



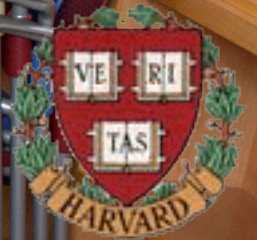
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Flat space, deep learning



Universiteit Groningen
Groningen, Netherlands, 26 November 2015

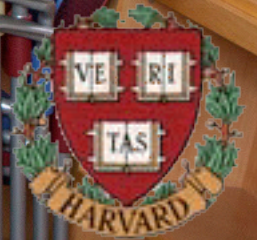


Flat space, deep learning



@eric_mazur

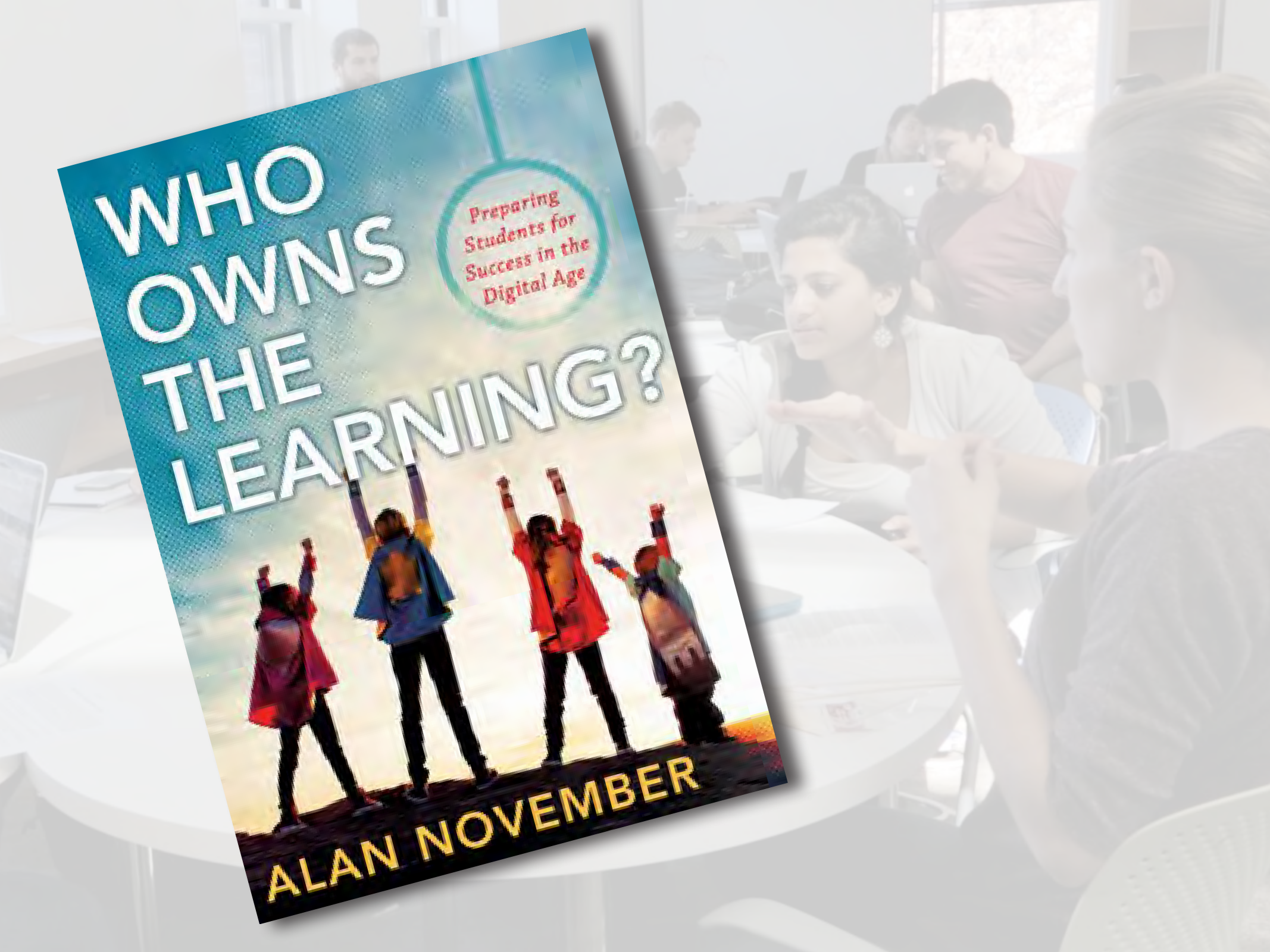
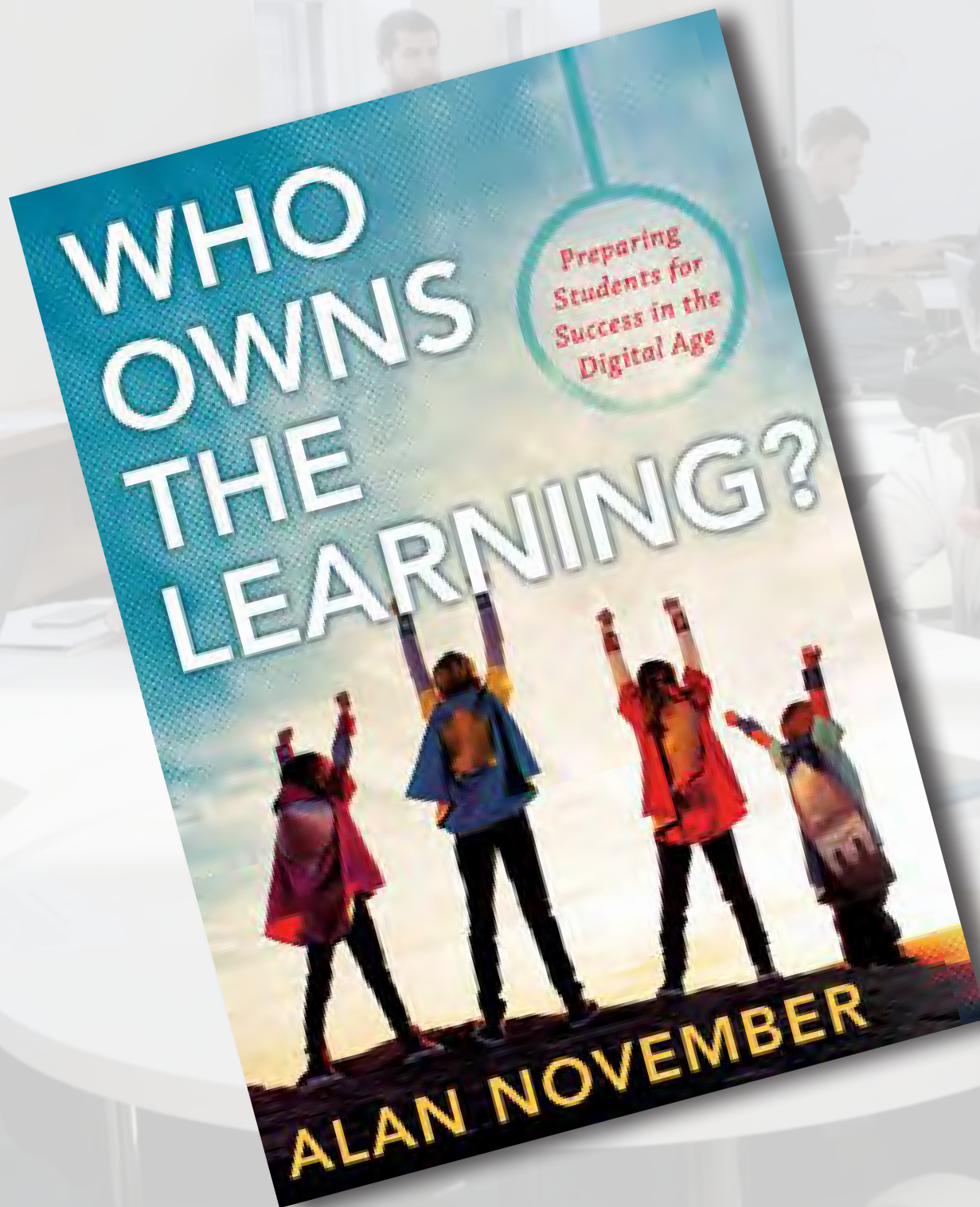
Universiteit Groningen
Groningen, Netherlands, 26 November 201



A group of people are seated around a white round table in a bright, modern meeting room. Several laptops are open on the table, and some people are looking at them. A woman in the foreground is looking at a laptop screen. There are also notebooks and pens on the table. The background shows other people standing and talking near large windows.

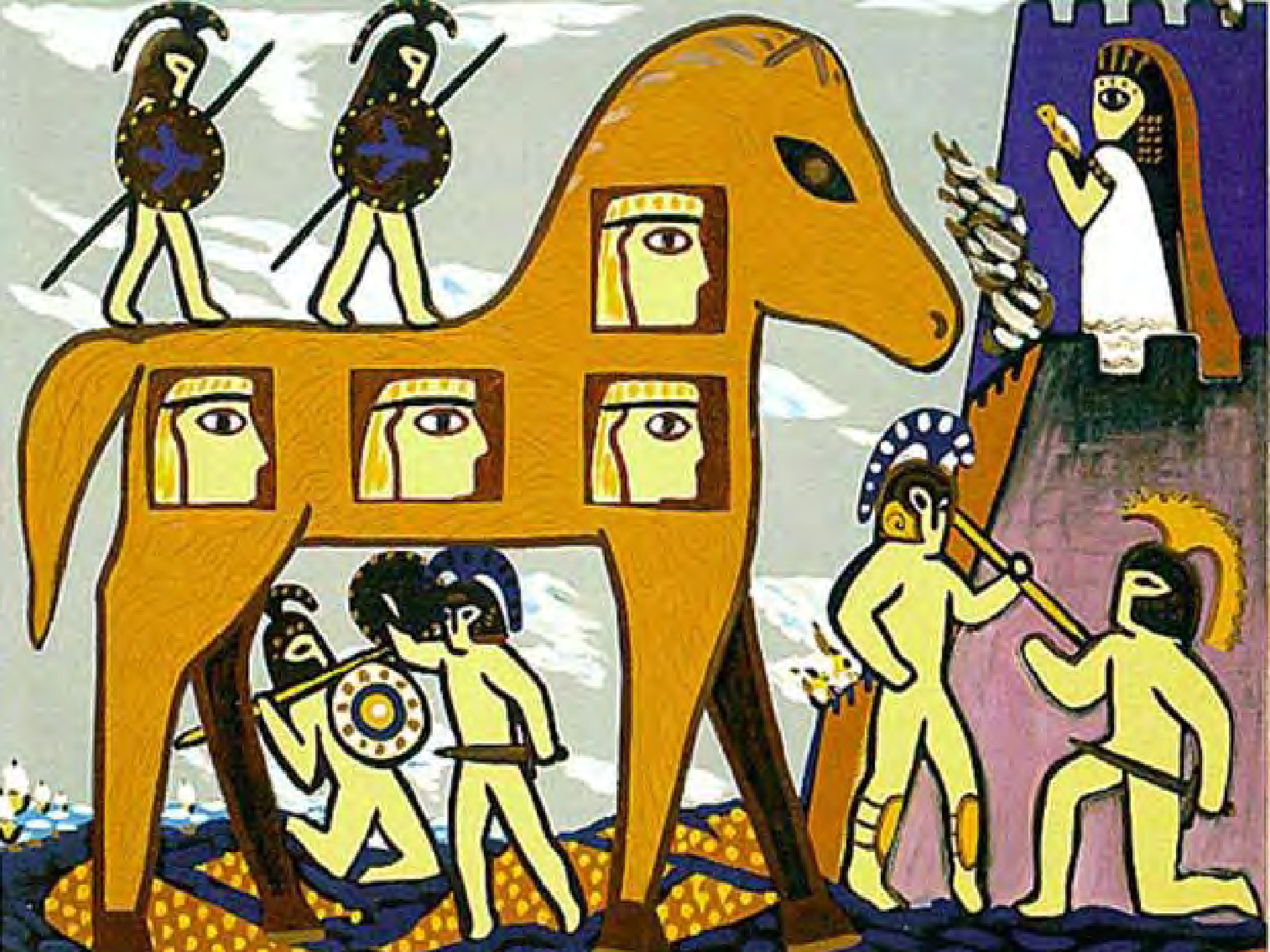
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A photograph of a modern classroom or study hall. Several students are seated at round white tables, working on laptops. In the foreground, a student with dark hair is looking at a laptop screen. To her left, another student is looking towards the camera. In the background, other students are visible, some standing and some sitting at tables. The room has large windows and a bright, airy feel. The text "Ownership of learning *physics*?" is overlaid in the center of the image.

Ownership of learning *physics*?



A stylized illustration of a Trojan horse. The horse is brown and has four rectangular panels on its side, each containing a yellow face with a large eye. Two soldiers in brown armor with blue crosses on their chests stand on the horse's back. In the foreground, two soldiers in brown armor are fighting; one is holding a shield with a yellow and blue circular pattern. To the right, a priestess in a white robe stands on a city wall, holding a staff. Two more soldiers in brown armor are on the wall, one holding a spear. The background is a light blue sky with white clouds. The text "team & project-based approach" is written in bold black font across the middle of the image.

team & project-based approach

A stylized illustration of a Trojan Horse, a large brown horse with a white mane and tail. The horse is decorated with several rectangular panels, each containing a different scene or figure. On the back of the horse, two figures in dark, patterned tunics and yellow pants are walking. On the side of the horse, there are three panels: the top two show a yellow face with a crown, and the bottom one shows two figures in dark tunics and yellow pants, one holding a shield. On the front of the horse, there is a panel showing two figures in dark tunics and yellow pants, one holding a shield. To the right of the horse, a figure in a white tunic and yellow pants is standing on a dark, rocky outcrop, holding a yellow object. Below this figure, two more figures in dark tunics and yellow pants are walking, one holding a shield. The background is a light blue sky with white clouds. The overall style is a mix of ancient Greek art and modern graphic design.

