

POGIL: Work, Power, and Kinetic Energy

Purpose

To become familiar with work, power, and kinetic energy and the relationship between each of them.

Part 1: Work and Power

Let's define two quantities, *work* and *power*, that will be useful for explaining the motion of objects. We will define work done by a force as:

work done by a force = amount of force along direction of motion $\times$ distance moved.

Using algebraic symbols, we will write this equation as:

$$W = Fd.$$

Note the following regarding the sign of the work done:

- if the force is along the direction of motion, the work done by the force is *positive*
- if the force is opposite the direction of motion, the work done by the force is *negative*
- if the force is perpendicular to the direction of motion, the force does *zero* work.

If the force is in Newtons and the distance is in meters, then the unit of work is *Joules* (abbreviated J).

Power is the rate at which work is done. We can define the average power as:

average power = work/time required to do the work.

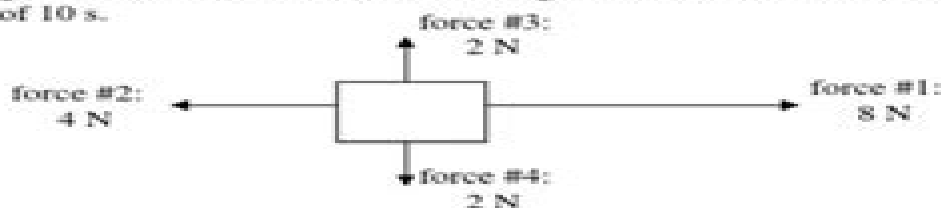
or, using algebraic symbols:

$$P = \frac{W}{t}.$$

If work is measured in Joules and the time is measured in seconds, then we can use the unit *Watts* (abbreviated W) for power.

Critical Thinking Questions, part 1

1. In the diagram below, several forces are acting on the box as it moves 5 m to the right in a time of 10 s.



Work And Power Pogil

Barbara Millis



Work And Power Pogil:

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

Argumentation in Chemistry Education Sibel Erduran, 2022-06-29 Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations This book brings together leading researchers to draw attention to research policy and practice around the inclusion of argumentation in chemistry education

ECEL 2019 18th European

Conference on e-Learning Rikke Ørngreen, Bente Meyer, Mie Buhl, 2019-11-07 *Making Learning-Centred Teaching Work in Asia and Beyond* Lynette Tan, Daniel Jew, Phyllis Blumberg, 2025-11-28 This book guides readers to transition their teaching to learning centred practices Based on Weimer's 2002 2013 and Blumberg's 2009 2019 framework the authors describe their faculty learning community based journey through the adaptation implementation and assessment of a series of practical learning centred teaching strategies While furnishing a critical discussion of challenges directions and development of learning centred pedagogy as applied to an Asian context this book provides suggested pathways for educators around the world to embark on their own journey toward learning centred teaching These pathways cover a range of disciplines and teaching contexts from architecture and engineering to systems thinking and general education illustrating the robustness and flexibility of learning centred teaching The authors provide examples of good teaching practice to help instructors instructional designers faculty developers and university administrators see how principles of learning centred teaching and assessment can translate practically into quality classroom teaching and learning The rigorous assessment methodology is both highly reflective and readily applicable to teaching assessment and portfolio development It also shows how Blumberg's 2019 rubrics and Cole Stavros 2019 SOAR Strengths Opportunities Aspirations and Results framework can be used to evaluate the impact of interventions Contributing unique insights this is a valuable guide for anyone interested in implementing student learning centred pedagogical approaches and using rubrics for assessing teaching practice

Computer Supported Education Benó Csapó, James Uhomobhi, 2022-08-20 This book constitutes selected revised and extended papers from the 13th International Conference on Computer Supported Education CSEDU 2021 held as a virtual event in April 2021 The 27 revised full papers were carefully reviewed and selected from 143 submissions They were organized in topical sections as follows artificial intelligence in education information technologies supporting learning learning teaching methodologies and assessment social context and learning environments ubiquitous learning current topics

