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Setting: A noisy classroom. IS5 is giving instructions and demonstrating a lab that the class will be doing. She is speaking for the majority of the time. She interacts with students, but the majority are inaudible.
Participants: IS5 (glasses, jeans, at the front of the classroom), S1 (student, brown hair, grey shirt)

0:00

xxx IS5: ↑actually we remember that ((incomprehensible))
xxx so this time (we) use different u:h instrument which is uh
xxx the machine you can see <on your> table
xxx and
xxx um
xxx this is the-
xxx this is the sketch of ((incomprehensible)) machine
xxx so this is the pulley with ((incomprehensible)) mass and
xxx ((incomprehensible)) mass
xxx here is the string connecting the two
xxx objects
xxx the string ((incomprehensible))
xxx and also assume that the mass of
xxx the mass- the mass of M2
xxx object 2
xxx is larger than °this°
xxx greater than M1
xxx so
xxx according to the
xxx Newton's Second Law,
xxx ((writing on board))
xxx ((incomprehensible))
xxx and to get the acceleration the ratio is
xxx M2 minus M1 over the sum of M2 and M1
xxx times G
xxx and this this one is what we will do today.
xxx you will have-
xxx you will have several trials of
xxx different M1 and M2.
xxx so there will be a X axis
xxx of M1 minus M2 over
xxx and you (will measure) the A ((incomprehensible))
xxx so you will have several A
xxx that is your
xxx ((incomprehensible))

xxx and ((incomprehensible))
xxx you will find °((incomprehensible))°
xxx and (through the linear phase)
xxx you will find the slope,
xxx is G.
xxx so we use this way to measure what G is
xxx and- and we-
xxx ↑and you will see on your worksheet there is a
xxx ↑arrow to ((incomprehensible))
xxx ↑ask you to draw this graph
xxx so don't forget. for every box
xxx (doesn't have)
xxx ((incomprehensible))
xxx for every box
xxx so this is the
xxx what you get-
xxx what you want to get this time.
xxx ↑and now look at your worksheet.
xxx I will introduce,
xxx how to complete your worksheet.
xxx for ((incomprehensible)) of your worksheet.
xxx so
xxx I will give you this one to show ↓you how to complete this
xxx (.) experiment
3:00
xxx look
xxx you can first you can adjust the (position) of
xxx your
xxx machine
xxx by uh
xxx adjust this
xxx uh
xxx then
xxx some
xxx ↑pull it higher or lower
xxx to adjust your machine to make sure that ↑before
xxx to make sure that
xxx so I need to uh
xxx to make sure that
xxx ((incomprehensible)) one mass is ((incomprehensible))

xxx that another mass is
xxx should not hit the pulley because
TTF you can see that
TTF if you
TTF there is
TTF ↑one object
TTF hit the pulley,
TTF it will ((incomprehensible)) the ((incomprehensible))
TTF then on the screen
xxx >so<
xxx try to move it lower.
xxx don't go too high because
TTF it is
TTF the string is::
TTF the ((incomprehensible)) string is ((incomprehensible))
xxx so
Xxx if you move it too high,
xxx this one will hit the pulley
xxx and not correct.
xxx so try to move it lower,
xxx to make sure that
xxx that the object won't, (.)
xxx hit the pulley.
xxx and uh
xxx after you adjust your
xxx the position of your
xxx machine
xxx uh
xxx open your computer and ((incomprehensible))
xxx ↑the software ((incomprehensible)) the machine
xxx and then um
xxx it should be on the left corner at ↑bottom corner.
xxx after the machine ((incomprehensible))
xxx ((incomprehensible)) machine
xxx click on that one.
xxx and uh
xxx click on connect.
xxx ((incomprehensible))
xxx you did last time.
xxx ok good
xxx so if you are ready you can (connect)
xxx click on (connect)
xxx ((incomprehensible))

