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Safe experimentation in optical levitation of charged droplets using remote labs

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Dear Dra. Singh:

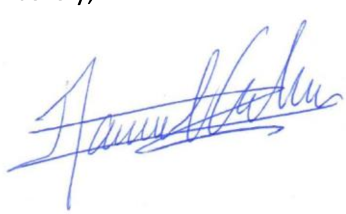
I am pleased to submit an original research article entitled "*Safe experimentation in optical levitation of charged droplets using remote labs*" by Daniel Galán, Oscar Isaksson, Jonas Enger, Mats Rostedt, Andreas Johansson, Dag Hanstorp and Luis de la Torre for consideration for publication in the *Journal of Visualized Experiments*.

In this work, we have tried to cover the protocols to carry out correctly optical droplet levitation experiments. Experiments are included, both for on-site and remote testing, to determine the droplet mass, to study the polarization of the charge in the droplet and to calculate this charge.

This manuscript has not been published and is not under consideration for publication elsewhere. We have no conflicts of interest to disclose. We would like to take this opportunity to thank you very much for your invitation to publish in your journal. We hope to live up to your expectations and that you will be satisfied with our paper, which we think may have an exciting visual impact.

Thank you for your consideration!

Sincerely,



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TITLE:

Safe Experimentation in Optical Levitation of Charged Droplets Using Remote Labs

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Optical Levitation, Remote Laboratory, Laser, Photon Pressure, Diffraction, Electrical Fields, Liquid Droplets

SUMMARY:

Optical levitation is a method for levitating micrometer-sized dielectric objects using laser light. Utilizing computers and automation systems, an experiment on optical levitation can be controlled remotely. Here, we present a remotely controlled optical levitation system that is used both for educational and research purposes.

ABSTRACT:

The work presents an experiment that allows the study of many fundamental physical processes, such as photon pressure, diffraction of light or the motion of charged particles in electrical fields. In this experiment, a focused laser beam pointing upwards levitate liquid droplets. The droplets are levitated by the photon pressure of the focused laser beam which balances the gravitational force. The diffraction pattern created when illuminated with laser light can help measure the size of a trapped droplet. The charge of the trapped droplet can be determined by studying its motion when a vertically directed electrical field is applied. There are several reasons motivating this experiment to be remotely controlled. The investments required for the setup exceeds the amount normally available in undergraduate teaching laboratories. The experiment requires a laser of Class 4, which is harmful to both skin and eyes and the experiment uses voltages that are harmful.

INTRODUCTION:

The fact that light carries momentum was first suggested by Kepler when he explained why the tail of a comet always points away from the sun. The use of a laser to move and trap macroscopic objects was first reported by A. Ashkin and J. M. Dziedzic in 1971 when they demonstrated that it is possible to levitate micrometer sized dielectric objects[1]. The trapped object was exposed to an upward directed laser beam. Part of the laser beam was reflected on the object which imposed a radiation pressure on it that was sufficient to counterbalance gravity. Most of the light, however, was refracted through the dielectric object. The change of the direction of the light causes a recoil of the object. The net effect of the recoil for a particle placed in a Gaussian beam profile is that the droplet will move towards the region of highest light intensity[2]. Hence, a stable trapping position is created in the center of the laser beam at a position slightly above the focal point where radiation pressure balances gravity.

Since the optical levitation method allows small objects to be trapped and controlled without being in contact with any objects, different physical phenomena can be studied using a levitated droplet. However, the experiment presents two limitations to be reproduced and applied at schools or universities since not all institutions can afford the required equipment and since there are certain risks in the hands-on operation of the laser.

Remote laboratories (RLs) offer online remote access to the real laboratory equipment for experimental activities. RLs first appeared at the end of the 90s, with the advent of the Internet, and their importance and use have been growing over the years, as the technology has progressed and some of their major concerns have been solved[3]. However, the core of RLs has remained the same over time: the use of an electronic device with Internet connection to access a lab, and control and monitor an experiment.

Due to their remote nature, RLs can be used to offer experimental activities to users without exposing them to the risks that may be associated with the realization of such experiments. These tools allow students to spend more time working with laboratory equipment, and hence develop better laboratory skills. Other advantages of RLs are that they 1) facilitate for handicapped people to perform experimental work, 2) expand the catalog of experiments offered to students by sharing RLs between universities and 3) increase the flexibility in scheduling laboratory work, since it can be performed from home when a physical laboratory is closed. Finally, RLs also offer training in operating computer-controlled systems, which nowadays are an important part of research, development and industry. Therefore, RLs cannot only offer a solution to both the financial and safety issues that traditional labs present, but also provide more interesting experimental opportunities.

With the experimental setup used in this work, it is possible to measure the size and charge of a trapped droplet, investigate the motion of charged particles in electric fields and analyze how a radioactive source can be used to change the charge on a droplet[4].

In the experimental setup presented, a powerful laser is directed upwards and focused into the center of a glass cell[4]. The laser is a 2 W 532 nm diode-pumped solid-state laser (CW), where usually about 1 Watt (W) is used. The focal length of the trapping lens is 3.0 cm. Droplets are generated with a piezo droplet dispenser and descend through the laser beam until they are trapped just above the focus of the laser. Trapping occurs when the force from the upward directed radiation pressure is equal to the downward directed gravitational force. There is no upper time limit observed for trapping. The longest time a droplet has been trapped is 9 hours, thereafter, the trap was turned off. The interaction between the droplet and the laser field produces a diffraction pattern which is used to determine the size of the droplets.

The droplets emitted from the dispenser consist of 10% glycerol and 90% water. The water part quickly evaporates, leaving a 20 to 30 µm sized glycerol droplet in the trap. The maximum size of a droplet that can be trapped is about 40 µm. There is no evaporation observed after about 10 s. At this point, all water is expected to have evaporated. The long trapping time without any observable evaporation indicates that there is minimal absorption and that the droplet essentially is at room temperature. The surface tension of the droplets makes them spherical. The charge of the droplets generated by the droplet dispenser depends on the environmental conditions in the laboratory, where they most commonly become negatively charged. The top and the bottom of the trapping cell consists of two electrodes placed 25 mm apart. They can be used to apply a vertical electric direct current (DC) or alternating current (AC) field over the droplet. The electric field is not strong enough to create any arcs even if 1000 volts (V) is applied over the electrodes. If a DC field is used, the droplet moves up or down in the laser beam to a new stable equilibrium position. If an AC field is applied instead, the droplet oscillates around its equilibrium position. The magnitude of the oscillations depends on the size and charge of the droplet, on the intensity of the electric field, and on the stiffness of the laser trap. An image of the droplet is projected onto a position-sensitive detector (PSD), which allows users to track the vertical position of the droplet.

This work presents a successful initiative of modernizing teaching and research using Information and Communication Technologies through an innovative RL on optical levitation of charged droplets which illustrates modern concepts in physics. **Figure 1** shows the architecture of the RL. **Table 1** shows the possible injuries that lasers can cause according to their class; In this setup, a Class IV laser has been used, which is the most dangerous one. It can operate with up to 2.0 W of visible laser radiation, so the safety provided by the remote operation is clearly suitable for this experiment. The optical levitation of charged droplets RL was presented in the work of D. Galan *et al.* in 2018[5]. In this work, it is demonstrated how it can be used online by teachers who want to introduce their students to modern concepts of physics without having to be concerned about the costs, the logistics or the safety issues. Students access the RL through a web portal called University Network of Interactive Laboratories (UNILabs - https://unilabs.dia.uned.es) in which they can find all the documentation regarding the theory related to the experiment and the use of the experimental setup by means of a web application. By using the concept of a remote laboratory, experimental work in modern physics that requires costly and dangerous equipment can be made available to new groups of students. Furthermore, it enhances the formal learning by providing traditional students with more laboratory time and with experiments that normally are inaccessible outside research laboratories.

PROTOCOL:

NOTE: The laser used in this experiment is a class IV laser delivering up to 1 W of visible laser radiation. All personnel present in the laser laboratory must have conducted adequate laser safety training.

1. Hands-On Experimental Protocol

1.1. Safety

1.1.1. Make sure everyone in the lab is aware that a laser will be turned on.

1.1.2. Turn on the laser warning lamp in the lab.

1.1.3. Check that no watch or metal rings are worn and put on the laser goggles.

1.14. Check that the four light absorbing boards, closest to the experiment, are in place.

1.1.5. Check the space between the laser and the absorbing board for obstacles. Also check that the space between the trapping cell and the beam block is free from objects.