Mathematics and Science Education International Seminar 2021 (MASEIS 2021) M. Lutfi Firdaus, Aprina Defianti, 2023-03-29 This is an open access book We warmly invite you to participate in Mathematics and Science Education International Seminar that was held on November 13th 2021 in Bengkulu Indonesia Since participants may come from different countries with variety of backgrounds the conference is an excellent forum for participants to exchange research findings and ideas on mathematics and science and to build networks for further collaborations The disruption era is related to the development of the industrial revolution 4.0 and society 5.0 era Industrial revolution 4.0 era is marked by massive digital technology development in all aspects Digital technology transformation is applied in human life and it is known as human centered society Development of digital technology has been influence some aspects such as education environment and society Using digital technology does not only gives negative impacts but also positive impacts It is important to strengthen sustainable education that has insight into conservation and local wisdom in this era for a better society **How**

Colleges Change Adrianna Kezar, 2013-10-01 Higher education is in an unprecedented time of change and reform. To address these challenges, university leaders tend to focus on specific interventions and programs but ignore the change processes and the contexts that would lead to success. *Joining theory and practice: How Colleges Change* unmasks problematic assumptions that change agents typically possess and provides research-based principles for approaching change. Framed by decades of research, this monumental book offers fresh insights into understanding leading and enacting change. Recognizing that internal and external conditions shape and frame change processes, Kezar presents an overarching practical framework that can be applied to any organizational challenge and context. *How Colleges Change* is a crucial resource for aspiring and practicing campus leaders, higher education practitioners, scholars, faculty, and staff who want to learn how to apply change strategies in their own institutions.

Belonging and Becoming Barbara Cervone, Kathleen Cushman, 2017-11-14 Despite growing attention to the importance of grit and other character traits for achievement, developing them in students rarely finds its way into secondary school curricula. Authors Barbara Cervone and Kathleen Cushman investigate the exceptions, telling the stories of five high schools with a national reputation for infusing rigorous academics with social and emotional learning, which results in demonstrable benefits for students. Based on extensive interviews and on-site visits, the book identifies six elements that all of these schools have in common, including advisories and other structural supports for students and teachers, rituals and other means for establishing an intentional, reflective, and respectful community, as well as a firm commitment to restorative justice and a broad and engaging curriculum that includes service learning. Featuring the voices of educators and students alike, *Belonging and Becoming* not only shows how these schools stand out for their high degree of caring and success but makes a strong case for why other schools should be inspired to take up the challenge and replicate their efforts.

Democratizing Innovation in Organizations Philippe Davidson, 2022-02-02 Managers often isolate their innovation teams, but wouldn't it be better to engage all the workers in innovation? This book describes a framework that makes innovation a daily consideration for all. It involves allowing a knowledge network to develop naturally, which complements the existing organizational structure, making it more organic. It fosters more extensive collaboration amongst workers to produce more imaginative solutions that maximize value. The workers are encouraged to consult one another spontaneously across their organization and beyond its traditional boundaries. Insightful and constructive exchanges stimulate their thinking, making them creative partners. Unsuspected capabilities, ideas, and value are revealed. Philippe Davidson describes creative deliberation techniques designed to maximize stakeholder value. The framework also makes organizations nimbler and more resilient to market changes. They become more sustainable in ever-changing conditions because learning and change become the norm. Innovation champions will find powerful arguments for introducing democratized innovation in their organizations. A wealth of practical techniques and handy tips for participative work-based training will help organizational trainers and facilitators to democratize innovation.

Management consultants will find invaluable insights to advise their clients on innovation Your workers are your organization's best agents of change unleash their natural creativity Mindset Matters Daniel R. Porterfield, 2024-06-25 How colleges can foster growth mindsets among students and why this approach matters We live in an era of escalating tech fueled change Our jobs and the skills we need to work and thrive are constantly evolving and those who can't keep up risk falling behind That's where college comes in In *Mindset Matters* Daniel R. Porterfield advances a powerful new argument about the value of residential undergraduate education and its role in developing growth mindsets among students The growth mindset according to Porterfield is the belief that we can enhance our core qualities or talents through our efforts strategies and education and with assistance from others People with growth mindsets have faith in self improvement They tend to be goal oriented and optimistic confident that they can master new challenges because they've done so in the past Feedback is their friend errors their opportunities to begin again For students like this college is a multiyear process of self creation and self emergence a becoming that unfolds because they are applying themselves in a place rich with stimulating people happenings resources and ideas America's colleges and universities help students build the skills and self confidence they need for lifelong discovery creativity mentorship teamwork and striving These five mindsets the book argues are critical for thriving in disruptive times and students who develop them will reap the rewards long after they graduate To show how college activates these mindsets and why it matters Porterfield shares the personal stories of thirty recent graduates many the first in their families to attend college Their growth was both self powered and supported by involved faculty engaged peers and opportunity rich campuses Porterfield also outlines how colleges and universities can do more to foster cultures of mentoring and personalized learning that help students become leaders of their own learning *Cooperative Learning in Higher Education* Barbara Millis, 2023-07-03 Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning If you've been interested in cooperative learning but wondered how it would work in your discipline this book provides the necessary theory and a wide range of concrete examples Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college and graduate courses in history and the sciences and how it works in small and large classes as well as in hybrid and online environments The authors describe the application of cooperative learning in biology economics educational psychology financial accounting general chemistry and literature at remedial introductory and graduate levels The chapters showcase cooperative learning in action at the same time introducing the reader to major principles such as individual accountability positive interdependence heterogeneous teams group processing and social or leadership skills The authors build upon and cross reference each others chapters describing particular methods and activities in detail They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues *Schools Reimagined* Jacqueline Grennon Brooks, Martin G. Brooks, 2021 The pause in the traditional

