

**MIT Program in Atmospheres, Oceans, and Climate (POAC)**  
**MIT/NSF Project: Weather in a Tank**

**Instructor Weekly Log**

**Professor Name:** \_\_\_\_\_

**University/College:** \_\_\_\_\_

**Date (Project Week Ending Friday):** \_\_\_\_\_

**Check if no demonstrations were used this week. Please specify reason why:** \_\_\_\_\_

<b>Demonstrations Conducted This Week</b>	<b>Instructional Application</b>	<b>Student Reactions</b>	<b>Additional Materials Used and Instructor Feedback</b>
<p><i>Check titles of <u>all</u> demonstrations conducted this week.</i></p> <p><input type="checkbox"/> Rigidity imparted to rotating fluids  <input type="checkbox"/> Cloud Formation  <input type="checkbox"/> Convection</p> <p><input type="checkbox"/> Radial inflow  <input type="checkbox"/> Parabolic surfaces  <input type="checkbox"/> Inertial circles</p> <p><input type="checkbox"/> Perrot's bathtub  <input type="checkbox"/> Taylor Columns  <input type="checkbox"/> Hadley/Thermal wind</p> <p><input type="checkbox"/> Cylinder Collapse  <input type="checkbox"/> Ekman layers  <input type="checkbox"/> Baroclinic Instability</p> <p><input type="checkbox"/> Ekman pumping  <input type="checkbox"/> Ocean gyres  <input type="checkbox"/> Thermohaline Circ  <input type="checkbox"/> Source/sink</p> <p><input type="checkbox"/> Other (Specify): _____</p>	<p><i>How was demonstration(s) used to support instruction? (Check all that apply)</i></p> <p><input type="checkbox"/> Used in a laboratory setting.  <input type="checkbox"/> Used to support lecture.  <input type="checkbox"/> Used for student small-group projects.  <input type="checkbox"/> Used in conjunction with web-based materials.  <input type="checkbox"/> Used to present demonstrations for visitors to the college/university.  <input type="checkbox"/> Used to present demonstrations to groups/schools <u>outside of the college/university</u>.  <input type="checkbox"/> Loaned to other schools/groups.  <input type="checkbox"/> Other: (Specify): _____</p>	<p><i>Briefly describe student reactions to the demonstrations (pros and cons). (e.g. increased motivation, created confusion, encouraged questions/discussion, promoted further interest/research, etc.).</i></p>	<p><i>Instructional materials used in conjunction with these demonstrations or experiments. (Check all that were used this week).</i></p> <p><input type="checkbox"/> Marshall and Plumb Text: <i>Circulation of the Atmosphere and Ocean</i>  <input type="checkbox"/> Project Website and Labguide  <input type="checkbox"/> Published Textbooks (Specify: _____)  <input type="checkbox"/> Personal Course Notes  <input type="checkbox"/> Other: (Specify: _____)</p> <p><b><u>INSTRUCTOR FEEDBACK</u></b>  This demonstration (title: _____) enhanced my instruction.      <input type="checkbox"/> <b>Yes</b>    <input type="checkbox"/> <b>No</b></p> <p>I would use this demonstration (title: _____) again in instruction.      <input type="checkbox"/> <b>Yes</b>    <input type="checkbox"/> <b>No</b></p> <p><b><u>Please comment on the benefits and/or challenges of using this demonstration(s) or equipment in instruction. (Specify title of experiment(s) before each comment.)</u></b></p>

**Submit**