



Trent University

The audio part of this presentation was recorded for an earlier semester and so it may not make complete sense for our course...

Physics 209

Put on your **speakers or earphones first**

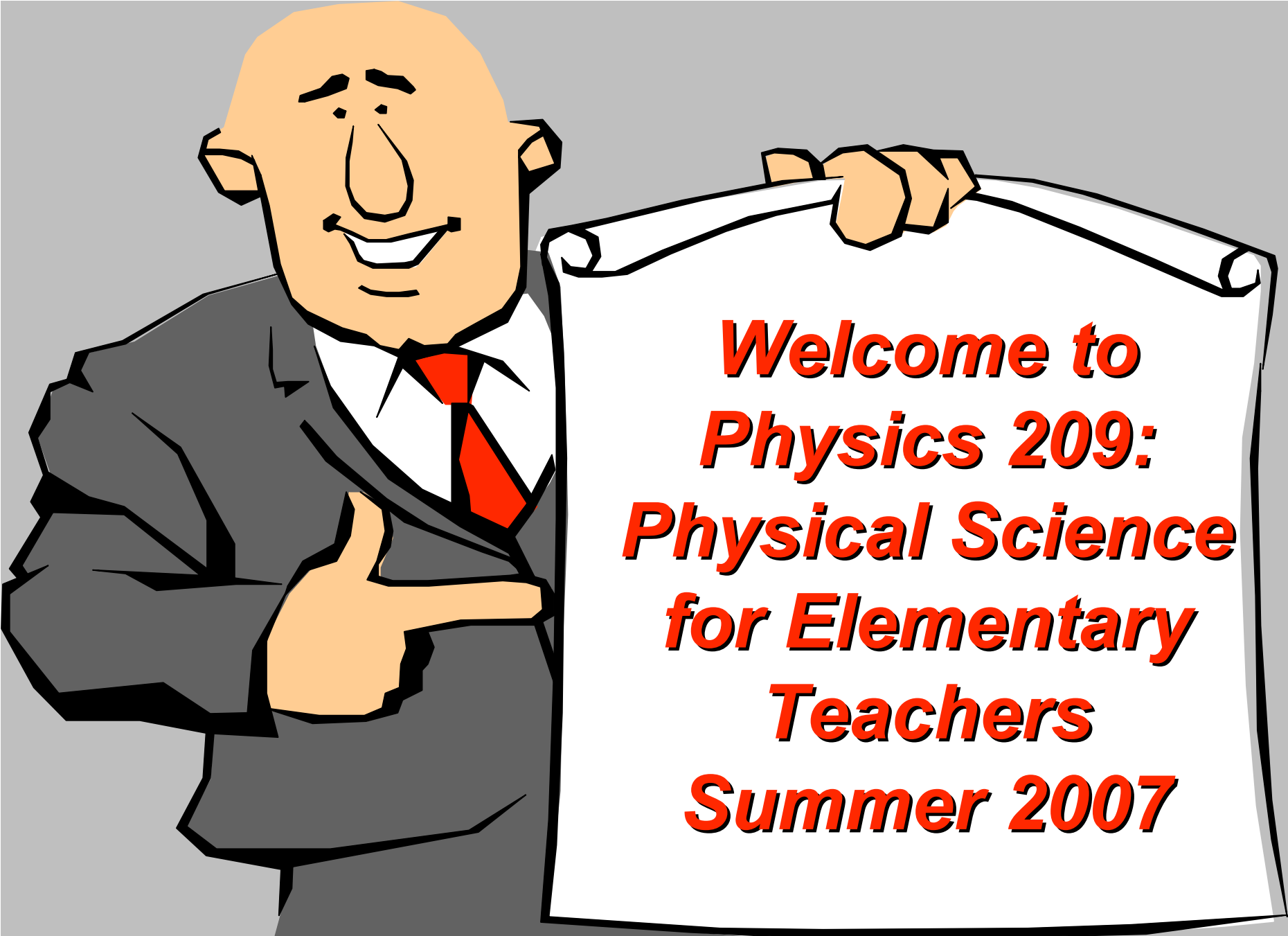
Then, up on the top tool bar of your screen click on:

“**Slide Show**” and then

“**View Show**”.....