ProTeam Learning





1 design

2 approach

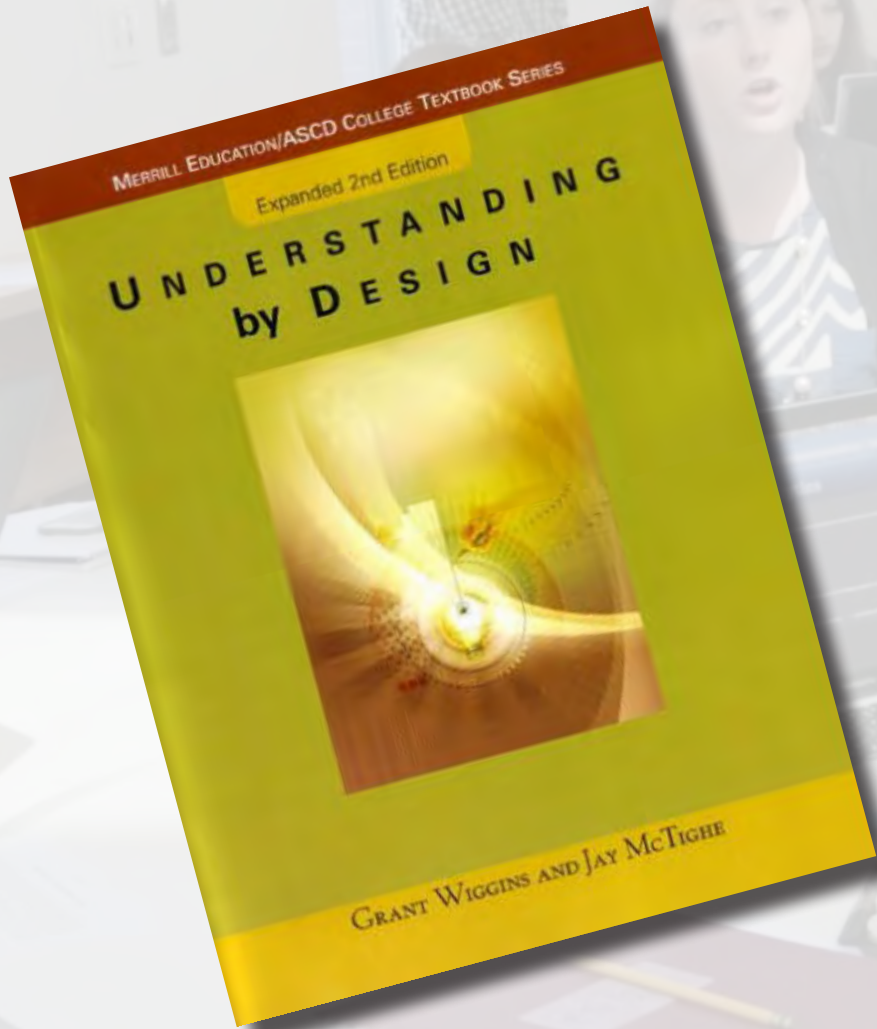


1 design

2 approach

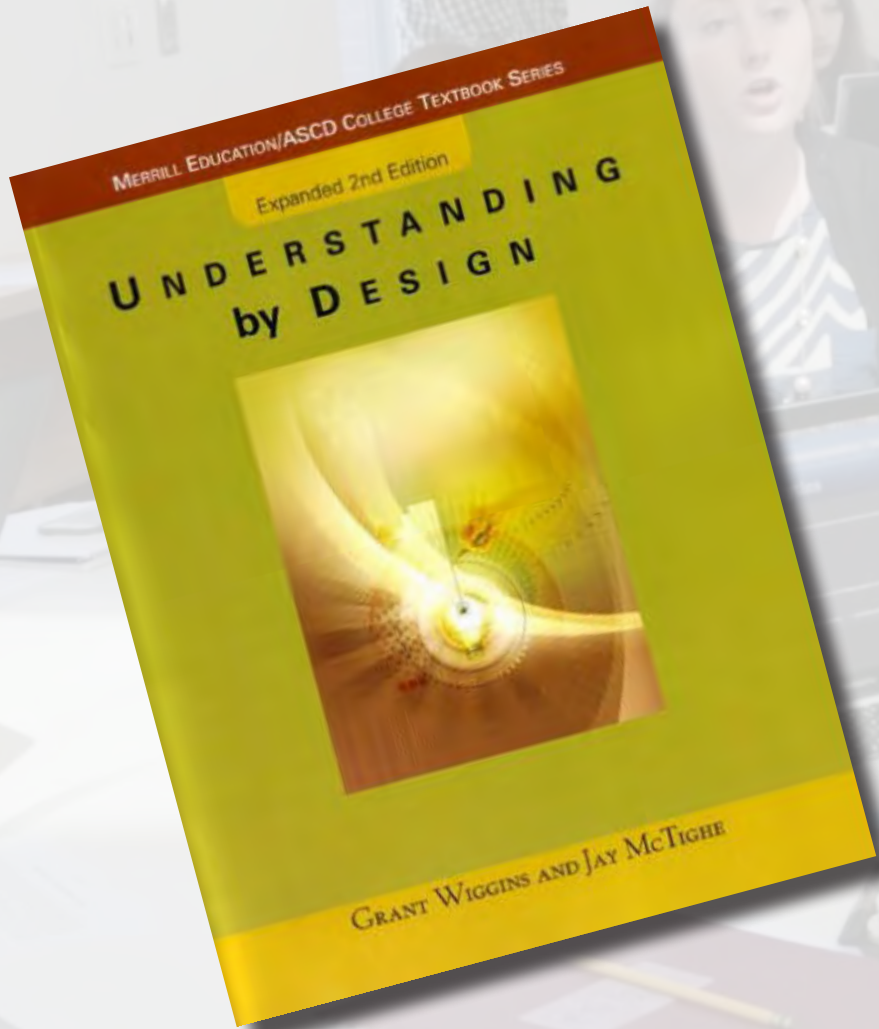
3 results

Setting learning goals



Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

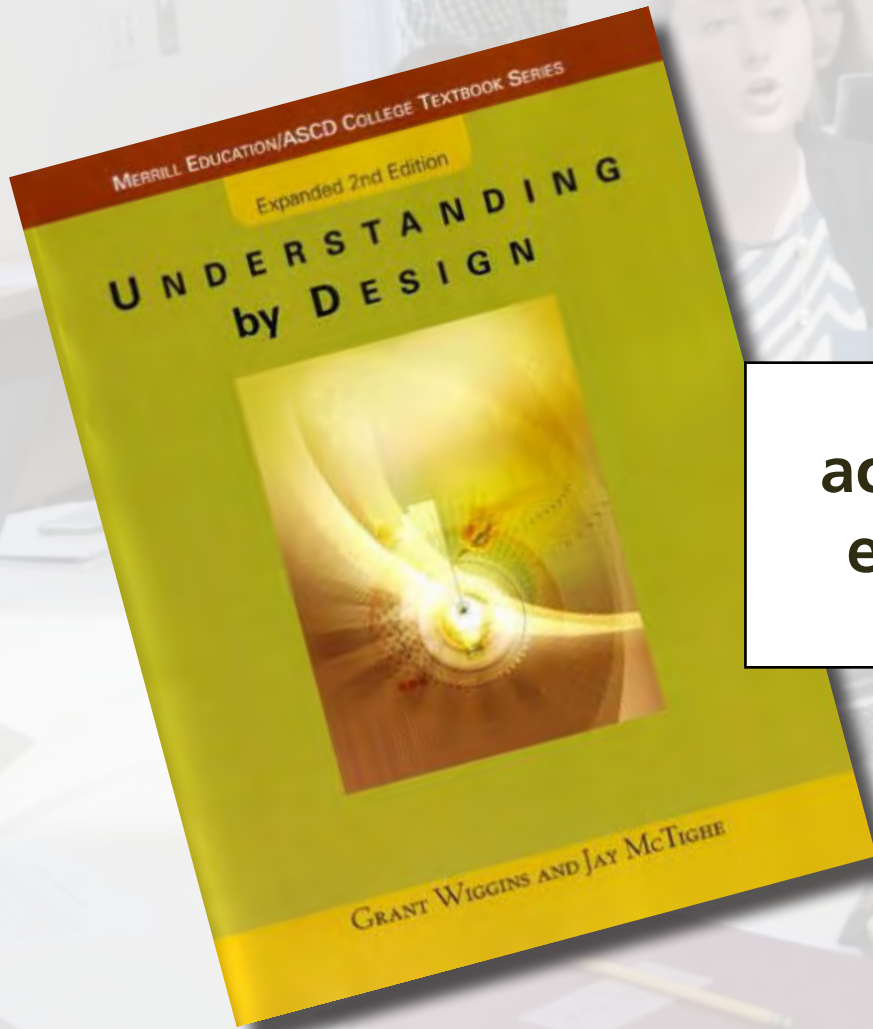
Backward design



**desired
outcomes**

Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

Backward design



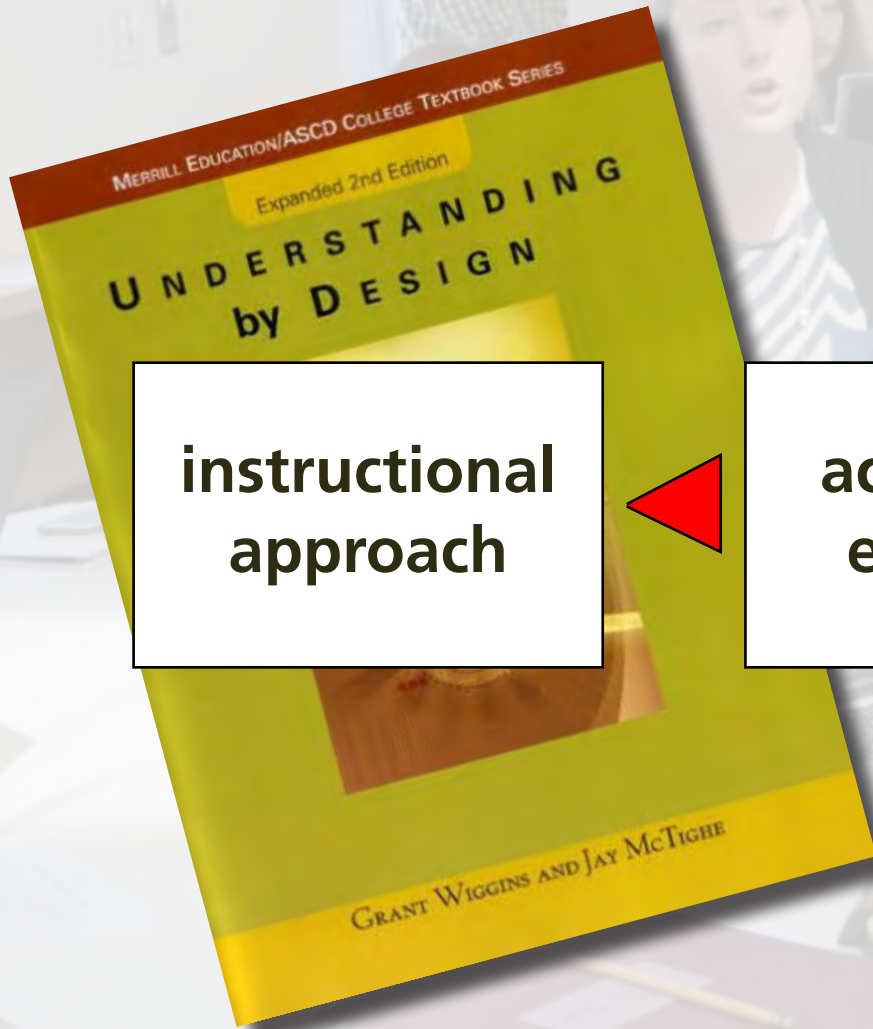
acceptable
evidence



desired
outcomes

Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

Backward design



**instructional
approach**

**acceptable
evidence**

**desired
outcomes**

Grant Wiggins and Jay McTighe, *Understanding by Design* (Prentice Hall, 2001)

competencies

COURSE GOALS

After successful completion of this course, you

1. Engage in **self-directed learning** by:

- identifying and addressing your own educational needs in a changing
- personal attributes, fluency in use of information sources, planning
- using independent study and research to tackle problems, especial
- using a variety of techniques to get a handle on problems: repres
- perform order of magnitude estimates, use dimensional analysis
- symmetries, evaluate limits and/or relate the problem to cases
- explaining and justify any assumptions made
- “thinking critically,” both positively and negatively, about any
- evaluating the correctness of a solution

course goals

2. Demonstrate **content mastery** by:

- meeting the content learning goals specified in the project
- using knowledge of physics to solve problems
- interpreting them

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- symmetries, evaluate limits, and/or relate the problem to cases
- “thinking critically,” both positively and negatively, about any
- evaluating the correctness of a solution

2. Demonstrate **content mastery** by:

- meeting the content learning goals specified in the project
- using knowledge of physics to solve problems
- interpreting them

content-specific goals

<http://bit.ly/ap50visitor>





information transfer

faculty-centered





interaction
student-centered



1 design

2 approach



CLASS

1st exposure



ROOM

deeper understanding

1 design

2 approach



1st exposure



deeper understanding



1st exposure



deeper understanding



no lectures

no exams

1 design

2 approach



Three major components:

- **information transfer (out of class)**
- **projects**
- **in-class activities**

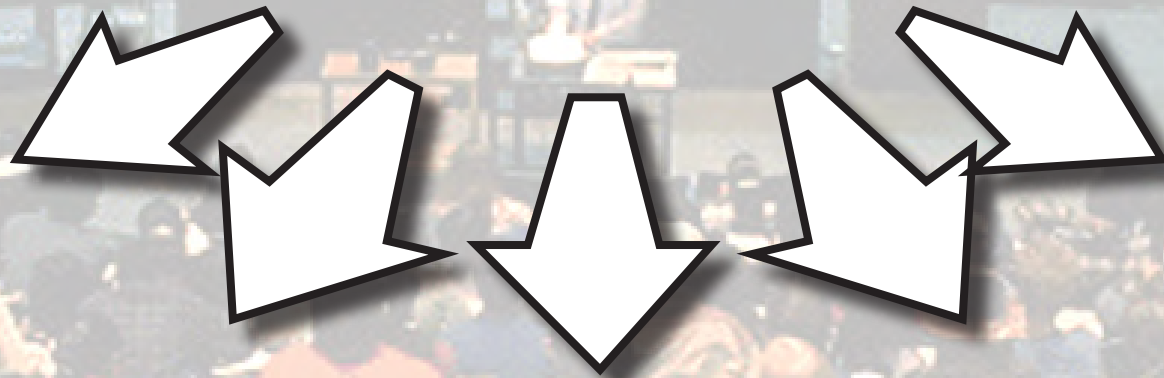


① design

② approach



how to effectively transfer information outside classroom?



1 design

2 approach



1 design


2 approach



but...

1 design

2 approach

- 
- transfer pace set by video
 - viewer passive
 - viewing/attention tanks as time passes
 - isolated/individual experience



we're simply moving this outside classroom!

1 design

2 approach



1 design

2 approach

PRINCIPLES & PRACTICE OF
PHYSICS

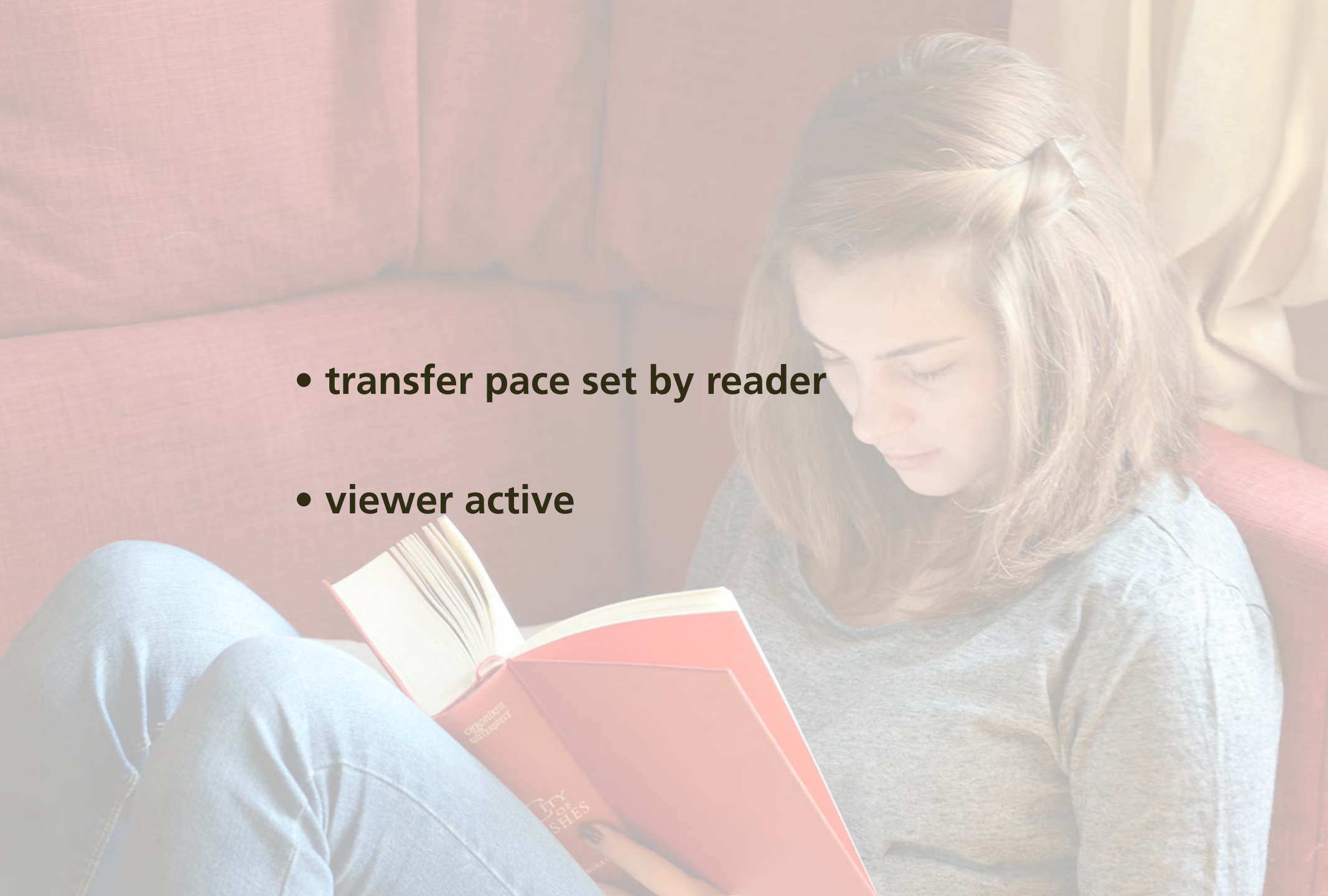
ERIC MAZUR

PRINCIPLES & PRACTICE OF
PHYSICS

ERIC MAZUR

1 design

2 approach


- 
- transfer pace set by reader
 - viewer active



but...

1 design

2 approach



**isolated/individual experience &
no real accountability**

1 design

2 approach



want:
every student prepared for every class

1 design

2 approach



want:
every student prepared for every class
(without additional instructor effort)

1 design

2 approach

A stylized illustration of a classroom with several students sitting at desks. The students are depicted in various colors (yellow, green, blue, purple, pink, orange) and are shown from the chest up, some holding pens or pencils. The desks are white, and the background is a light gray.

Solution

**turn out-of-class component
also into a social interaction!**

1 design

2 approach

Perusall

every student prepared for every class

1 design

2 approach

76 CHAPTER 4. MOMENTUM

In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.

4.1 Friction

Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough. This is the everyday experience: A hockey puck slides easily on ice but not on a rough road.

Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to *friction*—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decreases as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.

Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.



Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.



You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction surface—like a smooth surface of water. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track. Figure 4.2 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction both for low-friction tracks and for the track shown in Figure 4.2, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.2 is horizontal, carts move along its length without slowing down appreciably. In other words:

In the absence of friction, objects moving along a horizontal track keep moving without slowing down.

Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.

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Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The velocity decreases due to *friction*—the resistance to motion that an object encounters when it moves across a surface. Notice that, during the interval of time shown in the velocity-versus-time graph, the velocity decreases more rapidly on the rough surface than on the smooth surface. The velocity decreases over ice is hardly observable. The velocity decreases over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.

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Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this could happen over a wide range of distances. If the wooden surface is particularly slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.

Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to *friction*—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decreases as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.

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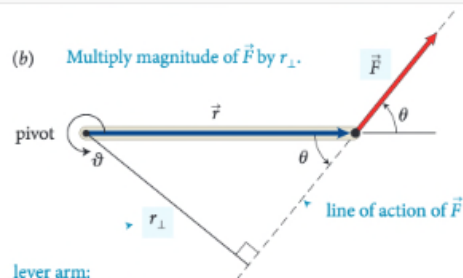
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No friction at all seems impossible. Isn't there always some friction in any real case.

Nov 1 4:41 pm

Enter your comment or question and press Enter

(b) Multiply magnitude of \vec{F} by r_{\perp} .

lever arm:
perpendicular distance
from line of action of force to rotation axis (pivot)

action of the force and the axis of rotation. So, the torque caused by a force exerted on an object is the product of the magnitude of the force and its lever arm distance. It can be written equivalently as rF_{\perp} and as $r_{\perp}F$.

Like other rotational quantities, torque carries a sign that depends on the choice of direction for increasing ϑ . In Figure 12.4, for example, the torque caused by \vec{F}_1 about the pivot tends to rotate the rod in the direction of increasing ϑ and so is positive; the torque caused by \vec{F}_2 is negative. The sum of the two torques about the pivot is then $r_1F_1 + (-r_2F_2)$. As we've seen, the two torques are equal in magnitude when the rod is balanced, and so the sum of the torques is zero. When the sum of the torques is not zero, the rod's rotational acceleration is nonzero, and so its rotational velocity and angular momentum change.

In the situations depicted in Figures 12.4 and 12.5 we used the pivot to calculate the lever arm distances. This is a natural choice because that is the point about which the object under consideration is free to rotate. However, torques also play a role for stationary objects that are suspended or supported at several different points and that are not free to rotate—for example, a plank or bridge supported at either end. To determine what reference point to use in such cases, complete the following exercise.

Exercise 12.1 Reference point

Consider again the rod in Figure 12.4. Calculate the sum of the torques about the left end of the rod.

SOLUTION: I begin by making a sketch of the rod and the three

reference point

The lever arm distances must now be determined relative to the left end of the rod. The lever arm distance of force \vec{F}_1 to this point is zero, and so the torque caused by that force about the left end of the rod is zero. If I choose counterclockwise as the positive direction of rotation, \vec{F}_2 causes a negative torque about the left end of the rod; the force \vec{F}_{pr} exerted by the pivot causes a positive torque about the left end of the rod. The lever arm distance of \vec{F}_2 about the left end of the rod is $r_1 + r_2$; that of \vec{F}_{pr} is r_1 . Because the rod is at rest, the magnitude of the force exerted by the pivot is equal to the sum of the forces \vec{F}_1 and \vec{F}_2 . Taking into account the signs of the torques, we find that the sum of the torques about the left end of the rod is $r_1(F_1 + F_2) - (r_1 + r_2)F_2 = r_1F_1 - r_2F_2$. This is the same result we obtained for the torques about the pivot, and so the sum of the torques about the left end is zero. ✓

Exercise 12.1 shows that the sum of the torques about the left end of the rod is zero, just like the sum of the torques about the pivot. You can repeat the calculation for the torques about the right end of the rod or any other point, and each time you will find that the sum of the torques is zero. The reason is that the rod is not rotating about any point, and so the sum of the torques must be zero about any point. In general we can say:

For a stationary object, the sum of the torques is zero.

For a stationary object we can choose any reference point we like to calculate torques. It pays to choose a reference point that simplifies the calculation. As you have seen, we do not need to consider any force that is exerted at the reference point. So, by putting the reference point at the point of application of a force, we can eliminate that force from the calculation.

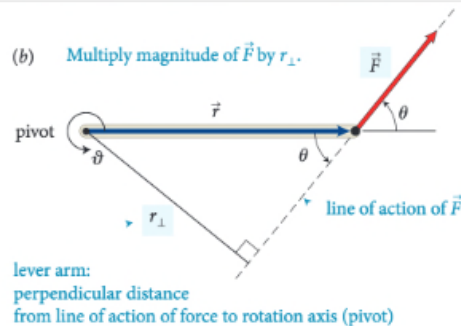


12.2 In the situation depicted in Figure 12.2a, you must continue to exert a force on the seesaw to keep the child off the ground. The force you exert causes a torque on the seesaw, and yet the seesaw's rotational acceleration is zero. How can this be if torques cause objects to accelerate rotationally?

Example 12.2 Torques on lever

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Perusall AP50 Fall 2015 » Chapter 12 Group 1's comments Page 284 Eric Mazur

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Oct 22 8:48 pm

1 design

2 approach

email notifications

Brian Lukoff responded to a question in Mazur Chapter 4 Sample that you wanted to know the answer to

21 minutes ago, you asked this question on Perusall:

No friction at all seems impossible: Isn't there always some friction in any real case?

Brian Lukoff just responded to the question by saying:

Right - I think there will always be some friction due to the second law of thermodynamics.

If this helps your understanding, click the button below. If you want to respond, simply reply to this email to post to Perusall.

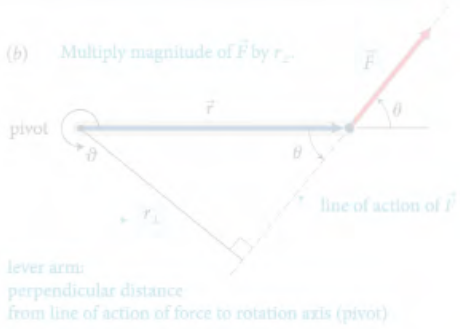
[View conversation](#)

[This comment helps my understanding](#)

1 design

2 approach

Perusall AP50 Fall 2015 » Chapter 12 Group 1's comments A Page 284 Eric Mazur



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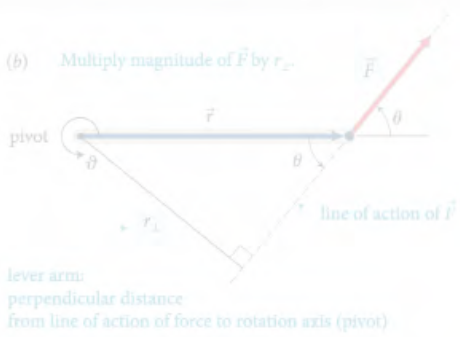
Oct 22 8:48 pm

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Perusall AP50 Fall 2015 » Chapter 12 Group 1's comments

Page 284 Eric Mazur



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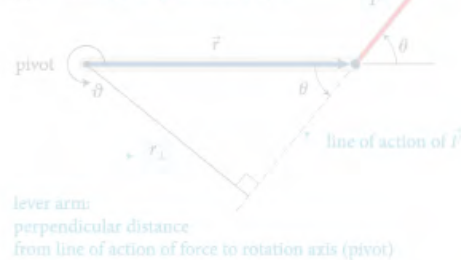
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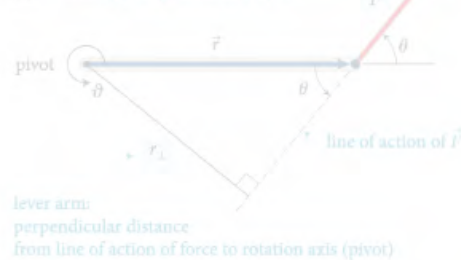
rubric-based assessment

- quality (thoughtful reading & interpretation)
- quantity (minimum 10)

Perusall

AP50 Fall 2015 » Chapter 12

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Page 284

Eric Mazur

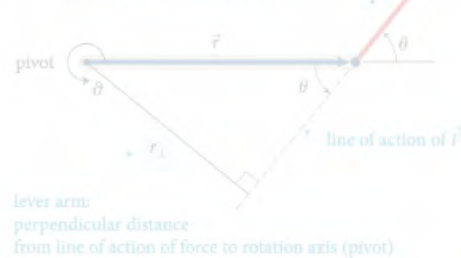
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1 design

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76 CHAPTER 4. MOMENTUM

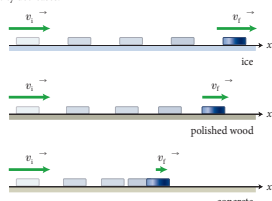
In the preceding two chapters, we developed a mathematical framework for describing motion along a straight line. In this chapter, we continue our study of motion by investigating inertia, a property of objects that affects their motion. The experiments we carry out in studying inertia lead us to discover one of the most fundamental laws in physics—conservation of momentum.

4.1 Friction

Picture a block of wood sitting motionless on a smooth wooden surface. If you give the block a shove, it slides some distance but eventually comes to rest. Depending on the smoothness of the block and the smoothness of the wooden surface, this stopping may happen sooner or it may happen later. If the two surfaces in contact are very smooth and slippery, the block slides for a longer time interval than if the surfaces are rough or sticky. This you know from everyday experience: A hockey puck slides easily on ice but not on a rough road.

Figure 4.1 shows how the velocity of a wooden block decreases on three different surfaces. The slowing down is due to friction—the resistance to motion that one surface or object encounters when moving over another. Notice that, during the interval covered by the velocity-versus-time graph, the velocity decrease as the block slides over ice is hardly observable. The block slides easily over ice because there is very little friction between the two surfaces. The effect of friction is to bring two objects to rest with respect to each other—in this case the wooden block and the surface it is sliding on. The less friction there is, the longer it takes for the block to come to rest.

