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## A re-look at the sequence of concepts in our curriculum

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The concepts and topics in introductory first-year physics textbooks are arranged in a certain manner of which has been traditionally followed in delivering lecturers. These topics and concepts help to strengthen students' critical thinking and problem-solving skills while introducing them to many topics they will learn in more details in later modules in physics. Most often, mechanics topics are following the traditional norm, in fact, this curriculum sequence has not been altered in decades. After a number of observations and studies into the understanding and assimilation of some first year important topics such as vectors, there was a need to re-look at the lecturing sequence. Is there a reason for this? There are many other questions that arise pertaining to these mechanics topics in physics. These questions include: Does taking the mechanics' module sequence "out of order" have an impact on student learning in physics? What topics should be taught first? When should these topics be taught? This paper will address some of these questions by looking at students' performance in the mechanics' module and qualitatively using open-ended questionnaires.

**Apply to be considered for a student award (Yes / No)?**

No

**Level for award (Hons, MSc, PhD, N/A)?**

N?A

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