Then hit the “**space bar**” once



A cartoon illustration of a bald man with a friendly expression, wearing a grey suit, white shirt, and red tie. He is pointing his right hand towards a large white scroll that he is holding up with his left hand. The scroll contains the following text in a bold, red, italicized font.

***Welcome to
Physics 209:
Physical Science
for Elementary
Teachers
Summer 2007***





Johann Beda

First: let's get to know who I am; that's me

Instructor at Trent since 2003....

- taught at UIUC, McMaster, Trent**
- Research interests in Physics Education**





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Instructor at Trent since 2003....

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Research

- High Energy Theory (Particle Physics)
- Physics Education

Interested in how people learn science...



I'd like you to jot down (on the worksheets) three or four items about you... anything you think might interest others

1) I'm a hello

2)

3)

4)



**Now share your list with your neighbour
for a few minutes. Meet a classmate.**

(Don't worry, you will not have to share with everyone)



We all do it sometimes, don't we?



Again on the worksheets, I'd like you to jot down three or four ideas about your expectations for Physics 209....

1)

2)

3)

4)



Again on the worksheets, I'd like you to jot down three or four ideas about your expectations for Physics 209....

1) 100% "A+"

2)

3)

4)



**Now share your list with your neighbour
for a few minutes.**

Are your expectations the same as theirs?



**Now here are some of my ideas
about my expectations for Physics 209....**

1)

2)

3)

4)



**Now here are some of my ideas
about my expectations for Physics 209....**

1) Safe Classroom

2)

3)

4)



**Now here are some of my ideas
about my expectations for Physics 209....**

1) Safe Classroom

2) Restraint

3)

4)



**Now here are some of my ideas
about my expectations for Physics 209....**

- 1) Safe Classroom**
- 2) Restraint**
- 3) Ontario 1-8 Curriculum**
- 4)**

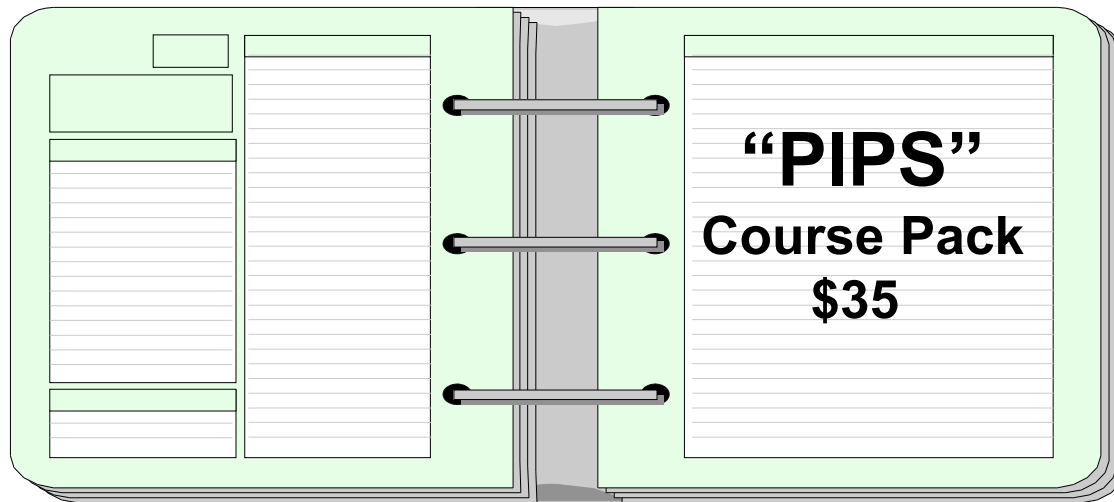


**Now here are some of my ideas
about my expectations for Physics 209....**

- 1) Safe Classroom**
- 2) Restraint**
- 3) Ontario 1-8 Curriculum**
- 4) Have Some Fun Together**



