

Multiple Representations in Physics Education: Recent Developments and Questions for Future Work

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It has long been recognized that the wide variety of representational forms available for expressing physics concepts has great potential benefits for improving physics learning. At the same time, students' difficulties in understanding and translating among different representations present significant challenges to physics educators. I will review recent research related to the use of multiple representations in physics education, and discuss possible avenues for future research in the context of the methodological challenges posed by this field.