

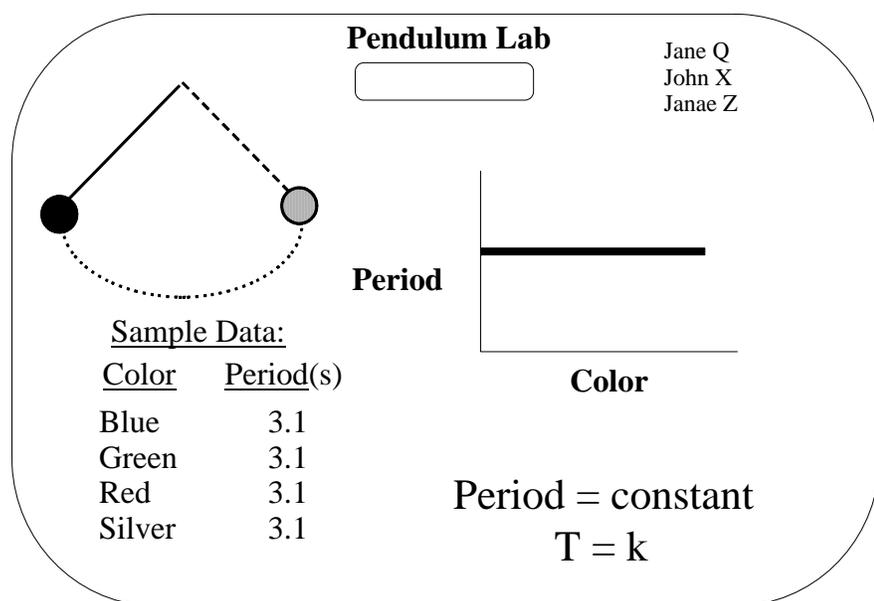
# WhiteBoarding

“WhiteBoarding” is a technique for giving oral presentations. I have a set of WhiteBoards and dry erase markers that you will use. This will usually be done in your lab teams. WhiteBoards should be clear and neatly done. Remember that people in the back need to be able to see the information on your WhiteBoard too. Class members will be encouraged to ask questions, so be prepared. There are two main situations in which you will be asked to WhiteBoard: Laboratory Results and Assignment Problems.

General guidelines apply to either task, but there are important differences. In WhiteBoarding lab results, you will be discussing your findings in the laboratory, and defending conclusions that you make. The class will act as a community of scientists, and will ask probing questions to see if you really understand what you did, and why you got the results you did. This whiteboarding session is the last chance for anyone in the class to clear up any questions before working on a formal written lab report. Questions here will be more in depth than when whiteboarding assignments.

## WhiteBoarding Guidelines: What a great WhiteBoard contains

- Names of group members in upper right corner. (First name & Last initial)
- Title (either Lab Title, or Assignment Name & Problem Number)
- Sketch or diagram
- Appropriate Representational Tools (We’ll discuss these as we go)
- Show mathematical steps involved in solution.
- Labs-- sample of data, graphs, etc.
- Assignments-- Solution of problem, and answer clearly displayed with a box around it.
- In most cases, there should not be complete sentences on a whiteboard.
- Make them simple.
- Include all team members in the presentation. The one who speaks the least is usually the one to whom questions are directed.



## Mini Whiteboards:

Another technique for whiteboarding is what I call **MINI WHITEBOARDS**. Cut whiteboards into 30cm x 30cm (1 ft x 1 ft) squares. Each student has a mini whiteboard, marker, and eraser. A problem or question is presented, and students work it out on paper at their desk. They write the answer on the mini whiteboard, ready to show to the teacher. The size of the answer corresponds to how confident they are that their answer is correct. At the teacher’s signal, all students hold up their whiteboard. This is a great way to formatively assess how well students understand a particular principle or concept.