

*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

Online Class Overview - Reality



Expectations for Lab & Feedback (less than 1 min)



Demonstration (asynchronous & synchronous)



Specific information required for activity (ad nauseum)



No Questions



Break for Lab

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

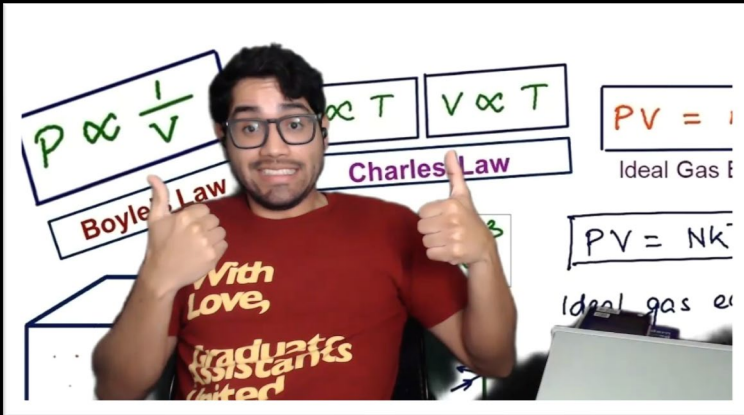
Clear expectations of what's expected will reduce confusion



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?

