

# Tutorial -1 Worksheet and Solutions

## Introductory Physics 1030U Fall 2022

Week 1 - Sep 19th to Sep 23rd

Student Name:

Student ID:

Date:

- For 1D motion with constant acceleration, the kinematic equations are:

$$v_f = v_i + a_i \Delta t$$

$$s_f = s_i + v_i \Delta t + \frac{1}{2} a_i (\Delta t)^2$$

$$v_f^2 = v_i^2 + 2a_i \Delta s$$

- You are driving through the United States and encounter a speed limit sign of 80.0 mph.
  - What is the limit you can drive in your Canadian car that gives speed in km/h?
  - What is the speed limit in SI units? (Present answers with proper notations and significant figures).

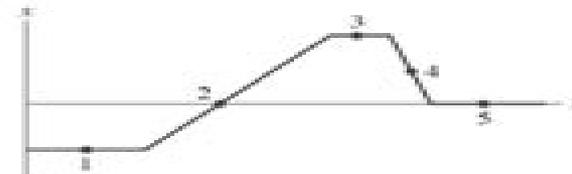
Note: 1 mile = 1.61 Km

$$\textcircled{a} \quad 80.0 \text{ mph} = 80.0 \frac{\text{miles}}{\text{h}} \times \frac{1.61 \text{ Km}}{1 \text{ mile}} = 129 \text{ Km/h}$$

$$\textcircled{b} \quad 80.0 \text{ mph} = 80.0 \frac{\text{miles}}{\text{h}} \times \frac{1.61 \text{ Km}}{1 \text{ mile}} \times \frac{1000 \text{ m}}{1 \text{ Km}} \times \frac{1 \text{ h}}{3600 \text{ sec}} = 35.8 \text{ m/s}$$

- The figure shows a position-versus-time graph for a moving object. At which numbered point or points:

- |  |             |
|--|-------------|
| a. Is the object moving the slowest?                 | 2           |
| b. Is the object moving the fastest?                 | 4           |
| c. Is the object at rest?                            | 1, 3, 5     |
| d. Does the object have a constant nonzero velocity? | 2, 4        |
| e. Is the object moving to the left?                 | 4 (negativ) |



# Tutorial In Introductory Physics Solution

**Lillian C. McDermott, Peter S.  
Shaffer, University of Washington.  
Physics Education Group**



## **Tutorial In Introductory Physics Solution:**

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: without special title* Lillian C. McDermott, Peter S. Shaffer, University of Washington. Physics Education Group, 2010    *Tutorials in Introductory Physics* Lillian C. McDermott, Peter S. Shaffer, University of Washington. Physics Education Group, 2002 a set of instructional materials intended to supplement the lectures and textbook of a standard introductory physics course    Tutorials in introductory physics Lillian C. MacDermott, 1998    **An Index to Undergraduate Science** National Science Foundation (U.S.). Office of Experimental Projects and Programs, 1974    College Science Improvement Programs; COSIP A & B Report National Science Foundation (U.S.). Office of Experimental Programs, 1974    **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

*Tutorials in Introductory Physics /Lillian C. McDermott ... [et Al.].* Lillian C MacDermott, 1998    **PH119, General Introductory Physics** ,1993    *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 *Announcer* ,2004

*American Journal of Physics* ,2005 **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 **Tutorials in Introductory Physics and Homework Manual Package** Lillian C. McDermott,Peter S. Shaffer,1997-08 Appropriate as a supplemental text for conceptual recitation tutorial sections of introductory undergraduate physics courses 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 *Fostering Scientific Habits of Mind* ,2009-01-01 The history of human development records the courageous efforts made by the generation of teacher educators to train the school leaders who are responsible to implement educational policies They have endured the burden and challenges of the times and refine the pedagogies and education systems with many innovative approaches As the world faces increasing uncertainties and shift to knowledge economy education plays a larger role in creating productive persons Designing and managing learning school organizations that can sustain a competitive advantage in this fast changing environment demands transformative leaders who would envision building intellectual capital for the future Many books on teacher education educational management and leadership exist in the past But most books do not keep up with the fast changing educational scene and only a few include future scenarios This book presents anticipated trends and demands of the new knowledge economy achieving goals with the use of various tools generative and collaborative efforts increasing leadership capability in dynamic and complex contexts enculturation of cutting edge knowledge for educational advancement and creation of teams that focus learning organizations The book brings together prominent and leading teacher educators and researchers from around the world to present their scholarship theories and practice case studies state of the art approaches and future oriented predictions This book embodies collective knowledge inquiry and represents professional conversations The chapters provides information on recent trends and development in teacher education the important role of educational management and leadership in

educational transformations promising practices for desired outcomes The book is a critical and specialized resource that describes how transformative leadership can play an important role in achieving excellence in education The topics are covered in the book are educational leadership and effective teaching research in transformational leadership and professional development and social capital building in schools

**2005 Physics Education Research Conference** Paula Heron, Laura McCullough, Jeffrey Marx, 2006-03-08 The papers included in these proceedings have been peer reviewed The 2005 Physics Education Research Conference covered a broad spectrum of current research directions including student learning of specific topics student attitudes and the effectiveness of various teaching methods The emphasis was on undergraduate instruction The theme of this conference was Connecting Physics Education Research Teacher Education at All Levels K 20

**The Software Encyclopedia 2000** Bowker Editorial Staff, 2000-05 The Publishers' Trade List Annual, 1984

**Science physics papers. Being the questions for 21 years [1869-1889], (the questions from 1875 to 1896, to 1899, to 1900, to 1903, 1880 to 1905, to 1906, to 1907, 1885 to 1908, to 1909, to 1910, to 1911).** London univ. exam. papers, 1889

Eventually, you will certainly discover a further experience and realization by spending more cash. nevertheless when? pull off you acknowledge that you require to acquire those all needs subsequent to having significantly cash? Why dont you try to acquire something basic in the beginning? Thats something that will lead you to understand even more all but the globe, experience, some places, when history, amusement, and a lot more?

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