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Investigating high school students'gaze patterns when learning with Feynman diagrams

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Several research-based suggestions have been made on how concepts from particle physics can be taught to high school students. A frequently used subject-related representation within particle physics is the so-called Feynman diagram. However, very little is known about how this form of representation is perceived by students.

This project aims to design learning materials for 16-19-year-olds on Feynman diagrams so that they are conducive to learning concepts of elementary particle physics. We used an eye-tracking study to test the materials. The results give insights into the strategy development process of students when using this form of representation.

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