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Some Experiments on the Teaching Value of Talking Motion Pictures in College Physics

C. J. Lapp
State University of Iowa

W. J. Poppy
State University of Iowa

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tional set-up. These were over theory only barely mentioned in the text. The results were similar to those mentioned above.

The results of these experiments over a very restricted area in the teaching of college physics lead one to question the effectiveness of lecturing in the teaching of college physics.

DEPARTMENT OF PHYSICS,
STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

SOME EXPERIMENTS ON THE TEACHING VALUE OF TALKING MOTION PICTURES IN COLLEGE PHYSICS

C. J. LAPP AND W. J. POPPY

At the end of the first semester a talking motion picture on molecular physics was shown twice to Section A in College Physics. Section B did not see the picture. The following day the Nationwide examination in College Physics was given to both groups and about twenty questions were selected for analysis from the examination covering material reviewed in the pictures. Also a supplementary examination of 13 questions was given to cover material not covered in the final examination. An analysis of the results shows that this talking motion picture was a very effective means of reviewing molecular physics.

A talking picture over electrostatics was shown in the second semester. An objective examination was then given and the results compared with those of a section to which a lecture on electrostatics had been given. The results favor the students seeing the picture. These data were handled statistically and corrected for the natural level of ability of the sections.

DEPARTMENT OF PHYSICS,
STATE UNIVERSITY OF IOWA,
IOWA CITY, IOWA.

A STUDY OF SOME TRANSFER VALUES OF LABORATORY VERSUS LIBRARY PROJECTS

W. J. POPPY AND C. J. LAPP

A library project is defined as carefully outlined library work that is calculated to have the same teaching values and to require