Reflection Time!

Now that you’ve finished a run of The Lab, it’s time to sit back and think about what you did! The Lab is structured so that you might not have much time to plan or reflect from moment to moment, but that’s why it’s all the more important to do so now.

First, think about how well you scored in the quantitative parts of the exercise. If you were the teacher, did you find all of the misconceptions? Compare your apparatus sheet to the student’s, referencing your misconception checklist. If you were the student, did you complete all of the lab steps? Compare your completion checklist to the lab protocol. These numbers, although imprecise, represent how much the interaction was controlled by your character’s goals, and provide a useful baseline.

Then, consider the following questions, sharing your responses with the other player and treating them as the jumping-off point for a discussion.

For the teacher:

* Which strategies seemed to be most effective for you when it came to keeping the conversation focused on learning?
* Which strategies seemed to be most effective for identifying misconceptions based on what the student did?
* Was there anything the student did that really got on your nerves? If so, how did you keep calm?
* Do you agree with the learning philosophy in the teacher sheet ? Did your opinion change after playing through the scenario?

For the student:

* Which strategies seemed to be most effective for you when it came to making the lab process move more quickly?
* Was there anything that the teacher said that made your character rethink their stance on the lab?
* Did playing through the scenario give you a new sense of the student perspective? How can you employ that in your own teaching?

For both of you:

* Is there a way to come to a compromise between the goals of the student and the goals of the teacher?