xxx and you have done it last time
xxx so you (you should be clear) with it
xxx uh
xxx so
xxx you are ready you can begin to measure your
xxx ↑(data)
xxx and uh
xxx look at your worksheet,
xxx there are five corners.
Xxx and
xxx M1 and M2, you should choose M1 M2 from your-
xxx <from your lab manuals>.
xxx there is a-
xxx ((write on board))
xxx 30
xxx (12) ((I'm not sure if she actually says 12 - she writes 50
xxx on the board))
xxx and
xxx 30 12 and
xxx you should choose masses for that one
xxx so M1 is-
xxx and M2
xxx ((class starts getting noisy))
xxx goes to M2 minus M1
xxx and M total equals M1 plus M2
6:00
xxx ((incomprehensible))
xxx when you (collect) your data there will be a: (.)
xxx (when you collect your data) on your (sheet)
xxx there will be a plot,
xxx like this.
xxx ((incomprehensible))
xxx that.
xxx and
xxx ((incomprehensible)) the ((incomprehensible)) which looks
uh
xxx straight line.
xxx and
xxx click on the linear ((incomprehensible)) (on the top) (.)
xxx on the top
xxx the linear do you see?
xxx ((IS5 walking around, incomprehensible))
xxx so
xxx do you see a linear ph-

xxx phase on top of the screen?
xxx (linear phase)
xxx so (who in here got the data like)
xxx and drew a straight line,
xxx and (drew a) (linear phase) like that
xxx screen like º(linear phase)º
xxx and you will get a slope
xxx write down
xxx the value of slope one
xxx and you need to repeat what you-
xxx what you do
xxx ((incomprehensible))
xxx you will get the
xxx with the same masses
xxx >you will get a slope too repeated again<
xxx you will get slope two
xxx and
xxx this one
xxx means, (.)
xxx the average of slope one,
xxx and slope two.
xxx this one is the average of slope one and slope two.
xxx and it's equals to
xxx the absolute value of the difference between slope one and
xxx slope two.
xxx over two.
xxx ok so ((incomprehensible))
xxx so you can finish your (tables) now
xxx and
xxx repeat what you did for five times with the five masses,
xxx and after you did it
xxx open the online system ((incomprehensible))
xxx ((class gets noisy again))
xxx you need listen to me
xxx don't (listen to each other when I introduce the
experiment)
xxx <(because you speak to each other you won't listen to me
Xxx and you will miss the information i introduce to you)>.
xxx and I'll need to explain (the same question) to you
Xxx <one by one>.
xxx so it will waste a lot of time
xxx so you need to listen to me.
8:29 ((this is really interesting - she is almost scolding them
xxx and is using correct stress and intonation))
xxx and when you complete you the the

xxx table on your worksheet you need to draw a graph
xxx and you ((incomprehensible)) simplify your work
xxx you can ((incomprehensible)) online system
xxx do you know what is online?
xxx do you know the online system?
xxx uh open your lab manual
xxx uh
xxx <yea lab manual>
xxx on the
xxx º lab manualº
xxx we are on the
9:00
xxx open your lab manual online.
xxx you lab manual
xxx ((incomprehensible))
xxx this one.
xxx you need to use this one
xxx I think some of you used this last time
xxx (open) your online system.
xxx you need to use
xxx this one.
xxx <yea
xxx good>
xxx yea it's ((incomprehensible))
xxx other one
xxx ((speaking with students, incomprehensible))
xxx after you open your online system
xxx ((incomprehensible)) that (.)
xxx M1 M2 ((incomprehensible)) and difference over M total.
xxx and (Y will be X location),
xxx and it is the slope.
xxx the (M) is the measure of slope.
xxx <and you need to input the arrows of the average in the
xxx slope which is that one>
xxx ((incomprehensible)) Y.
xxx and take out ((incomprehensible)) when you finish you lab
xxx will be finish
xxx and there will be a linear ((incomprehensible))
xxx and (copy) the graph
xxx (copy) that graph (.)
xxx to your worksheet.
xxx ok?
xxx don't forget.
xxx don't forget.
xxx click on (arrow bars)

xxx when you ((incomprehensible)) the system.
xxx if you don’t click on arrow bars there will be now arrow
xxx bars ((incomprehensible))
xxx so ((incomprehensible))
xxx S1: can you explain uh
xxx can you explain (all of them)?
xxx IS5: ((incomprehensible))
xxx ((incomprehensible)) of slope one and ((incomprehensible))
xxx of slope two
xxx you don’t need to
xxx ((incomprehensible))
xxx ((incomprehensible)) them
xxx if you do that
xxx alright
xxx so any questions about the experiment
xxx (if you have any questions)
xxx (you can ask me or experimenter) ((incomprehensible))
xxx ((interacts with another student, but incomprehensible))