structure of schooling due to COVID 19 presents a unique opportunity for openness on many different levels openness to the science of learning openness to schoolwork centered around big ideas and authentic problems openness to responsible assessment practices and openness to a renewed ethic of social justice In this book the authors make the case that now is a timely moment to reimagine schools and put the intellectual and social emotional health of students and teachers at the center of the educational process They offer practical classroom examples across disciplines and grade levels based on constructivist pedagogy neuroscience research psychological theory and design thinking as well as on their own experiences in observing and advancing instructional practice that fosters human development Schools Reimagined will help administrators and teachers to structure their settings in ways that maximize the likelihood of meaningful and enduring student learning

Book Features An approach for placing the well being of students teachers and community at the center of schools An accessible explanation of the sophisticated cognitive processes in which all people engage Strategies and innovations that focus educators on student learning and the student agency that promotes it Research based approaches to schooling with specific examples of what they look like in action Rolling summaries of the main points of each chapter throughout the text

Euclidean Geometry David M. Clark, 2012-06-26 Geometry has been an essential element in the study of mathematics since antiquity Traditionally we have also learned formal reasoning by studying Euclidean geometry In this book David Clark develops a modern axiomatic approach to this ancient subject both in content and presentation Mathematically Clark has chosen a new set of axioms that draw on a modern understanding of set theory and logic the real number continuum and measure theory none of which were available in Euclid's time The result is a development of the standard content of Euclidean geometry with the mathematical precision of Hilbert's foundations of geometry In particular the book covers all the topics listed in the Common Core State Standards for high school synthetic geometry The presentation uses a guided inquiry active learning pedagogy Students benefit from the axiomatic development because they themselves solve the problems and prove the theorems with the instructor serving as a guide and mentor Students are thereby empowered with the knowledge that they can solve problems on their own without reference to authority This book written for an undergraduate axiomatic geometry course is particularly well suited for future secondary school teachers In the interest of fostering a greater awareness and appreciation of mathematics and its connections to other disciplines and everyday life MSRI and the AMS are publishing books in the Mathematical Circles Library series as a service to young people their parents and teachers and the mathematics profession

The Cambridge Handbook of Computing Education Research Sally A. Fincher, Anthony V. Robins, 2019-02-21 This Handbook describes the extent and shape of computing education research today Over fifty leading researchers from academia and industry including Google and Microsoft have contributed chapters that together define and expand the evidence base The foundational chapters set the field in context articulate expertise from key disciplines and form a practical guide for new researchers They address what can be learned

empirically methodologically and theoretically from each area The topic chapters explore issues that are of current interest why they matter and what is already known They include discussion of motivational context implications for practice and open questions which might suggest future research The authors provide an authoritative introduction to the field which is essential reading for policy makers as well as both new and established researchers

Teaching Naked Techniques José Antonio Bowen, C. Edward Watson, 2017-01-24 Put Teaching Naked to work in your classroom with clear examples and step by step guidance Teaching Naked Techniques TNT is a practical guide of proven quick ideas for improving classes and essential information for designing anything from one lesson or a group of lessons to an entire course TNT is both a design guide and a sourcebook of ideas a great companion to the award winning Teaching Naked book Teaching Naked Techniques helps higher education faculty design more effective and engaging classrooms The book focuses on each step of class preparation from the entry point and first encounter with content to the classroom surprise There is a chapter on each step in the cycle with an abundance of discipline specific examples plus the latest research on cognition and technology quick lists of ideas and additional resources By rethinking the how when and why of technology faculty are able to create exponentially more opportunities for practical student engagement Student centered activity driven and proven again and again these techniques can revolutionize your classroom Create more effective engaging lessons for higher education Utilize technology outside of the classroom to better engage during class time Examine discipline specific examples of Teaching Naked Techniques Prepare for each class step by step from the student s perspective Teaching Naked flips the classroom by placing the student s first contact with the material outside of class This places the burden of learning on the learner ensures student preparation and frees up class time for active engagement with the material for more effective learning and retention Teaching Naked Techniques is the practical guide for bringing better learning to your classroom

