



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Exploration: Fan Cart Physics

**Vocabulary:** acceleration, force, friction, mass, newton, Newton's first law, Newton's second law, Newton's third law, velocity

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. Imagine a horse pulling a cart. What would happen to the speed of the cart if several bags of cement were added to the cart? It would slow down, as the greater the mass the more force it takes to move / accelerate.
2. Suppose several more horses were hitched up to the same cart. How would this affect the speed of the cart? It would speed up.

Although these questions may seem simple, they form the basis of **Newton's second law** of motion. The *Fan Cart Physics* Gizmo can be used to illustrate all three of Newton's laws.

### Gizmo Warm-up

The *Fan Cart Physics* Gizmo shows a common teaching tool called a fan cart. Place fan **A** on the cart and turn it on by clicking the **ON/OFF** button below.

1. Look at the blue lines coming from the fan. In which direction is the air pushed? \_\_\_\_\_
2. Press **Play** () and observe the cart. In which direction does the cart move? To the right.

By blowing to the left, the fans exert a **force** on the cart that pushes it to the right. This illustrates **Newton's third law**: A force in one direction results in an equal force in the opposite direction.

3. The **velocity** ( $v$ ) of the cart is its speed and direction. Click **Reset** (). Select the **BAR CHART** tab, and click **Play**. Does the velocity change or stay the same? It increases.  
A change in velocity is called **acceleration** ( $a$ ).



# Explore Learning Challenge Fan Cart Physics

**Marilena Streit-Bianchi, Marisa  
Michelini, Walter Bonivento, Matteo  
Tuveri**



## **Explore Learning Challenge Fan Cart Physics:**

Deep Learning in Introductory Physics Mark J. Lattery, 2016-10-01 Deep Learning in Introductory Physics Exploratory Studies of Model Based Reasoning is concerned with the broad question of how students learn physics in a model centered classroom The diverse creative and sometimes unexpected ways students construct models and deal with intellectual conflict provide valuable insights into student learning and cast a new vision for physics teaching This book is the first publication in several years to thoroughly address the coherence versus fragmentation debate in science education and the first to advance and explore the hypothesis that deep science learning is regressive and revolutionary Deep Learning in Introductory Physics also contributes to a growing literature on the use of history and philosophy of science to confront difficult theoretical and practical issues in science teaching and addresses current international concern over the state of science education and appropriate standards for science teaching and learning The book is divided into three parts Part I introduces the framework agenda and educational context of the book An initial study of student modeling raises a number of questions about the nature and goals of physics education Part II presents the results of four exploratory case studies These studies reproduce the results of Part I with a more diverse sample of students under new conditions a public debate peer discussions and group interviews and with new research prompts model building software bridging tasks and elicitation strategies Part III significantly advances the emergent themes of Parts I and II through historical analysis and a review of physics education research

**ENDORSEMENTS** In Deep Learning in Introductory Physics Lattery describes his extremely innovative course in which students ideas about motion are elicited evaluated with peers and revised through experiment and discussion The reader can see the students deep engagement in constructive scientific modeling while students deal with counter intuitive ideas about motion that challenged Galileo in many of the same ways Lattery captures students engaging in scientific thinking skills and building difficult conceptual understandings at the same time This is the double outcome that many science educators have been searching for The case studies provide inspiring examples of innovative course design student sensemaking and reasoning and deep conceptual change John Clement University of Massachusetts Amherst Scientific Reasoning Research Institute Deep Learning in Introductory Physics is an extraordinary book and an important intellectual achievement in many senses It offers new perspectives on science education that will be of interest to practitioners to education researchers as well as to philosophers and historians of science Lattery combines insights into model based thinking with instructive examples from the history of science such as Galileo s struggles with understanding accelerated motion to introduce new ways of teaching science The book is based on first hand experiences with innovative teaching methods reporting student s ideas and discussions about motion as an illustration of how modeling and model building can help understanding science Its lively descriptions of these experiences and its concise presentations of insights backed by a rich literature on education cognitive science and the history and philosophy of science make it a great read for everybody

interested in how models shape thinking processes Dr Jürgen Renn Director Max Planck Institute for the History of Science

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 *New Challenges and Opportunities in Physics Education* Marilena

