

Subject: RE: [USITT_TPR] [EXTERNAL] Re: COVID-19 and Remote Teaching

For any of your students that wonder how large the welding world is have them take a look at what is available on the AWS publication website, <https://pubs.aws.org/>.

There is also a bunch of free downloads on health and safety and other things that may lead them to dig deeper, <https://www.aws.org/store/page/bookstore-free-downloads>.

Have them look at AWS D1.2 to start to understand aluminum, then they might come across the fact that welding aluminum can reduce the strength of a piece of tube or plate by 30% or higher depending on what type of alloy and what type of process used. Which can help educate the choice of materials on an item.

Ask them to understand the difference between D1.1 and D1.3.

AWS D20.1 that deals with fabrication via Additive Manufacturing, which is certainly going to be a large part of our lives soon enough and having a deep understanding of how it works will be an advantage in the marketplace of the future.

All great stuff to explore while production deadlines are suspended.

MGJ

Matt Jackson
Technical Director
518-638-8000 x 284

ADKS offices are currently closed and I am currently working remotely. Should you need to talk I can be reached via telephone at 917.974.0324.

[<image002.png>](#)

From: usitt_tpr-bounces@lists.purdue.edu [mailto:usitt_tpr-bounces@lists.purdue.edu] **On Behalf Of** Christopher Morris

Sent: Friday, March 20, 2020 9:47 PM

To: Steven Neuenschwander <Steven.Neuenschwander@mail.wvu.edu>; Dionne, Richard M <rdionne@purdue.edu>; USITT_TPR@lists.purdue.edu; Alguire, Eben Patrick <eben.alguire@pitt.edu>

Subject: Re: [USITT_TPR] [EXTERNAL] Re: COVID-19 and Remote Teaching

I am in the same boat. I have done all the classroom instruction a but the project due dates were after the date they closed the school.

From: usitt_tpr-bounces@lists.purdue.edu usitt_tpr-bounces@lists.purdue.edu
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Subject: [EXTERNAL] Re: [USITT_TPR] COVID-19 and Remote Teaching

I'm also teaching a beginning welding course (or, more accurately, a directed study with 4 students). I am shifting my class to learning notation/diagrams with all the symbology and video/film of technique. Because of production demands, we jumped right into cutting, grinding, and mig at the beginning of the semester, and we touched on plasma cutting. While I was hoping to get to Oxy and to build a truss jig, but it might be some book learnin' for a bit.

Sent from [Mail](#) for Windows 10

From: [Steven Neuenschwander](#)

Sent: Friday, March 20, 2020 7:45 PM

To: [Dionne, Richard M](#); USITT_TPR@lists.purdue.edu

Subject: Re: [USITT_TPR] COVID-19 and Remote Teaching

Dear Tech Production Commission,

I'm asking you for advice/suggestions. This semester I was teaching a welding/joinery course which in our new situation needs to be done remotely. On the positive as the dominos where beginning to fall in place I quickly rearranged the schedule to teach the remaining tools in the welding section and assign the projects. When things started to unfold the students were allowed to come in and work individually when the shop manager was present like an art studio. Since that time the university has asked students not to return to the campus and the buildings are now off limits to the students to limit exposure. How do you asses a project based class when the students can not get access to the tools need to create the projects. Here is a welding class that you got to practice welding for a week and now are shut out. Like most I have pressure to just redevelop the course. I am also not a fan of assigning busy work for the case of just giving them something to do. I did float the possibility of an incomplete for this course but was never answered. I have reviewed my course learning outcomes and I use a lot of phrases like "use the tools" and "apply different welding techniques". All suggestions are welcomed and thank you.

Remaining projects:

MIG welding Cube

Threading & coping a pipe

Plasma cutter exercise making figures for a wind chime

Final Project - personal joinery project of your choice

--Steven

[Steven Neuenschwander](#)

[Mabel DeVries Tanner Endowed Professor](#)

[ETCP Certified Rigger - Theatre](#)

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From: usitt_tpr-bounces@lists.purdue.edu <usitt_tpr-bounces@lists.purdue.edu> **On**
Behalf Of Dionne, Richard M
Sent: Thursday, March 12, 2020 9:15 AM
To: USITT_TPR@lists.purdue.edu
Subject: [USITT_TPR] COVID-19 and Remote Teaching

Friends,

Thanks to those of you who've responded to the previous post about online teaching resources. I'll be frank, I received more questions or affirmations that this is a new frontier than I did suggestions, but I did get some:

Eben Alguire at Pitt shared: "I've been toying with creating some papercraft projects to continue a hands on education remotely. I already have a paper props project as part of my stagecraft class, and my wife has a history of creating paper and cardboard functional furniture from when she worked props, so I've been considering expanding that and trying to create an exhibition if our last show is cancelled."

LT Gourzong shared the following links from the Head of Theatre, Dance, and Media at Harvard University:

<https://assayjournal.wordpress.com/moving-your-creative-writing-courses-online/?fbclid=IwAR37fB2plbelOMp54UwkeFzeKB678pl-mf-7DsLG9Dohn0lCw3KpAPy2mq0>
https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKIFzGbtnmftGcXwClwxzf-jkkoCU/preview?fbclid=IwAR0mOzQ6wVKwpzWxmiCZ47_njOVUXLtSpqPWYg4KoRfwhlv1oDaUXyzErDw
http://dancestudiesassociation.org/news/2020/resources-for-moving-dance-based-pedagogy-online?fbclid=IwAR1LL82mAt_B6TI-CU2x4cwEmT7X_P2rAoMcwrCq5rSjWm1UhN_crAr77zk

Mike O'Nele at Memphis suggested recording himself modeling various techniques and processes and hosting videoconference discussions.

Karin Rabe at the Alley Theatre shared the following link, courtesy of J. Michael Eddy by way of the Society of Props Artisan Managers:

<https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLIWAsWP58sGV7A3oluEUG3k/edit#gid=1552188977>

Finally, if you're not a member of the USITT Education Commission Facebook group, I'd go ahead and join it. A growing number of practitioners, teachers, and subject matter experts (including me!) have volunteered their time as guest video lecturers for

courses at all levels. If you need something like that, you'll find it on the FB group.

Thanks for being such a great group. Keep taking care of each other, wash your hands, and do be mindful of those around you who might be more vulnerable: those who might be immune-compromised and/or who might have underlying respiratory issues.

B

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R

Rich Dionne
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765-494-3073 | [\[redacted\]](#) | [\[redacted\]](#)

Commissioner for Technical Production, United States Institute for Theatre
Technology ETCP Certified Rigger – Theatre: #2928

<image003.jpg>

Now available from SIU Press, Amazon, or your favorite book seller:
*Project Planning for the Stage: Tools and Techniques for Managing
Extraordinary Performances*

he/him/his

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