



Teaching Physics for Life Science and Pre-Health Students

Catherine H. Crouch, Swarthmore College
Ralf Widenhorn, Portland State University





Welcome!





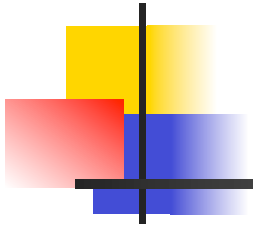
Workshop design

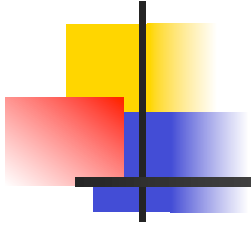
- Ideas and strategies for reforming this course (plenty of discussion time)
 - 8 – 10 a.m.: How do you get started?
 - 3:50 – 5 p.m.: Challenges and opportunities
- Activities (rotate through in small groups)
 - 10 a.m.-12 noon: Four activities (assigned)
 - 12 noon – 1 p.m. Lunch break
 - 1 – 3:10 p.m.: Four activities (assigned)
 - 3:10-3:40: Free choice



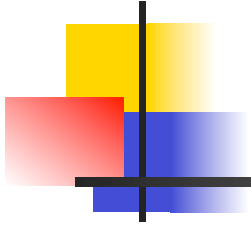
Presenters

- NEXUS Group: Ben Geller, Julia Svoboda, Joe Redish, Ben Dreyfus, Kim Moore, Wolfgang Losert (University of Maryland, University of California-Davis)
- Jamie Vesenka (University of New England) and Dan Young (University of New Hampshire)
- Lili Cui (Univ. of Maryland, Baltimore County)
- Mark Reeves (GWU)
- Logan McCarty (Harvard)
- Ken Heller (University of Minnesota)
- Nancy Donaldson (Rockhurst)
- Mary Lowe (Loyola)





How do we come up with good examples?



Doing this requires partnering with life scientists!



Why do we need partners?

- Identify “Goldilocks” examples
- Identify common topics across science curriculum
- Understand differences in language and mindset



Models for partnerships

- Formal partnerships (grant-funded, team-taught courses)
- Informal partnerships
- Surveying life science colleagues about important topics and examples
- Making use of students' knowledge and interests