Figure 4.1 Velocity-versus-time graph for a wooden block sliding on three different surfaces. The rougher the surface, the more quickly the velocity decreases.



CONCEPTS

Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.



You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is dotted with little holes through which pressurized air blows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track. Figure 4.2 shows low-friction carts you may have encountered in your lab or class. Although there is still some friction both for low-friction tracks and for the track shown in Figure 4.2, this friction is so small that it can be ignored during an experiment. For example, if the track in Figure 4.2 is horizontal, carts move along its length without slowing down appreciably. In other words:

In the absence of friction, objects moving along a horizontal track keep moving without slowing down.

Another advantage of using such carts is that the track constrains the motion to being along a straight line. We can then use a high-speed camera to record the cart's position at various instants, and from that information determine its speed and acceleration.

4.1 (a) Are the accelerations of the motions shown in Figure 4.1 constant? (b) For which surface is the acceleration largest in magnitude?

4.2 Inertia

We can discover one of the most fundamental principles of physics by studying how the velocities of two low-friction carts change when the carts collide. Let's first see what happens with two identical carts. We call these standard carts because we'll use them as a standard against which to compare the motion of other carts. First we put one standard cart on the low-friction track and make sure it doesn't move. Next we place the second cart on the track some distance from the first one and give the second cart a shove toward the first. The two carts collide, and the collision alters the velocities of both.

ANNOTATION

Alan: I remember, in high school, being amazed at how quickly carts could travel on these tracks - air would blow up through these tiny holes evenly distributed along the length of the track and the cart would essentially float on the air and consequently - the cart would move very quickly with the slightest push.

Bob: Although there is no way to create frictionless surfaces, I find it interesting that we consider experiments "in the absence of friction." In a way, this relates back to Chapter 1.5 where we talked about the importance of having too little or too much information in our representations. In some cases, the friction is so insignificant that we ignore it (simplifying our representation).

Claire: Does this only apply to solid surfaces? I feel as if a substance that floats on water either has negligible or very little friction.

Alan: Why is this? I don't get it.

David: believe this applies to almost every surface, although I'm not sure if water would count more as resistance than friction. Anyway, the best example I could think of would be a surf board. If people who were paddling in the same direction as the waves experienced no resistance, they would continually speed up, and eventually reach very high speeds. However, in reality if they were two stop paddling they'd slow down and only the waves would slowly push them to shore.

Alan: Is it possible to have a surface, in real life, that inflicts NO friction at all?

Erica: Doesn't air resistance factor into this at all? It seems that it is not enough for there to be only an absence of friction for something to keep moving without slowing down. What about some other opposing force - like air resistance? Or is air resistance just another example of friction?

Bob: The key word is "appreciably". In the absence of friction, the cart does not slow down appreciably but still would a little due to air resistance

Alan: a) yes b) concrete has the acceleration of greatest magnitude

Erica: I would think that they are not constant because if we think of the formula $F=ma$, the force of friction is different in every case so that would change the acceleration value (where mass would stay the same since it's assumed that the object is the same in each situation).

Claire: As a theoretical question about inertia, if an object in motion will stay in motion, but is being affected by friction, will it slow down perpetually but remain in motion, or will it eventually stop completely due to the friction? Just curious.

Alan: With friction everything slows down to a halt at one point or another. It is only if an outside force acts on the object if that object will maintain motion after the effects of inertia.

Claire: Standard carts: identical carts in mass, shape, etc. I like this notion of standard carts, it provides a good baseline to compare other motion and to understand the concepts before building on it.

Alan: Great visual representation of friction! It is interesting how this compares the velocity of things on different surfaces

Bob: The rougher the surface, the more friction between the surface and the wooden block, and thus acceleration will be greater.

EVALUATION

No substance. Does not demonstrate any thoughtful interpretation of the text.

Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts.

Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful reading of the text.

Question does not explicitly identify point of confusion nor demonstrates thoughtful reading or interpretation of the text.

Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example

Question exhibits superficial reading, but does not exhibit any interpretation of the textbook.

Demonstrates thoughtful interpretation of the text by refuting a statement through a counter example.

Responds to the question by thoughtfully interpreting the text

Annotation not backed up by any reasoning or theoretical assumptions. No evidence of thoughtful reading of text.

Response backed up with reasoning that demonstrates an interpretation of the text and applies understanding of concepts

Profound question that goes beyond the material covered in the textbook.

Demonstrates some thought but does not really address Claire's question

No substance. Does not demonstrate any thoughtful reading.

No substance. Does not demonstrate any thoughtful reading.

Interprets the graph and applies understanding of both the concept of friction, how a v-t graph corresponds to acceleration and the relationship between the force of friction and acceleration

rubric-based assessment

ANNOTATION

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EVALUATION

No substance. Does not demonstrate any thoughtful interpretation of the text.

0

Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts.

2

Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful reading of the text.

1

Question does not explicitly identify point of confusion nor demonstrates thoughtful reading or interpretation of the text.

0

Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example

2

rubric-based assessment

(b) Multiply magnitude of \vec{F} by r_{\perp} .



lever arm:
perpendicular distance
from line of action of force to rotation axis (pivot)

- quality (thoughtful reading & interpretation)

action of the force and the rotation. So, the torque caused by a force \vec{F} is the product of the magnitude of the force and the lever arm distance. It can

- quantity (minimum)

- timeliness (before class)

- distribution (not clustered)

1 design

2 approach

rubric-based assessment

- quality (thoughtful reading & interpretation)

how do you process all of that??

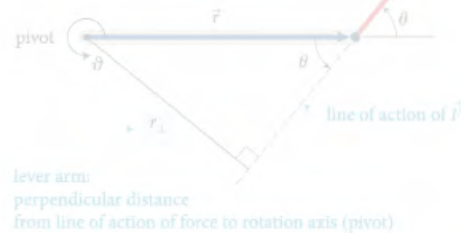
- timeliness (before class)
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1 design

2 approach

rubric-based assessment

(b) Multiply magnitude of \vec{F} by r_{\perp} .



- quality (though future could be interpretation)

how do you process all of that??

- timeliness (before class)
- distribution (not clustered)

fully automated assessment

- specialized machine learning algorithm
- assesses intellectual content
- exceeds intercoder reliability

1 design

2 approach

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Gradebook

Click on a grade to see details about the student's assignment.

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Release to students

Release to students

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1 design

2 approach

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Gradebook

Click on a grade to see details about the student's assignment.

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Total number of annotations **16**

Total number of annotations submitted on time **11**

Average quality of top 10 annotations submitted on time **1.80**

2 = demonstrates thorough and thoughtful reading and insightful interpretation of the reading, 1 = demonstrates reading, but no (or only superficial) interpretation of the reading, 0 = does not demonstrate any thoughtful reading or interpretation

Distribution of annotations **3.8**

0 = clustered, 5 = evenly distributed throughout assignment

Assignment score **1**

scores range from 0 to 3

1 design

2 approach

Perusall AP50 Fall 2015 » Chapter 12 Group 1's comments A Page 284 Eric Mazur

(b) Multiply magnitude of \vec{F} by r_{\perp} .

lever arm:
perpendicular distance
from line of action of force to rotation axis (pivot)

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reference point

\vec{F}_1

The lever arm distances must now be determined relative to the left end of the rod. The lever arm distance of force \vec{F}_1 to this point is zero, and so the torque caused by that force about the left end of the rod is zero. If I choose counterclockwise as the positive direction of rotation, \vec{F}_2 causes a negative torque about the left end of the rod; the force \vec{F}_{pr} exerted by the pivot causes a positive torque about the left end of the rod. The lever arm distance of \vec{F}_2 about the left end of the rod is $r_1 + r_2$; that of \vec{F}_{pr} is r_1 . Because the rod is at rest, the magnitude of the force exerted by the pivot is equal to the sum of the forces \vec{F}_1 and \vec{F}_2 . Taking into account the signs of the torques, we find that the sum of the torques about the left end of the rod is $r_1(F_1 + F_2) - (r_1 + r_2)F_2 = r_1F_1 - r_2F_2$. This is the same result we obtained for the torques about the pivot, and so the sum of the torques about the left end is zero. ✓

Exercise 12.1 shows that the sum of the torques about the left end of the rod is zero, just like the sum of the torques about the pivot. This is not a coincidence. In fact, the sum of the torques about any point is zero. The reason is that the rod is not rotating about any point, and so the sum of the torques must be zero about any point. In general we can say:

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For a stationary object we can choose any reference point we like to calculate torques. It pays to choose a reference point that simplifies the calculation. As you have seen, we do not need to consider any force that is exerted at the reference point. So, by putting the reference point at the point of application of a force, we can eliminate that force from the calculation.

12.2 In the situation depicted in Figure 12.2a, you must continue to exert a force on the seesaw to keep the child off the ground. The force you exert causes a torque on the seesaw, and yet the seesaw's rotational acceleration is zero. How can this be if torques cause objects to accelerate rotationally?

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(a) The change in rotationa...

As we saw earlier in the chap...

connect pre-class and in-class activities

1 design

2 approach

confusion report

Confusion report for Chapter 24

right hand rule (11 questions)

- JB Can someone in simpler terms explain the right- hand rule? +1
- WJ Is there another way, besides the right hand rule, to find the direction of the magnetic field with a current?
- SB Using the right hand rule, I believe the answer is D. Is that correct? Show more...

direction magnetic field (8 questions)

- CP Why is it that the magnet field points away from the north pole and towards the south pole? When on the previous page it stated that the direction of the magnetic field is the direction that the north pole of a compass needle points. +2
- AB How can you determine which direction the magnetic field will point towards? +1
- KH So whichever way the north pole faces is the direction of the magnetic field but that doesn't always mean its pointing true north? +1 Show more...

earth magnetic field (6 questions)

- CP Does that mean that the compass will be distracted from the Earth's magnetic field and use the magnetic field that the current of the wire gives off?
- AK Can someone explain why this type of bacteria knows what direction the earth's magnetic fields are facing?
- J Does the circular loop of current have any similarities with the look of the earths magnetic field? They kind of look similar to me. Show more...

motivating factors

Intrinsic:

- social interaction

(b) Multiply magnitude of \vec{F} by r_{\perp} .



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perpendicular distance
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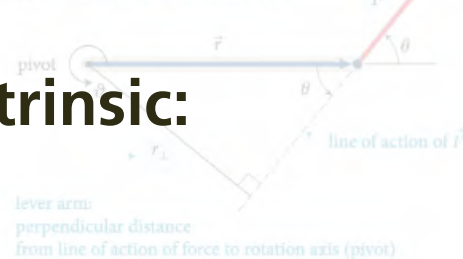
As we saw earlier in the chap...

motivating factors

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- social interaction
- tie-in to in-class activity

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motivating factors

Intrinsic:

• social interaction

• tie-in to in-class activity

Extrinsic:

• assessment (fully automated)

(b) Multiply magnitude of \vec{F} by r_{\perp} .



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motivating factors

"I think the Perusall app and annotation system is way better than just reading a textbook normally... I've been reading for almost four hours now and haven't gotten bored"

Harvard student

1 design

2 approach

motivating factors

"It makes the book fun to read..."

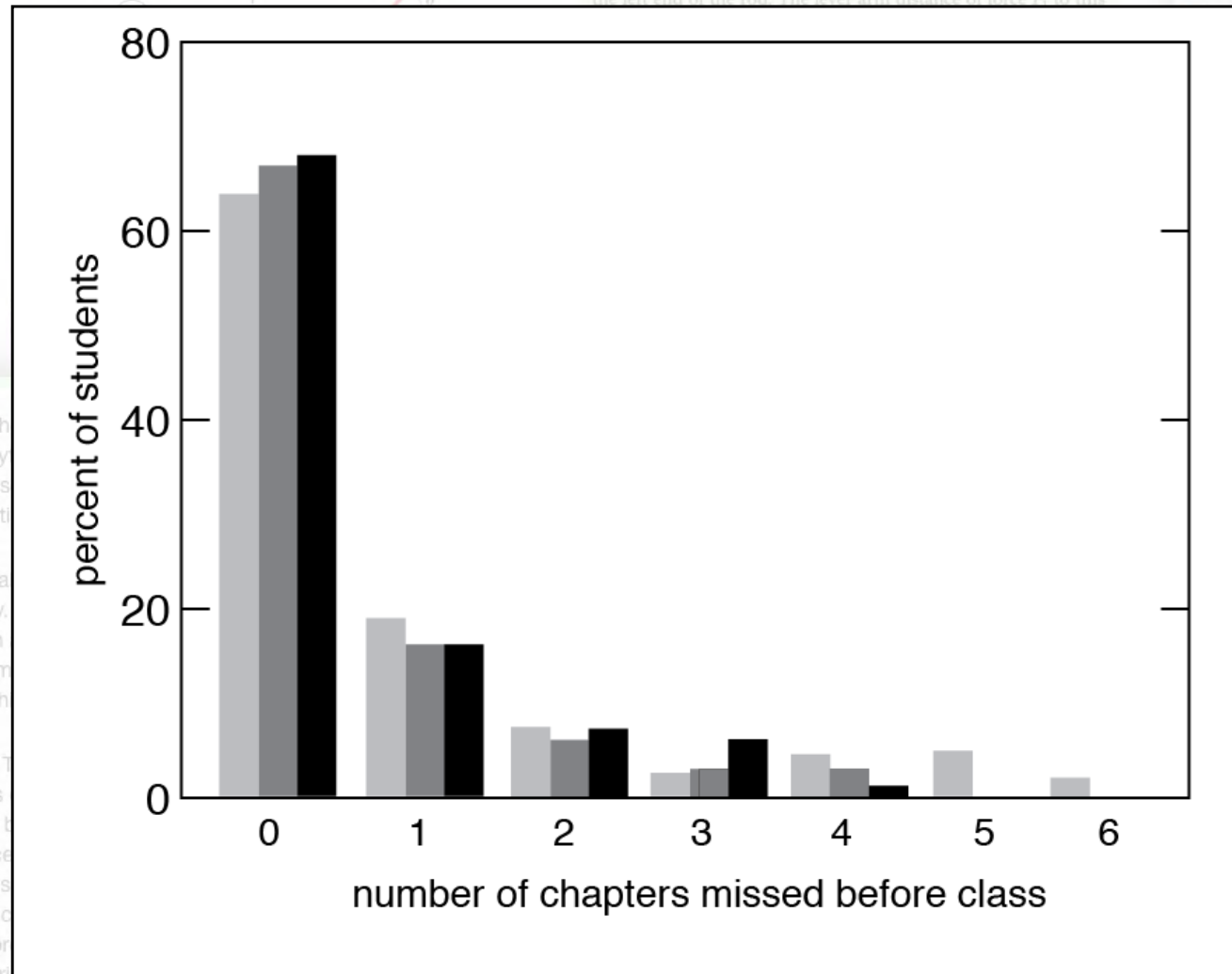
All the other students on my floor are disappointed their Prof isn't using Perusall because they don't read the book."

Ohio State student

1 design

2 approach

participation

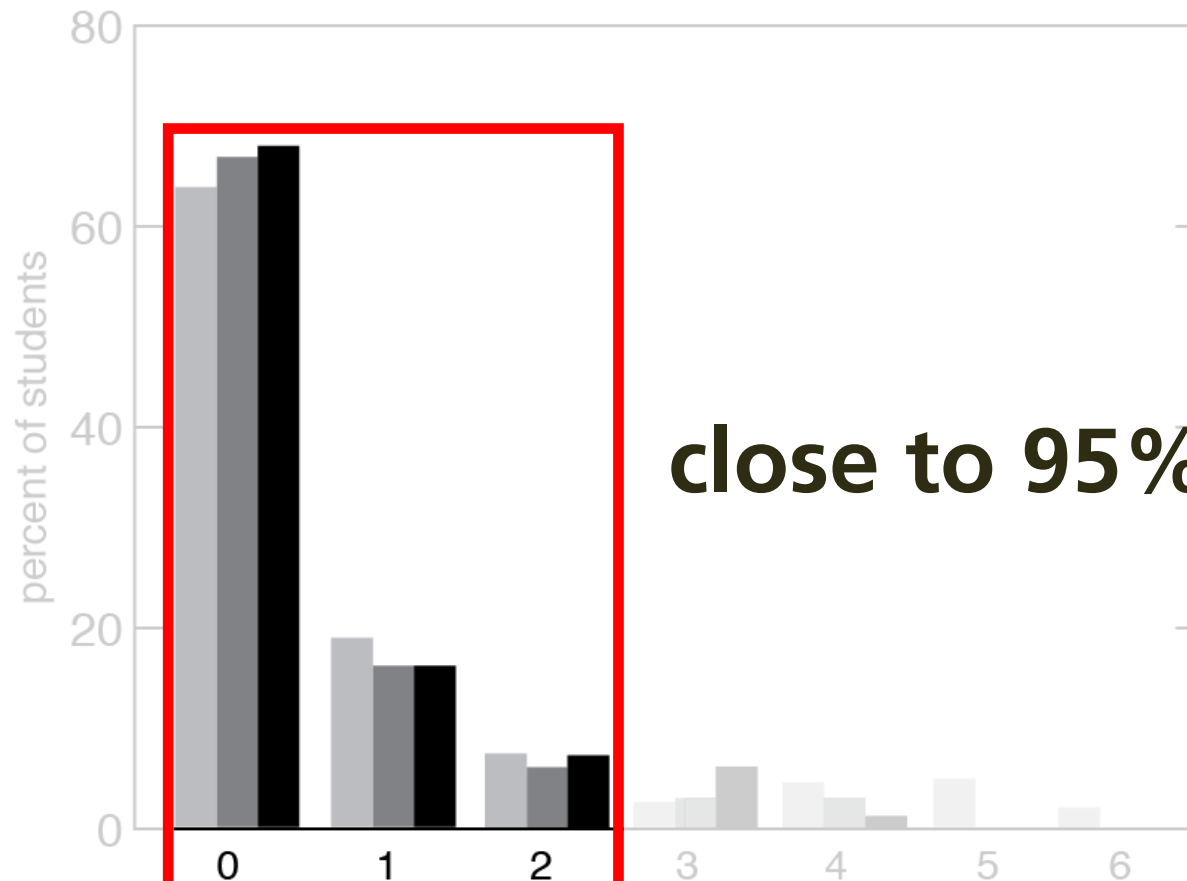


1 design

2 approach

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(b) Multiply magnitude of \vec{F} by r_{\perp} .



close to 95%!

number of chapters missed before class

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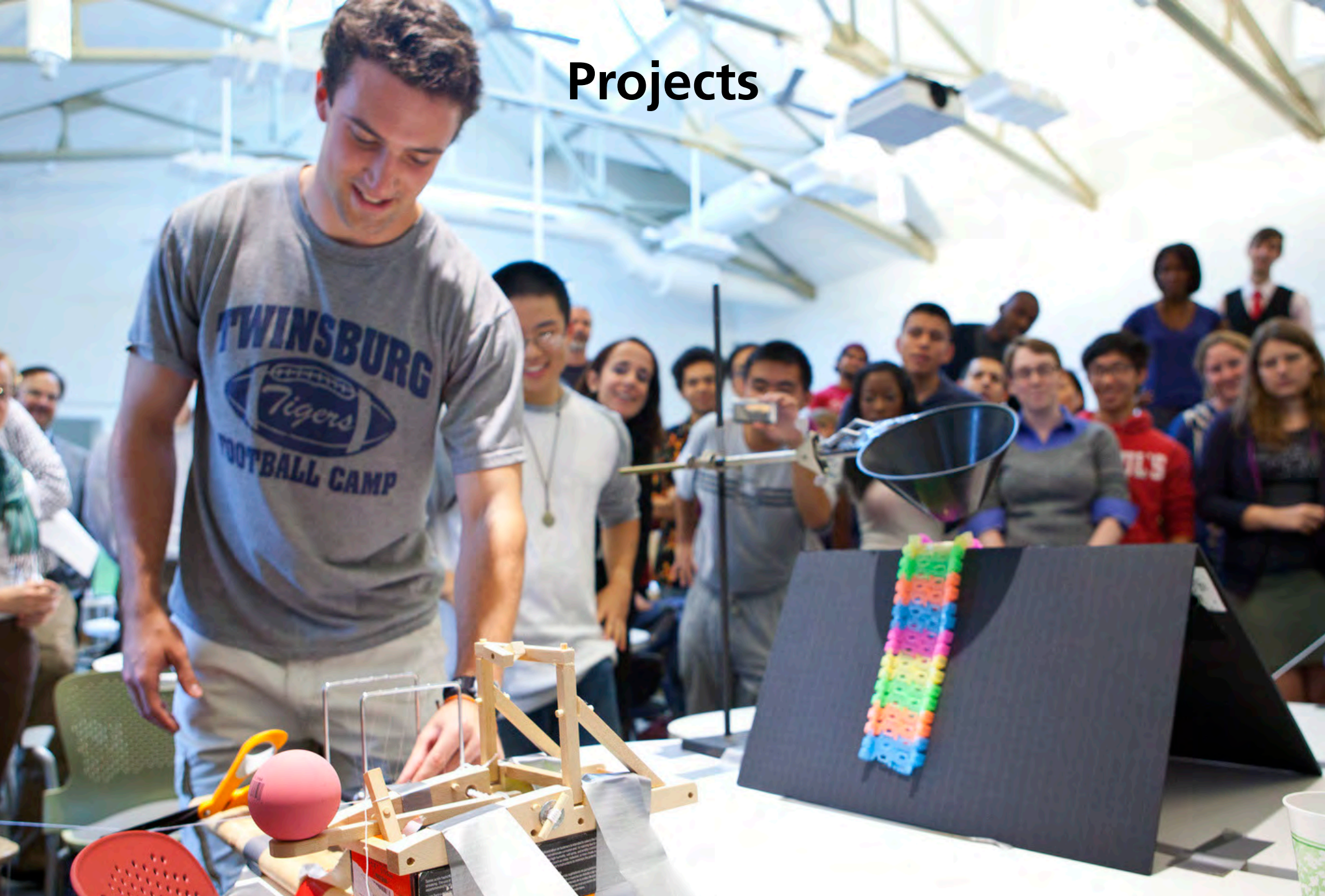
participation

every student prepared for every class

1 design

2 approach

Projects



1 design

2 approach

Projects

- 1 project/month (6 over 2 semesters)
- new team formation for each project
- projects not prescriptive, but open-ended
- 3 types of project “fairs”
- external evaluators

