

Concept-Development Practice Page **6-1**

Friction



1. A crate filled with delicious junk food rests on a horizontal floor. Only gravity and the support force of the floor act on it, as shown by the vectors for weight W and normal force n .
 - a. The net force on the crate is **(zero)** (greater than zero).
 - b. Evidence for this is **no acceleration**.



2. A slight pull P is exerted on the crate, not enough to move it.
 - a. The force of friction f acting on the crate is (less than) **(equal to)** (greater than) P .
 - b. The net force on the crate is **(zero)** (greater than zero).



3. Pull P is increased until the crate begins to move. It is pulled so that it moves with constant velocity across the floor.
 - a. Friction f is (less than) **(equal to)** (greater than) P .
 - b. Constant velocity means acceleration is **(zero)** (greater than zero).
 - c. The net force on the crate is (less than) **(equal to)** (greater than) zero.



4. Pull P is further increased and is now greater than friction f .
 - a. The net force on the crate is (less than) (equal to) **(greater than)** zero.
 - b. The net force acts toward the right, so acceleration acts toward the (left) **(right)**.

5. If the pulling force P is 150 N and the crate doesn't move, what is the magnitude of f ? 150 N
6. If the pulling force P is 200 N and the crate doesn't move, what is the magnitude of f ? 200 N
7. If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? 250 N
8. If the mass of the crate is 50 kg and sliding friction is 250 N, what is the acceleration of the crate when the pulling force is 250 N? 0 m/s² 300 N? 1 m/s² 500 N? 5 m/s²

CONCEPTUAL PHYSICS

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Conceptual Physics Assess Answers

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AISTSSE 2018 Martina Restuati, Herbert Sipahutar, Juniastel Rajagukguk, 2019-10-04 This book contains the proceedings of the The 5th Annual International Seminar on Trends in Science and Science Education AISTSSE and The 2nd International Conference on Innovation in Education Science and Culture ICIESC where held on 18 October 2018 and 25 September 2018 in same city Medan North Sumatera Both of conferences were organized respectively by Faculty of Mathematics and Natural Sciences and Research Institute Universitas Negeri Medan The papers from these conferences collected in a proceedings book entitled Proceedings of 5th AISTSSE In publishing process AISTSSE and ICIESC were collaboration conference presents six plenary and invited speakers from Australia Japan Thailand and from Indonesia Besides speaker around 162 researchers covering lecturers teachers participants and students have attended in this conference The researchers come from Jakarta Yogyakarta Bandung Palembang Jambi Batam Pekanbaru Padang Aceh Medan and several from Malaysia and Thailand The AISTSSE meeting is expected to yield fruitful result from discussion on various issues dealing with challenges we face in this Industrial Revolution RI 4 0 The purpose of AISTSSE is to bring together professionals academics and students who are interested in the advancement of research and practical applications of innovation in education science and culture The presentation of such conference covering multi disciplines will contribute a lot of inspiring inputs and new knowledge on current trending about Mathematical Sciences Mathematics Education Physical Sciences Physics Education Biological Sciences Biology Education Chemical Sciences Chemistry Education and Computer Sciences Thus this will contribute to the next young generation researches to produce innovative research findings Hopely that the scientific attitude and skills through research will promote Unimed to be a well known university which persist to be developed and excelled Finally we would like to express greatest thankful to all colleagues in the steering committee for cooperation in administering and arranging the conference Hopefully these seminar and conference will be continued in the coming years with many more insight articles from inspiring research We would also like to thank the invited speakers for their invaluable contribution and for sharing their vision in their talks We hope to meet you again for the next conference of AISTSSE

Evaluating Teaching and Learning David Kember, Paul Ginns, 2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling Evaluating Teaching and Learning explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more

diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

Using Games and Simulations for Teaching and Assessment Harold F. O'Neil, Eva L. Baker, Ray S. Perez, 2016-03-31 Using Games and Simulations for Teaching and Assessment Key Issues comprises a multidisciplinary investigation into the issues that arise when using games and simulations for educational purposes Using both theoretical and empirical analyses this collection examines cognitive motivational and psychometric issues with a focus on STEM content Unlike other research based volumes that focus solely on game design or the theoretical basis behind gaming this book unites previously disparate communities of researchers from civilian to military contexts as well as multiple disciplines to critically explore current problems and illustrate how instructionally effective games and simulations should be planned and evaluated While computer based simulations and games have the potential to improve the quality of education and training Using Games and Simulations for Teaching and Assessment Key Issues shows how the science of learning should underlie the use of such technologies Through a wide ranging yet detailed examination chapter authors provide suggestions for designing and developing games simulations and intelligent tutoring systems that are scientifically based outcomes driven and cost conscious