Teaching at Its Best Todd D. Zakrajsek, Linda B. Nilson, 2023-03-01 A complete accessible evidence based guide to better teaching in higher education This higher education playbook provides a wealth of research backed practices for nearly every aspect of effective teaching throughout higher education It is filled with practical guidance and proven techniques designed to help you improve student learning both face to face and online Already a bestselling research based toolbox written for college instructors of any experience level Teaching at Its Best just got even better What is new A lot For this updated 5th edition Todd Zakrajsek joins Linda Nilson to create a powerful collaboration drawing on nearly 90 combined years as internationally recognized faculty developers and faculty members One of the most comprehensive books on effective teaching and learning the 5th edition of Teaching at its Best brings new concepts new research and additional perspectives to teaching in higher education In this book you will find helpful advice on active learning interactive lecturing self regulated learning the science of learning giving and receiving feedback and so much more Each chapter has been revised where necessary to reflect current higher education pedagogy and now includes two reflection questions and one application prompt to reflect on your teaching and

stimulate peer discussions Discover the value of course design and how to write effective learning outcomes Learn which educational technology is worthwhile and which is a waste of time Create a welcoming classroom environment that boosts motivation Explore detailed explanations of techniques formats activities and exercises both in person and online Enjoy reading about teaching strategies and educational concepts Whether used as a resource for new and seasoned faculty a guide for teaching assistants or a tool to facilitate faculty development this research based book is highly regarded across all institutional types

Problems and Problem Solving in Chemistry Education Georgios Tsaparlis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner

Peer-Led Team Learning: Evaluation, Dissemination, and Institutionalization of a College Level Initiative Leo Gafney, Pratibha Varma-Nelson, 2008-06-24 There seems to be no end to the flood of conferences workshops panel discussions reports and research studies calling for change in the introductory science courses in our colleges and universities But there comes a time to move from criticism to action In 1993 the Division of Undergraduate Education of the National Science Foundation called for proposals for systemic initiatives to change the way introductory chemistry is taught One of the five awards was to design develop and implement the peer led Workshop a new structure to help students learn science This book is a study of 15 years of work by the Peer Led Team Learning PLTL project a national consortium of faculty learning specialists and students The authors have been in the thick of the action as project evaluator Gafney and co principle investigator Varma Nelson Readers of this book will find a story of successful change in educational practice a story that continues today as new institutions faculty and disciplines adopt the PLTL model They will learn the model in theory and in practice and the supporting data that encourage others to adopt and adapt PLTL to new situations Although the project has long since lost count of the number of implementations of the model conservative estimates are that more than 100 community and four year colleges and a range of universities have adopted the PLTL model

to advance student learning for more than 20 000 students in a variety of STEM disciplines Learner-Centered Teaching
Maryellen Weimer, 2013-02-26 In this second edition of the classic work Learner Centered Teaching Maryellen Weimer one of the nation's most highly regarded authorities on effective college teaching offers a comprehensive introduction to the topic of learner centered teaching in the college and university classroom This thoroughly revised and updated edition includes the most current examples of practice in action from a variety of disciplines and contains new information on the research support for learner centered approaches Weimer also includes a more in depth discussion of how students developmental issues influence the effectiveness of learner centered teaching Learner centered teaching focuses attention on what the student is learning how the student is learning the conditions under which the student is learning whether the student is retaining and applying the learning and how current learning positions the student for future learning To help educators accomplish the goals of learner centered teaching this important book presents the meaning practice and ramifications of the learner centered approach and how this approach transforms the college classroom environment Learner Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone The book also offers well researched advice for educators who want to transition to a learner centered approach in their classrooms and identifies the steps to take to put into place learner centered policies and practices Learner Centered Teaching provides a theoretical foundation for the learner centered approach and outlines a positive way to improve teaching

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