Text / Workbook:
“Powerful Ideas
in
Physical Science”



“PIPS” presents **Case Studies** that will



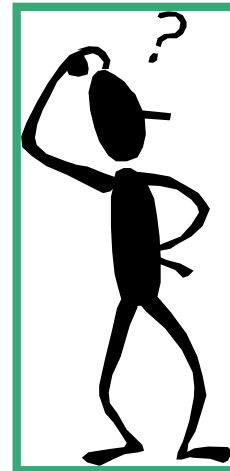
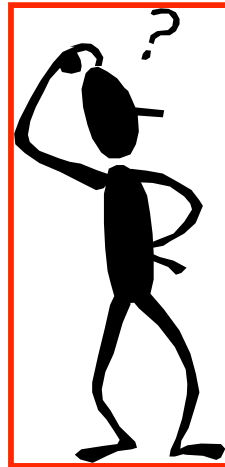
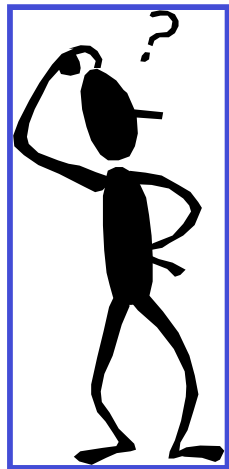
“PIPS” presents **Case Studies** that will

- clarify things you already know



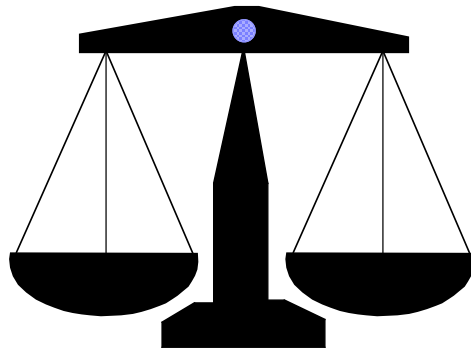
“PIPS” presents **Case Studies** that will

- clarify things you already know
- reveal differences among the class



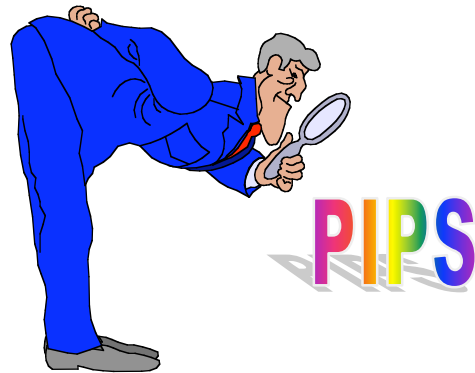
“PIPS” presents **Case Studies** that will

- **clarify things you already know**
- **reveal differences among the class**
- **get you to predict outcomes**



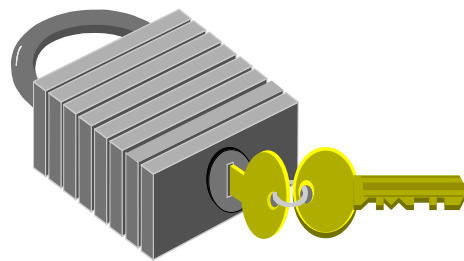
“PIPS” presents Case Studies that will

- **clarify things you already know**
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- **lead you to experiment and discover**



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- **lead you to experiment and discover**
- **document what you have discovered**



“PIPS” presents Case Studies that will

- **clarify things you already know**
- **reveal differences among the class**
- **get you to predict outcomes**
- **lead you to experiment and discover**
- **document what you have discovered**
- **examine scientific learning processes**



“PIPS ...

- a) elicits students' existing notions in writing and in groups.**
- b) presents *disequilibrating experiences* which prompt reexaminations and reevaluations of existing notions.**
- c) engages students in carefully designed collaborative activities.**
- d) leads students to constructing their own new notions and improved conceptual understanding. “**

Source: “PIPS instructor’s guide”



Engaged Learning in.....