1.2. Prepare the software and the experiment.

1.2.1. Turn on the lab computer. Wait until it is ready to operate.

1.2.2. Open the **Remote Startup** folder from the desktop and click the icon **Main1806.vi**. Run the program by pressing the arrow in the top left corner.

NOTE: This opens the control program (*e.g.*, Labview) shown in **Figure 2** and **Figure 3** and automatically turns on both the power supply for the laser and the electric field. All buttons referenced from now on in this section refer to those that appear in these figures.

1.2.3. Under "**EJS variables**", mark the checkbox named "**Laser Remote Enable2**" power and set "**laser current2**" to 25 so that the laser power slide to the right ends up at 25%. Observe the laser beam using alignment laser goggles to make sure that the beam ends up in the beam dump. If not, adjust the position of the beam dump.

1.2.4. Check **Drops2** and move the tip of the droplet dispenser until the droplets are falling into the laser beam. Do this by adjusting the translation stage marked with letter A in **Figure 4**. For that purpose, gently turn the driving screws at the base of the translation stage until the desired position is reached.

1.2.4.1. If no drops are coming, apply some pressure in the syringe until a droplet is shown in the tip of the dispenser. Wipe it off carefully (fragile tip) using a paper with acetone. The droplets should now start coming. When this occurs, start over from point 1.2.4.

1.2.5. Raise the laser power to about 66% using the **Laser Current 2** input field and trap a droplet. Uncheck **Drops2** as soon as a droplet is trapped.

NOTE: The trapped droplet is now imaged onto the PSD.

1.3. Determine the size of a droplet.

1.3.1. Adjust the laser power until the PSD position is as close as possible to zero.

NOTE: As droplets can be trapped below or above previous trapping positions, depending on the laser power or the size/weight. This step is performed to move the droplet image to the center of the PSD.

1.3.2. Observe the diffraction pattern created on the screen (see **Figure 1**). Take a picture with the web camera that is positioned to observe the screen from underneath.

NOTE: The pattern is caused by laser light diffracted by the trapped droplet.

1.3.3. Use the picture to determine distances from the line marked 1 to two arbitrary minima in the image. The distance is positive if it is further from the droplet than the line marked 1, else negative. Then, add 40 cm to both distances. Call the shortest a_1, and the longest a_2. Use Equation 1 to calculate the size of the droplet:

$$d = \frac{\Delta n \cdot \lambda}{\frac{a_2}{\sqrt{x^2+a_2^2}} - \frac{a_1}{\sqrt{x^2+a_1^2}}} \qquad (1)$$

where, x is the vertical distance from the droplet to the screen (x=23.5 cm), λ is the wavelength of the laser light (λ =532 nm) and Δn is the number of fringes (integer) between the two minima used in the calculation.

NOTE: When the droplet is imaged in the middle of the PSD, the distance (x), from the droplet to the screen is 23.5 ± 0.1 cm. A more detailed explanation of the process can be found in the work of J. Swithenbank *et al.* [6].

1.4. Determine the polarity of the charge of the droplet.

1.4.1 Choose the tab **run** to the right of **EJS variables** and set the **E-Field DC control2** to +2 V (see **Figure 3**). Be careful, since the voltage on the electrode is now 200 V.

NOTE: The polarity of the droplet charge is determined by observing how the droplet respond to an applied vertical electric field. A sketch of how the electric field is applied can be seen in **Figure 5.**

1.5. Determine the charge of the droplet

NOTE: To calculate the charge of the droplet, it is necessary first to measure the size of the droplet. The weight of the droplet can then be determined since the density of the liquid is known. **Figure 6** describes the procedure schematically.

1.5.1. Set the **E-field DC control2** to zero.

1.5.2. Estimate and note an average value for the position of the droplet by the **PSD Normalize Position** trace in the **Chart Waveform**.

1.5.3. Note the value of the laser power. This value will be F_{Rad1} in Equation 2.

1.5.4. Set the **E-field DC control2** to + 5V or -5V such that the droplet moves upwards. The droplet is now at a new position. Slowly reduce the laser power until the droplet is back in its original position as noted in Step 1.5.2. Write down the new laser power (F_{Rad2}).
If the droplet is lost, check **Drops2** and start over from Step 1.2.4.

1.5.5. Use the following procedure to calculate the charge. First, calculate the force from the electric field:

$$F_E = \left(\frac{F_{Rad1} - F_{Rad2}}{F_{Rad1}}\right) F_{mg} \quad (2)$$

1.5.6. Determine the absolute charge using the expression

$$Q = \frac{F_E d}{U} \quad (3)$$

Here d is the distance between the electrodes and U is the applied voltage.

2. Remote Experimentation Protocol

2.1. Access the remote laboratory.

2.1.1. Open UNILabs webpage on a web browser: https://unilabs.dia.uned.es/

2.1.2. Select the desired language if needed. The option is found at the first item of the menu under the header.

2.1.3. Log in with the following data:

Username: test
Password: test

NOTE: The login frame is under the news and introduction info of the webpage.

2.1.3. In the course area, next to the login area, left click on the logo of the University of Gothenburg (GU).

2.1.4. Click on **Optical Levitation** to access the material of this experiment.

2.1.5. Access the remote laboratory by clicking on **Remote Laboratory of Optical Levitation**. After that, ensure that the main frame of the webpage show the user interface of the remote laboratory, as shown in **Figure 7**.

2.2. Connect to the Optical Levitation laboratory.

NOTE: All the instructions here refer to **Figure 7**.

2.2.1. Click on the **Connect** button. If the connection is successful, the button text will change to **Connected**.

NOTE: When a user connects to the remote laboratory, it emits an acoustic signal that warns other people in the surrounding area that someone will power on and manipulate the laser remotely.

2.2.2. Click on **Tracking droplets** and check that the PSD data is being received.

NOTE: As there are no droplets captured at this point, the value obtained is not relevant.

2.2.3. Click on **General view** to identify all elements of the setup: the laser, the droplet dispenser, the trapping cell and the PSD.

2.3. Trap a droplet.

NOTE: All the instructions here refer to **Figure 7**.

2.3.1. Once the remote laboratory is connected, click on the **Trapping droplets** button to visualize the pipette and the droplet dispenser nozzle.

2.3.2. Click on the **Turn on laser** button to establish the connection to the laser.

NOTE: The laser is started manually and independently of the rest of the instruments because it can damage the environment if it is not correctly aligned.

2.3.3. Set the laser power around the first quarter of the control strip, which is situated under the **Turn on laser** button. Wait until the green light is visible.

2.3.4. Check the laser alignment.

NOTE: If the laser is correctly aligned, a thin green light beam will be seen. Otherwise, a scattered green spot will be perceived. In case of incorrect alignment, shut down the system, and contact the lab maintenance services. To contact the maintenance services, click on the icon that represents a speech bubble, located in the upper left corner of UNILabs webpage. Then click on the **Admin user** message, write down the message at the bottom describing the problem and press **Send**. This usually does not happen, since all the optics are fixed.

2.3.5. Increase the laser power to 3/4 of the bar.

NOTE: A power of 60% (550 mW) is enough to capture and keep a droplet levitated.

2.3.6. Press the **Start drops** button to turn on the droplet dispenser.

2.3.7. Watch the webcam image and wait until a flash is produced. At that moment, a droplet has been captured. Check the webcam image again and verify that a droplet is levitating in the center of the trapping cell. Press the **Stop drops** button to turn off the droplet dispenser.

NOTE: Optionally, it is possible to obtain a larger droplet by catching several of them and waiting for them to merge with the one already captured. It is necessary to bear in mind that if several are caught, the droplet mass increases so that the laser power may not be enough to keep it levitated.

2.4. Determine the size of a droplet.

NOTE: All instructions here refer to **Figure 8**.

2.4.1. Press the **Sizing droplets** button to observe the diffraction pattern formed by the trapped droplet.

2.4.2. Follow the same procedure as in the hands-on experimentation protocol (Step 1.3) to determine the size of the droplet by means of the diffraction pattern.

2.5. Determining the droplet charge polarity.

NOTE: All instructions here refer to **Figure 9**.

