

Running the Big Show



The TA

- In our first-year physics courses, one of the primary TA roles is that of the lab and tutorial instructor.
- In a short time *you* will be running both labs and tutorials.



Putting it all together

Learning goals:

- Recognize the importance of:
 - Learning goals
 - Structure (introduction and conclusion)
- Assemble the experiences from this workshop into a framework for running a successful learning environment



Learning goals

- What were you doing? Why?
- Is it clear to you the skills and Physics you were learning in this lab?
- After the lab, would you remember the Physics?



Structure of a Lesson

Make sure your students aware of the learning goals at *every* step

1. Introduction
 - Prepare your students to learn
2. Body
 - The learning activities (ie. the lab)
3. Conclusion
 - Remind your students what they learned



Learning activities

- Group discussion on Introductions
- Example Introduction
- Critique
- Group discussion on Conclusions



Your Students

Physics 100

66% Female

34% Male

86% Canadian

14% International

~40% ESL

59% BSC

17% BA

24% Other

Physics 101

54% Female

46% Male

70% Canadian

30% International

~40% ESL

90% BSC

5% BA

5% Other

Less than 10% of students in first year physics go on in physics!



Group Learning Activity:

The Introduction

1. In small groups we will discuss what elements we need in our introduction in order to prime our students and learning environment. (7 minutes).
2. Afterward, we will come back to the large group to discuss some of these common elements.



Group Learning Activity: 7 minutes plus discussion

The Introduction

- What elements do we need in our introduction in order to prime our students and learning environment?
- Recall what we discovered makes for a positive learning environment.
- Recall who your students are



Group Learning Activity:

The Introduction

1. In small groups we will critique an example lab introduction (5 minutes).
2. Afterward, we will come back to the large group to discuss.

Example Introduction



Group Learning Activity: 7 minutes plus discussion

The Introduction

- What elements were included?
- What elements were missed?
- Was there anything you felt was unnecessary?
- What would you do the same?
- What would you do differently?

The Conclusion



The Conclusion

- The closure is just as important as the beginning
- A good conclusion is required to help the students organize what they have learned so they can retain it
- A conclusion can be difficult in a lab or tutorial setting
- Students will finish at different times



Group Learning Activity: 7 minutes plus discussion

The Conclusion

- What do students need from a conclusion?
- In labs and tutorials, students will finish at different times. How can we overcome this problem?



Running the Big Show

Learning goals:

- Recognize the importance of structure and learning goals
- Assemble the experiences from this workshop into a framework (introduction and conclusion) for running a successful learning environment

After the break, Mya will give our final remarks.