Design Recommendations for Intelligent Tutoring System - Volume 5: Assessment Methods Dr. Robert Sottolare, Dr. Arthur Graesser, Dr. Xiangen Hu, Dr. Gregory Goodwin, 2017-08-28 This book is the fifth in a planned series of books that examine key topics e.g learner modeling instructional strategies authoring domain modeling assessment impact on learning team tutoring machine learning and potential standards in intelligent tutoring system ITS design through the lens of the Generalized Intelligent Framework for Tutoring GIFT Sottolare Brawner Goldberg Sottolare Brawner Sinatra Johnston 2017 GIFT is a modular service oriented architecture created to reduce the cost and skill required to author ITSs manage instruction within ITSs and evaluate the effect of ITS technologies on learning performance retention transfer of skills and other instructional outcomes Along with this volume the first four books in this series Learner Modeling ISBN 978 0 9893923 0 3 Instructional Management ISBN 978 0 9893923 2 7 Authoring Tools ISBN 978 0 9893923 6 5 and Domain Modeling 978 0 9893923 9 6 are freely available at www.GIFTtutoring.org and on Google Play

Going Gradeless, Grades 6-12 Elise

Burns, David Frangiosa, 2021-03-03 Reform assessment reduce stress and strengthen learning Great things happen when students are able to focus on their learning instead of their scores However assessment reform including standards based grading remains a hotly debated issue in education Going Gradeless shows that it is possible to teach and assess without the stress of traditional grading practices Sharing their successful shifts to alternate assessment and their perspectives as experienced classroom teachers the authors show you how to remove the negative impacts of grades while still maintaining a high level of accountability Readers will find concrete examples of how these approaches can be developed and applied plus Sample assessments and rubrics Student work samples from all grade levels An accountability checklist A review of collected data It is possible to go gradeless Focusing less on letter grades allows students to interact with the content more deeply develop better relationships with their teachers and peers and gain confidence in the classroom school and beyond

Assessment of the Learning Cycle and Inquiry Based Learning in High School Physics Education Russell Lauren Billings, 2001 **2008 Physics Education Research Conference** Charles Henderson, Mel Sabella, Leon Hsu, 2008-11-21 The 2008 Physics Education Research Conference brought together researchers studying a wide variety of topics in physics education The conference theme was Physics Education Research with Diverse Student Populations Researchers specializing in diversity issues were invited to help establish a dialog and spur discussion about how the results from this work can inform the physics education research community The organizers encouraged physics education researchers who are using research based instructional materials with non traditional students at either the pre college level or the college level to share their experiences as instructors and researchers in these classes *Development of Student Understanding: Focus on Science Education* Calvin S. Kalman, Mark Lattery, 2020-01-21 **An Epistemological Analysis of Curriculum and an**

Assessment of Concept Learning in Physics Laboratory Bernardo Buchweitz, 1981 **Handbook of Research on Educational Communications and Technology** J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community **Physics**, 2009 2006 Physics Education Research Conference Laura McCullough, Paula Heron, Leon Hsu, 2007-03-05 Syracuse New York 26 27 July 2006

Microcomputer-Based Labs: Educational Research and Standards Robert Tinker, 1996-12-13 Proceedings of the

NATO Advanced Research Workshop on Microcomputer Based Labs Educational Research and Standards held in Amsterdam The Netherlands November 9 13 1992 **International Electronic Conference on Computer Science** Theodore E. Simos, George Psihoyios, 2008-12-02 The aim of IeCCS 2007 is to bring together leading scientists of the international Computer Science community and to attract original research papers of very high quality The topics to be covered include but are not limited to Numerical Analysis Scientific Computation Computational Mathematics Mathematical Software Programming Techniques and Languages Parallel Algorithms and its Applications Symbolic and Algebraic Manipulation Analysis of Algorithms Problem Complexity Mathematical Logic Formal Languages Data Structures Data Bases Information Systems Artificial Intelligence Expert Systems Simulation and Modeling Computer Graphics Software Engineering Image Processing Computer Applications Hardware Computer Systems Organization Software Data Theory of Computation Mathematics of Computing Information Systems Computing Methodologies Computer Applications Computing Milieu see <http://www.ieccs.net/topics.htm> *Assessment and Evaluation* Chris Bell, 1990 [2003 Physics Education Research Conference](#) Jeffrey Marx, Scott Franklin, Karen Cummings, 2004-09-09 The 2003 Physics Education Research Conference Proceedings contains peer reviewed and invited papers based on oral presentations and posters The papers span topics including instructional assessment data analysis student understanding and issues of learning **Student Study Guide and Selected Solutions Manual, Volume 2** Bo Lou, 2006-05 **Research on Physics Education** Edward F. Redish, Matilde Vicentini, Società italiana di fisica, 2004 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 **Announcer** American Association of Physics Teachers, 2003 *Student-involved Classroom Assessment* Richard J. Stiggins, 2001 For courses in Classroom Assessment Test and Measurement and training of teachers This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day to day classrooms It takes a stronger focus than any other book on integrating assessment and instruction And it provides very clear guidance on how to construct all types of

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