2.5.1. Click on the **Tracking droplets** button to view the PSD graph and the webcam view of the pipette.

2.5.2. Click on the **Electric Field** tab at the bottom left of the user interface.

2.5.3. Set the DC voltage to 100 V. To do this, click on the numeric field to the right of the **DC (V)** label and enter the value 100.

2.5.4. Check the PSD graph showing the position of the droplet and observe whether the droplet moves upwards or downwards when the electrical field is applied.

NOTE: The polarity of the plates is arranged so that if a positive voltage is applied, a negatively charged droplet will move downwards and a positively charged droplet will move upwards.

2.5.6. Now change the value of the electric field and check that the droplet moves in the opposite direction; for this purpose, enter -100 in the **DC (V)** numeric field.

2.6. Determine the charge of the droplet.

NOTE: All instructions here refer to **Figure 9**.

2.6.1. Having a droplet trapped, click on the **Tracking droplets** view.

2.6.2. Select the **Electric Field** menu.

2.6.3. Set the DC electric field to zero with the **DC (V)** numeric field.

2.6.4. Estimate and note an average value of the droplet position given by the chart and note the laser power.

2.6.5. Set the DC electric field to a value between +500 V and -500 V to make the droplet change its position.

2.6.6. Reduce or increase the laser power with the slider until the droplet is back in its original position and write down the new value of the laser power.

2.6.7. Follow the procedure described in Step 1.5.5 to calculate the droplet charge.

REPRESENTATIVE RESULTS:

When the laser beam is well aligned, and the bottom plate is clean, the drops are almost immediately trapped. When a droplet is trapped it can stay in the trap for several hours, giving plenty of time for investigations. The radius *r* of the droplets is in the range of $25 \leq r \leq 35$ µm and the charge has been measured between $1.1 \times 10^{-17} \pm 1.1 \times 10^{-18}$ C and $5.5 \times 10^{-16} \pm 5.5 \times 10^{-17}$ C. The size of the droplets stays, according to our measurements, constant over time, but the charge will slowly diffuse away, giving smaller and smaller reactions from the position of the droplet when applying an electric field. This gives the user a chance to measure different charges on the same droplet if he or she is patient enough.

The remote laboratory has been developed using Easy Java/JavaScript Simulations[7] and is accessible via the UNILabs website[8]. As for the local control software of the laboratory, it has been developed using the control software program. The connection of the remote and local software has been developed following the, widely tested, work of D. Chaos *et al.* [9]. The idea of creating a remote laboratory for optical droplet levitation is based on two pillars: 1) to allow researchers from other parts of the world who do not have this setup to work with it and 2) to make this type of experiment available to Physics students.

The environment has been extensively tested both locally and remotely to support the researchers work. It has been shown that droplet capture can take between 2 seconds and 1 minute. This variation is due to pipette cleaning and laser alignment. For this reason, a small amount of maintenance is carried out every day to enable the laboratory to function correctly. Once the droplet has been captured, it can withstand levitating for long periods of time, reaching more than half an hour, a period sufficient to perform all the tasks that the system provides. The fact that several drops can collapse and be trapped, enables users to quickly check the correction of the protocols relating to the calculation of mass and electrical charge, as the difference in the results between two drops collapsed, and a single drop is more significant than if they only compare two unique droplets caught at different moments. In addition, given the stability and reconfigurability of the environment, it serves as a basis for adding new instrumentation and thus enabling new functionality. An example of this fact is an analysis, being carried out nowadays at the University of Gothenburg, to study the influence of radioactive samples on the phenomenon of optical levitation.

The only effective way to allow many students to access this type of experience is through a remote laboratory, mainly for security reasons. Also, research such as that of Lundgren *et al.* shows that students' experience of working with a remote laboratory is as useful as that of a traditional laboratory[10]. The environment allows younger students to discover the concept of optical levitation by observing how the laser beam can effectively levitate matter. The teacher can also introduce electric charge to the students by studying the polarity of the droplets. For more advanced students, the calculation of the droplet mass and charge can be included in the work protocol.

This laboratory has been used in a physics class in Halmstad, Sweden, with students from the International Baccalaureate (IB) Diploma Program (www.ibo.org). The teacher followed the remote protocol described in Step 2. After the experience, the students were interviewed by asking them questions about the environment, the measurements made, the underlying physical concepts they had learned, and the benefits and disadvantages they perceived from using the remote laboratory. Overall, the students understood the process followed and calculated the size of the drops, obtaining results close to the real size of the trapped drop. They understood the risks involved in using high-powered lasers, and some suggested adding improvements to the visualization of the experiment, such as buying better cameras or including augmented reality elements.

FIGURE LEGENDS:

Figure 1: Architecture of the remote laboratory experimentation. Internet users connect to the UNILabs webpage using their computer or mobile devices. The web environment serves the remote lab JavaScript application that allows to remotely operate the experiment. This application connects to a computer located in the laboratory through the JIL server middleware, which enables the communication between JavaScript applications and LabVIEW programs. Finally, the lab computer communicates with the experimental setup using the necessary DAQ cards and a LabVIEW program.

Figure 2: LabView program: Configuration panel. The configuration tab in the LabView program is used in hands-on mode experimentation for starting the experiment by turning on the laser on and starting the droplets.

Figure 3: LabView program: Run panel. The configuration tab in the LabView program is used in hands-on mode experimentation for determining the charge of the trapped droplets.

Figure 4: Detail of the experimental setup. The droplet dispenser is shown at the top of the image, the cell in the middle and, at the bottom, the web camera. Letter A: the translation stage used to adjust the position of the dispenser inside the cell. Letter B: The lens used by the PSD to perceive the trapped droplet.

Figure 5: Electrode configuration for applying electrical fields. Experimental setup for applying the electric field onto the droplet. When a positive voltage is applied, negative charged droplets will move downwards and droplets with positive charge will move upwards.

Figure 6: Determination of droplets charge. A schematic sketch of the procedure to determine the absolute charge of an optically levitated droplet.

Figure 7: Remote lab interface: trapping a droplet. In remote experimentation, this web application interface is used to trap a droplet. A trapped droplet can be seen in the image provided by the lab webcam due to the scattered light.

Figure 8: Remote lab interface: sizing a droplet. In remote experimentation, this web application interface is used to determine the size of a trapped droplet. The diffraction pattern displayed by the lab webcam and the scale allow users to determine the size of the trapped droplet.

Figure 9: Remote lab interface: applying an electric field. In remote experimentation, this web application interface is used to apply an electric field to the trapped droplet. In this example, a 200 V AC electric field is applied. The lab PSD signal is displayed on the graph at the right and it shows the oscillating movement of the droplet following an electric field change which was applied at around t = 10 s.

Table 1: Laser classification summary. The different lasers on the market can be classified

according to their hazardousness and the risks involved in their use. The table shows the different types of lasers available (in the left column) and their potential danger (in the right column).

DISCUSSION:

This work presents a setup for carrying out a modern physics experiment in which droplets are optically levitated. The experiment can be performed either in a traditional hands-on way or remotely. With the remote system establishment, students and researchers all over the world can get access to the experimental set-up. This also guarantees the users' safety, since they do not need to be in presence of the high-power laser and electric fields required for the experiment. In addition, the users can interact with the instrumentation in a very simple way, by sending high-level commands via the computer due to the automation of the set-up. When compared to the hands-on procedure, the remote experimentation offers a very similar experience. One of the key-points of the experiment presented is obtaining the size of the droplets, since it has a big influence on the calculations of the absolute charge. Three different methods have been used to determine the size, and they all agree very well: (1) The method described above (using the diffraction pattern) (2) to oscillate the droplet with a vertical electric field and use the phase difference between the electric field and the position and (3) to visualize the shadow of the droplet on a screen, and with a camera determine the size. The setup is also being prepared for researching trapped droplets in vacuum. First the droplet is trapped in air, then the cell is enclosed, and the air is removed. In this way, it will be possible to investigate the properties of a trapped droplet in vacuum.

With the presented remote lab, the charge and the size of micrometer-sized dielectric particles can be determined. A further development of the setup has provided a way to study micrometer-sized droplet collisions using high speed cameras[11]. With the experimental set-up as a base, it has been investigated as a sensitive way to track the position of particles using a Sagnac Interferometer[12]. Our method is used to obtain the charge and size of droplets one by one. The measurements take quite some time to perform, so it is mainly a tool to work with single droplets. If the goal is a good statistic capturing of large numbers of droplets, other methods are better, such as the method presented by Polat[13].

