

Two to four times a year we engage in more formal rigorous studies of simulations in the classroom or through a series of interviews⁵. These studies often reveal subtle changes that can improve student understanding of the concepts. In addition, we occasionally receive requests from users for new features or identification of subtle bugs that were missed during the above stages. Bugs are fixed and feature requests are logged and considered if the simulation is revisited.

1. [http://phet.colorado.edu/phet-dist/publications/PhET Look and Feel.pdf](http://phet.colorado.edu/phet-dist/publications/PhET%20Look%20and%20Feel.pdf)
2. Bransford, J., Brown, A., & Cocking, R. (Eds.). (2004) *How People Learn: Brain, Mind, Experience, and School.*, Washington, DC: National Academy Press.
3. Adams, W. K., Reid, S., LeMaster, R., McKagan, S. B., Perkins, K. K., & Wieman, C. E. (2008) A study of educational simulations Part I – Engagement and Learning, *Journal of Interactive Learning Research.*, 19(3). 397-419.
4. Adams, W. K., Reid, S., LeMaster, R., McKagan, S. B., Perkins, K. K., & Wieman, C. E., (2008) A study of educational simulations Part II – Interface Design *Journal of Interactive Learning Research*, 19(4) (551-577).
5. <http://PhET.colorado.edu/research/index.php>