Projects

Rule-based team formation using GroupEng

www.GroupEng.org

1 design

2 approach

Projects

Rule-based team formation using GroupEng

- gender
- year
- self-efficacy & learning attitude
- class performance
- exclude previous team mates

www.GroupEng.org

Projects

To be successful, the projects must

- **require practical application of skills**
- **be linked to real world problems**
- **have compelling narrative (help/do good)**

Projects

Fall

Drag Race

Rube Goldberg

Symphosium

Spring

Ecotricity

Crack-a-Thon

inSPECT Fair

1 design

2 approach



AP50 FALL 2014

Project Brief

Drag

Rube G

Sympho

Symphosium



1 design

2 approach

Projects



1 design

2 approach

Projects

**Build a beautifully sounding instrument
from recycled parts**

1 design

2 approach

Projects

**Build a beautifully sounding instrument
from recycled parts**

- musical range
- *Q*-factor
- harmonic spectrum
- sound level
- tuning stability

Projects

Milestones:

- team contract
- proposal
- fair
- report
- team, peer, and self assessment

Projects

Milestones:

- team contract (at beginning)
- proposal
- fair
- report
- team, peer, and self assessment

Projects

Milestones:

- team contract (at beginning)
- proposal (+1 week)
- fair
- report
- team, peer, and self assessment

Projects

Milestones:

- team contract (at beginning)
- proposal (+1 week)
- fair (+3 weeks)
- report
- team, peer, and self assessment

Projects

Milestones:

- team contract (at beginning)
- proposal (+1 week)
- fair (+3 weeks)
- report (+1 week +3 days for revision)
- team, peer, and self assessment

Projects

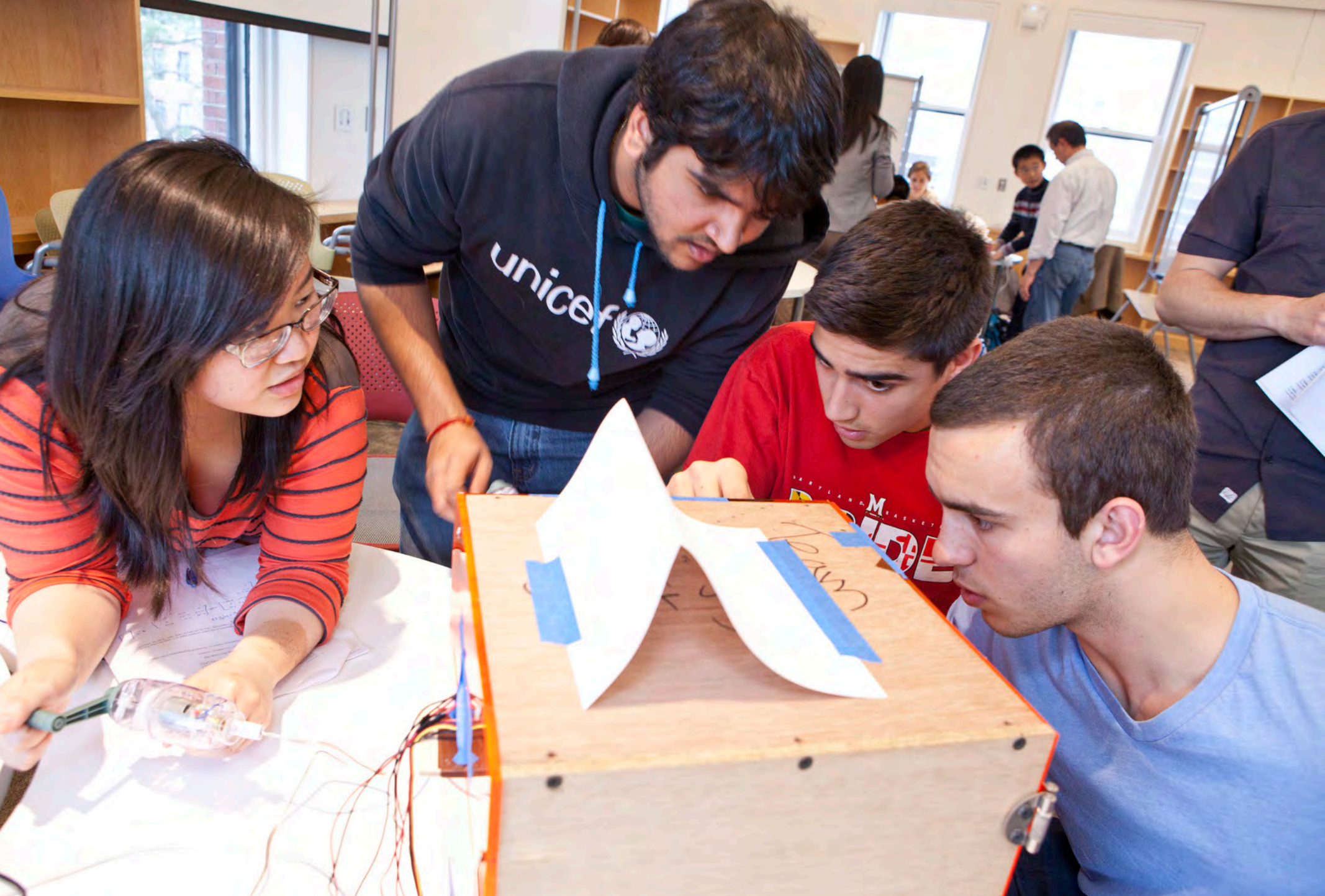
Milestones:

- team contract (at beginning)
- proposal (+1 week)
- fair (+3 weeks)
- report (+1 week +3 days for revision)
- team, peer, and self assessment (at end)



1 design

2 approach



1 design

2 approach

A group of students are gathered around a table in a classroom, working on a project. A male student in a black hoodie with 'unicef' on it is leaning over the table, looking at a white paper structure. A female student with glasses and a red and orange striped shirt is also looking at the project. Two other male students are looking at the project. The project appears to be a white paper structure, possibly a model or a prototype, with some blue tape and wires attached. The background shows other students and classroom windows.

**competition instead of
social good/empathy as motivator**

1 design

2 approach



1 design

2 approach

In-class activities



1 design

2 approach

In-class activities

2 weekly 3-hour class periods

1 design

2 approach

In-class activities



In-class activities

JAN	FEB								MAR								APR								
27	29	3	5	10	12	17	19	24	26	3	5	10	12	24	26	31	2	7	9	14	16	21	23	28	
intro	6	T 6	6	6	7	7	7	ECOTRICITY	T 8	8	8	8	9	9	9			CRACKATHON	T 10	10	10	10	10	inSPECT FAIR	
	6	6	6	7	7				8	9	8	9P	9						10	10		P			

In-class activities

one project

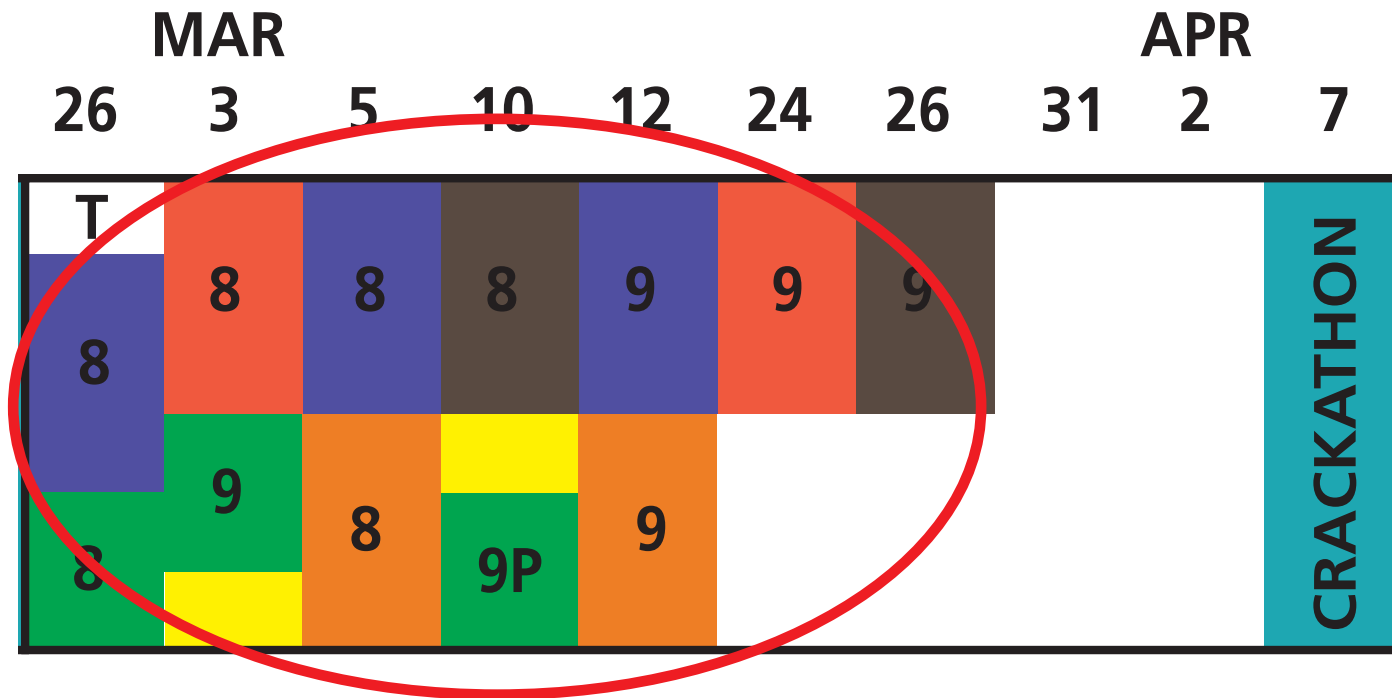
JAN		FEB							MAR							APR									
27	29	3	5	10	12	17	19	24	26	3	5	10	12	24	26	31	2	7	9	14	16	21	23	28	
intro	6	T 6	6	6	7	7	7	ECOTRICITY	T 8	8	8	8	9	9	9	CRACKATHON			T 10	10	10	10	10	inSPECT FAIR	
	6	6	6	7	7				8	9	8	9P	9						10	10		P			

