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LabPhysics_IS5_20151116_Seg55.pdf

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Setting:

physics lab

Participants:

IS5 (female, black sweater, S1 (female, in pink), S2 (male, in stripes)

xxx S1: I said that this is inconsistent,
xxx its close but probably not close enough.
xxx IS5: (this right) so small.
xxx S1: yea ((unclear))
xxx IS5: ok (that's fine)
xxx 1 two significant figures ((unclear))
xxx S1: but no I like four significant figures.
xxx IS5: two-
xxx S1: but-
xxx IS5: this is two.
xxx S1: its three actually.
xxx IS5: this is four.
xxx S1: but yea I have four everywhere else.
xxx IS5: ((unclear)) need two
xxx S1: so you want to give rid of my four?
xxx is that what you're saying?
xxx IS5: ((unclear))
xxx because this is two two two right?=
xxx S1: =yea
xxx IS5: ((unclear))
xxx S1: I did well ok
xxx IS5: ((unclear)) ((erase gesture))
0:44
xxx S2: is this ok for the error?
xxx IS5: that's really small.
xxx did you times-
xxx (.2) let me see.
xxx S2: cause we did this,
xxx this was our delta Q for E.-
xxx IS5: yea you need to
xxx S2: we did this divide by square root.
xxx IS5: no this is absolute error-
xxx not delta Q.
xxx delta Q-
xxx delta Q equals to each of them.
xxx this squa-
xxx S2: yea
xxx (t2 over t1)
xxx IS5: square plus square plus square root.

xxx S2: o:h that's
xxx IS5: no don't over the-
xxx this is absolute error not ((unclear)).
xxx S2: o:h ok ok ok
xxx and then ok