

# Session DC: K-12 PER

**Location:** Strand 11 B  
**Sponsor:** Committee on Research in Physics Education  
**Co-Sponsor:** Committee on Physics in High Schools  
**Date:** Monday, January 11  
**Time:** 11 a.m.–12:10 p.m.

*Presider: Dan Crowe*

## **DC01: 11-11:30 a.m. Forgetting History and Other Reasons Change Is Hard: Structural Barriers\***

*Invited – David E. Meltzer, Arizona State University, 7271 E. Sonoran Arroyo Mall, Mesa, AZ 85212; david.meltzer@asu.edu*

Physics educators have been working since the 1880s to revise and improve the high school physics course, yet change has come quite slowly.<sup>1</sup> To some extent, the slow pace of change can be traced to the ways in which science courses first became part of U.S. high schools, and to how the U.S. physics teacher education system developed.<sup>2</sup> Another key factor has been the inconsistent role played by physicists in the evolution of K-12 education: at certain times, physicists' involvement has been intense and productive; at other times, it has been distant and neglectful. (For example, in the 1880s, early 1900s, and 1960s, physicists were among the leaders in high school curriculum development and instructional reform.) I will review the evolution of physics teaching in the high schools and examine some of the various forces that have both driven and impeded change.

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1. D. Meltzer and V. Otero, *AJP* **83**, 447 (2015).

2. D. Meltzer and V. Otero, *AJP* **82**, 633 (2014).