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Being There For Your Students - Online Office & Office Hours

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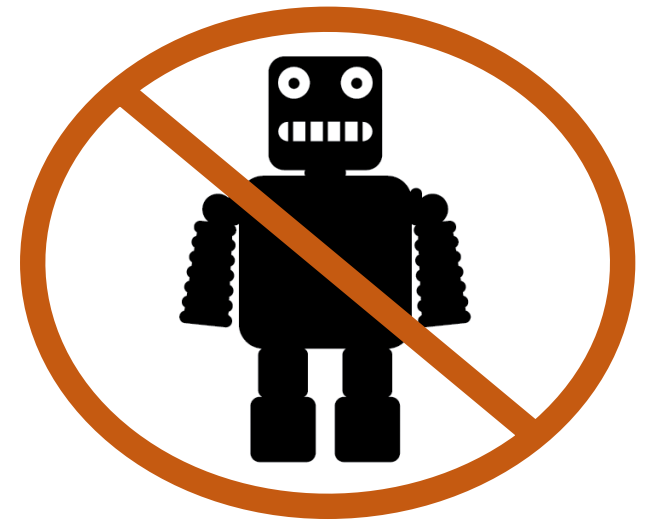


Being There For Your Students

Online Office &
Office Hours

Instructor presence personalizes the online learning experiences

- Persona – factors that build student's impressions of you
- Social Presence – connections you foster
- Instructional Presence – how you guide students through learning



Put your Online Office to use: Q&A

- Challenge Question
- Extra Practice
- Generate an FAQ

Challenge Question: Which of the following cannot exist? (there may be more than one)

a) $n = 4, l = 4, m_l = -2, m_s = +1/2$

b) $n = 3, l = 2, m_l = 1, m_s = 1$

c) $n = 4, l = 3, m_l = 0, m_s = +1/2$

d) $n = 1, l = 0, m_l = 0, m_s = +1/2$

e) $n = 0, l = 0, m_l = 0, m_s = +1/2$

Put your Online Office to use: Teaching

- Looking forward to the next Module
 - Share helpful resources
 - Mini-lecture
 - Tips for Success
- One-to-Many Feedback Debrief

Emily Faulconer
Thursday

Use this thread for Module 3. I have a few worksheets here to practice the concepts from this module. You are welcome to post and discuss questions and answers here.

[Writing Formulas for Ionic Compounds](#)

[Lewis Structures](#)

Here is a supplemental lecture: [Module 3 Supplemental Lecture Lewis Structures](#)

[Minimize File Preview](#)

Page < 5 > of 11 | ZOOM +

Many times, single bonds will not satisfy the octet rule with the total number of valence electrons present; double or triple bonds may be needed to obtain octets


Lets investigate Ethene (C₂H₄)

Step 1: Electronegativity values: H = 2.20, C = 2.55
Again with the exceptions here ... carbon has higher electronegativity by hydrogen in the middle simply won't work due to a max of 2e⁻

$$\begin{array}{ccccc} & \text{H} & & \text{H} & \\ & | & & | & \\ & \text{C} & & \text{C} & \\ & | & & | & \\ \text{H} & & & & \text{H} \end{array}$$


Put your Online Office to use: You Ask

- Low-stakes feedback
- Metacognitive prompts

 **Emily Faulconer**
9:50am

Was there a mandatory resource for Module 2 that you found less than helpful?

← Reply

 **Emily Faulconer**
9:49am

What homework or quiz problem in this module took the most time to solve?



← Reply

Easter Eggs and Coffee




Module Objectives

Upon successful completion of this module, you will be able to:



1. Given a measurement or calculation, evaluate calculations for proper use of significant figures.
2. Given a value in scientific notation, convert to standard form (and vice versa) without error.
3. Given a value with units reported (e.g. temperature, mass, volume, etc.), convert to another unit without error.
4. Given a description of a material, classify matter as either a pure substance (element or compound) or mixture (homogeneous or heterogeneous).
5. Classify an observed property as physical or chemical and intensive or extensive.
6. Modify the construction of an atom to illustrate the formation of ions or new elements with changes in the numbers of specific subatomic particles.
7. Given the atomic number and the mass number of an atom (or a periodic table), state the number of protons, neutrons, and electrons in a neutral atom, ion, or isotope.
8. Navigate the periodic table to predict chemical properties and atomic charge.
9. Brainstorm connections between real-world chemistry and course content.  