When the measurements are made, the droplet is released and descends onto the bottom of the cell, unfortunately making the bottom glass dirty. This is a long-term constraint since the laser light can scatter, making harder to trap the next droplet. However, it is easily solved with a periodical cleaning of the cell.

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DISCLOSURES:

The authors have nothing to disclose.

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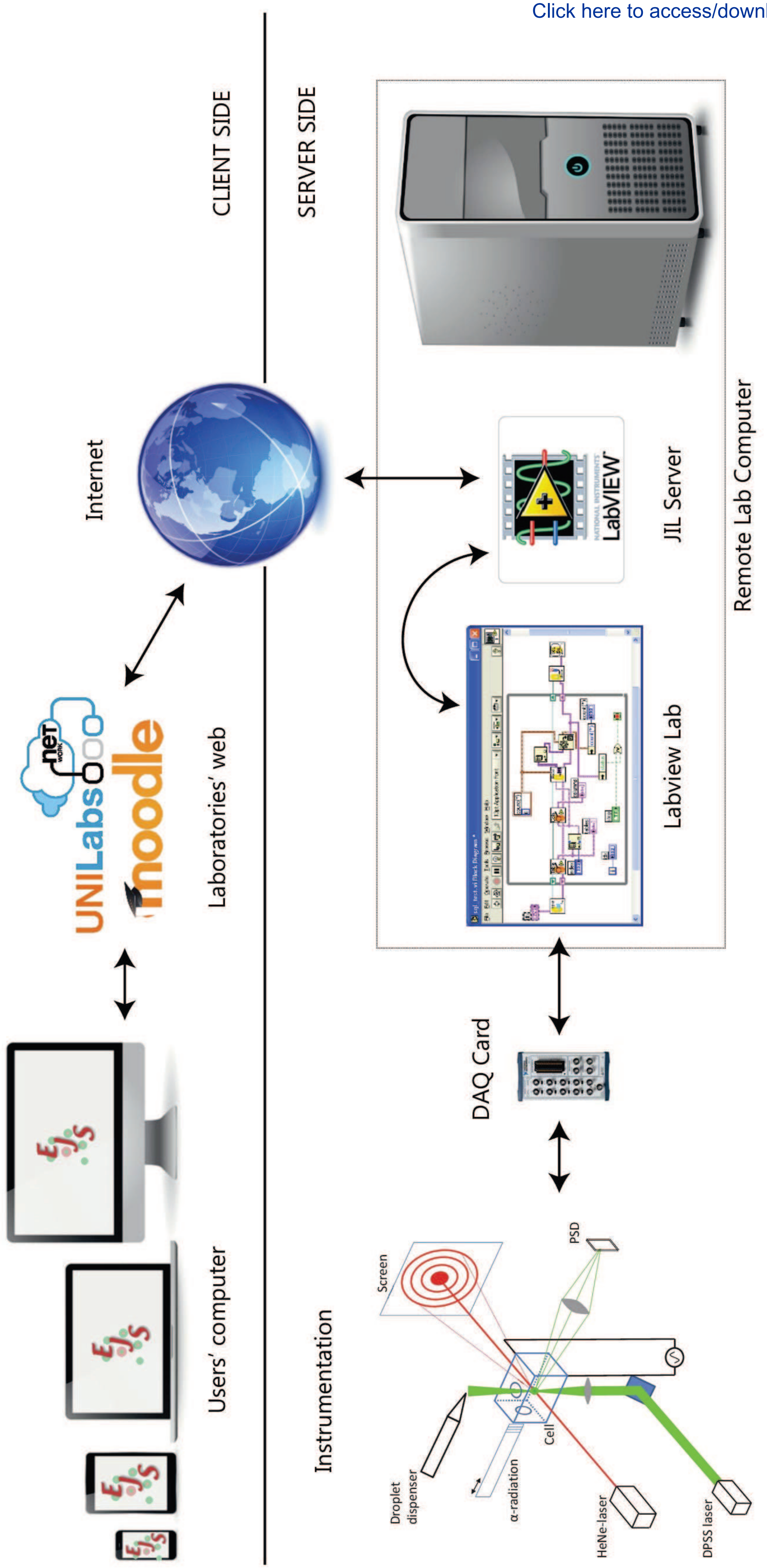
CLIENT SIDE
SERVER SIDE
Users' computer
Laboratories' web
UNILabs
moodle
Internet
Remote Lab Computer
Labview Lab
JIL Server
LabVIEW
DAQ Card
Instrumentation
Screen
PSD
Droplet dispenser
α-radiation
Cell
HeNe-laser
DPSS laser

