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LabPhysics_IS5_20150914_Seg56.pdf

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Setting: Students are participating in a physics lab. Loud.

Participants: IS5 (female, flowered shirt), S1 (girl, purple shirt)

1:10

xxx IS5: you need to ((incomprehensible))
xxx S1: oh so if this is three decimal places
xxx IS5: yes
xxx this has to be three decimal places
xxx IS5: yes
xxx S1: so this is-
xxx IS5: three
xxx S1: good
xxx this is-
xxx IS5: zero but you can change it
xxx you know the-
xxx ↑change the value
xxx S1: yea I wanna ((incomprehensible))
xxx IS5: (this would be your value is) 3.77
xxx S1: ok so for this one just keep it ((incomprehensible))
xxx IS5: yes
xxx but it doesn't matter if you keep it because
xxx I won't
xxx you know
xxx u:h
xxx I won't (.) grade the worksheet I just((incomprehensible))
xxx it would be ok ((incomprehensible))
xxx S1: ((incomprehensible)) my graph looks ok?
xxx IS5: ((incomprehensible: yea yea its ok but there are parts))
xxx no ((grabs pencil))
xxx S1: because
xxx those were our values there
xxx IS5: this is one point-
xxx S1: 514
xxx IS5: this is 0.4
xxx so this should be
xxx ((mumbles))
xxx this is 0.1
xxx oh so °it will be ok°
xxx because you know
xxx this value
xxx this distance should be
xxx S1: be whatever this is

xxx IS5: yes
xxx it's ok
xxx (it's reasonable now to write)
xxx this one is really large
xxx it should be invisible actually
xxx S1: this one is small .0015
xxx IS5: yea but but but you can see it
xxx ((incomprehensible))
xxx S1: if I make it smaller you can't really like=
xxx IS5: =yes
xxx S1: you can't really tell that it's an arrow bar it just looks
xxx like my pencil
xxx IS5: yea it's ok