

2. Coulomb's law allows us to find the force between two point charges.

Three point charges are held fixed in place as shown.



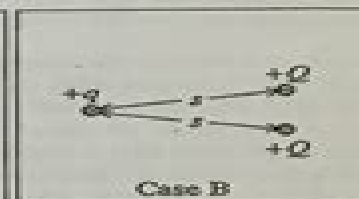
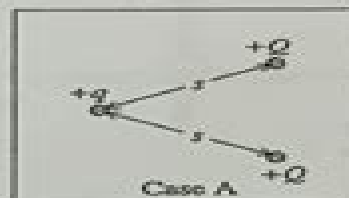
Consider the following comment about this situation:

"There will be zero net electric force on the charge in the middle due to the other charges. Using Coulomb's law, the force due to the +Q charge is positive, and the force due to the -Q charge is negative. The forces cancel."

- a. Do you agree with this statement? Explain.
 - b. How does Coulomb's law apply to situations in which there are more than two point charges?
3. Each of the following parts involves a comparison of the net electric force exerted on a positive charge $+q$ in two different cases.

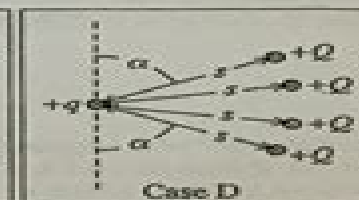
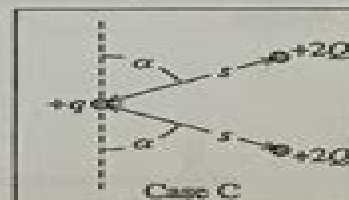
- a. In cases A and B shown at right there are two positive point charges $+Q$ each a distance s away from a third positive point charge $+q$.

Is the net electric force on the $+q$ charge in case A *greater than*, *less than*, or *equal to* the net electric force on the $+q$ charge in case B? Explain.



- b. In case C, two positive point charges $+2Q$ are each a distance s away from a third positive point charge $+q$. In case D, four positive point charges $+Q$ are each a distance s away from a fifth positive point charge $+q$. (The angle α shown is the same in both cases.)

Is the net electric force on the $+q$ charge in case C *greater than*, *less than*, or *equal to* the net electric force on the $+q$ charge in case D? Explain.



Tutorials In Introductory Physics Homework Answer Key

Jose Mestre, Jennifer Docktor



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Tutorials in Introductory Physics: Homework Lillian C. McDermott, Peter S. Shaffer, University of Washington. Physics Education Group, 2010 *Tutorials in Introductory Physics: Homework* University of Washington. Physics Education Group, 2012 [Tutorials in Introductory Physics](#) Lillian C. McDermott, Peter S. Shaffer, University of Washington. Physics Education Group, 1998 This landmark book presents a series of physics tutorials designed by a leading physics education researcher Emphasizing the development of concepts and scientific reasoning skill the tutorials focus on the specific conceptual and reasoning difficulties that students tend to find the most difficult This is a Preliminary Version offering tutorials for a range of topics is Mechanics E M Waves Optics The complete tutorials will be published in 1999 *Tutorials in introductory physics* Lillian C. MacDermott, 1998 *Intelligent Tutoring Systems* Beverly Woolf, Esma Aimeur, Roger Nkambou, Susanne Lajoie, 2008-07-08 This book constitutes the refereed proceedings of the 9th International Conference on Intelligent Tutoring Systems ITS 2008 held in Montreal Canada in June 2008 The 63 revised full papers and 61 poster papers presented together with abstracts of 5 keynote talks were carefully reviewed and selected from 207 submissions The papers are organized in topical sections on emotion and affect tutor evaluation student modeling machine learning authoring tools tutor feedback and intervention data mining e learning and Web based ITS natural language techniques and dialogue narrative tutors and games semantic Web and ontology cognitive models and collaboration **Women in Physics** Jill Marshall, 2015-04-03 Features 18 articles on women in physics reprinted from AJP TPT PT and Physical Review The book includes reviews and gender related physics education research biographical articles and analysis of the role of women in science Proceeds from the sale of Women in Physics will support the endowment of the Melba Newell Phillips Medal

Improving Undergraduate Instruction in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Undergraduate Science Education, Steering Committee on Criteria and Benchmarks for Increased Learning from Undergraduate STEM Instruction, 2003-06-28 Participants in this workshop were asked to explore three related questions 1 how to create measures of undergraduate learning in STEM courses 2 how such measures might be organized into a framework of criteria and benchmarks to assess instruction and 3 how such a framework might be used at the institutional level to assess STEM courses and curricula to promote ongoing improvements The following issues were highlighted Effective science instruction identifies explicit measurable learning objectives Effective teaching assists students in reconciling their incomplete or erroneous preconceptions with new knowledge Instruction that is limited to passive delivery of information requiring memorization of lecture and text contents is likely to be unsuccessful in eliciting desired learning outcomes Models of effective instruction that promote conceptual understanding in students and the ability of the learner to apply knowledge in new situations are available Institutions need better assessment tools for evaluating course design and

effective instruction Deans and department chairs often fail to recognize measures they have at their disposal to enhance incentives for improving education Much is still to be learned from research into how to improve instruction in ways that enhance student learning

Research on Physics Education E.F. Redish,M. Vicentini,2004-08-09 Physics Education research is a young field with a strong tradition in many countries However it has only recently received full recognition of its specificity and relevance for the growth and improvement of the culture of Physics in contemporary Society for different levels and populations This may be due on one side to the fact that teaching therefore education is part of the job of university researchers and it has often been implicitly assumed that the competences required for good research activity also guarantee good teaching practice On the other side and perhaps more important is the fact that the problems to be afforded in doing research in education are complex problems that require a knowledge base not restricted to the disciplinary physics knowledge but enlarged to include cognitive science communication science history and philosophy The topics discussed here look at some of the facets of the problem by considering the interplay of the development of cognitive models for learning Physics with some reflections on the Physics contents for contemporary and future society with the analysis of teaching strategies and the role of experiments the issue of assessment and cultural aspects Information is also given on the organizations involved in connecting various aspects of Physics Education the International Commission on Physics Education the European Physical Society and the European Physics Education Network