A Note on the Online Office: Stay Organized





 **Emily Faulconer**
Mar 13, 2019

This Thread is for Module 1. I prepared supplemental slides to support your learning in this module. These slides are not intended to cover all of the concepts covered in the reading and assessed in the homework and quizzes. If there is a topic you want to discuss that is not covered in the slides, don't hesitate to post it here.

[Module 1 Supplemental Lecture](#)

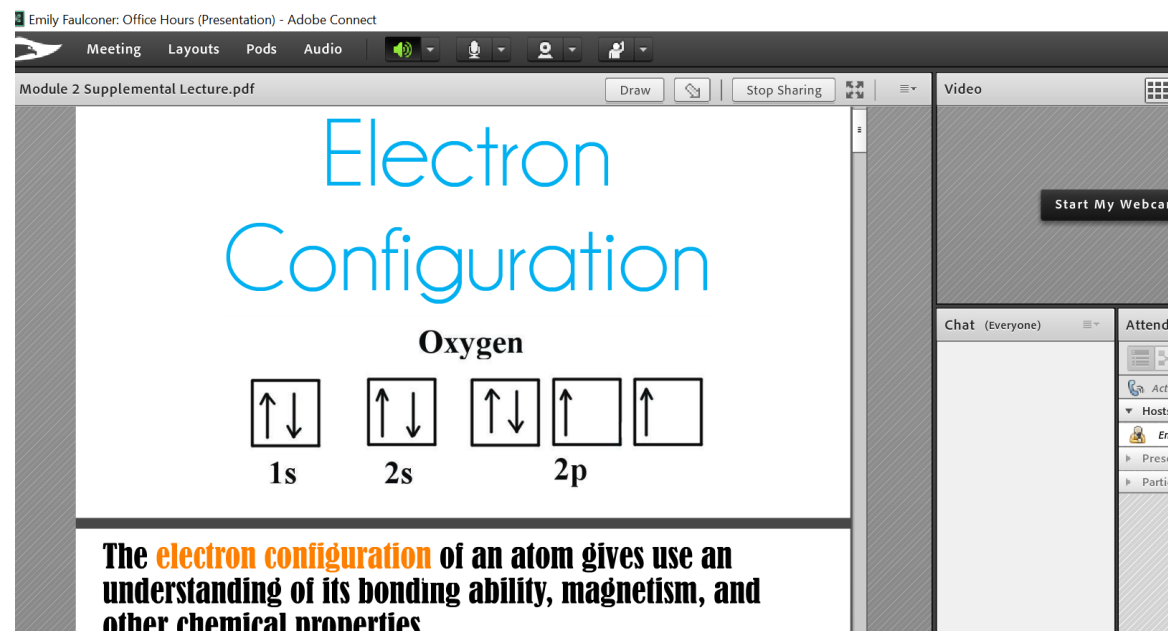
[Minimize File Preview](#)

Page < 1 > of 26 |  |  ZOOM  | 

Welcome to Chemistry!

Put your office hours to use: Teaching

- Early in the Module: Looking Forward
 - Mini-Lecture
 - Tips for Success
- Any time: One-to-Many Feedback Debrief
 - Cold spots
 - Hot spots



The screenshot shows a meeting window titled "Emily Faulconer: Office Hours (Presentation) - Adobe Connect". The main content area displays a presentation slide with the following text and diagram:

Electron Configuration

Oxygen

↑↓ ↑↓ ↑↓ ↑ ↑

1s 2s 2p

The **electron configuration** of an atom gives use an understanding of its bonding ability, magnetism, and other chemical nonerties

The slide also includes a "Start My Webcam" button and a "Video" section. The bottom right corner shows a "Chat (Everyone)" and "Attendee" list.