1 design

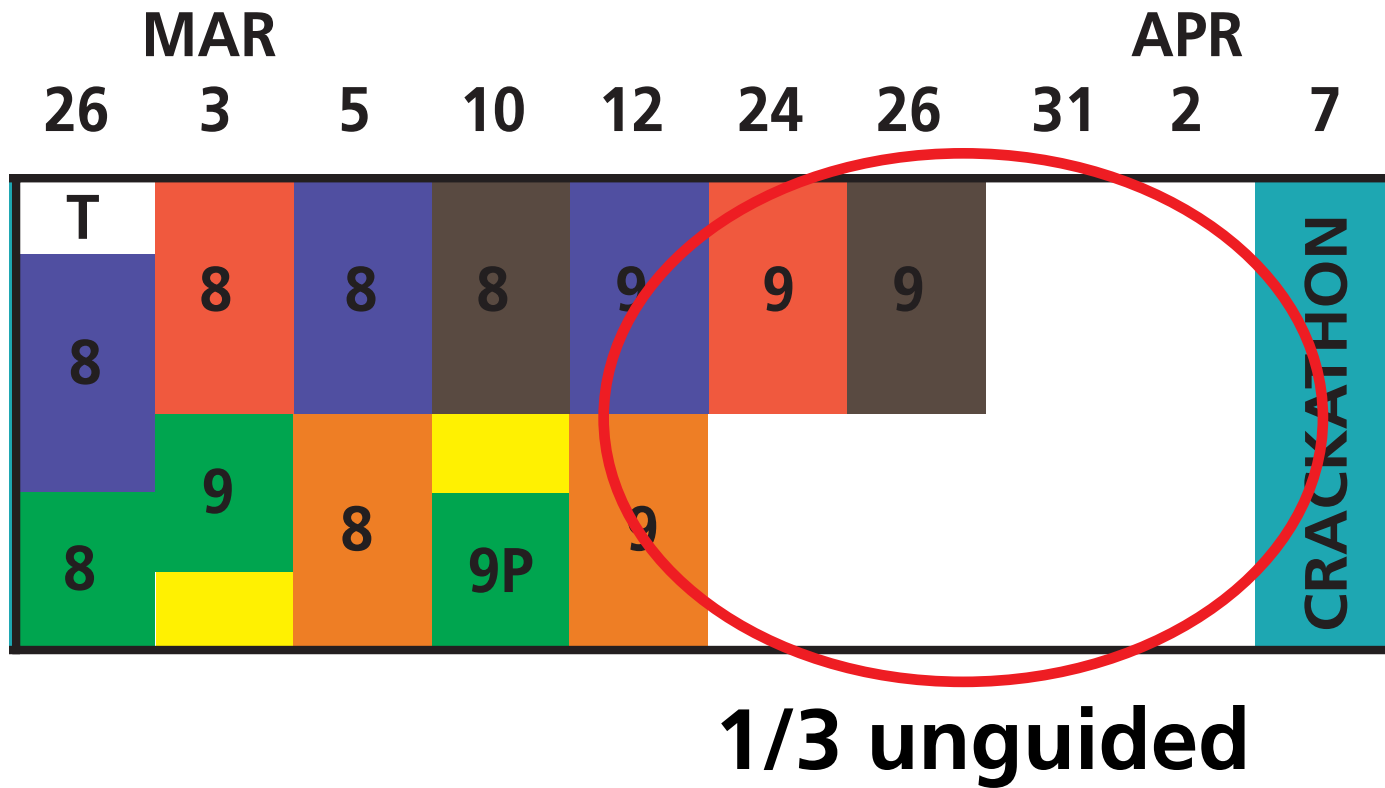
2 approach

In-class activities

2/3 scaffolded, guided



In-class activities



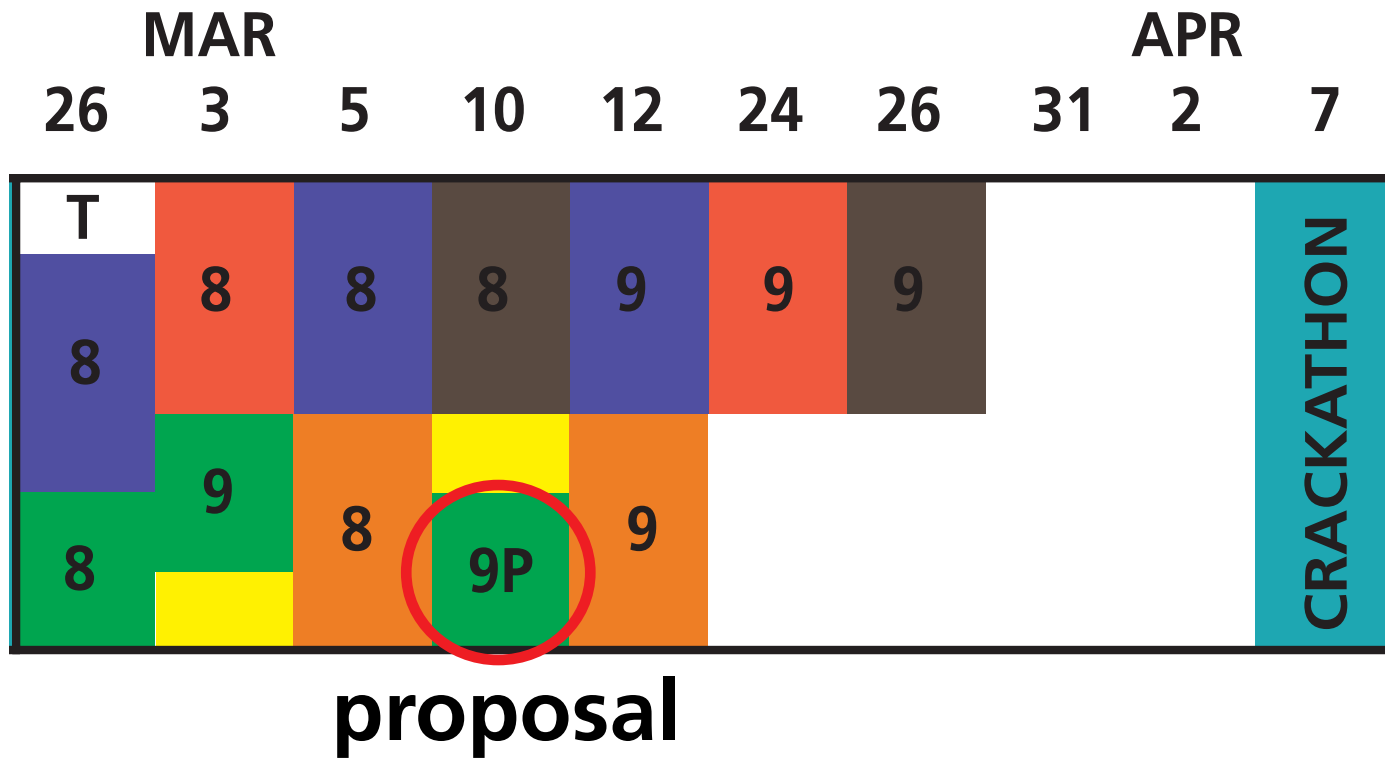
team intro



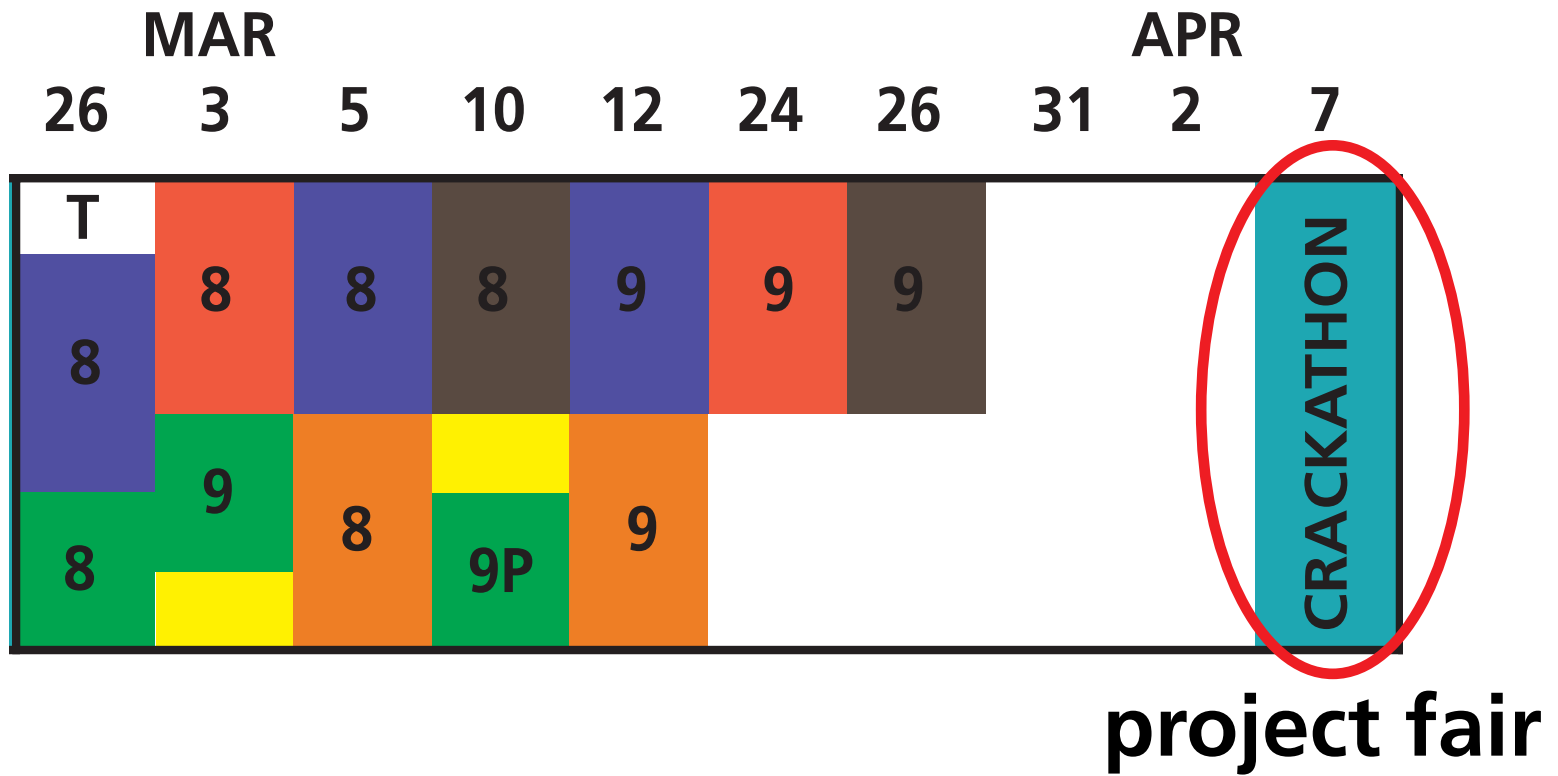
1 design

2 approach

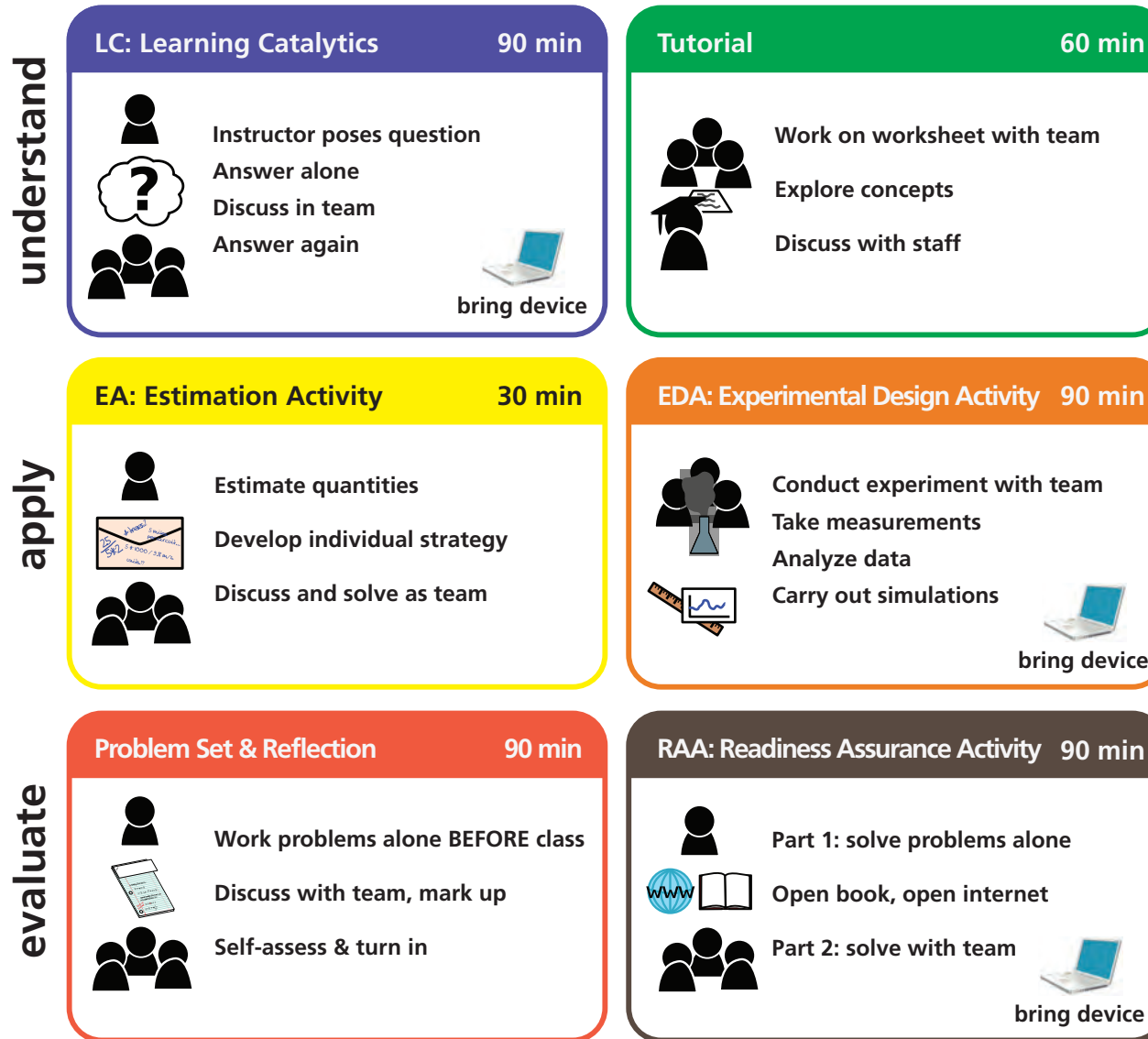
In-class activities



In-class activities



In-class activities



In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



bring device

Tutorial

60 min



Work on worksheet with team
Explore concepts
Discuss with staff

apply

EA: Estimation Activity

30 min



Estimate quantities
Develop individual strategy
Discuss and solve as team

EDA: Experimental Design Activity

90 min



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



bring device

evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team



bring device



learning | catalytics

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optics i

current session: 766079 | 69 students

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Jump to ▼

1

2

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12

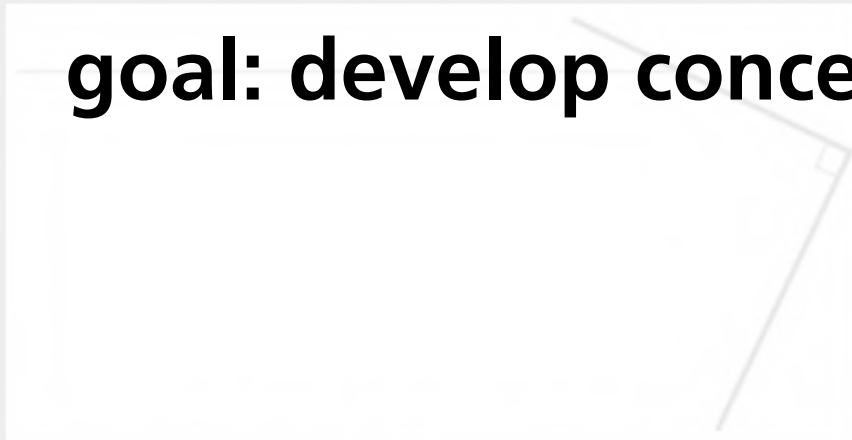
13

14

15



4. direction Light enters horizontally into the combination of two perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Indicate the direction of the incident light after it reflects off of both mirrors.



feedback & support

1 design**2** approach

A group of people are seated around a white round table in a modern office or meeting space. Several laptops are open on the table, and some people are looking at them. A notebook and a pen are also visible on the table. The background shows other people standing and talking, suggesting a collaborative work environment.

Before we start, please sign on to Learning Catalytics using a web-enabled device (1 person/device):

- 1. Go to learningcatalytics.com/demo**
- 2. Enter info, click "Start"**
- 3. Join session 19557292**

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optics i

current session: **766079** | 69 students[Back to all lectures](#) [Stop session](#) [Review results](#) [Seat map](#) [Show floating session ID](#) [Edit](#) [Delete](#)

Jump to ▼

1

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3

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13

14

15



4. direction Light enters horizontally into the combination of two perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Indicate the direction of the incident light after it reflects off of both mirrors.



feedback & support

1 design**2** approach

learning | catalytics

[Courses](#) [Participate](#) [Review](#) [Classifications](#) [Purchases](#) [Users](#) [Tour](#) [Help](#)

optics i

current session: **766079** | 69 students

[Map](#) [Show floating session ID](#) [Edit](#) [Delete](#)

6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Light enters horizontally into the combination of two perpendicular mirrors as shown below. Indicate the direction of the incident light after it reflects off of both mirrors.



Submit response

[Switch to text response](#)

[feedback & support](#)

1 design

2 approach

learning | catalytics

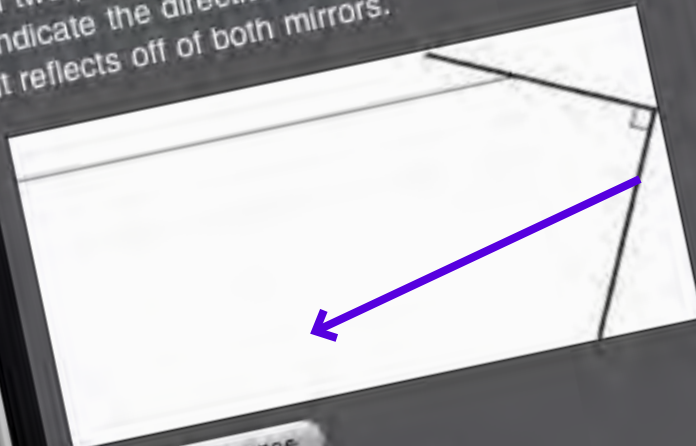
[Courses](#) [Participate](#) [Review](#) [Classifications](#) [Purchases](#) [Users](#) [Tour](#) [Help](#)optics: current session: **766079** | 69 students[Map](#) [Show floating session ID](#) [Edit](#) [Delete](#)

6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Light enters horizontally into the combination of two perpendicular mirrors as shown below. Indicate the direction of the incident light after it reflects off of both mirrors.

[Submit response](#)[Switch to text response](#)[feedback & support](#)**1** design**2** approach

learning | catalytics

[Courses](#) [Participate](#) [Review](#) [Classifications](#) [Purchases](#) [Users](#) [Tour](#) [Help](#)current session: **766079** | 69 students[Map](#) [Show floating session ID](#) [Edit](#) [Delete](#)

6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Round 1

57 responses, 58% correct



feedback & support

Indicate the d

1 design**2** approach

learning | catalytics

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6 7 8 9 10 11 12 13 14 15

perpendicular mirrors as shown below.

[Deliver](#) [Show all results](#)

Round 1

57 responses, 58% correct



Round 2

51 responses, 73% correct

✓ 8 get it now
✗ 0 still don't get it[feedback & support](#)

1 design

2 approach

In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



Tutorial

60 min



Work on worksheet with team
Explore concepts
Discuss with staff

apply

EA: Estimation Activity

30 min



Estimate quantities
Develop individual strategy
Discuss and solve as team



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team

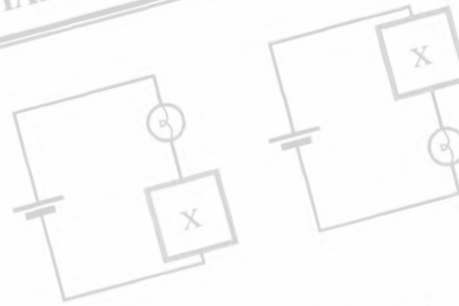


A MODEL FOR CIRCUITS PART 2: POTENTIAL DIFFERENCE

I. Current and resistance

- A. The circuits at right contain identical batteries, bulbs, and unknown elements labeled X.

How do the bulbs compare in brightness? Explain.



In each circuit, how does the current through the bulb compare to the current through element X? Explain.

- B. The circuits at right contain identical batteries and bulbs. The boxes labeled X and Y contain different unknown elements. (Assume there are no batteries in either box.)

It is observed that the bulb on the left is brighter than the bulb on the right.

1. Based on this observation, how does the resistance of element X compare to that of element Y? Explain.
2. In each circuit, how does the current through the bulb compare to the current through the unknown element?



3. In each circuit, how does the current through the bulb compare to the current through the unknown element?



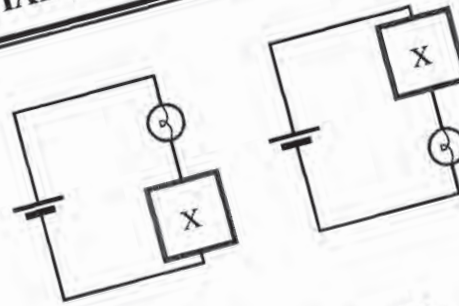
goal: address documented misconceptions

McDermott et al., *Tutorials in Introductory Physics* (Prentice Hall, 2002)

A MODEL FOR CIRCUITS PART 2: POTENTIAL DIFFERENCE

I. Current and resistance

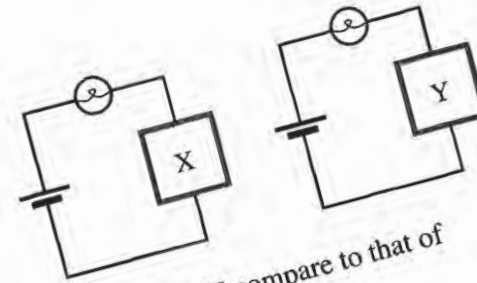
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1. Based on this observation, how does the resistance of element X compare to that of element Y? Explain.
2. In each circuit, how does the current through the bulb compare to the current through the unknown element?

3. In each circuit, how does the current through the bulb compare to the current through the battery?

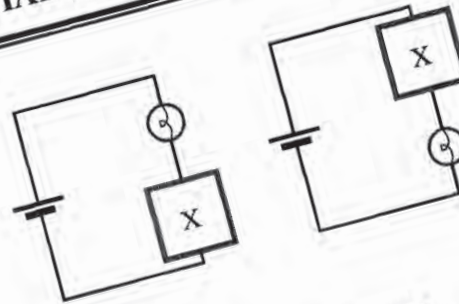
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A MODEL FOR CIRCUITS PART 2: POTENTIAL DIFFERENCE

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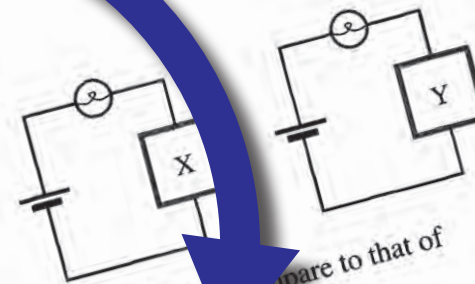
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2. In each circuit, how does the current through the bulb compare to the current through the unknown element?

3. In each circuit, how does the current through the bulb compare to the current through the battery?

McDermott et al., *Tutorials in Introductory Physics* (Prentice Hall, 2002)

In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



Tutorial

60 min



Work on worksheet with team
Explore concepts
Discuss with staff

apply

EA: Estimation Activity

30 min



Estimate quantities
Develop individual strategy
Discuss and solve as team

EDA: Experimental Design Activity

90 min



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team



AP50 Fall 2014

Estimation Activity

Th Oct 9

Instructions: Estimate (not Guess or Google!) the quantities below to the nearest order of magnitude. Report all your answers as an order of magnitude (using the indicated units). Spend the first five minutes thinking *individually* about a strategy, then go at it with your team. You have 30 minutes exactly, so think fast!

When your team has completed all six questions, check your answers with a teaching staff member.

Important: Start from what you know; do not look up any values. Pretend you are being asked these questions at a dinner party.

goal: develop qualitative reasoning skills

1. Estimate the chemical energy released during the explosive separation of a professional fireworks shell. Answer units: [J]
2. Estimate the relative speed of the moon as seen from an observer on the earth. Answer units: [m/s]
3. Estimate the power output by an average person completing a "stadium workout" (run up and down the 30 sections of the Harvard Stadium as fast as they can). Answer units: [W]
4. Estimate the force of the atmosphere exerted on the entire surface of one person's skin. Answer units: [N]
5. Estimate the height of the mountain a college student could climb with the energy saved by turning out their dorm lights instead of keeping the lights on for an all-nighter homework assignment. Answer units: [m]

Estimation Activity

Th Oct 9

Instructions: Estimate (not Guess or Google!) the quantities below to the nearest order of magnitude. Report all your answers as an order of magnitude (using the indicated units). Spend the first five minutes thinking *individually* about a strategy, then go at it with your team. You have 30 minutes exactly, so think fast!

When your team has completed all six questions, check your answers with a teaching staff member.

Important: Start from what you know; do not look up any values. Pretend you are being asked these questions at a job interview. Or you want to surprise people at a dinner party.

1. Estimate the chemical energy released during the explosive separation of a professional fireworks shell. Answer units: [J]
2. Estimate the relative speed of the moon as seen from an observer on the earth. Answer units: [m/s]
3. Estimate the power output by an average person completing a "stadium workout" where they run up and down the 30 sections of the Harvard Stadium as fast as they can. Answer units: [W]
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AP50 Fall 2014

Estimation Activity

Th Oct 9

Instructions: Estimate (not Guess or Google!) the quantities below to the nearest order of magnitude. Report all your answers as an order of magnitude (using the indicated units). Spend the first five minutes thinking individually about a strategy, then go at it with your team. You have 30 minutes exactly, so think fast!

When your team has completed all six questions, check your answers with a teaching staff member.

“Estimate the chemical energy released during the explosive separation of a professional fireworks shell. Answer units: [J]”

1. Estimate the chemical energy released during the explosive separation of a professional fireworks shell. Answer units: [J]
2. Estimate the relative speed of the moon as seen by an observer on the earth. Answer units: [m/s]
3. Estimate the power output by a person completing a 100m sprint. Answer units: [W]
4. Estimate the force of the atmosphere exerted on the entire surface of a person's skin. Answer units: [N]
5. Estimate the height of the mountain a college student could climb with the energy saved by turning out their dorm lights instead of keeping the lights on for an all-nighter homework assignment. Answer units: [m]

In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



Tutorial

60 min



Work on worksheet with team
Explore concepts
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apply

EA: Estimation Activity

30 min



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EDA: Experimental Design Activity

90 min



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team

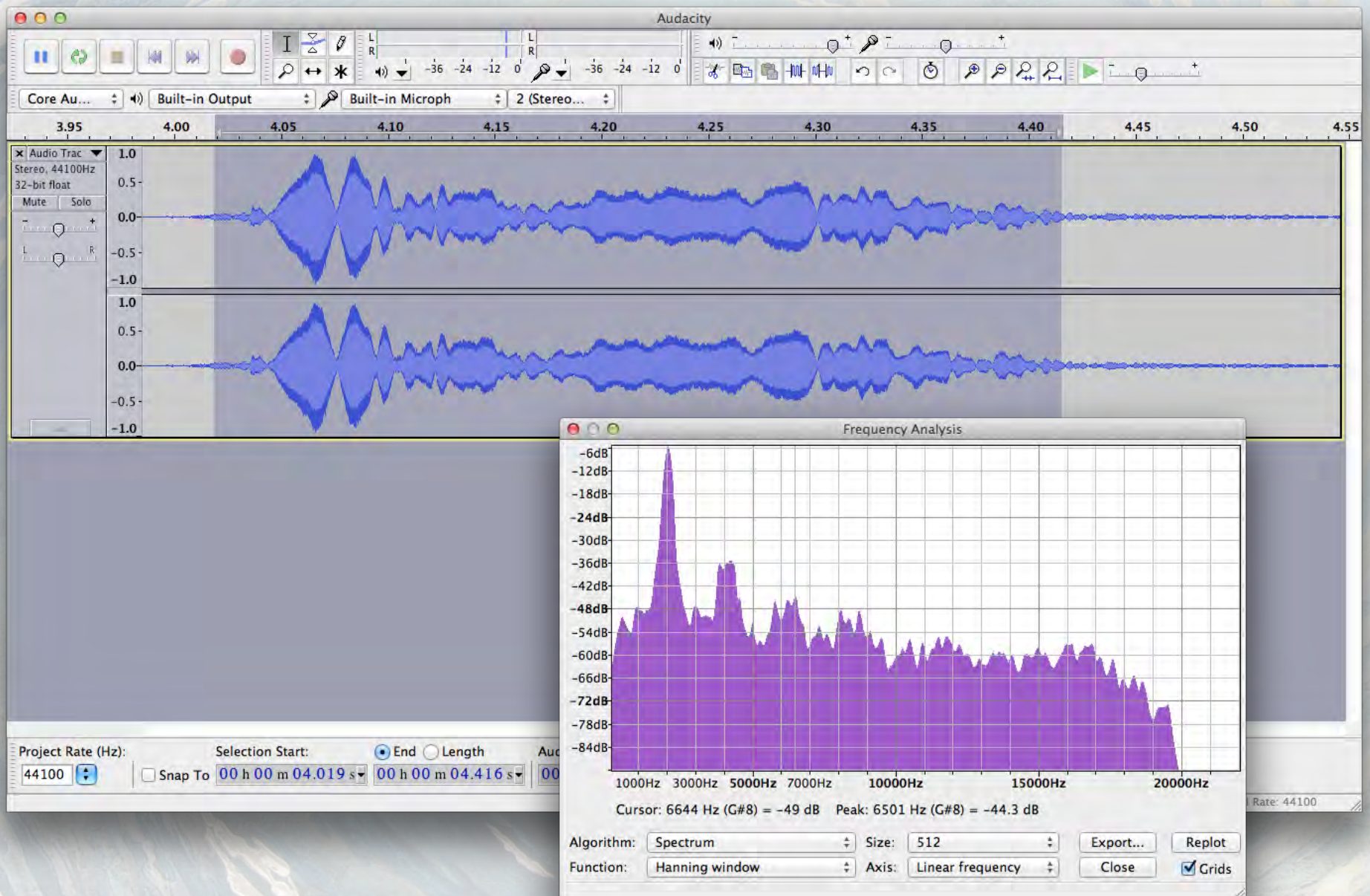




goal: develop experimental skills

1 design

2 approach



1 design

2 approach

In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



Tutorial

60 min



Work on worksheet with team
Explore concepts
Discuss with staff

apply

EA: Estimation Activity

30 min



Estimate quantities
Develop individual strategy
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EDA: Experimental Design Activity

90 min



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team



AP50b Fall 2013

Problem Set 1

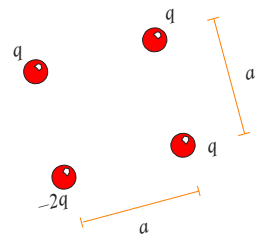
due W Feb 6 in class

Instructions: as we need to quickly scan your work so we can return it before the end of class, please:

- use 8.5 x 11" paper
- no-dog ears or torn out of ring-bound notebook
- dark ink (no light pencils)
- no staples
- name on each page
- single-sided (no writing on back)
- leave margins blank

1. **Ink-Jet Printing.** In an inkjet printer, letters are built up by squirting drops of ink at a piece of paper from a rapidly moving nozzle. The ink drops leave a nozzle and travel toward the paper, passing through a charging unit that gives each drop a positive charge by removing some electrons from it. The drops then pass between parallel deflecting plates where there is a uniform vertical electric field (to be discussed in Chapter 23). Estimate the number of atoms present in a droplet of ink.
2. **Levitation.** One possible way of levitating an object might be to use the forces associated with charged objects. For example, you have two charged particles that are fixed on a vertical pole 0.5 m apart. The lower one has a fixed charge of $-3.0 \mu\text{C}$. The upper one has a charge q_A that can be adjusted. A 30-mg particle with a charge of $+8.0 \mu\text{C}$ can move freely on the pole below the other two. You wish to levitate (i.e., float) this particle at a distance of 1.0 m below the lower fixed charge. What should the adjustable charge q_A be to achieve this feat?