- Light & Colour
- Electricity
- Motion
- Pulleys, Levers and Gears



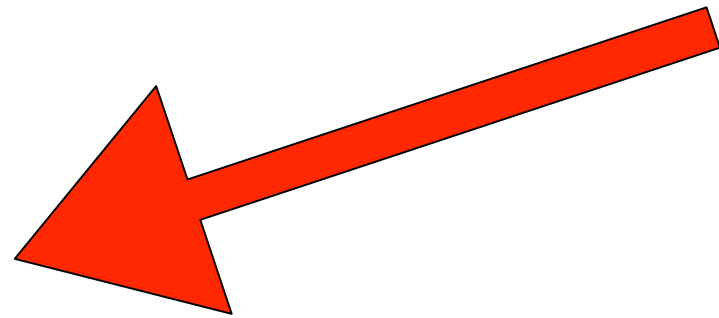
Let's examine an example taken from.....

- Light

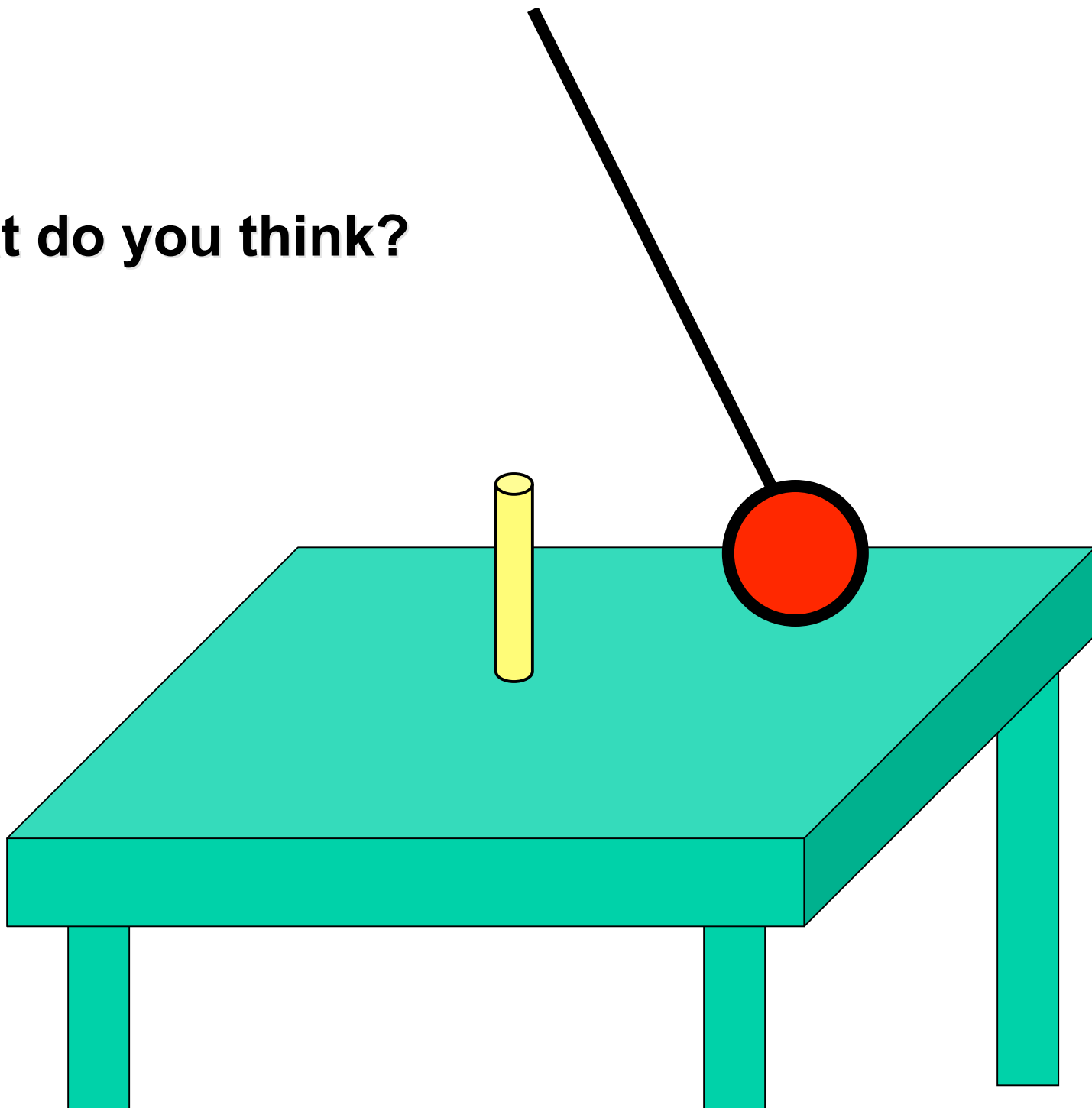
- Electricity

- **Motion**

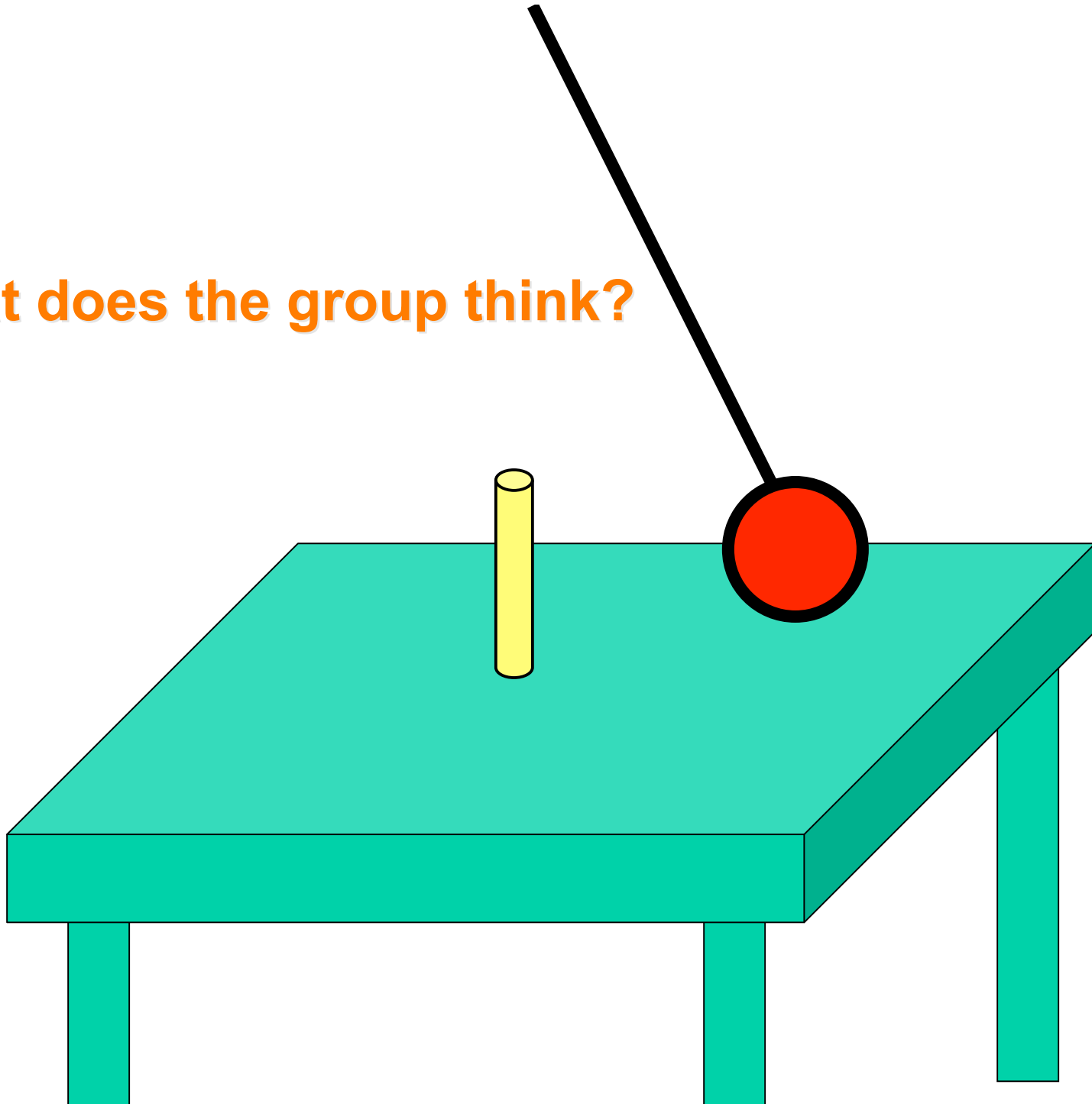
- Pulleys, Levers and Gears



What do you think?



What does the group think?

