

WebSights features announcements and reviews of select sites of interest to physics teachers. All sites are copyrighted by their authors. This column is available as a web page at PhysicsEd.BuffaloState.Edu/pubs/WebSights/. If you have successfully used a physics website that you feel is outstanding and appropriate for WebSights, please email me the URL and describe how you use it to teach or learn physics—macisadl@buffalostate.edu.

•Deadlines for teachers and students for summer physics and physics professional development programs

<https://tinyurl.com/WS-PIsum2020>
www.aapt.org/Publications/responsive_February2020.cfm
<https://livingphysicsportal.org/info/whatscoming>
<http://www.compadre.org/physlets/>

The Perimeter Institute for Theoretical Physics is taking applications for physics students and teachers for their summer 2020 program offerings in Canada (Americans are welcome), as are a number of American programs advertising in the AAPT eNNOUNCER. See particularly opportunities for learning about computational physics in New England states, Ohio, and Arizona. There are also opportunities in teaching modern physics, quantum physics, active learning physics, etc. (this is a particularly rich edition of the eNNOUNCER).

The eNNOUNCER describes much else of interest, including a new AAPT membership benefit: 25 free AIP journal article downloads. See also the new Living Physics (physics for the life sciences) portal, and a JavaScript edition of Physlet Physics is now available from the Open Source Physics ComPADRE Collection. The original functionality and interactivity of Physlets is maintained and all 800+ Illustrations, Explorations, and Problems are mobile friendly and ready-to-use by students without installing any additional plug-in.

DOI: 10.1119/1.5145427

•AMTA Modeling Physics updates: Online courses for teachers and a podcast

<http://sciencemodelingtalks.com/>
<http://modelinginstruction.org/professional-development/distance-learning-courses/>

The American Modeling Teachers Association (AMTA) is running three online modeling physics for teachers' courses:

- Intro to Modeling, a 15-week course hosted on Tuesday evenings 7-10 p.m. EST. For details and registration: ewebliife.com/prm/AMTA/calendar/event?event=2125
- Advanced Topics for Middle School Modeling, a five-week course hosted on Wednesday evenings 7-10 p.m. EST. For details and registration: ewebliife.com/prm/AMTA/calendar/event?event=2126
- Electricity & Magnetism Modeling, a 15-week course hosted on Thursday evenings 7-10 p.m. EST. For details and registration: ewebliife.com/prm/AMTA/calendar/event?event=2123

AMTA's "Science Modeling Talks Podcast with Erica Posthuma" now includes talks by and discussions between

David Hestenes, Colleen Megowan-Romanowicz, Brenda Royce, Larry Dukerich, and Erica. DOI: 10.1119/1.5145428

•Rhett Allain's DotPhysics from WIRED magazine

<http://wired.com/author/rhett-allain/>
<http://wired.com/2015/08/coding-physics-course/>

I enjoyed Rhett's analyses of the Tesla CyberTruck late November product unveiling show where Elon Musk managed to shatter his truck's "tough" side windows and subsequently showed the Tesla concept electric pickup truck dragging a Ford F-150 pickup around in a tug of war. Much timely popular bemusement continued in his recent analyses of physics effects within "The Expanse" and "The Mandalorian" TV shows, and from viral YouTube videos like a leaping Kung-Fu master apparently bouncing off water. If your students are watching popular videos (and they are), then Rhett has some analysis for your class. I also just reviewed his excellent 2015 piece "You Should Be Coding in Your Physics Course," on including coding simple physics models into my courses. Read Rhett regularly.

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•Improving conditions for minority students in physics and astronomy

<http://www.aip.org/teamup>
<https://psrc.aapt.org/items/detail.cfm?ID=15060>

Two new reports are out, with the first intending to help learn how you can help African-American students thrive in your department. *The Time is Now: Systemic Changes to Increase African Americans with Bachelor's Degrees in Physics and Astronomy* is available from the AIP's TEAM-UP task force. Appendix 8, the "Departmental Self-Assessment Rubric," is particularly interesting. Also the Conference on Enhancing Undergraduate Physics Programs at Hispanic Serving Institutions (HSIs) website, including their final report and materials, is available. That conference's goals are to generate a "state of the discipline" of physics education at HSIs; to articulate the challenges and opportunities of physics education (and STEM education in general) at HSIs; and to develop a set of recommendations for physics departments, professional societies, and funding agencies with respect to educational pedagogy, resources, and professional development programs. A reminder that equity fosters excellence: All students will benefit from affordances intended to promote the supportive culture of safety, welcome, and respect for underrepresented student populations in physics.

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