People find it easier to learn about topics that interest them. Recent neuroscience research has demonstrated that memory is improved when learning about material we are curious about including incidental material learned during states of high curiosity. Therefore, teaching of detailed material that may not be of broad interest might be best done in the context of instruction on topics that students are highly motivated to learn. In this presentation I will share techniques that I use in my teaching to determine what my students are highly motivated to learn. Data demonstrating increased interest in physics over the course of the term as well as student learning will also be shared.

Bio: Adams, a physicist by training, is currently Director of Science Education and Associate Professor of Physics at, the University of Northern Colorado. Her research centers around assessment of student learning and perceptions of physics with specific interest in problem solving assessment. Adams also focuses much of her time on preparing K-12 teachers.