3. **Charge Square.** Four charged particles are arranged in a square as shown in the figure to the right, with $q = 3.9 \times 10^{-4} \text{ C}$ and $a = 6.9 \text{ mm}$. What is the net force on the particle at the upper right corner due to the other three?



Force between two concentrated ("point-like") masses is very similar in its electrostatic force between two concentrated charges. The masses are vastly different. To illustrate this, consider the following spherical dust grains, $50 \mu\text{m}$ in diameter, with mass density $\rho = 2000 \text{ kg/m}^3$. They are electrically neutral, free of other external forces, and are levitating. Now suppose that both grains are given a charge of n that would prevent them from falling.

AP50b Fall 2013

Problem Set 1

due W Feb 6 in class

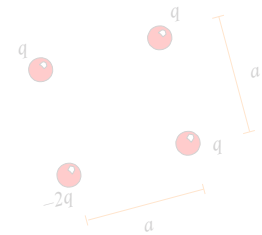
Instructions: We need to quickly scan your work so we can return it before the end of class, please:

- use a bound notebook
- no dog ears or tabs
- dark ink (no light pencils)
- no staples
- name on each page
- single-sided (writing on back)
- leave margins

goal: develop problem solving and metacognitive skills

1. **Ink-Jet Printing.** In an inkjet printer, ink is ejected by squirting drops of ink at a piece of paper. The drops are ejected from a nozzle that gives each drop a positive charge by removing some electrons. The drops then pass between parallel deflecting plates where there is a uniform vertical electric field (see Chapter 23). Estimate the number of atoms present in a droplet of ink.
2. **Levitation.** One possible way of levitating an object might be to use the forces associated with charged objects. For example, you have two charged particles that are fixed on a vertical pole 0.5 m apart. The lower one has a fixed charge of $-3.0 \mu\text{C}$. The upper one has a charge q_A that can be adjusted. A 30-mg particle with a charge of $+8.0 \mu\text{C}$ can move freely on the pole below the other two. You wish to levitate (i.e., float) this particle at a distance of 1.0 m below the lower fixed charge. What should the adjustable charge q_A be to achieve this feat?

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AP50b Fall 2013

Problem Set 1

due W Feb 6 in class

Instructions: as we need to quickly scan your work so we can return it before the end of class, please:

- use 8.5 x 11 paper
- no dog ears or torn corners
- dark ink (no light pencils)
- no staples
- single-sided writing (back)
- leave margins blank

phase

goal

solve (at home/individual)

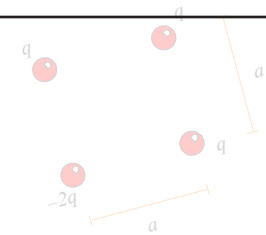
skills development

reflect (in class/team)

metacognition

2. **Levitation.** In an inkjet printer, letters are formed by starting drops of ink at a piece of paper and directing them toward the paper, passing through a charging nozzle. The ink drops leave a nozzle and pass through a charging unit that gives each drop a positive charge by removing some electrons from it. The drops then pass between two parallel deflection plates that are fixed on a vertical pole 0.5 m apart. The lower plate is grounded and the upper plate is at a potential of 100 V. A 30-mg particle with a charge of $+8.0 \mu\text{C}$ can move freely on the pole below the other two. You wish to make the particle float (i.e., to estimate the number of atoms in a drop of ink). What should the adjustable voltage be?

3. **Charge Square.** Four charged particles are arranged in a square as shown in the figure to the right, with $q = 3.9 \times 10^{-4} \text{ C}$ and $a = 6.9 \text{ mm}$. What is the net force on the particle at the upper right corner due to the other three?



1 design

2 approach

Problem Set Rubric

The goal of the problem sets is to develop problem-solving skills, not just to test your ability to obtain the right answer. You will receive the problem sets a week before they are due. Each problem set involves both individual and team work.

Individual phase (at home): From the time you receive a problem set to the time it is due in class at 10 am, you are to work on the problem set **alone**. The work you complete during this phase will be evaluated on effort, not correctness. You may only use **blue or black ink** and you must attempt to solve each problem using the following 4-step procedure (see Section 1.8 in the textbook for additional details)

Getting Started

State the important information and summarize the problem. If possible, include a diagram. Note any assumptions you're making.

Devise Plan

Devise a plan of attack before diving into the solution. Break down the problem into smaller, manageable segments. Identify which physical relationships you can apply.

Execute Plan

Carry out your plan, explaining each step. The argument should be easy to follow. Articulate your thought process at each step (including roadblocks). Any variables should be clearly defined, and your diagrams should be labeled.

Evaluate Answer

Check each solution for reasonableness. There are many ways to justify your reasoning: check the symmetry of the solution, evaluate limiting or special cases, relate the solution to situations with known solutions, check units, use dimensional analysis, and/or check the order of magnitude of an answer.

You can consult the textbook and online resources, and you may consult the teaching staff by posting questions to the Problem Set Discussion on the course Web site. However, you may not consult other people, nor collaborate with your peers. It's ok to try hard and not succeed at first (only your effort is evaluated), but you must attempt every problem. If you reach the Evaluate stage and find that your answer does not seem reasonable, try to describe your thought process so you are prepared for a discussion with your team in class.

Team/Reflect phase (in class): On the due date of the problem set, you will work with your team in class to improve and/or correct your solutions, reflect on your work, and determine what you need to review. In this stage, you may only use **red ink** to write on your problem sets (pens will be provided in class). In the next 45 minutes, your team will be provided with a solution set which you may use to review. In the final 45 minutes, your team must submit the marked-up problem sets to the teaching staff. You will receive sheets for the entire team and a team scoring sheet.

It is the team's responsibility to ensure that all team members understand the solutions together with a team score. This is the team's responsibility to ensure that all team members understand the solutions together with a team score. This is the team's responsibility to ensure that all team members understand the solutions together with a team score.

Individual phase (at home): From the time you receive a problem set to the time it is due to work on the problem set **alone**. The work you complete during this phase will be correctness. You may only use **blue or black ink** and you must attempt to solve each problem using a 4-step procedure (see Section 1.8 in the textbook for additional details)

Getting Started	State the important information and summarize the problem. If possible, draw a diagram. Note any assumptions you're making.
Devise Plan	Devise a plan of attack before diving into the solution. Break down the problem into manageable segments. Identify which physical relationships you can apply.
Execute Plan	Carry out your plan, explaining each step. The argument should be a logical progression of your thought process at each step (including roadblocks). Any variables should be defined, and your diagrams should be labeled.
Evaluate Answer	Check each solution for reasonableness. There are many ways to justify a solution: use the symmetry of the solution, evaluate limiting or special cases, compare to similar situations with known solutions, check units, use dimensional analysis, and check the magnitude of an answer.

You can consult the textbook and online resources, and you may consult the teaching staff for help.

Individual phase (at home): From the time you receive a problem set to the time it is due to work on the problem set **alone**. The work you complete during this phase will be correctness. You may only use **blue or black ink** and you must attempt to solve each problem using a 4-step procedure (see Section 1.8 in the textbook for additional details)

Getting Started

State the important information and summarize the problem. If possible, note any assumptions you're making.

at home:

Devise Plan

Devise a plan of attack before diving into the solution. Break down the problem into manageable parts. Consider why a particular approach can or cannot work.

implement 4-step procedure

Execute Plan

Carry out your plan, explaining each step. The argument should be your thought process at each step (including roadblocks). Any variables should be defined, and your diagrams should be labeled.

(evaluated on effort)

Evaluate Answer

Check each solution for reasonableness. There are many ways to justify the symmetry of the solution, evaluate limiting or special cases, compare situations with known solutions, check units, use dimensional analysis, or check the magnitude of an answer.

You can consult the textbook and online resources, and you may consult the teaching staff for help.

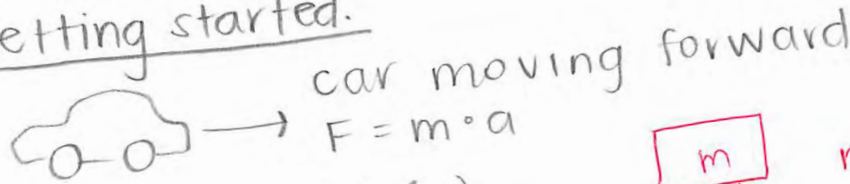
1 design

2 approach

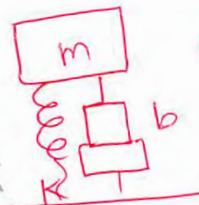
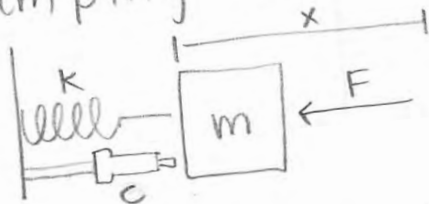
Applied Physics 50a

① Estimate damping coeff. for a shock absorber on a midsize car.

Getting started.



Damping coeff (c)



$$m \frac{d^2x}{dt^2} + b \frac{dx}{dt} + kx = 0$$



$$k_1 + k_2 + k_3 + k_4 = 4k_1$$

Create a plan.

Set $F_s + F_d$ equal to force of car moving forward and solve for c.

- Approximate k of spring = 490.5 N/m
 x (distance compressed) = 0.1 m

Execute plan.

$$F = m \cdot a$$

- Estimate mass of mid-size car = 1500 kg
 Est. accel. of midsize car: 5 m/s

$$\sum F_x = F_{Ec}^G - F_{sc}^c = \Delta mg - k(x_{eq} - x_0)$$

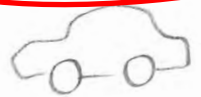
Translational eq = $\sum F_x = 0$

$$k = \frac{\Delta mg}{x}$$

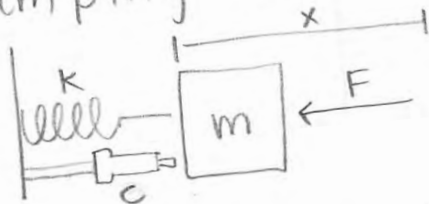
Applied Physics 50a

① Estimate damping coeff. for a shock absorber on a midsize car.

Getting started.

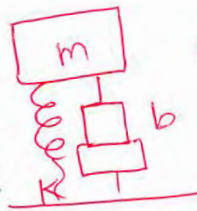
car moving forward
 $F = m \cdot a$

Damping coeff (c)



$$F_s = -kx$$

$$F_d = -cV$$



$$m \frac{d^2x}{dt^2} + b \frac{dx}{dt} + kx = 0$$



$$k_1 + k_2 + k_3 + k_4 = 4k_1$$

Create a plan.

Set $F_s + F_d$ equal to force of car moving forward and solve for c.

- Approximate k of spring = 490.5 N/m
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Execute plan.

$$F = m \cdot a$$

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- Est. accel. of midsize car: 5 m/s

$$\begin{aligned} \uparrow F_{sc}^c \quad \Sigma F_x &= F_{Ec}^G - F_{sc}^c = \Delta mg - k(x_{eq} - x_0) \\ \downarrow F_{Ec}^G \end{aligned}$$

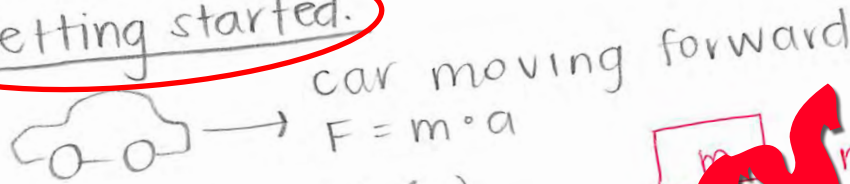
Translational eq = $\Sigma F_x = 0$

$$k = \frac{\Delta mg}{x}$$

Applied Physics 50a

① Estimate damping coeff. for a shock absorber on a midsize car.

Getting started.



$$F = m \cdot a$$

Damping coeff (c)



$$F_s = kx$$

$$F_d = c \dot{x}$$



$$m \ddot{x} + c \dot{x} + kx = 0$$

$$k_1 + k_2 + k_3 + k_4 = 4k_1$$

Create a plan.

Let F_d equal to force of car moving forward and solve for c.

- Approximate k of spring = 490.5 N/m
- x (distance compressed) = 0.1 m

Execute plan.

$$F = m \cdot a$$

- Estimate mass of mid-size car = 1500 kg
- Est. accel. of midsize car: 5 m/s

$$\begin{aligned} \uparrow F_{sc}^c \quad \Sigma F_x = F_{Ec}^G - F_{sc}^c &= \Delta mg - k(x_{eq} - x_0) \\ \downarrow F_{Ec}^G \end{aligned}$$

Translational eq = $\Sigma F_x = 0$

$$k = \frac{\Delta mg}{x}$$

with your peers. It's ok to try hard and not succeed at first (only your effort is evaluated every problem. If you reach the Evaluate stage and find that your answer does not describe your thought process so you are prepared for a discussion with your team in class).

Team/Reflect phase (in class): On the due date of the problem set, you will work with your team to improve and/or correct your solutions, reflect on your work, and determine what you need to learn. During this stage, you may only use **red ink** to write on your problem sets (pens will be provided in class). In the final 15 minutes, your team will be provided with a solution set which you may use to confirm your answers. In the additional 45 minutes, your team must submit the marked-up problem sets together with your reflection sheets for the entire team and a team scoring sheet.

It is the team's responsibility to ensure that *all* team members hand-in complete answers and solutions together with a completed reflection sheet, because your team's submitted work will determine your team score. This means that if you do not put in adequate effort before the Team/Reflect phase, you will only have your own score, but also that of your team members. Likewise, it is important to ensure that each team member marks his/her work up correctly during the Team/Reflect phase.

Important: Writing on the problem set in class in any other color but red will be considered a violation of the rules.

with your peers. It's ok to try hard and not succeed at first (only your effort is evaluated every problem. If you reach the Evaluate stage and find that your answer does not describe your thought process so you are prepared for a discussion with your team in class).

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in class: mark up/improve solutions complete reflection sheet

It is the team's responsibility to ensure that *all* team members hand-in complete and correct solutions together with a completed reflection sheet, because your team's score is based on the team score. This means that if you do not put in adequate effort before the Team/Reflect phase, you will only receive only your own score, but also that of your team members. Likewise, it is important to ensure that your team marks his/her work up correctly during the Team/Reflect phase.

Important: Writing on the problem set in class in any other color but red will be considered a violation of the rules.

② continued.

c) Maximum transverse speed.

Use $\lambda = \frac{v}{f}$; solve for v .

d) Length would have to be λ or $1/2$ wavelength, etc.

Execute plan.

a) $y = 0.2 \sin[\pi(0.5x - 100t)] = 0.5\pi(x - 200t)$

~~$x(t) = A \sin(\omega t + \phi)$~~ $y = A \sin[k(x - ct)]$

• amplitude = 0.2 cm

• $\omega = \text{rotational speed} = 0.5\pi$

~~$0.5\pi = \frac{2\pi}{T} \Rightarrow T = 4 \text{ sec} = \text{period}$~~ $\frac{1}{50}$

• $f = \frac{1}{T} = \frac{1}{4} \text{ cycles/second} = \text{frequency}$

• $\lambda = \frac{v}{f} = \frac{200}{0.5\pi} = 4 \text{ cm}$

• wave number = $\frac{2\pi}{\lambda} = \frac{1}{2}\pi = 0.5\pi$

$k = \text{wave \#}$
 $c = \text{wave speed}$
 $A = \text{amplitude}$

$k = \frac{2\pi}{\lambda} \rightarrow \lambda = \frac{2\pi}{k}$

$\lambda = \frac{v}{f}$

$f = \frac{v}{\lambda}$

$= \frac{200}{4} = 50$

(shifted right)

$y = 0.2 \sin[\pi(0.5x - 100(\frac{1}{200}))]$

$y = 0.2 \sin[\pi(0.5x - 100(0))]$

Problem Set Reflection

Describe what you **learned** from working on this problem set before coming to class and reviewing it in class. (Do you think you would be able to take the concepts you explored in this problem set and transfer those concepts in a whole new context?) For example, would you be able to solve a problem involving the same physics concepts, but of a form you have never seen before?). You may complete this part before coming to class in blue or black ink.

Before coming to class, I learned a lot about waves in music and frequency. I feel really comfortable with concepts of wave speed, amplitude, frequency, and period. I understand beat frequency (although I made a clerical error by forgetting to use the speed of sound (twice)). I also feel like I now understand how decibels are calculated - before, I didn't know they were exponential! I know what the concept of intensity means and how to use it.

Based on your overall experience with this problem set, describe what you need to review.

I definitely need to review torque! I had no idea how to use that concept for #3 and I'll probably need to go over the solutions before I really understand it. Similarly with the damping coefficient estimation problem → I started off in the wrong direction and never really fixed where I went wrong. I also need to review some calculus. The last time I really understood calculus was high school and it's becoming an issue.

Problem Set Reflection

Describe what you learned from working on this problem set before coming to class and reviewing it in class. (Do you think you would be able to take the concepts you explored in this problem set and transfer those concepts in a whole new context?) For example, would you be able to solve a problem involving the same physics concepts, but of a form you have never seen before?). You may complete this part before coming to class in blue or black ink.

Before coming to class, I learned a lot about waves in music and frequency. I feel really comfortable with concepts of wave speed, amplitude, frequency, and period. I understand beat frequency (although I made a clerical error by forgetting to use the speed of sound). I also feel like I now understand how decibels are calculated—before, I didn't know they were exponential! I know what the concept is, but I don't know how to use it.

phase

credit

solve (at home/individual)


50%

reflect (in class/team)

50%

Based on your overall experience with this problem set, what do you need to review.

I definitely need to review torque! I had a hard time with that concept for #3 and I'll probably need to go back to the definitions before I really understand it. Similarly with the damping coefficient, I had a hard time with the estimation problem—I started off in the wrong direction and never really fixed where I went wrong. I also need to review some calculus. The last time I really understood calculus was high school and it's becoming an issue.



“I was inspired and encouraged to do these problems on my own with the promise of collaborative work [the next day]”



**“I felt less pressure to find the right answer
and more freedom to explore”**

In-class activities

understand

LC: Learning Catalytics

90 min



Instructor poses question
Answer alone
Discuss in team
Answer again



Tutorial

60 min



Work on worksheet with team
Explore concepts
Discuss with staff

apply

EA: Estimation Activity

30 min



Estimate quantities
Develop individual strategy
Discuss and solve as team

EDA: Experimental Design Activity

90 min



Conduct experiment with team
Take measurements
Analyze data
Carry out simulations



evaluate

Problem Set & Reflection

90 min



Work problems alone BEFORE class
Discuss with team, mark up
Self-assess & turn in

RAA: Readiness Assurance Activity

90 min



Part 1: solve problems alone
Open book, open internet
Part 2: solve with team



A group of students in a modern classroom setting, working on laptops and discussing their work. The students are diverse in age and ethnicity. They are seated at round tables, and the room has large windows in the background. The text "goal: formative assessment" and "collaborative learning" is overlaid on the image.

goal: formative assessment
collaborative learning

1 design

2 approach

Self, Peer, and Team assessment



1 design

2 approach

Team, Peer, and Self assessment

Self Assessment

	Self Assessment (you!)	Never	Rarely	Sometimes	About half the time	Most of the time	All of the time
1.	I participate fully in team activities						
2.	I come to class well-prepared for all team activities						
3.	I communicate effectively and respectfully with team members: <ul style="list-style-type: none">• I express my opinions respectfully and with clarity• I listen respectfully to the perspectives and contributions of others• I collaborate effectively with team members to make decisions and resolve conflicts						
4.	Attendance: <ul style="list-style-type: none">• I am present for team activities• I am on time/punctual						
5.	I take responsibility for my own part of team work and decision-making						
6.	I am open to change and willing to re-evaluate my own position in light of new information from others						

7.	Please describe one thing that you think you do well, that helps to make your team more effective

Team, Peer, and Self assessment

4. Relative contributions

How much did each team member contribute to the overall goals? Please note that the **sum of all relative contributions must be zero** — if one person did more than his/her fair share, then others must have done less.

