualitative and quantitative representations supported the students rankings of the scenarios in each ranking task exercise the qualitative representations used by the students provided insight into the student s current understanding of the physics concepts being investigated The findings suggest that regardless of the representation used by the student to complete the ranking task exercise students had difficulty in correctly ranking the scenarios in all of the ranking task exercises used in this study While the students used both quantitative and qualitative representations in their solutions to ranking task exercises in physics that contained two quantitative variables the study found that students relied exclusively on qualitative representations in their solutions to the ranking task exercise in physics that contained four quantitative variables

2007 Physics Education Research Conference Leon Hsu,Charles Henderson,Laura McCullough,2007-11-26 This text brings together peer reviewed papers from the 2007 Physics Education Research Conference whose theme was Cognitive Science and Physics Education Research The conference brought together researchers studying a wide variety of topics in physics education including transfer of knowledge learning in physics courses at all levels teacher education and cross disciplinary learning This up to date text will be essential reading for anyone in physics education research **Physics Principles With Applications + Ranking Task Exercises in Physics Student Edition** Thomas L. O'Kuma,David P. Maloney,Curtis J. Hieggelke,2004-08-11 This package contains the following components 013144851X Ranking Task Exercises in Physics Student Edition 0130606200 Physics Principles with Applications *The British National Bibliography* Arthur James Wells,2000 **FEN BİLİMCİLER VE MÜHENDİSLER İÇİN FİZİK(GIANCOLI)** GIANCOLI,2009

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