

OUTCOMES OF ALTERED TEACHING STRATEGY IN FIRST YEAR PHYSICS INSTRUCTION

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Abstract

The first year Physics teaching effort at the University of Newcastle has embraced on-line quizzes from 1998 with moderate success at fostering weekly engagement. Since 2012 we have altered the nature of these quizzes and supplied electronic support material to varying degrees to the student. We note a discernable improvement in topical grades associated with both the material and teaching techniques for the better student but the poorer student does not discernably engage with the platform or approach. The greater number of less prepared students under instruction mask the results of statistically significant improvement in overall outcomes.

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