Figure 2

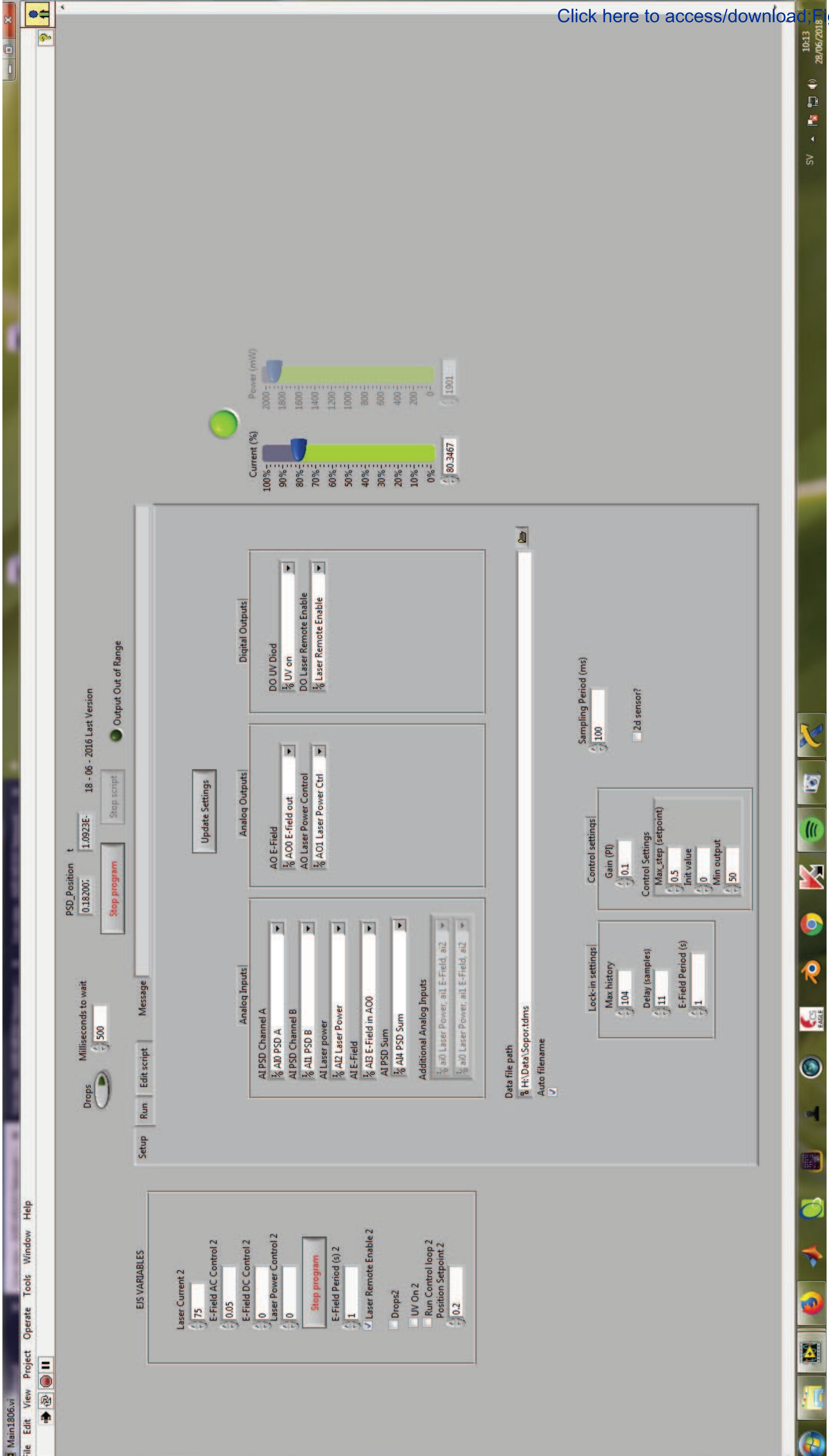

Figure 3

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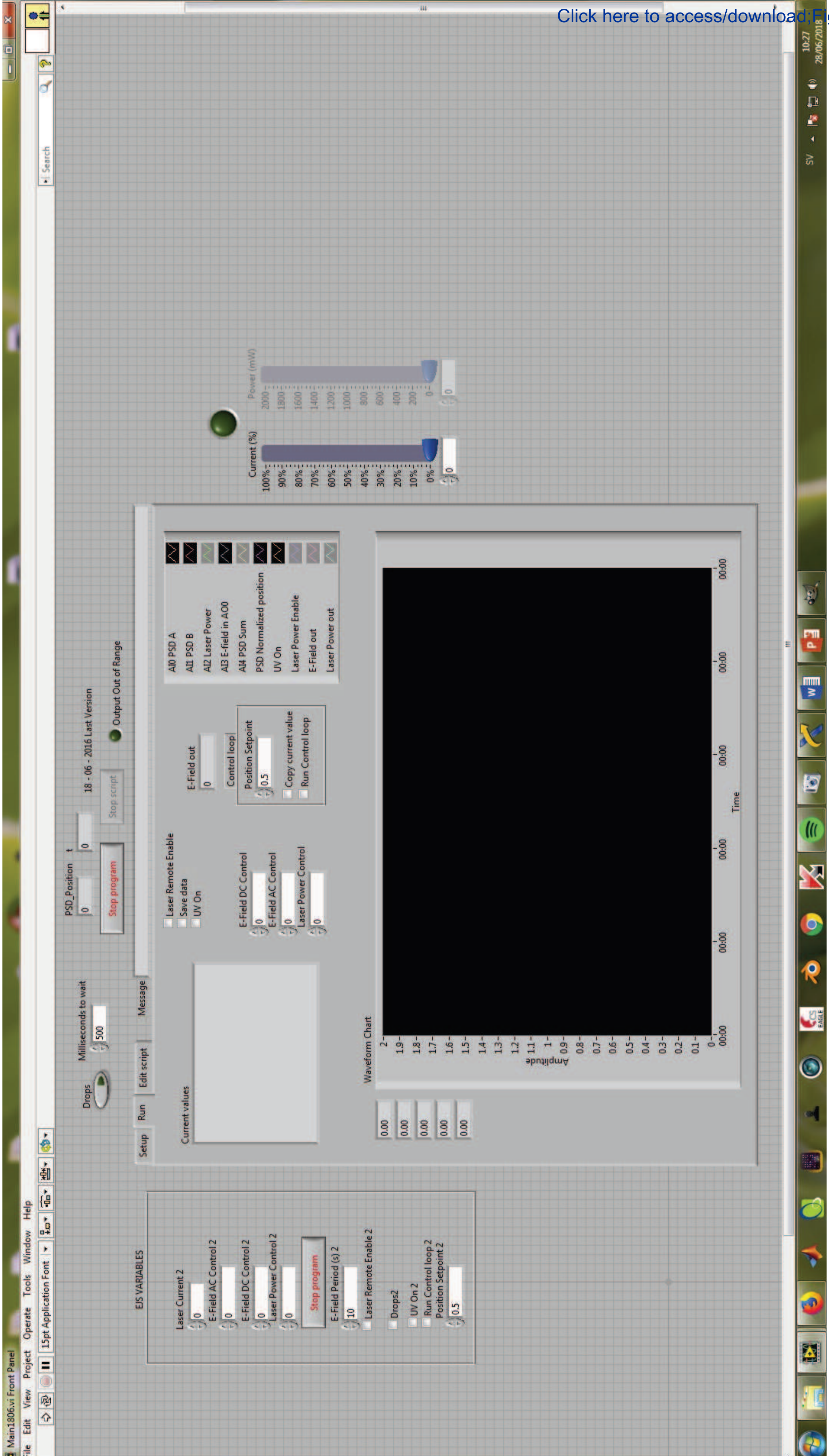

