



February 23, 2011

Dear Steven J. Pollock, Stephanie V. Chasteen, Michael Dubson, Katherine K. Perkins:

Congratulations! We are pleased to inform you that your paper *The use of concept tests and peer instruction in upper-division physics* was a finalist in the competition for the first ever PERC Proceedings Paper Award.

All contributed and invited papers were automatically considered for the award, unless the authors opted out of the consideration process. The winning paper was selected based on feedback from paper reviewers, the 2010 PERC Proceedings editors, and a committee selected by the Physics Education Research Leadership Organizing Council. Your paper was selected as a finalist because it is noteworthy in terms of the quality of research, readability and impact on the PER Community.

Sincerely,

The Physics Education Research Leadership and Organizing Council (PERLOC)

John Thompson, Andrew Elby, Eugenia Etkina, Danielle Harlow, Andrew Heckler, and Jose Mestre

Winning Paper:

Katherine K. Perkins and Mindy Gratny, *Who Becomes a Physics Major? A Long-term Longitudinal Study Examining the Roles of Pre-college Beliefs about Physics and Learning Physics, Interest, and Academic Achievement*

Finalists:

Fred Goldberg, Edward Price, Danielle Harlow, Steve Robinson, Rebecca Kruse, Michael McKean, *Development and evaluation of large-enrollment, active-learning physical science curriculum*

Shulamit Kapon and Andrea A. diSessa, *Instructional explanations as an interface – the role of explanatory primitives*



PHYSICS EDUCATION
RESEARCH
TOPICAL GROUP

Steven J. Pollock, Stephanie V. Chasteen, Michael Dubson, Katherine K. Perkins, The use of concept tests and peer instruction in upper-division physics

Trevor I. Smith, John R. Thompson, and Donald B. Mountcastle, Addressing Student Difficulties with Statistical Mechanics: The Boltzmann Factor

Melissa S. Taylor and Jeffrey A. Phillips, Physics Teacher Characteristics and Classroom Practices