	RELATIVE CONTRIBUTION						
	Less than fair share			Fair share	More than fair share		
	Almost nothing	Much less	Somewhat less		Somewhat more	Much more	Almost everything
Self							
Member 1							
Member 2							
Member 3							
Member 4							

Team, Peer, and Self assessment

Assessment Report

Assessment of You

You	Average Peer Assessment	Self Assessment
	4.67	4
1. Participate fully in team activities	4.67	4
2. Come to class well-prepared for all team activities		
3. Communicate effectively and respectfully with team members: <ul style="list-style-type: none"> Express your opinions respectfully and with clarity Listen respectfully to the perspectives and contributions of others Collaborate effectively with team members to make decisions and resolve conflicts 	4.83	4
4. Attendance: <ul style="list-style-type: none"> You are present for team activities On time/punctual 	4.83	5
5. Take responsibility for your own part of team work and decision-making	4.83	4
6. Are open to change and willing to re-evaluate your own position in light of new information from others	4.67	4

Scale: 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = About half the time, 4 = Most of the time, 5 = All of the time

helping make your team more effective in the following ways (the quotes

Team, Peer, and Self assessment

- You were great to work with and a true team player!
- Your ideas were a great contribution to our team
- You come up with good ideas
- You were really easy to work with and had a contagious enthusiasm

Assessment Report

Assessment of You	Average Peer	Self Assessment
You	4.67	4
1. Participate fully in team activities	4.67	
2. Come to class with prepared team activities		4
3. Communicate effectively and respectfully with team members	4.83	
• Express your opinions respectfully and with clarity		5
• Listen respectfully to the perspectives and contributions of others	4.83	4
• Collaborate effectively with team members to make decisions		4
4. Attendance:		
• You are present for team activities	4.83	
• On time/punctual		4
5. Take responsibility for your own part of team work and decision-making	4.67	
6. Are open to change and willing to re-evaluate your own position in light of new information from others		

Scale: 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = About half the time, 4 = Most of the time, 5 = All of the time

...being make your team more effective in the following ways (the quotes

Team, Peer, and Self assessment

- You were great to work with and a true team player!
- Your ideas were a great contribution to our team
- You come up with good ideas
- You were really easy to work with and had a contagious enthusiasm

**"I felt as if I was able to effectively communicate my ideas, even though they may have been wrong...
(still good for discussion, right?)"**

Team, Peer, and Self assessment

- I would suggest being more responsive throughout the project process.
- Sometimes you're not engaged in activities
- It was hard to understand what you actually thought about an idea or project
- You could be more reasonable about what is actually feasible and what isn't

Assessment Report

Assessment of You	Average Peer	Self Assessment
You	4.67	4
1. Participate fully in team activities	4.67	4
2. Come to class with prepared work	4.83	4
3. Express your opinion effectively and respectfully with team members	4.83	5
4. Listen respectfully to the perspectives of others	4.83	4
5. Take responsibility for your own work and decision-making	4.67	4
6. Are open to change and willing to re-evaluate your own position in light of new information from others		

Scale: 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = About half the time, 4 = Most of the time, 5 = All of the time

Assessment

self-directed learning

learning goals

team work

professionalism

Assessment

Scale: 3-0

self-directed learning

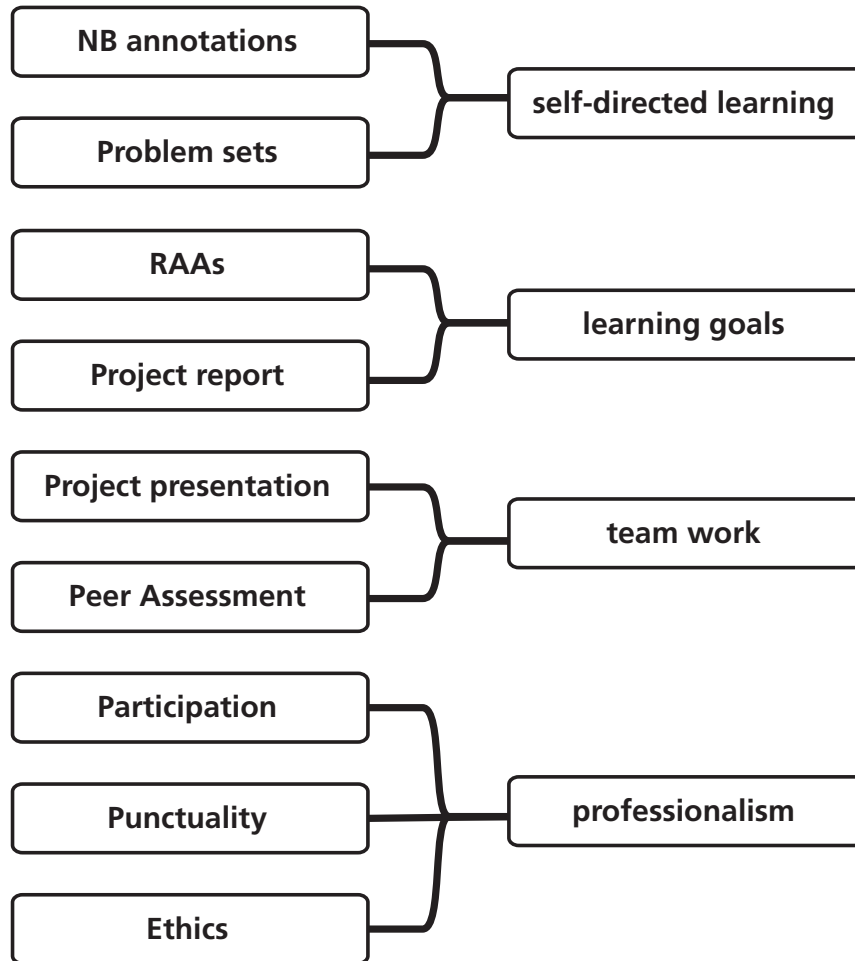
learning goals

team work

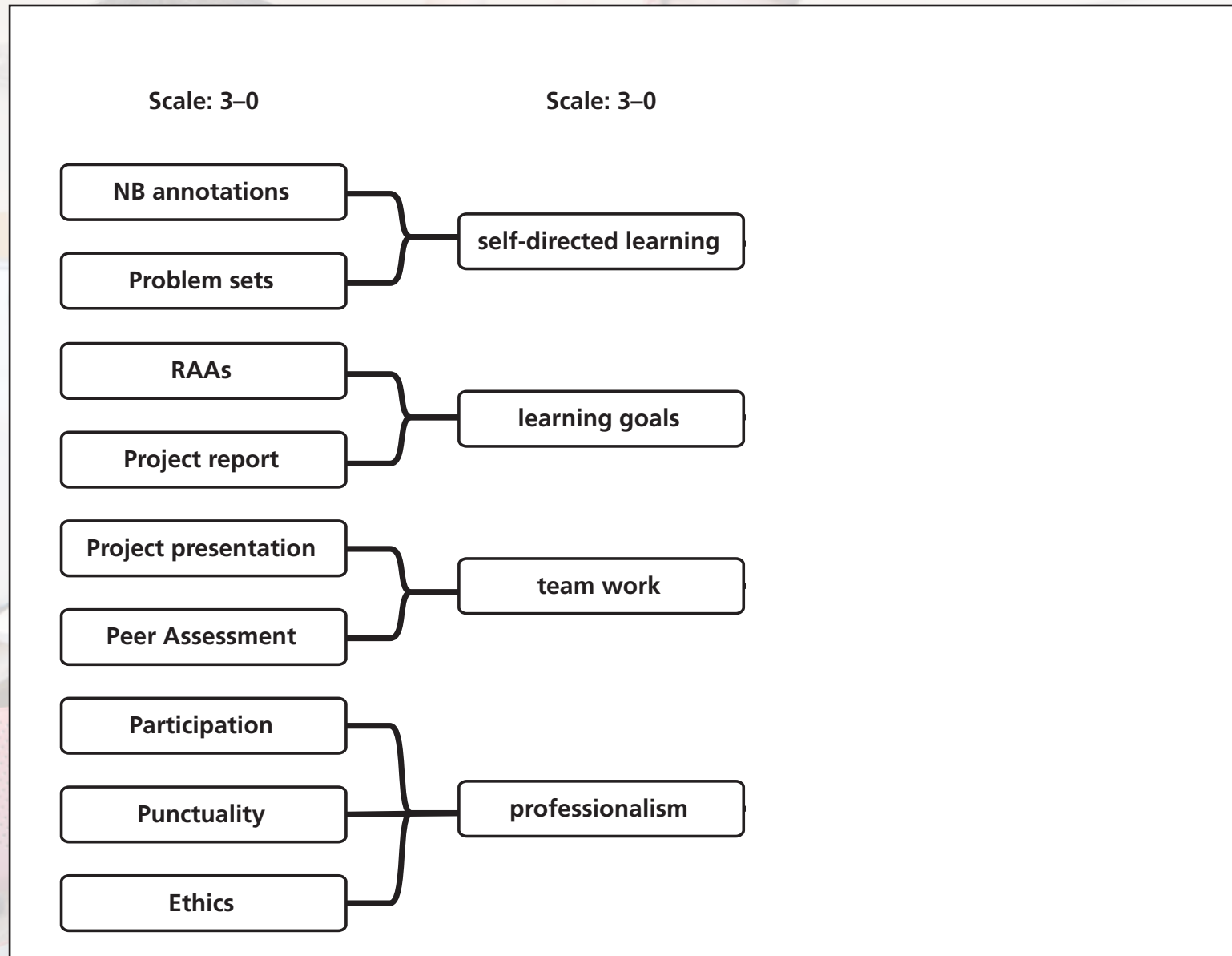
professionalism

Assessment

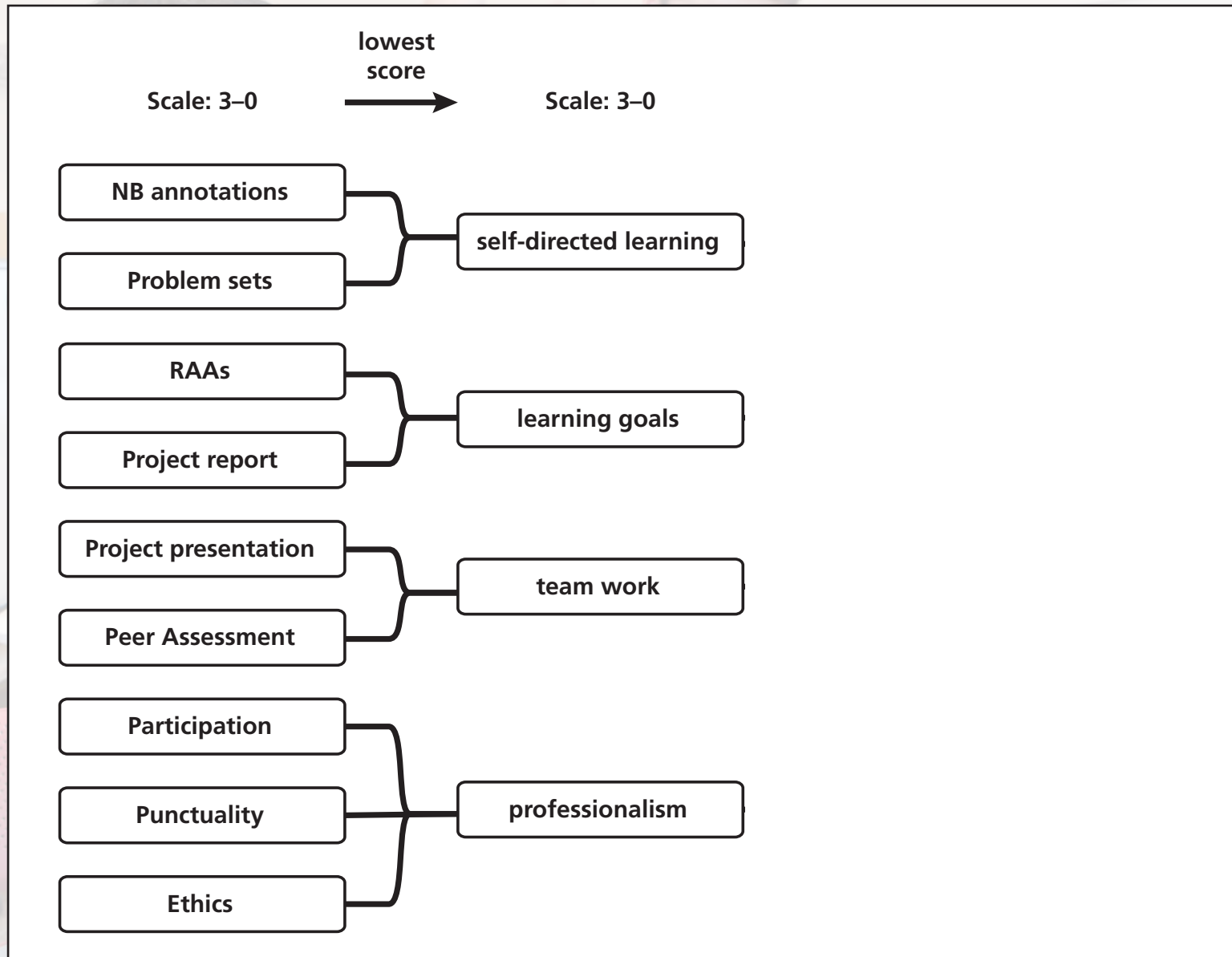
Scale: 3-0



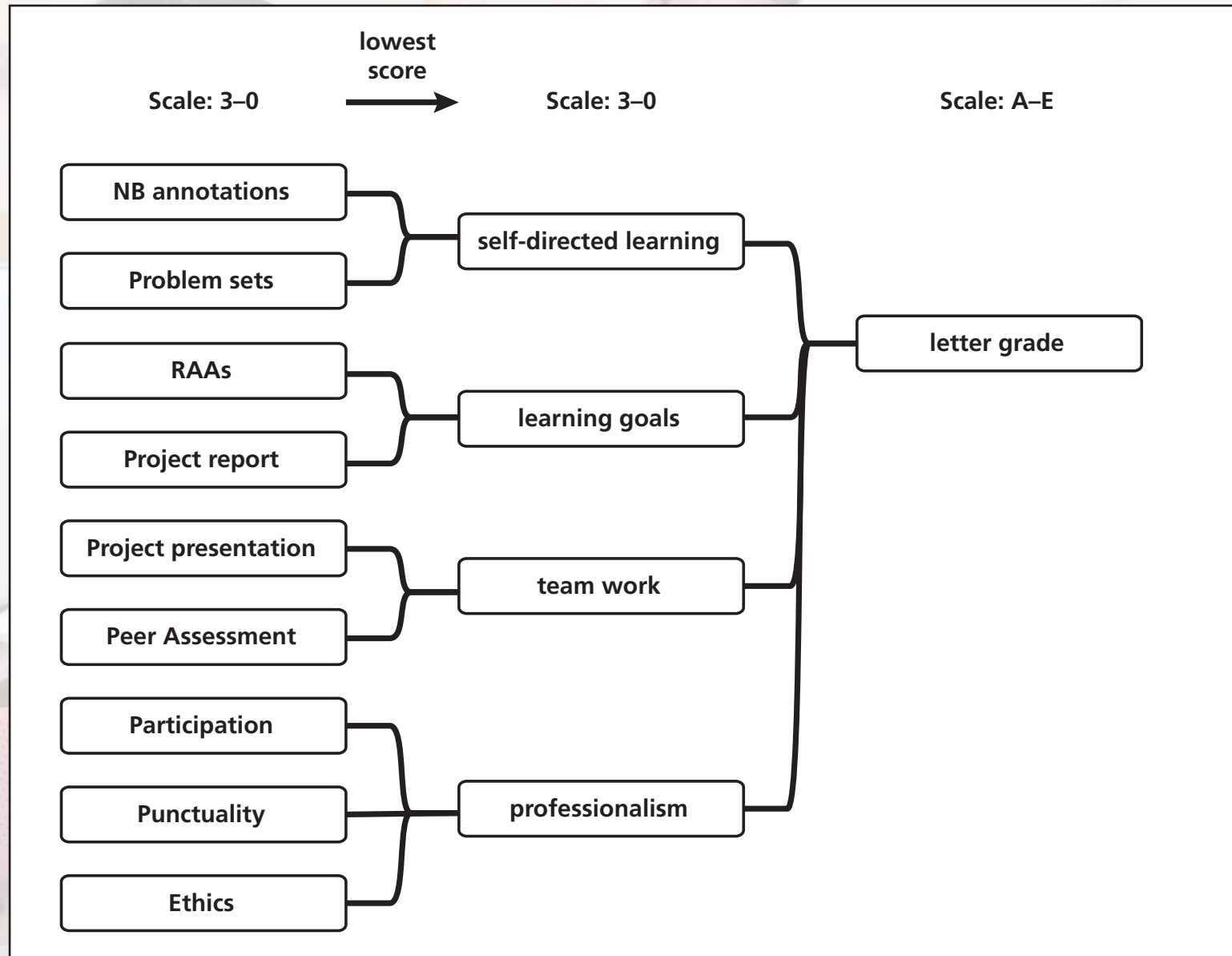
Assessment



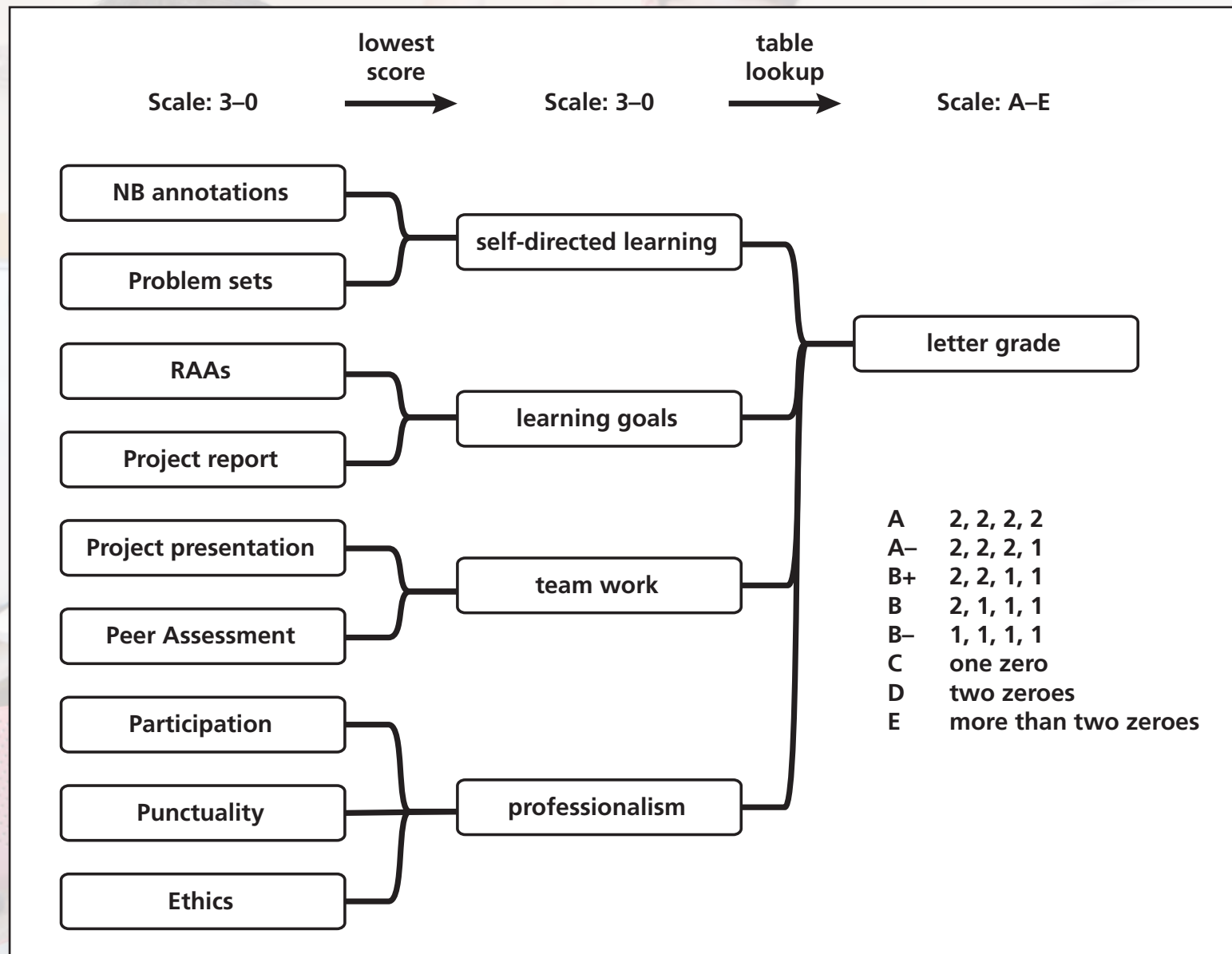
Assessment



Assessment



Assessment





1 design

2 approach

3 results

Ownership



1 design

2 approach

3 results

Ownership

Course evaluation: 4.2/5

1 design

2 approach

3 results

Ownership

“The structure of the class made what was my least-favorite subject into one of my favorites.”

1 design

2 approach

3 results

Ownership

“The structure of the class made what was my least-favorite subject into one of my favorites. I was worried that people, including myself, would just slack off and do the bare minimum, but you really need to be on top of your readings and concepts in order to contribute to your team. GREAT CLASS!!!!!!”

Ownership

“Dear Harvard students, this class will be unlike any class you’ve taken at Harvard, and it will, hopefully, shift the entire foundation upon which you’ve based your education. I truly believe everyone should take this course; prepare to take full ownership of your learning.”

Ownership

Attendance: 94% (AP50a), 97% (AP50b)

1 design

2 approach

3 results

Ownership

Attendance: 94% (AP50a), 97% (AP50b)

3 hours and they don't *leave*!

Ownership

"I don't think I am well enough to make it through class. I feel terrible because I don't want to let my team down by not being there, but I don't think I'd be very helpful in my current state."