Figure 4

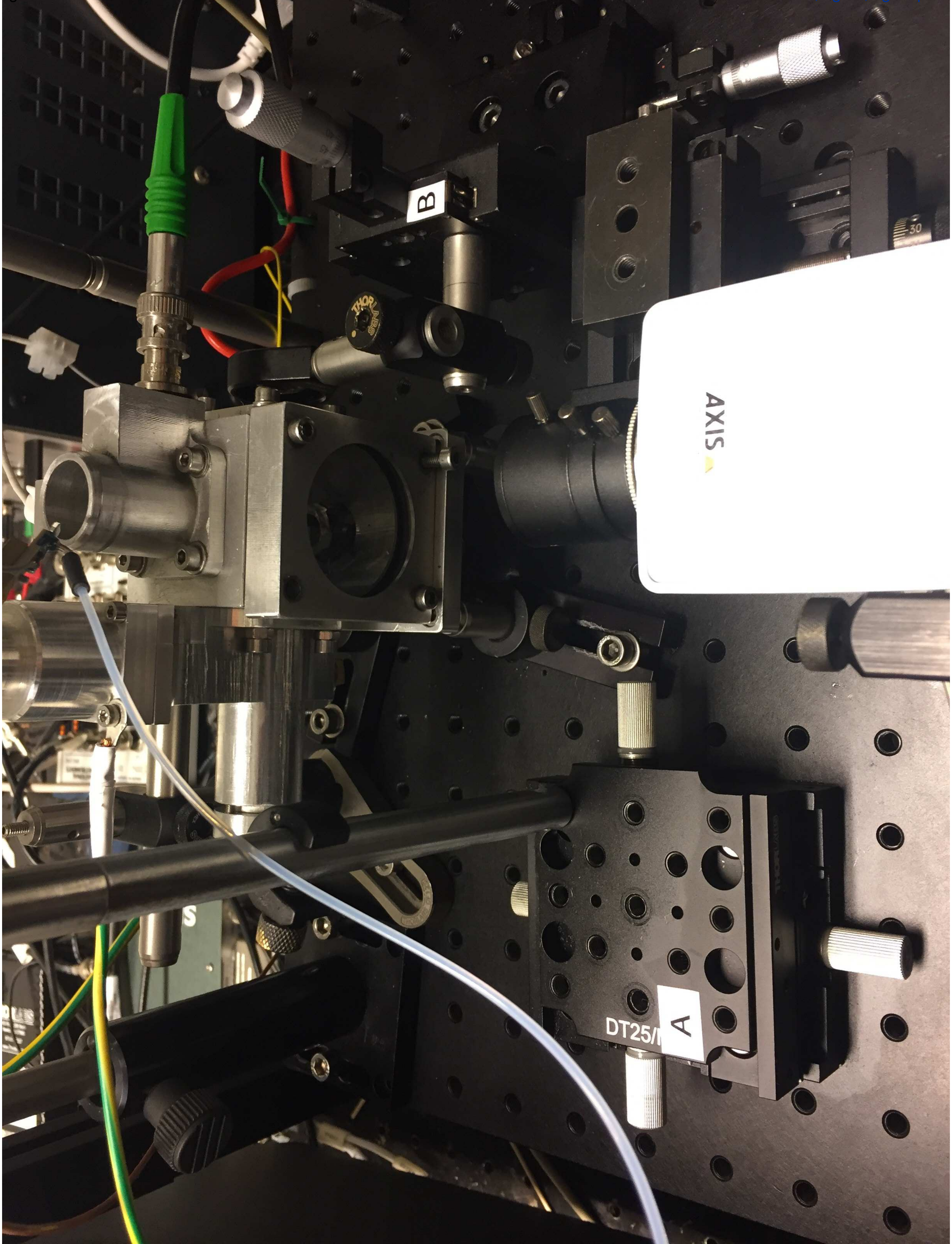

Figure 5

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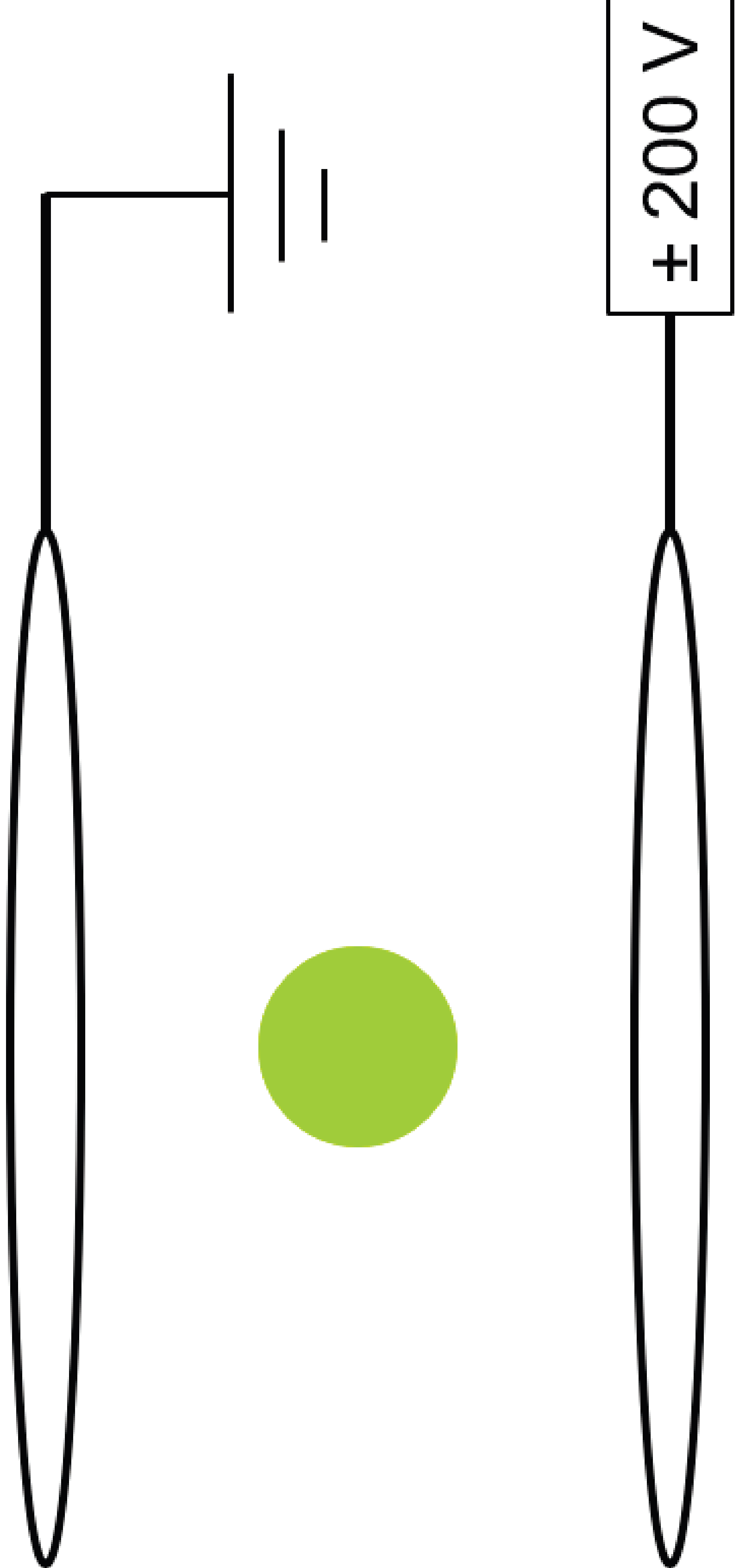
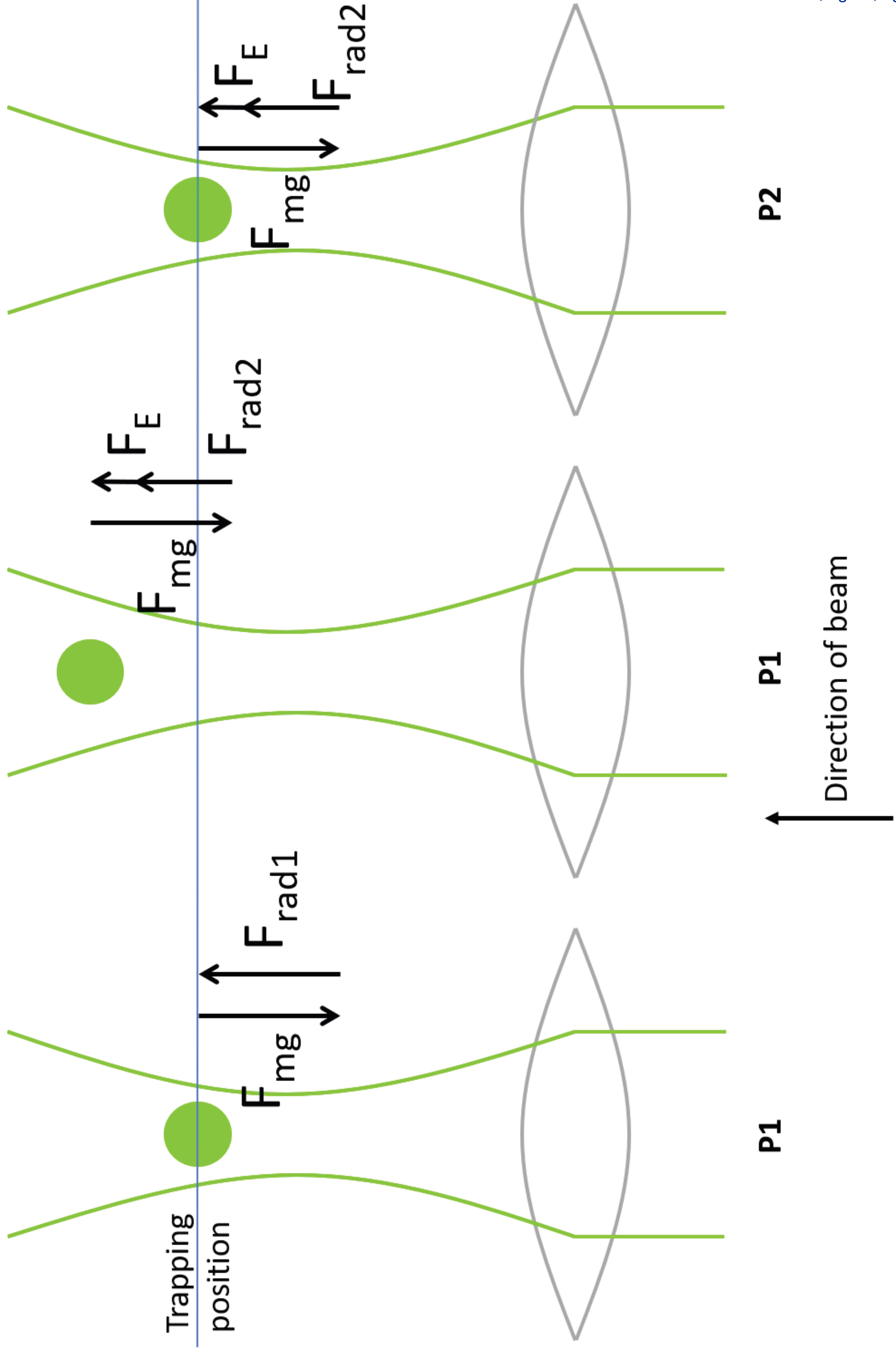


Figure 6



Trapping position
F_{mg}
F_{rad1}
P1
F_{mg}
F_E
F_{rad2}
P1
Direction of beam
F_{mg}
F_E
F_{rad2}
P2