Tutorials in Introductory Physics and Homework Package Lillian C. McDermott,Peter S. Shaffer,2001-08 This landmark book presents a series of physics tutorials designed by a leading physics education research group Emphasizing the development of concepts and scientific reasoning skills the tutorials focus on common conceptual and reasoning difficulties The tutorials cover a range of topics in Mechanics E M and Waves Optics

Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy,Elizabeth S. Charles,James D. Slotta,Nathaniel Lasry,2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings

and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

Teaching Undergraduate Science Linda C. Hodges, 2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the

literature the best practices known to date and a framework for thinking about teaching

Introductory Physics with Aviation Applications W. Brian Lane, Paul R. Simony, 2012-02-18 This introductory physics textbook guides the student through various topics in physics with special applications to aviation including units problem solving vectors forces motion aerodynamics flight dynamics electronics and thermodynamics The approach is algebra based and includes a review of trigonometry making the text accessible to students at various levels of mathematical preparation Each chapter features helpful Sample Problems and concludes with thought provoking problems for homework or practice Students of aviation will find this text a helpful resource in learning about the physics that makes their remarkable line of work possible and seasoned aviators will find it a useful resource

Fundamentals of Physics, Chapters 33-37 David Halliday, Robert Resnick, Jearl Walker, 2010-03 *Fundamentals of Physics Extended* David Halliday, Robert Resnick, Jearl Walker, 2010-03-08 This book arms engineers with the tools to apply key physics concepts in the field A number of the key figures in the new edition are revised to provide a more inviting and informative treatment The figures are broken into component parts with supporting commentary so that they can more readily see the key ideas Material from The Flying Circus is incorporated into the chapter opener puzzlers sample problems examples and end of chapter problems to make the subject more engaging Checkpoints enable them to check their understanding of a question with some reasoning based on the narrative or sample problem they just read Sample Problems also demonstrate how engineers can solve problems with reasoned solutions

Conference on the Introductory Physics Course Robert Resnick, 1997 This collection of papers from educators around the world explores the state of the art in teaching physics Marking the retirement of Robert Resnick from RPI a conference was held on teaching physics This book contains the complete papers from a conference marking the retirement of Robert Resnick from RPI and offers a grand tour of the field

Physics, Volume 2 John D. Cutnell, Kenneth W. Johnson, David Young, Shane Stadler, 2021-10-05 In the newly revised Twelfth Edition of Physics Volume 2 an accomplished team of physicists and educators delivers an accessible and rigorous approach to the skills students need to succeed in physics education Readers will learn to understand foundational physics concepts solve common physics problems and see real world applications of the included concepts to assist in retention and learning The text includes Check Your Understanding questions Math Skills boxes multi concept problems and worked examples The second volume of a two volume set Volume 2 explores ideas and concepts like the reflection refraction and wave particle duality of light Throughout students knowledge is tested with concept and calculation problems and team exercises that focus on cooperation and learning

Science Of Learning Physics, The: Cognitive Strategies For Improving Instruction Jose Mestre, Jennifer Docktor, 2020-11-24 This book on the teaching and learning of physics is intended for college level instructors but high school instructors might also find it very useful Some ideas found in this book might be a small tweak to existing practices whereas others require more substantial revisions to instruction The discussions of student learning herein are based on research evidence accumulated over decades

from various fields including cognitive psychology educational psychology the learning sciences and discipline based education research including physics education research Likewise the teaching suggestions are also based on research findings As for any other scientific endeavor physics education research is an empirical field where experiments are performed data are analyzed and conclusions drawn Evidence from such research is then used to inform physics teaching and learning While the focus here is on introductory physics taken by most students when they are enrolled however the ideas can also be used to improve teaching and learning in both upper division undergraduate physics courses as well as graduate level courses Whether you are new to teaching physics or a seasoned veteran various ideas and strategies presented in the book will be suitable for active consideration

Forty-five New Force and Motion Assessment Probes
Page Keeley, Rand Harrington, 2010 Nationally known science educator Page Keeley principal author of the hugely popular four volume NSTA Press series Uncovering Students Ideas in Science has teamed up with physicist and science educator Rand Harrington to write this first volume in their new series on physical science They begin with one of the most challenging topics in physical science force and motion The 45 assessment probes in this book enable teachers to find out what students really think about key ideas in force and motion The Teacher Notes which can be used before and after administering the probe provide background information on the purpose of the probe related concepts an explanation for the teacher of the force and motion idea being taught related ideas in Benchmarks for Science Literacy and the National Science Education Standards research on typical student misconceptions related to the force and motion concept and suggestions for instruction and assessment The book specifies grade spans K 4 5 8 9 12 for each probe based on state and national standards and suggests ways to adapt a probe for a different grade span or context

Physics, Volume One: Chapters 1-17 John D. Cutnell, Kenneth W. Johnson, 2014-12-15 Cutnell and Johnson has been the 1 text in the algebra based physics market for almost 20 years The 10th edition brings on new co authors David Young and Shane Stadler both out of LSU The Cutnell offering now includes enhanced features and functionality The authors have been extensively involved in the creation and adaptation of valuable resources for the text This edition includes chapters 1 17

Tutorials in Introductory Physics: without special title Lillian C. McDermott, Peter S. Shaffer, University of Washington. Physics Education Group, 2010

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