Applying Real-World Learning through Amusement Parks to Help Teach the Upcoming Changes to Utah Core Standard

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Abstract

To assist educators in satisfying the Science with Engineering Education (SSEd) Standards the Utah State University (USU) Physics Department has developed a curriculum centered around USU Physics Day at Lagoon. With an upcoming change to Utah’s core standards and a shift to more hands-on learning styles, the use of real-world learning offered by amusement park applications is analyzed in its ability to satisfy the Utah State Bureau of Education’s (USBE) SSEd standards. Amusement park learning allows educators a vehicle to capture students’ attention in the classroom by discussing science principles in a fun and exciting manner with a promise of application rather than through tired word problems or rote memorization.

Utilizing the amusement park as a source of data allows for a truly exciting lab experience, and the opportunity to make associative memories between science and the fun had at an amusement park. By bringing data acquired at Physics Day back to the classroom, students can verify preliminary findings and cement those principles which they learned in the classroom and tested in the park. This learning approach enhances student retention, satisfies new core standards, and allows students the opportunity to continue their learning outside of the classroom.

Educator’s Response to Annual Survey Questions

Student Contests for USU Physics Day at Lagoon

- Demonstration Design
- G-forces
- Ride Design
- Student Workbooks
- Logo Design
- Smart Phone
- Sky Drop
- Physics Bowl

Background

Every year educators are encouraged to participate in a survey about their Physics Day experience. The consistently increasing numbers of teachers and students attending the event show that veteran educators have found value in bringing students to this event. Looking only at data for Physics Day at Lagoon in 2019, of the 139 survey responses from the teachers only 17 (12%) were now to the event; such high repeat attendance confirms value attributed to the event by teachers.

Looking at results from all survey responses from all years, a specific survey question asks: “I consider Physics Day to be a good use of my time.” This question is significant as it addresses one of the most important resources that educators have, class time. Good educators will jealously guard their instruction time with students often having resentment for assemblies, other class field trips, and other non-essential activities that remove students from class. The results from this question show that most educators would spend time at Lagoon as time well spent. We specifically ask educators if they “consider Physics Day to be a more valuable than a day spent in lecture/lab.” Only 3% of respondents felt that they could do more for their students in providing a memorable teaching experience in their classroom than could be achieved with a day at Lagoon.

One of the most telling questions asked is “I use Physics Day curriculum to supplement my classes and lectures.” The responses that have been received while positive, indicate the possibility for improvement. Only 62% of educators indicate that they use the Physics Day curriculum in their classroom. This strongly suggests that enhancing the Physics Day educational curriculum is where our efforts should focus.

Utah SSEd Standards

The Utah State Board of Education (USBE) has established specific core standards to be met by all K-12 students to graduate from Utah’s secondary schools. USBE regularly updates the Utah Core Standards and allows for parents, teachers, and local school boards to control the manner of presentation of those standards.

Utah’s Science and Engineering Education (SSEd) standards were written by Utah educators and scientists, using a wide array of resources and expertise. The purpose of these standards is to move away from checklist style learning objectives, and instead move towards active learning standards which will allow students to more effectively use scientific reasoning, and facilitate future recall of specific scientific principles.

A key aspect of the SSEd standards is that students become “active” learners. Students can become active through observations, reasoning, and communicating with others. There are three main education principles (dimensions) that educators pay attention to when working towards helping students become active learners. They are:

- Science and Engineering Practices (SEPs) - Crosscutting Concepts (CCC’s)
- Disciplinary Core Ideas (DCI’s)
- SEP’s

This Physics Day student contest, many of the SEPs which students individually communicate to the classroom are reinforced. For example, “asking questions and defining problems” and “obtaining, evaluating, and communicating information” are principles which come up in each contest.

To better assist educators, we have evaluated our efficiency at addressing SEPs’, CCC’s and DCI’s and identified ways to more efficiently address them. We have worked to develop/improve curriculum for before students attend Physics Day. During their participation and after students return to the classroom. An example lesson for the Egg Drop contest is shown to the right. By emphasizing how students discover. Special attention can be given to the SEPs associated with: defining and using models, analyzing and interpreting data, and communicating information. This can be done while emphasizing the CCC associated with Energy analysis and the DCI associated with the Law of conservation of energy.

IV. Conclusions

Trends in education are constantly changing (Brooks 2019). To remain relevant and provide the greatest service possible Physics Day at Lagoon remains ever vigilant in our efforts to upgrade our curriculum to match that of our state educators. (Lundgreen and Dennison, 2019; Dennison et al., 2019; Maughan and Lundgreen, 2020). By providing curricula which highlight the three dimensions of active learning USU Physics Day at lagoon allows students an opportunity to experience first-hand the principles which they learned in the classroom in an exciting environment and continue to provide value to educators as an experience “more valuable than a day spent in lecture/lab.”