Put your office hours to use: Practice

- Student-centered Minute Activities

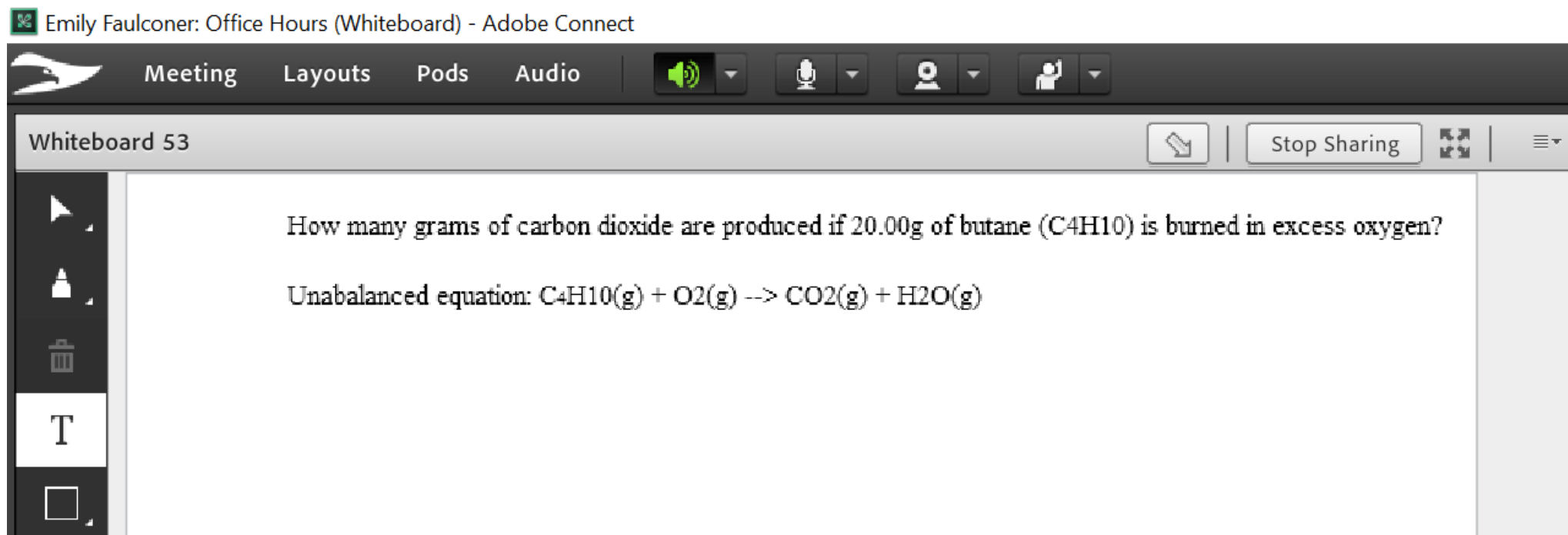
Emily Faulconer: Office Hours (Whiteboard) - Adobe Connect