Streit-Bianchi, Marisa Michelini, Walter Bonivento, Matteo Tiveri, 2023-10-30 This book is invaluable for teachers and students in high school and junior college who struggle to understand the principles of modern physics and incorporate scientific methods in their lessons It provides interactive and multidisciplinary approaches that will help prepare present and future generations to face the technological and social challenges they will face Rather than using a unidirectional didactic approach the authors scientists philosophers communication experts science historians and science education innovators divide the book into two parts the first part Communicating Contemporary Physics examines how new physics developments affect modern culture while the second part Digital Challenges for Physics Learning covers physics education research using ICT plus the experiences of classroom teachers and a range of ideas and projects to innovate physics and STEM teaching

Investigative Science Learning Environment Eugenia Etkina, David T Brookes, Gorazd Planinšič, 2019-11-15 The goal of this book is to introduce a reader to a new philosophy of teaching and learning physics Investigative Science Learning

Environment or ISLE pronounced as a small island ISLE is an example of an intentional approach to curriculum design and learning activities MacMillan and Garrison 1988 A Logical Theory of Teaching Erotetics and Intentionality Intentionality means that the process through which the learning occurs is as crucial for learning as the final outcome or learned content In ISLE the process through which students learn mirrors the practice of physics *Transforming Academic Culture and Curriculum* Mitchell R. Malachowski, Elizabeth L. Ambos, Kerry K. Karukstis, Jillian L. Kinzie, Jeffrey M. Osborn, 2024-02-29

Institutions across the higher education landscape vary and each navigates change in its own way This volume describes how institutions and departments influence the success of structural and cultural transformations to advance curricular reform A product of the Council on Undergraduate Research Transformations project a six year longitudinal research study funded by the United States National Science Foundation this text features the goals strategies and outcomes that evolved from the experiences at 12 diverse colleges and universities in creating innovative undergraduate curricula and campus cultures that maximize student success With the goal of achieving departmental transformations in both student learning and academic culture by backward designing and scaffolding research into and across undergraduate curricula editors include scholarly findings step by step guides and a toolkit section with plentiful online resources to help readers develop and execute personalized change processes on their own campuses Designed to span both theory and practice for departments and institutions to transform undergraduate education to increase student success this book is vital for all higher education scholars practitioners faculty staff and leaders interested in creating research rich curricula and change more broadly Visit the Council on Undergraduate Research website here <https://www.cur.org> **NSTA Pathways to the Science Standards** Juliana Texley, Ann L. Wild, 2004 Our top selling practical guide still demonstrates how you can bring to life the vision of the Standards for teaching professional development assessment content programs and school systems Throughout the book you ll learn ways to form productive partnerships for reform inside and outside your building with other education stakeholders

*Science Teachers' Use of Visual Representations* Billie Eilam, John K. Gilbert, 2014-07-11 This book examines the diverse use of visual representations by teachers in the science classroom It contains unique pedagogies related to the use of visualization presents original curriculum materials as well as explores future possibilities The book begins by looking at the significance of visual representations in the teaching of science It then goes on to detail two recent innovations in the field simulations and slowmotion a process of explicit visualization It also evaluates the way teachers have used different diagrams to illustrate concepts in biology and chemistry Next the book explores the use of visual representations in culturally diverse classrooms including the implication of culture for teachers use of representations the crucial importance of language in the design and use of visualizations and visualizations in popular books about chemistry It also shows the place of visualizations in the growing use of informal self directed science education Overall the book concludes that if the potential of visualizations in science education is to be realized in the future the subject must be included in both pre service and in

service teacher education It explores ways to develop science teachers representational competence and details the impact that this will have on their teaching The worldwide trend towards providing science education for all coupled with the increased availability of color printing access to personal computers and projection facilities has lead to a more extensive and diverse use of visual representations in the classroom This book offers unique insights into the relationship between visual representations and science education making it an ideal resource for educators as well as researchers in science education visualization and pedagogy     Pathways to the Science Standards Juliana Texley, National Science Teachers Association, 1996 Demonstrates how you can carry the vision of the Standards for teaching professional development assessment content program and system into the real world of your classroom and school     *Announcer* American Association of Physics Teachers, 2003     **New York Magazine** , 1979-07-30 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea     **New York Magazine** , 1997-06-23 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea

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