Figure 7

Click here to access/download;Figure;Fig 7.eps

Figure 8

Click here to access/download;Figure;Fig 8.eps

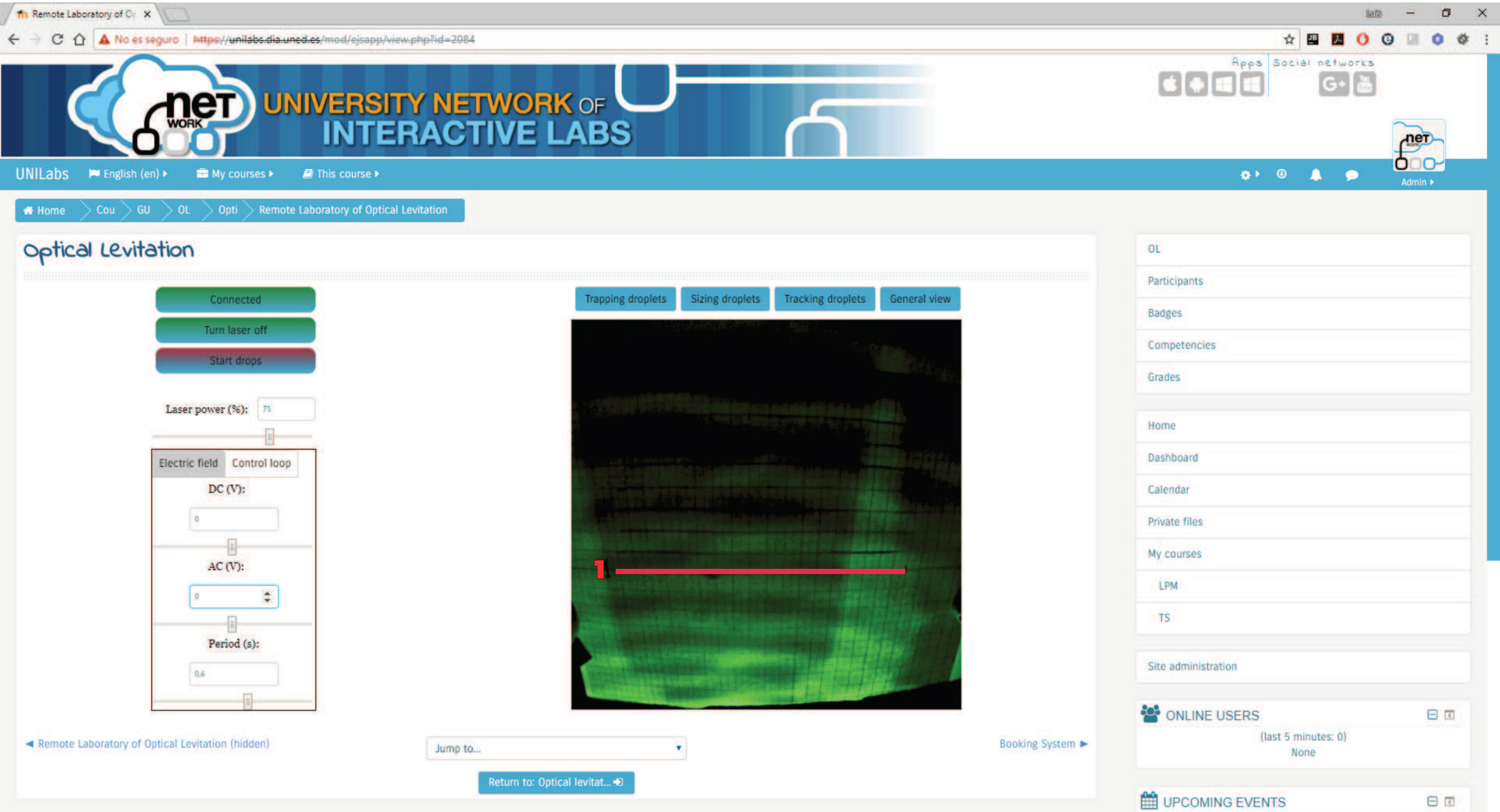


Figure 9

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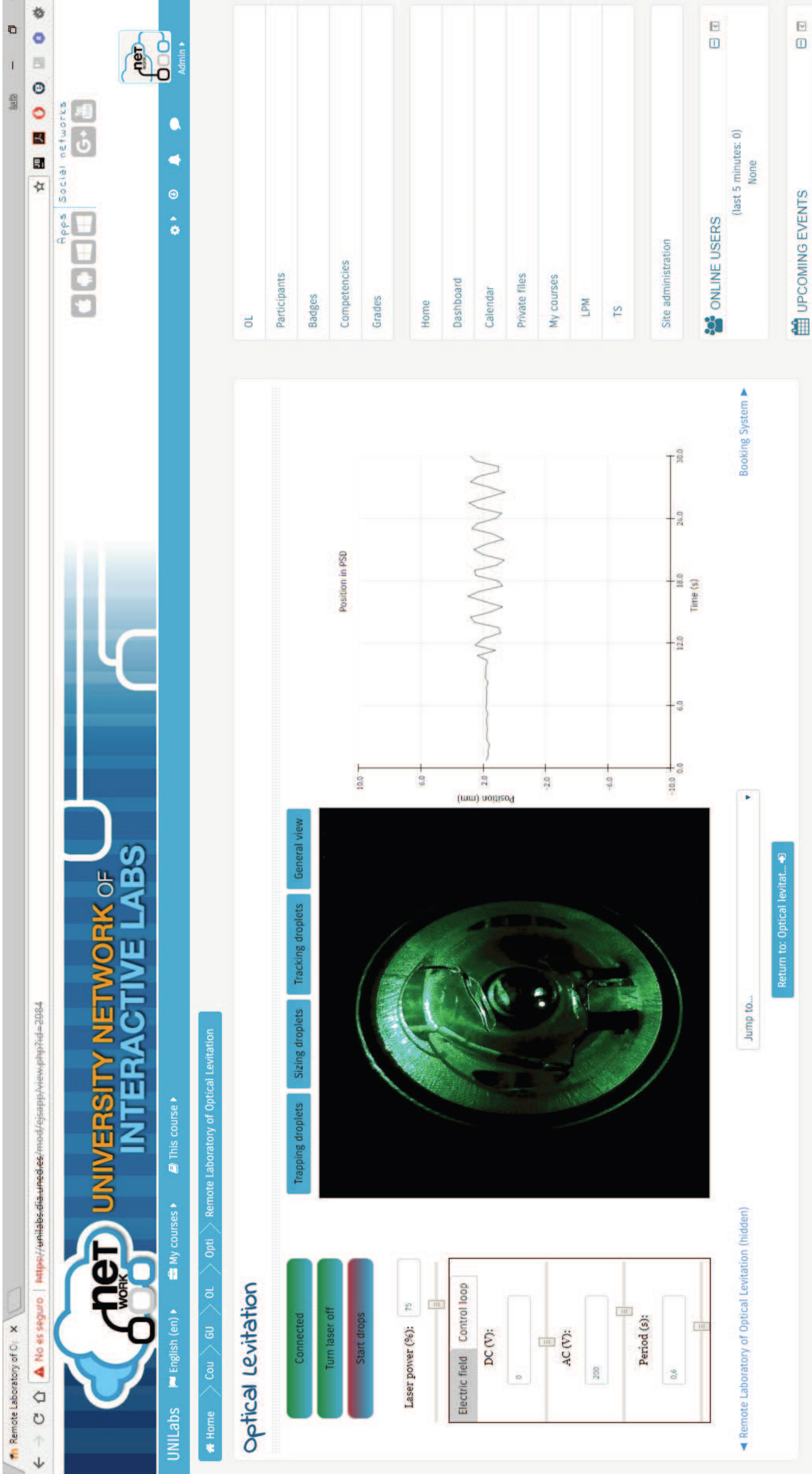

Laser class
Class 1
Class 1M
Class 2
Class 2M
Class 3R
Class 3B
Class 4

Possible injury

Incapable of causing any injury during a normal operation
Do not cause any type of injury if no optical collectors are used.
Visible lasers that do not cause injuries in 0.25 s
If no optical collectors are used, they are incapable of causing injury in 0.25 s.
Slightly unsafe for intrabeam viewing; up to 5 times the class 2 limit for visible lasers or 5 times the class 1 limit for invisible lasers
Eye hazard to direct vision, usually not an eye hazard to diffuse vision
Eye and skin hazard for both direct and scattered exposure

Name of Material/ Equipment	Company	Catalog Number	Comments/Description
GEM 532	Laser Quantum		Green laser with adjustable power between 50 mW and 2 W
Lateral Effect Position Sensor	THOR Lab	PDP90A	PSD to sensor the position of the droplet in the pipette
Advanced Educational Spectrometer Kit, Metric	THOR Lab	EDU-SPEB1/M	Mirrors and other elements to control the laser beam
Pipette	Self made		The chamber were the droplet is trapped was specially made for this :
AC/DC Power supply	Keithley Instruments, Inc.	2380-500-30	A power supply to generate the electric field (0V - 500V DC)
Power Distribution Unit	APC	AP7900	A PDU to remotelly connect the lab instrumentation

setup

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Title of Article: SAFE EXPERIMENTATION IN OPTICAL LEVITATION OF CHARGED DROPLETS USING RLS

Author(s): D GALÁN, O ISAKSSON, J ENGER, M ROSTEDT, A JOHANSSON, D. HANSTORP, L DE LA TORRE

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August 10, 2018

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Dr. Vineeta Bajaj,
JOVE
Review Editor

Dear Dr. Vineeta Bajaj,

First, we would like to thank the editor and the reviewers for their valuable input on our manuscript “Safe experimentation in optical levitation of charged droplets using remote labs”.

