

Mechanics VCP Session 5 (May 2, 2013)

Breakout Session and Chat Notes

Chat Window Activity

- *Anna Howard*: Can we have a poll to just find out which of us has already tried flipping (among the 16 of us)?
- *Christine Masters*: what kind of video was that for your examples?
- *Edward Berger*: www.livescribe.com for the Livescribe pen...
- *Anna Howard*: Short Video Introductions
bit.ly/howard_3dimFBDExample Problems (navigation)
bit.ly/howard_traffic Online calendar (organization)
bit.ly/howard_moodlecalendar
Example lecture bit.ly/howard_lectureexample
- *Anna Howard*: LiveScribe: bit.ly/howard_traffic
- *Anna Howard*: YouTube: bit.ly/howard_3dimFBD
- *Anna Howard*: Fizz How To: <https://www.fi.ncsu.edu/project/fizz/>
- *Barbara Fleck*: Is there a recommended length for the videos?
- *Anna Howard*: SHORT!!!! < 8 minutes. But that's my personal opinion.
- *Anna Howard*: Example lecture where everything is embedded:
bit.ly/howard_lectureexample
- *Amelito Enriquez*: Camtasia gives you the ability to incorporate quiz questions. This can be effective in making sure they watch the videos before class.
- *Xiaobin Le*: do students need to come for the lecture hours? or do you still have lecture hours?
- *Anna Howard*: I meet with the students 3 times a week. They work the problems during class.
- *Xiaobin Le*: thanks
- *Anna Howard*: I capped my class at 120
- *Anna Howard*: The guideline I was taught was 40 students per expert (having UG students in the class to help the students work problems).
- *This was a discussion on peer instruction and having undergraduate students in the classroom. Shane Brown has done some work at WSU on this, he gets students actually volunteering - ASEE papers on peer instruction. I believe he recommends 1 peer instructor for every 10 students.
- *Anna Howard*: We called the undergraduates "Learning Assistants."
- *Anna Howard*: Please define what you mean by demo.
- *Edward Berger*: We are talking about something involving physical hardware, maybe a small scale experiment or other physical way to illustrate a concept.
- *Edward Berger*: As contrasted to something like a video or simulation
- *Edward Berger*: Christine--just had a look at your document...wow! Really great stuff. Thanks for sharing! You can find it under Session 6>Hands-on Demonstrations.

- *Anna Howard*: Pool Noodles!
- *Christine Masters*: The truss demo is one that is NOT in the file I uploaded, but I will try to take some pictures soon of the truss demo to post
- *Anna Howard*: We see students with very poor three-dimensional visualization skills. To that end, I suppose anything they can actually see in 3D might be better.
- *Brian Self*: someone mentioned KNEX - kids toys make great demos, hands-on tools
- *Anna Howard*: Matchbox cars? Yes.
- *Anna Howard*: Great session, guys. Thanks.
- *Anna Howard*: Has anyone taught a true DE Statics class? (I am doing that in the fall and I'm really skittish about it.)
- *Edward Berger*: Not me...
- *Christine Masters*: do you have problems with students skipping class?
- *Amelito and Brian both responded that this wasn't a problem – as long as you make it worthwhile coming to class. If you can get to learn student names it also helps with accountability.