1. For each of the following parts, determine whether there exists an ideal gas process that satisfies the given conditions. If so, describe an experiment (*e.g.*, one involving a cylinder sealed with a movable, frictionless piston) that is consistent with the given conditions. Give an example from tutorial if possible. If not, explain how you know that such a process does not exist.

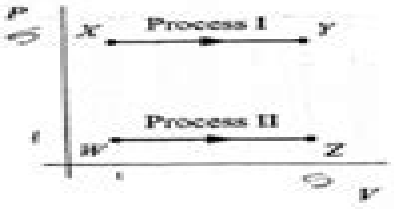
a. There is heat transfer, but the temperature of the gas does not change (*i.e.*, $Q \neq 0, \Delta T = 0$).
In the scenario w/a container of gas w/a piston, if heat is applied but the temperature doesn't change the piston would have to move up to allow more room inside, increasing the volume.

b. There is no heat transfer, but the temperature of the gas changes (*i.e.*, $Q = 0, \Delta T \neq 0$).
A container with a gas & a piston, the piston would move down and compress the gas & increase the temperature.

c. There is no heat transfer, but work is done on the gas (*i.e.*, $Q = 0, W \neq 0$).
The piston compressing the gas is work done on the gas.

d. There is heat transfer, but no work is done on the gas (*i.e.*, $Q \neq 0, W = 0$).
The piston remains locked and an outside source heats the container.

2. One mole of an ideal gas is confined to a container with a movable piston. The questions below refer to the processes shown on the *PV* diagram at right. Process I is a change from state *X* to state *Y* at constant pressure. Process II is a change from state *W* to state *Z* at a different constant pressure.



a. Rank states *W*–*Z* according to the temperature, from largest to smallest. If any temperatures are equal, state so explicitly. Explain.
W: $(1)(1) = 1$, X: $(1)(5) = 5$, Y: $(5)(5) = 25$, Z: $(5)(1) = 5$.
$Y > X = Z > W$

b. For each process, state whether the piston *moves inward*, *moves outward*, or *does not move*. Explain.
W → Z: Piston moves outward (volume increases, pressure stays the same)
X → Y: Piston moves outward (volume increases, pressure remains the same)

c. Based on your answer to part b, state whether the following quantities are *positive*, *negative*, or *zero*. Explain your reasoning by referring to a force and a displacement.

i. the work done on the gas during process I (W_I)
For the volume to increase, but pressure remains the same. The process must be heated by something. Work is negative

ii. the work done on the gas during process II (W_{II})
This is the same thing as process I, but at a different constant pressure, so my answer is the same as above (c-i)

d. During process I, is the heat transfer to the gas *positive*, *negative*, or *zero*? Explain.
Negative, the piston would be moving outward.

Tutorials In Introductory Physics Homework Answer Key

Robert Resnick

Tutorials In Introductory Physics Homework Answer Key:

