LEADING ONLINE DISCUSSIONS IN A VIRTUAL LAB SETTING

Case Study: College Physics A (PHY 2053)
About Me

- Juan J. Macy (he/him)
- Ph.D Physics Student at FSU
- 2019-2020 PIE Associate for Physics
- 2016-2018 American Physical Society Bridge Fellowship
- Teaching Assistant & Grader for Physics Labs for 3 years
- Virtual PIE Office Hours: Tuesdays @ 11:15 PM – 12:15 PM
Agenda

- Online Class Overview
- Overcoming Pitfalls
- Pitfalls: Examples & Solutions
- Engaging Students for Questions and Answers (Q & A)
- General Questions
Online Class Overview

- Expectations for Lab & Feedback (less than 5 mins)
- Demonstration (synchronous)
- Specific information required for activity
- Questions & Answers
- Break for Lab
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Expectations for Lab &amp; Feedback (less than 1 min)</td>
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<tr>
<td>Demonstration (asynchronous &amp; synchronous)</td>
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<td>Specific information required for activity (ad nauseum)</td>
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<td>No Questions</td>
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<td>Break for Lab</td>
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Online Class
Overview – Overcoming Pitfalls

Expectations for Lab & Feedback
- Communicate beforehand (asynchronous)
- Upload rubric to Canvas

Incorporate Flexibility
- Demonstration (asynchronous & synchronous)

Specific Information required for activity (ad nauseum)
- Anticipate questions

Break for Lab
- Allow students to go into breakout rooms**
Overcoming Pitfalls - Examples & Solutions

Communicate beforehand
- Post video - sort of preface to the lab/class
- Clear expectations of what’s expected will reduce confusion

Anticipate questions
- Provide demonstrations of calculations that may be necessary or supplementary information as asynchronous information available to the class
Engaging Students for Q&A

“But typically, I have no students asking any questions. I’m a perfect TA!”

Allow for students to chat privately with you

Incorporate tools to enhance learning

- Use a green screen (see pic)
- Incorporate outside information through screen sharing
QUESTIONS?
CONCERNS?
IDEAS?