

0.0 Why this textbook?

I wrote this textbook to support the ~ 100 videos that “lecture” the alternative mechanics curriculum called “parallel pedagogy,” a description of which is published in *The Physics Teacher* in May of 2017.¹

I liken parallel pedagogy to learning physics the way we learned our first language: we just start doing it, and we improve over time. To this end, some things are not explained comprehensively the first time through. For instance, I use speed and velocity interchangeably (as done in common English) until chapter 2.4. I find it appropriate to distinguish energy from momentum before distinguishing a vector from a scalar.

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You may like this textbook because:

- If you want to teach through the parallel pedagogy, It's the only text I know of that follows it.
- It's very simple and conceptually-oriented.
- It is short enough that the students may actually read it. It has about 1/10 the text of a conventional mechanics textbook.

The lecture videos, problem sets, exams, and solutions are accessible on my website³ and through the publication.¹

I value any feedback you may provide with typos, mistakes, or suggestions.

Contact me if you wish to communicate.

Thanks
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¹ Focusing on Concepts by Covering Them Simultaneously, P. Schwartz, *The Physics Teacher*, **55**, 280 (2017).
<http://aapt.scitation.org/doi/full/10.1119/1.4981034> or please see free .pdf at:

http://sharedcurriculum.wikispaces.com/file/view/Parallel_Pedagogy_Schwartz.pdf

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