# **Perceptions of being a physicist.**

#### **Researchers who answer unanswered questions**

They conduct "new" research.

They have a passion for answering the unanswered questions and physics enables this.

Your're not a physicist until you are doing "new" research (and the students in this category do not label themselves physicists).

Very clear on what research entails.



### <u>People with a certain mindset</u>

Anyone interested in physics is a physicist (and the students in this category do label themselves physicists).

They are passionate about physics.

They don't have to do research, they just have to have an appreciation for physics.

They look at the world in 'different' way.

#### **RESEARCH CONTEXT**

The primary data for this analysis comes from semiformation, epistemological identity on structured interviews with students who were sophistication, and metacognition literature. 21 recruited from upper-level physics courses in students chose to participate in the study. The interviews were carried out over a two-week electromagnetism, mechanics, modern lab and advanced lab at Kansas State University (KSU). We period near the end of the second semester. The developed a 45 minute semi-structured interview sample was comprised of 3 female and 18 male interview nterviewees. After the development of protocol drawing on identity formation,

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## Where would you place yourself?

### **High Research**

#### Who practice and are knowledgable of physics

They are active in the field of physics (professor/researcher/working for a company).

Possess knowledge of a lot of physics.

You're a physicist when you get a degree and obtain a certain amount of knowledge.

Very unclear as to what research in physics entails.

#### <u>People who are committed to physics</u>

They are serious about their commitment to study physics.

They spend the majority of their time on the study of physics.

You're a physicist once you have declared it as a major and start gaining knowledge in that area (going to grad school or doing research is not important).

### Low Research

the categories, the students' transcripts were placed into the most appropriate group. The breakdown of the results was: 8: High Research/Mastery; 7: High Research/Performance; 3: Low Research/Mastery and 3 Low Research/Performance.