Tutorials in Introductory Physics: Homework University of Washington. Physics Education Group,2012 **Tutorials in Introductory Physics: Homework** 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,1998 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 *Intelligent Tutoring Systems* Beverly Woolf,Esma Aimeur,Roger Nkambou,Susanne Lajoie,2008-06-29 This book constitutes the refereed proceedings of the 9th International Conference on Intelligent Tutoring Systems ITS 2008 held in Montreal Canada in June 2008 The 63 revised full papers and 61 poster papers presented together with abstracts of 5 keynote talks were carefully reviewed and selected from 207 submissions The papers are organized in topical sections on emotion and affect tutor evaluation student modeling machine learning authoring tools tutor feedback and intervention data mining e learning and Web based ITS natural language techniques and dialogue narrative tutors and games semantic Web and ontology cognitive models and collaboration 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 betweens 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. MacDermott,1998 *Teaching Undergraduate Science* Linda C. Hodges,2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching **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 **Conference on the Introductory Physics Course** Robert Resnick,1997 This collection of papers from educators around the world explores the state of the art in teaching physics Marking the retirement of Robert Resnick from RPI a conference was held on teaching physics This book contains the complete papers from a conference marking the retirement of Robert Resnick from RIP and offers a grand tour of the field **Lecture Tutorials for Introductory Astronomy** Jeff Adams,Edward E. Prather,Tim Slater,Timothy F. Slater,Jack Dostal,2004-03 Lecture Tutorials for Introductory Astronomy which was developed by the Conceptual Astronomy and Physics Education Research CAPER Team is a collection of classroom tested activities designed for the large lecture introductory astronomy class although it is suitable for any astronomy class The Lecture Tutorials are short structured activities designed for students to complete while working in pairs Each activity targets one or more specific learning objectives based on research on student difficulties in astronomy Most activities can be completed in 10 to 15 minutes The instructor s guide provides for each activity the recommended prerequisite knowledge the learning goals for the activity a pre activity assessment question an answer key suggestions for implementation and follow up questions to be used for class discussion or homework **Physics** James S. Walker,2007 This text for courses in introductory algebra based physics features a combination of pedagogical tools exercises worked examples active examples and conceptual checkpoints 2007 Physics Education Research Conference Leon Hsu,Charles Henderson,Laura McCullough,2007-11-26 This text brings together peer reviewed papers from the 2007 Physics Education Research Conference whose theme was Cognitive Science and Physics Education Research The conference brought together researchers studying a wide variety of topics in physics education including transfer of knowledge learning in physics courses at all levels teacher education and cross disciplinary learning This up to date text will be essential reading for anyone in physics education research Fundamentals of Physics David Halliday,Robert Resnick,Jearl Walker,2010-03-15 This book arms engineers with the tools to apply key physics concepts in the field A number of the key figures in the new edition are revised to provide a more inviting and informative treatment The figures are broken into component parts with supporting commentary so that they can more readily see the key ideas Material from The Flying Circus is incorporated into the chapter opener puzzlers sample problems examples and end of chapter problems to make the subject more engaging Checkpoints enable them to check their understanding of a question with some reasoning based on the narrative or sample problem they just read Sample Problems also demonstrate how engineers can solve problems with reasoned solutions INCLUDES PARTS 1 4 PART 5 IN FUNDAMENTALS OF PHYSICS EXTENDED **American Journal of Physics** ,2005 *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 Changing Role of Physics Depts. in Modern Universities* Redish,John Ridgen,1998-07-09 Annotation The proceedings of the August 1996 conference arranged in two volumes focus on the physics baccalaureate as passport to the workplace physics courses in service of students in other sciences and engineering and the physics department s responsibility in pre and in service education of teachers Issues include the changing goals of physics courses the impact of physics education research on instruction and applications of modern technologies Volume 1 contains the presentations and poster papers volume 2 contains description of 18 sample classes No index Annotation c by Book News Inc Portland Or *Announcer* ,2004 **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 assessmen **Teaching Introductory Physics** American Association of Physics Teachers. Committee on Physics in Pre-College Education,1974 *Engaging Large Classes* Christine A. Stanley,M. Erin Porter,2002 Large classes have become a fact of life in colleges and universities across America even as academic funding has decreased class enrollments have continued to rise Although students teachers and administrators are often concerned by the potentially negative impact of uneven teacher to student ratios large classes also offer many potential advantages that are less recognized and not always maximized In Engaging Large Classes the authors demonstrate that large classes can be just as stimulating and rewarding as smaller classes Written by experienced teachers of large classes across a wide range of disciplines and institutions this book provides faculty members and administrators with instructional strategies and advice on how to enhance large class settings This book summarizes many of the core issues related to successfully teaching large classes including An honest review of the advantages and disadvantages of large classes Advice on how to design plan manage and fairly assess large classes The universality of large class issues across disciplines from classroom management to working with teaching assistants Strategies for using classroom technology active learning and collaborative learning Seventeen detailed examples of large classes from a range of higher education institutions The authors not only present an

overview of research on teaching large classes they also equip readers with helpful insight into the mechanics of large class pedagogy This book has the potential to change the way academia views the reality of teaching large classes

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