Student: Scenario and Rules

You are a student in a lab class. You generally like the labs and find them interesting, but you wish the lab period wasn’t so long. You try to leave early when possible so you can rest before your next class, but this is difficult because you feel crunched for time even on the best of days. You’d never used this lab equipment before this class, but you feel like you’re starting to get the hang of it.

A few minutes ago, you flagged down a teaching assistant because your equipment was malfunctioning. You thought it would be a quick fix, but the teaching assistant pulled out this big lab guide you’d never seen before. Worse, they started talking about learning experiences and teaching philosophies and a lot of other things that might be interesting if you had another hour to spare.

You’re honestly not sure if the equipment is even broken (as opposed to being just another learning experience), and don’t think these steps will do anything even if you do them perfectly. You decide to try to get through the debugging checklist as fast as possible, making your best guess for each step, and then go back to trying to debug things on your own, because that seems faster.

With that in mind, here’s your plan:

* Get the teaching assistant to tell you what to do in order to fix the equipment with their ***protocol sheet***. Unfortunately, they won’t let you look at it, no matter what.
* Follow the instructions using what’s written on your ***apparatus sheet***, and put a check-mark on your ***completion sheet*** whenever you finish a step. It doesn’t matter to you if what you do is “correct” in the teaching assistant’s eyes, as long as it gets done.
* Above all, keep the experiment moving forward, whatever it takes. You have a lot to get done today and you can’t afford to get sidetracked by talking about things.