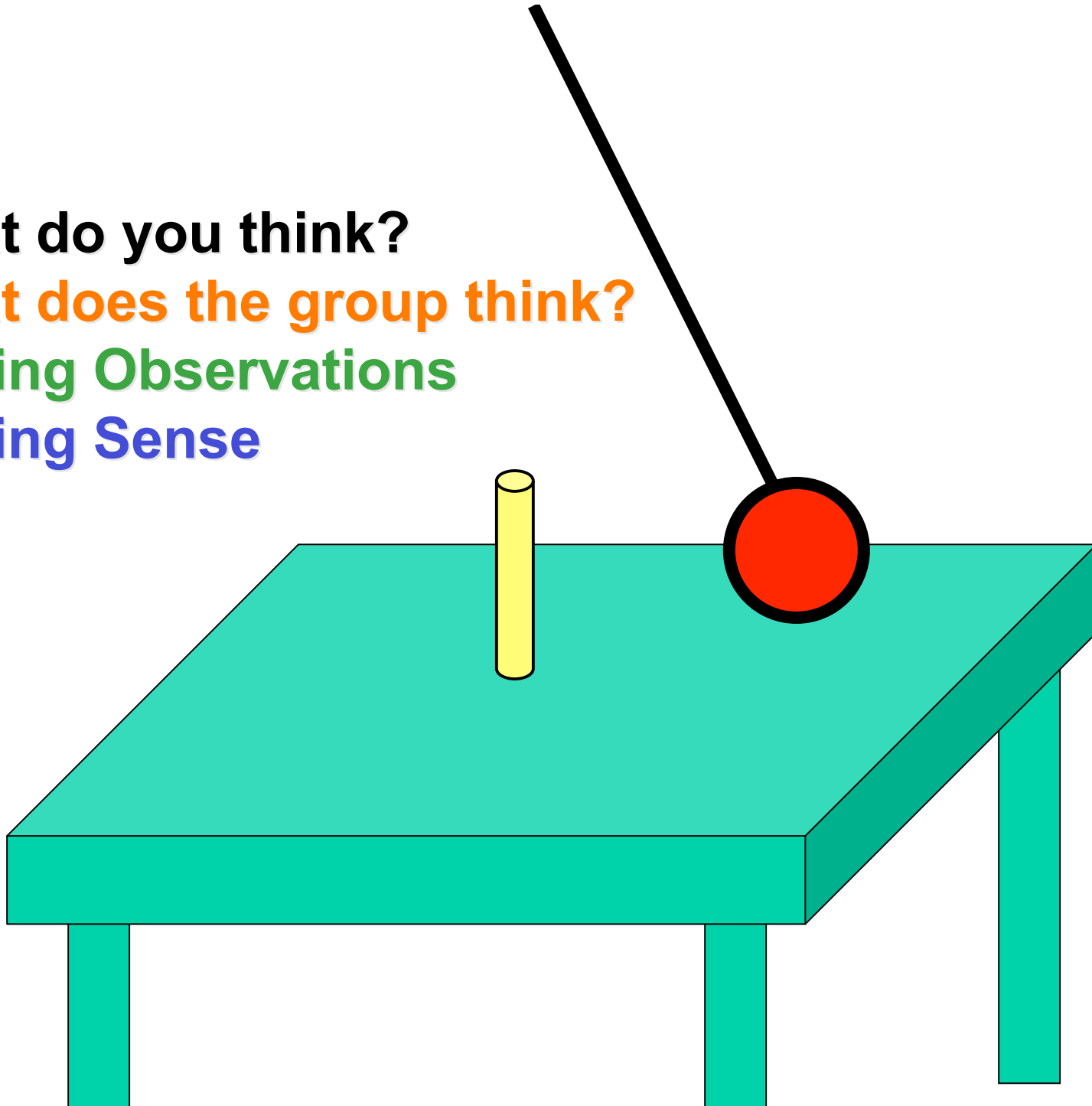


What do you think?

What does the group think?

Making Observations

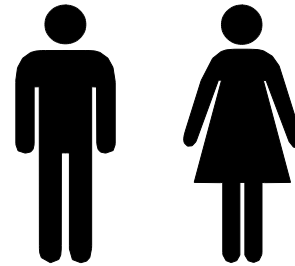
Making Sense





Other aspects of Physics 209...

