

Review of articles for FY1M class
J. Erhart

Scopus – **Gravity field, gravity force**

Teixeira J.J., Gonçalves M., Soares A.A.: Acceleration inside an aircraft in parabolic flight (2024) European Journal of Physics, 45 (4), art. no. 045005

Newburgh R.: A demonstration of Einstein's equivalence of gravity and acceleration (2008) European Journal of Physics, 29 (2), pp. 209 – 214

Marte S.J., Bug-Os M.A.A.C., Pili U.B.: Comparative experiment using free fall and projectile motions in determining the acceleration due to gravitational force (2024) Physics Education, 59 (4), art. no. 045037

Stannard W.B.: Why do things fall? How to explain why gravity is not a force (2018) Physics Education, 53 (2), art. no. 025007

McInerney C., Sutton P.: Einsteinian gravitational concepts throughout secondary school (2024) Physics Education, 59 (1), art. no. 015001

Ivanov D., Nikolov S.: Is it simple to explain simple experiments? (The metre-stick experiment) (2012) Physics Education, 47 (6), pp. 701 - 708

Fägerlind C.-O., Pendrill A.-M.: Liquid in accelerated motion (2015) Physics Education, 50 (6), pp. 648 - 650

Besson U.: Do things weigh more or less in the mountains? (2006) Physics Education, 41 (5), art. no. 003, pp. 391 - 399

Pendrill A.-M.: Smartphones and Newton's first law in escalators and roller coasters (2020) Physics Education, 55 (3), art. no. 035016

Keeports D.: The common forces: Conservative or nonconservative? (2006) Physics Education, 41 (3), pp. 219 - 222

Dean K., Demir F.: Pythagorean triangles analysis of the conical pendulum based on lengths, forces and times, to obtain equations for the principal physical parameters (2019) Physics Education, 54 (4), art. no. 045018

Nunn J.: Having fun with a cordless mouse (2016) Physics Education, 51 (4), art. no. 045011

Mungan C.E.: Conceptual and laboratory exercise to apply Newton's second law to a system of many forces (2012) Physics Education, 47 (3), pp. 274 - 287

Sliško J., Planinšič G.: Hands-on experiences with buoyant-less water (2010) Physics Education, 45 (3), pp. 292 – 296

Slisko J.: Demonstrating the physics involved in astronaut spacewalk training (2020) Physics Teacher, 58 (9), pp. 680 - 681

Lima F.M.S.: Where Exactly Is the Weight of a Body Applied? (2023) *Physics Teacher*, 61 (5), pp. 380 - 384

Overduin J., Perry J., Huxford R., Selway J.: Classroom Simulation of Gravitational Waves from Orbiting Binaries (2018) *Physics Teacher*, 56 (9), pp. 586 - 590

Gainer A., Waxman M.: Sliding on an Arbitrarily Shaped Incline with Friction (2021) *Physics Teacher*, 59 (2), pp. 117 - 119

Fontana E., Yeung C., Hall J.C.: Determining the Acceleration Due to Gravity and Friction Using the Ticker Tape Timer Method (2020) *Physics Teacher*, 58 (5), pp. 338 - 339

MacIsaac D.: Is Gravity a Force or Not? A Tale of Scientific Models (2024) *Physics Teacher*, 62 (2), pp. 158

Slisko J.: A new role for the Cartesian diver: Showing free-fall weightlessness (2020) *Physics Teacher*, 58 (6), pp. 446

Berrada M., Littleton J.A.H., Secco R.A.: Smartphones and Gravitational Acceleration I: Overview (2020) *Physics Teacher*, 58 (7), pp. 470 - 472

Mohazzabi P.: Why do we feel weightless in free fall? (2006) *Physics Teacher*, 44 (4), pp. 240 - 242

Slisko J., Garduño R.D.R.: A bubble-based demonstration of free-fall weightlessness (2022) *Physics Teacher*, 60 (6), pp. 527