

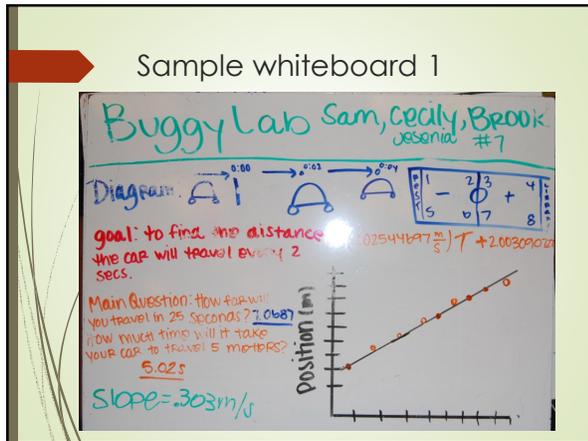
Whiteboarding

A powerful tool for learning.

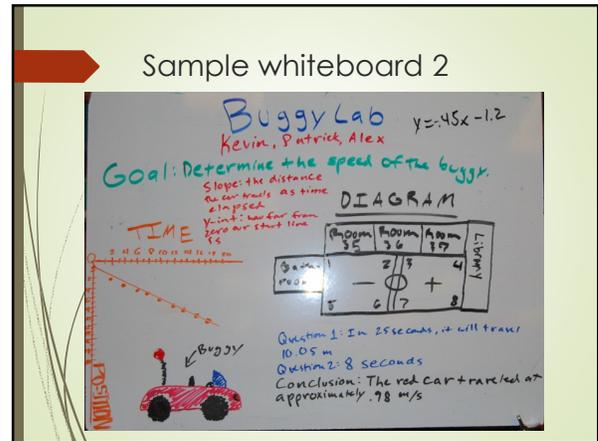
Whiteboarding is about sharing information

- 1) Your whiteboard contains information about **how you conducted your lab**:
 - Any conditions your group had to decide on (e.g. bottom or top of ball).
 - Descriptions of your object that would distinguish it from others (e.g. type of ball, color).
 - A small sketch of your experimental design.
- 2) Your whiteboard contains **your results** presented:
 - As a graph
 - In an equation (with variable and units on all numbers)
 - In a written sentence or two. (Notice it **does not** contain a data table.)

Don't squeeze so much information on your whiteboard that people can't see it from across the room.



Sample whiteboard 1



Sample whiteboard 2

Board Meetings

Once all white boards are completed, we will display them for the entire class to view. During the Board Meeting, we will evaluate them in the following order:

1. Look for similarities in the boards: What trends are consistent throughout?
2. After we have found and discussed the similarities look for differences between the boards.
 - A. We will discuss these differences and draw conclusions from them.

Take notes in your personal lab notes during the Board Meetings.

Board Meetings are student directed; I will take a minimal role in directing them.

How correct does it need to be?

- A whiteboard should represent your data and conclusions clearly and accurately.
- You may find that you make mistakes in your conclusions—this is part of the learning cycle.
- Whiteboards are *not graded for accuracy, but rather for 'participation'*—they designed for sharing information as part of the process towards your final conclusions.
- If you find you have made mistakes in your data presentation and/or conclusions, **make a note of these in your lab notes.**