- Journals



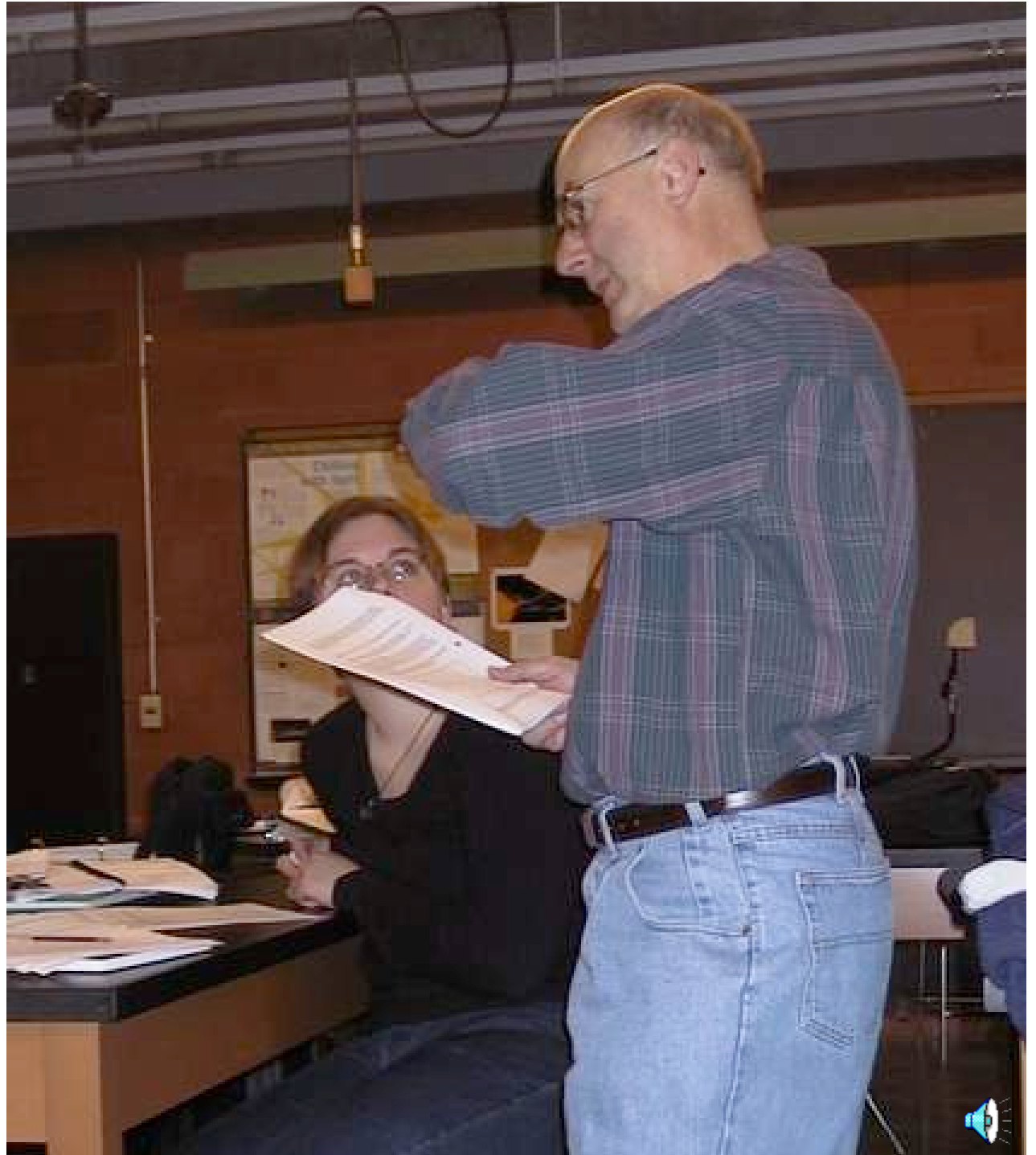
- Ontario's 1-8 Science Curriculum

- *How* we learn most effectively

- E-mail & other communications



**That's John
Earnshaw
facilitating
someone's
learning
in the
Physics 209
lab**



Your five tasks before the next class:

1) Get your “trentu.ca” accounts activated and complete the WebCT demographics survey.

nb: If you wish to use another e-mail address, set your “trentu.ca” e-mail to be automatically forwarded.



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**If you had an account previously,
but have not used it recently,
you may have to logon to
<http://www.trentu.ca/claimid>**



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- 3) Send me a short e-mail message (under 100 words, with “Physics 209 Intro” in the subject line) from your trentu.ca email account introducing yourself, and telling me your expectations for the course. (Do this soon, but at least a day before your next class.)**