Meeting Layouts Pods Audio

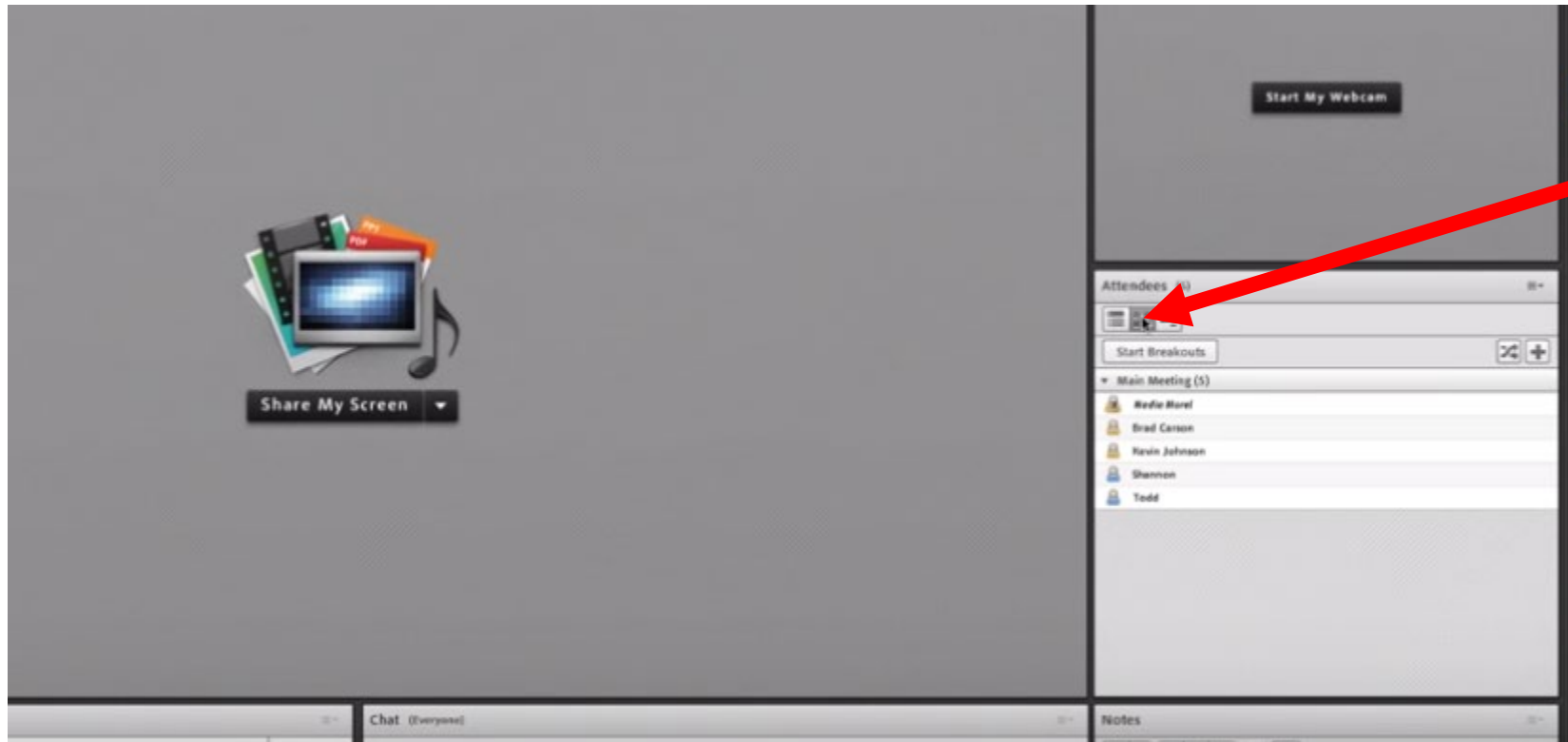
Whiteboard 53 Stop Sharing

How many grams of carbon dioxide are produced if 20.00g of butane (C₄H₁₀) is burned in excess oxygen?

Unbalanced equation: C₄H₁₀(g) + O₂(g) → CO₂(g) + H₂O(g)

The image shows a screenshot of an Adobe Connect whiteboard. At the top, there is a title bar that reads "Emily Faulconer: Office Hours (Whiteboard) - Adobe Connect". Below this is a dark grey navigation bar with icons for "Meeting", "Layouts", "Pods", and "Audio". The main whiteboard area has a title "Whiteboard 53" and a "Stop Sharing" button. The whiteboard content consists of two lines of text: a chemistry problem and an unbalanced chemical equation. On the left side of the whiteboard, there is a vertical toolbar with icons for a pointer, eraser, trash, text (represented by the letter 'T'), and a square.

Put your office hours to use: Facilitating



Build it and they will come Maybe?

Most students view virtual OHs positively, but ~15% use them

- Share availability in many places
- Repeat the invites
- Communicate the purpose of each session
- Allow students to email questions for the Office Hours session if they cannot attend
- **Be engaging!**