(via email)

1 design

2 approach

3 results



Self-efficacy

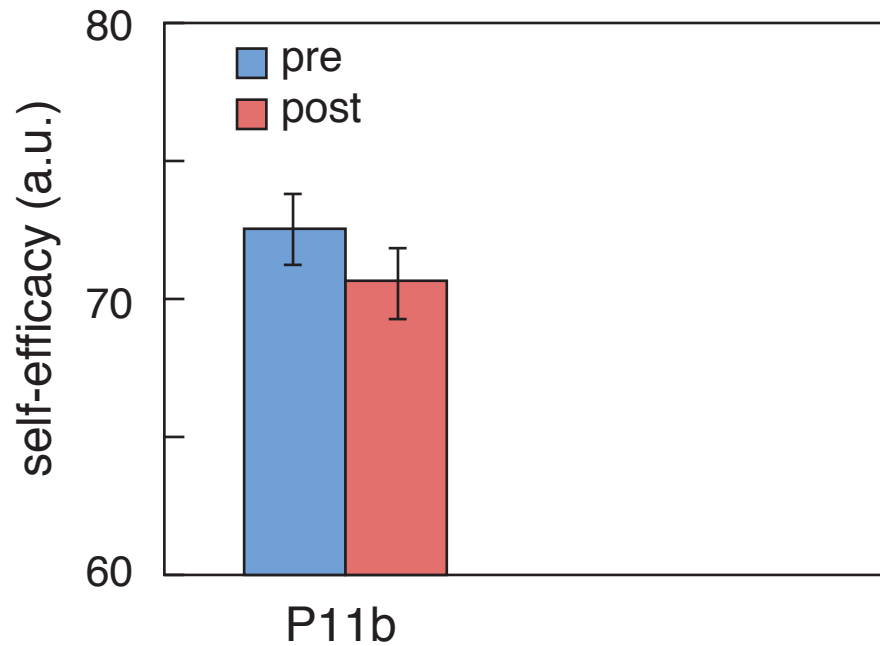
(students' belief in their ability to succeed)

1 design

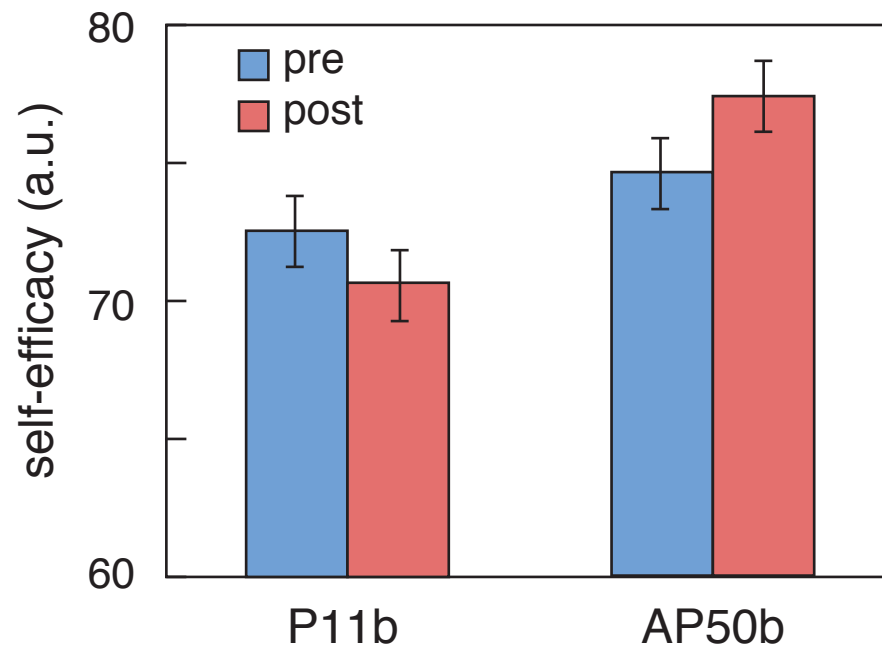
2 approach

3 results

Self-efficacy



Self-efficacy





Self-directed learning

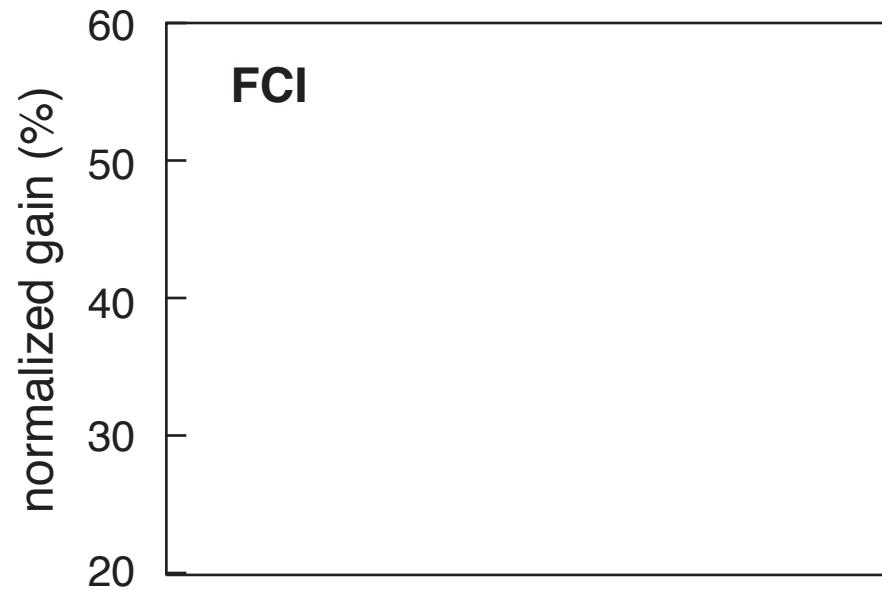
3 results

Self-directed learning

NB data shows:

- **student spend on average 2.3 hrs/chapter**
- **600–700 annotations/chapter (8–10/stu)**

Conceptual Mastery

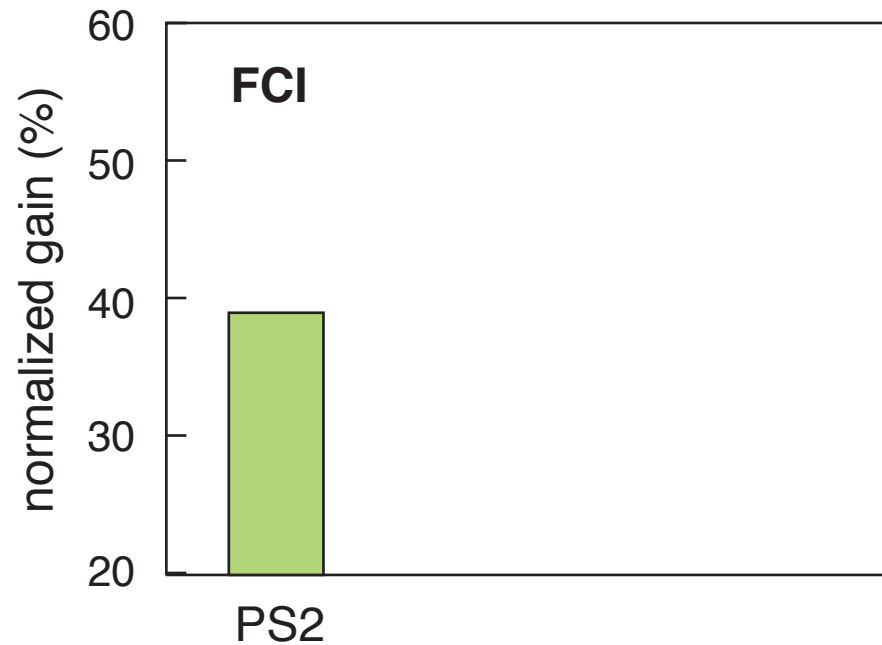


1 design

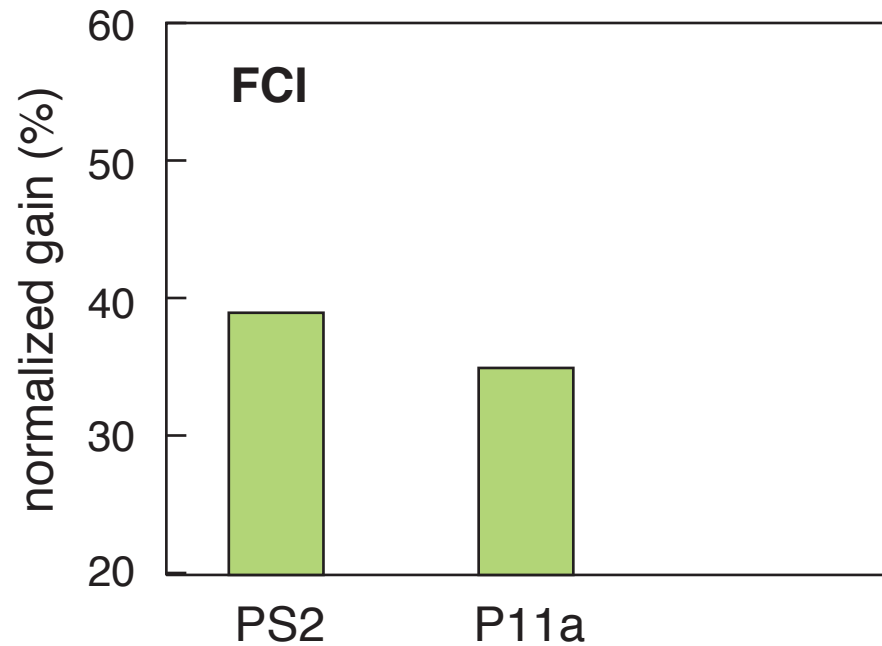
2 approach

3 results

Conceptual Mastery



Conceptual Mastery

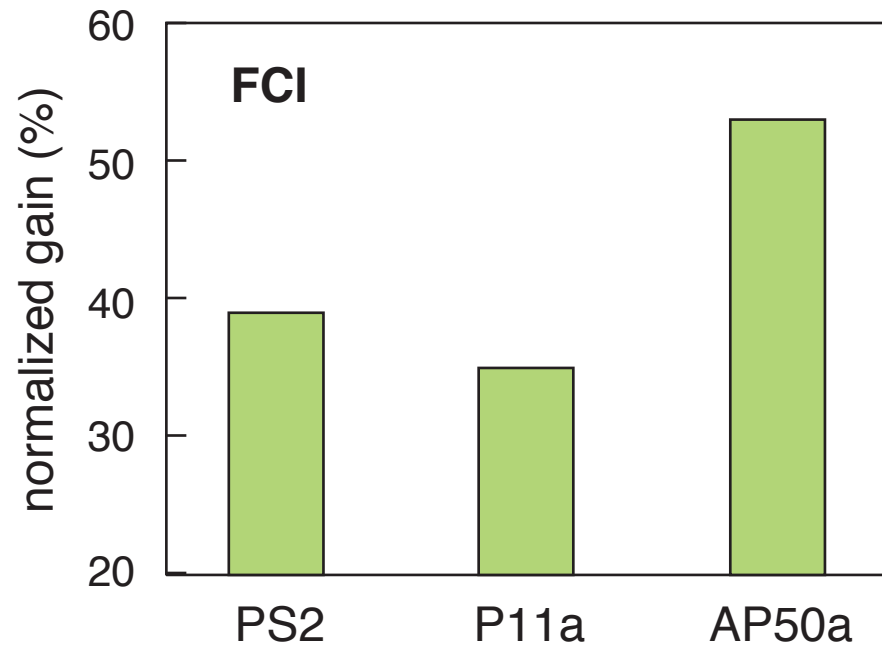


1 design

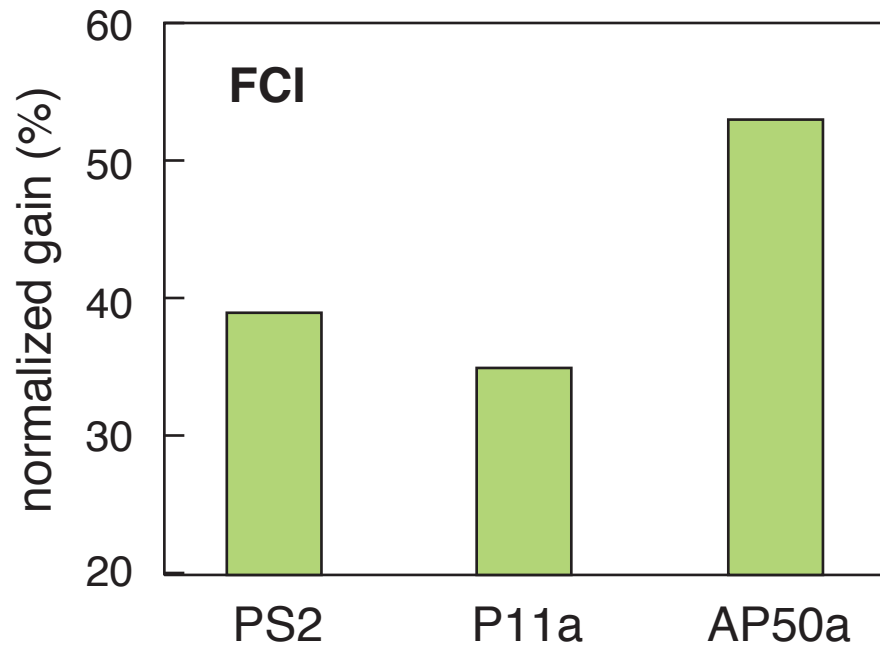
2 approach

3 results

Conceptual Mastery



Conceptual Mastery



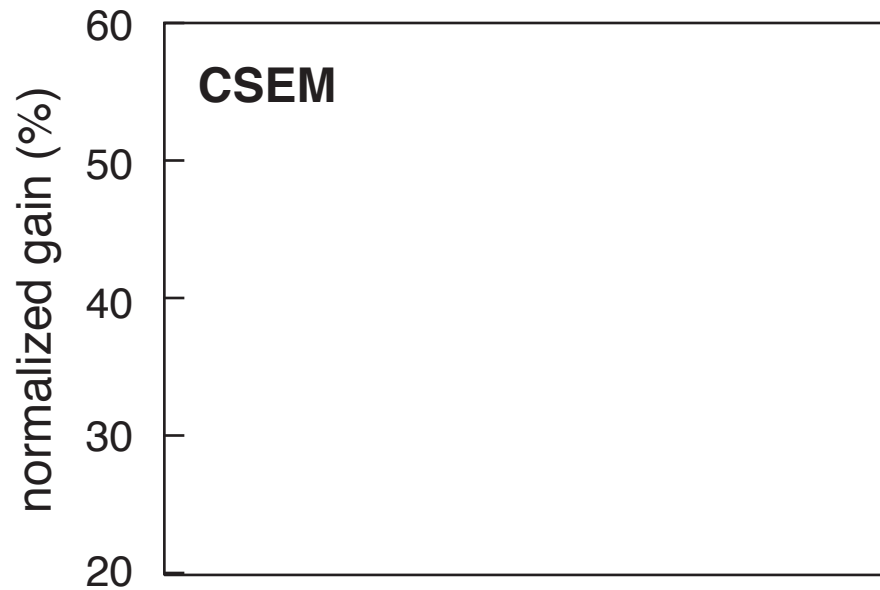
largest conceptual gain in *any* course past 6 yrs!

1 design

2 approach

3 results

Conceptual Mastery

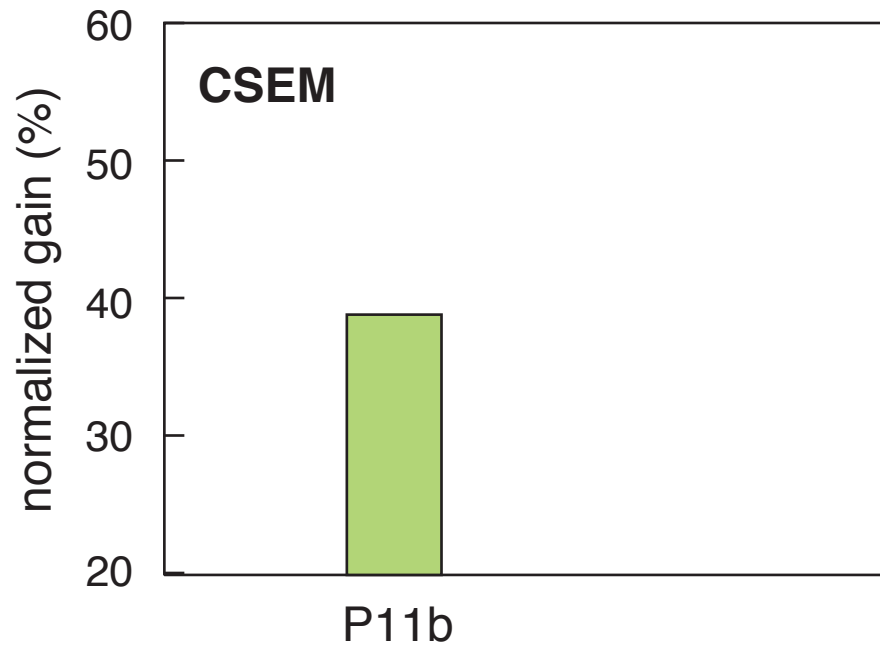


1 design

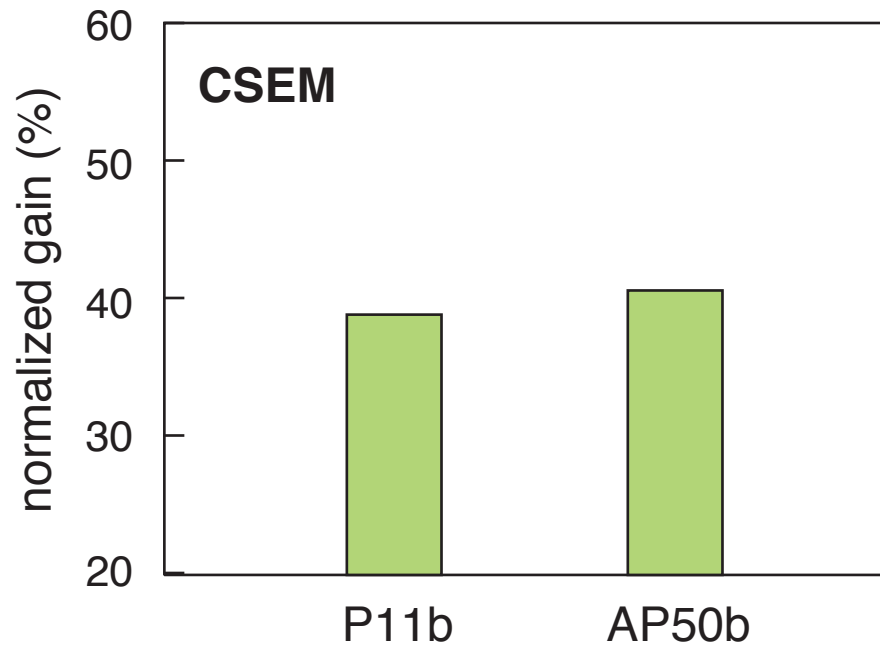
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Conceptual Mastery



Conceptual Mastery

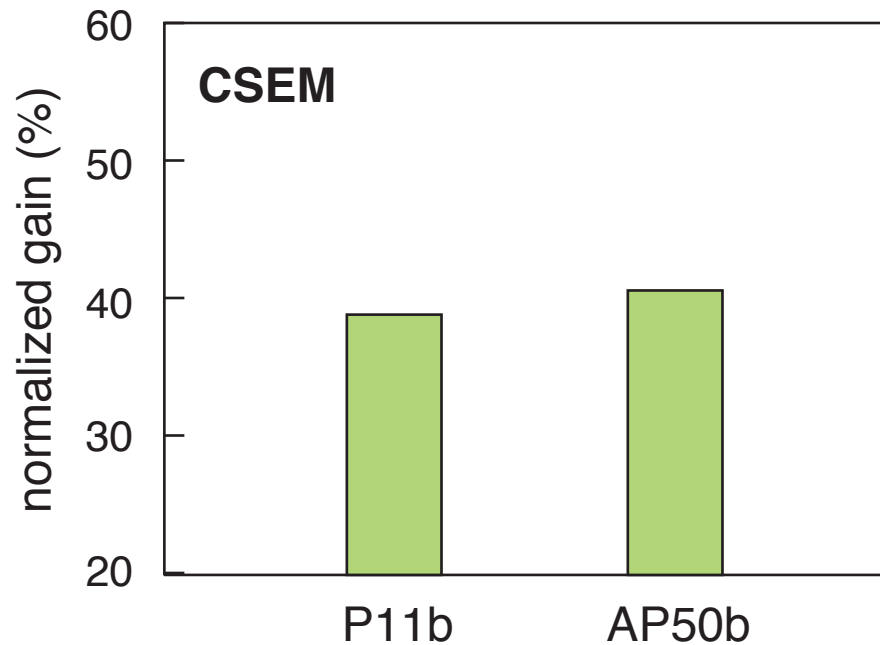


1 design

2 approach

3 results

Conceptual Mastery



as good as when I do my best teaching!

1 design

2 approach

3 results



1 design

2 approach

3 results

A group of four students are gathered around a wooden box containing a physics experiment. A female student with glasses is pouring liquid from a white cup into the box. Another female student is smiling and looking at the experiment. A male student in a plaid shirt is standing behind them, also smiling. A female student in a maroon hoodie is sitting in front of the box, looking up at the experiment. The box contains a circuit board with many small lights, a blue bowl, and other electronic components. The background shows a classroom or lab setting with whiteboards and other students.

Can create ownership of learning physics!

1 design

2 approach

3 results

A group of four students are gathered around a table in a classroom or lab, working on a project. A female student with glasses is pointing at a circuit board on the table. A male student is smiling and looking at the project. Another female student is also smiling. A fourth student is partially visible. The table has various electronic components, a breadboard, and a circuit board. A large red 'W' is superimposed over the image.

Can create ownership of learning physics!

1 design

2 approach

3 results


A group of four students are gathered around a wooden box containing electronic components. A female student with glasses is using a soldering iron to work on a circuit board. Another female student is smiling and looking at the project. A male student in a plaid shirt is standing and smiling. A female student in a maroon hoodie is sitting and looking at the project. The background shows a classroom or lab setting with whiteboards and other equipment.

“you come out with so much knowledge and experience and fun”

1 design

2 approach

3 results

A group of four students are gathered around a wooden box containing electronic components. One student is using a soldering iron on a circuit board. The others are looking on with interest and excitement. The background shows a classroom or lab setting with whiteboards and other equipment.

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1 design

2 approach

3 results