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- 4) Post a message in the class WebCT discussion forum.**
(Use the topic “Homework 01/Assignment 0” in the category “Homework and Assignments”. Make it under 100 words, with the subject “HW01 - Intro Messages”. Include something interesting - maybe your favourite cookie recipe.)

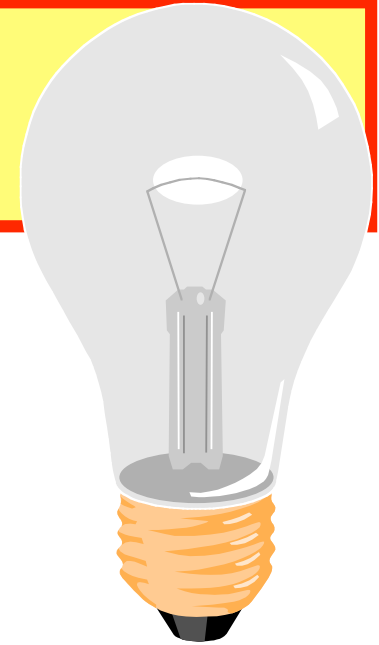


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- 3) Send me a short e-mail message from your trentu.ca email account introducing yourself, and telling me your expectations for the course.**
- 4) Post a message in the class WebCT discussion forum.**
- 5) Bring \$35 to next class in room ESC 305:**
(You will be given a journal and a weekly PIPS course pack)



PHYSICS 209...



“constructivist learning” by
“engaged interactions”

Get your network ID at <http://www.trentu.ca/claimid>

My name is Johann Beda

My e-mail address is jbeda@trentu.ca

The course WEB page is at:

<http://www.trentu.ca/physics/jbeda/PHYS209/>

<http://www.trentu.ca/webct/>

