

PHYSICS GUEST SEMINAR

ASSISTANT PROFESSOR SEARCH CANDIDATE

Doctoral Candidate Mary Chessey

University of California, Davis

Monday, March 5, 2018 • Ross 0220

2:30 – 3:30 pm

Following the presentation, students are encouraged to visit with Mary and enjoy refreshments from 3:40 – 4:30

Use of Assessments to Shape Experiences of Physics Majors

Performance feedback offers a valuable opportunity to guide students' development of knowledge and skills. Undergraduate physics majors in upper division classes dedicate many hours to coursework, yet the feedback for their effort often takes the form of numeric scores with uncertain meaning, especially for students who recently transferred to the university from a community college.

This year-long study focuses on the experiences transfer students within a large cohort of physics majors and reveals the creative work that students do to fill in the gaps in the assessment of their performance. Findings from observations, interviews, and participation in the student community indicate that students use many indirect means to guess how they're really doing in their major, such as informal conversations with classmates and instructors, and time spent solving problems. These findings have useful implications for instructors working towards creating an inclusive physics classroom by centering students' perspectives.