Two of the referees find the manuscript of great value and support its publication. The third referee states "Although the technique of optical levitation is of great importance, it is hard to find the novelty and sufficient scientific achievements in the manuscript. I therefore could not recommend it for publication. “We find it impossible to respond on such a vague and general statement without any specific criticism or references to others work. Further, the statement of reviewer #3 completely contradicts the statements of reviewers #1 and #2. We therefore choose to only comment and act on the very valuable statements of reviewers #1 and #2.

Reviewer #1 and #2 and the editor have made long lists if minor things that should be corrected, changed or added. We have carefully worked through the lists and made the appropriate changes. There are only a few points where we have chosen not to change the manuscript. In these cases, we have clearly described why we have left the comment without any action. Only one case is stated as a major concern, when Reviewer #1 writes:

"*Major Concerns:*
Provide info on availability of the lab for general audience, in other words who is eligible to work with it? Are there any restrictions? Now, after registration I was not authorized to book a lab time. Hence, following concern: When the lab will be available to work with? Is there specific starting date? Is it only available during the semesters? Etc."

Our answer to this concern is the following: The main point with our paper is to present the concept of a remote lab on optical levitation. Our concept can be copied and applied by other institutions to allow their students to access such an experiment. Very few remote labs offer free access to users, due to their possible supervising necessities and/or maintenance costs. Our system will be allowed for use after agreement between the consumer university and our university. Also, users first need to get enrolled to the proper course in UNILabs and then make a reservation to work with the remote lab through the booking system which, in turns, alerts us about potential uses of the equipment. Please note that since the remote lab uses a high-power laser, it is of extreme importance to control and schedule accesses to the equipment, for other people working in the same lab room would need to be aware when the laser could be turn on. Information about this is now given in the paper. It would, of course, be ideal if we could have the system open for use for any person connect to the internet and we are applying for financial support to set up a parallel system for such open access system.

To summarize, we have adjusted our manuscript by taking care of most of the suggestions by reviewers #1 and #2 and the editor. We believe this has substantially improved the quality and readability of our paper which we now hope meets the standards of JOVE.

With best regards

The authors

Editorial comments

1. Please take this opportunity to thoroughly proofread the manuscript to ensure that there are no spelling or grammar issues. The JoVE editor will not copy-edit your manuscript and any errors in the submitted revision may be present in the published version.

In section 1.3.2 on page 4, the space between lines around the formula don't look correct in either Word or LibreOffice. Be sure to check the final version.

Introduction, paragraph 2, row 3: However, there are certain limiting factors when reproducing the experiment at schools or universities. (error in referencing)

Changes made to the paper: All changes have been accomplished.

2. Please revise lines 41-43, 96-97, and 115-117 to avoid previously published text.

Changes made to the paper: Lines 41-43 have been changed to:

The experiment requires a laser power that is three orders of magnitude larger than levels that can be hazardous 2) the experiment uses voltages that are harmful and 3) the investments required for the setup exceeds the amount normally available in undergraduate teaching laboratories.

For lines 96-97, the whole paragraph has been changed. See point 15 of reviewer#2

Lines 115-117 have been changed to:

By using the concept of a remote laboratory, experimental work in modern physics that require costly and dangerous equipment can be made available to new groups of students.

3. Please spell out each abbreviation the first time it is used.

Page 3, 2nd paragraph, line 1. The abbreviation ICT (technologies) is only used once in the article without explanation. Exchange it with "information and communication technologies" if that is what is meant.

Changes made to the paper: ICT has been explained. Direct current (DC), alternating current (AC), University Network of Interactive Laboratories (UNILabs), Watt (W) and volts (V) were also include.

4. Please revise the protocol text to avoid the use of any personal pronouns (e.g., "we", "you", "our" etc.).

Short abstract, line 4: We here present a … This article presents a …

Long abstract, line 1: We present an experiment that allows … An experiment is presented that allows ...

Changes made to the paper: We have rewritten all sentences with personal pronouns.

5. Please revise the protocol to contain only action items that direct the reader to do something (e.g., “Do this,” “Ensure that,” etc.). The actions should be described in the imperative tense in complete sentences wherever possible. Avoid usage of phrases such as “could be,” “should be,” and “would be” throughout the Protocol. Any text that cannot be written in the imperative tense may be added as a “Note.” Please include all safety procedures and use of hoods, etc.

Changes made to the paper: All protocols have been checked and modify to fulfill this suggestion

6. Please note that your protocol will be used to generate the script for the video and must contain everything that you would like shown in the video. Software must have a GUI (graphical user interface) and software steps must be more explicitly explained ('click', 'select', etc.). Please add more specific details (e.g. button clicks for software actions, numerical values for settings, etc.) to your protocol steps. There should be enough detail in each step to supplement the actions seen in the video so that viewers can easily replicate the protocol. Some examples:

1.2.3: Where is translation stage A? How to adjust the stage? A schematic showing different translation stages may be helpful or label/mark these stages in Figure 1. What type of paper is used?

Changes made to the paper: A new image, Figure 4 has been included to clearly identify translation stage A. Also, explanations in point 1.2.4 have been included: “*Do this by adjusting the translation stage marked with letter A in Figure 4. For that purpose, gently turn the driving screws at the base of the translation stage until the desired position is reached.”.*

1.2.4: How to raise the laser power?

Changes made to the paper: An instruction for this has been added.

1.3.1: Please reference Figure 1 here so the readers/viewers know where the screen is.

Changes made to the paper: Reference “E” for the screen has been replaced by a reference to Figure 1.

1.3.2: Where is the line marked 1? It is hard to follow without showing a picture.

Changes made to the paper: A picture with the diffraction pattern and a clearly visible red line, marked with the text “1”, can be seen in Fig. 7. A reference to the figure has been also added when Line 1 is mentioned.

1.2.2) Under "EJS variables" check the box named … select the (check) box named … and set "laser current2" to 25

Changes made to the paper: Many sentences in the protocol have been changed to better explain how to follow the experimentation procedure.

7. Please include single-line spaces between all paragraphs, headings, steps, etc.

Changes made to the paper: Single-line spaces have been included between headings, paragraphs, steps, formulas…

8. After you have made all the recommended changes to your protocol (listed above), please highlight 2.75 pages or less of the Protocol (including headings and spacing) that identifies the essential steps of the protocol for the video, i.e., the steps that should be visualized to tell the most cohesive story of the Protocol.

Changes made to the paper: The essential steps for the video have been highlighted in bold respecting the 2.75 pages limit.

9. Please highlight complete sentences (not parts of sentences). Please ensure that the highlighted part of the step includes at least one action that is written in imperative tense.

Changes made to the paper: All highlighted parts include at least one action in imperative tense.

10. Please include all relevant details that are required to perform the step in the highlighting. For example: If step 2.5 is highlighted for filming and the details of how to perform the step are given in steps 2.5.1 and 2.5.2, then the sub-steps where the details are provided must be highlighted.

Changes made to the paper: All highlighted steps include all relevant details.

11. Please include a figure or a table in the Representative Results showing the effectiveness of your technique backed up with data.

Changes made to the paper: The following paragraph has been included in this section: "When the laser beam is well aligned, and the bottom plate is clean, the drops are almost immediately trapped. When a droplet is trapped it can stay in the trap for several hours, giving plenty of time for investigations. The radius r of the droplets is in the range of 25 ≤ r ≤ 35 µm and the charge has been measured between 1.1·10-17 ±1.1·10-18 C and 5,5·10-16 ±5,5·10-17 C."

12. As we are a methods journal, please revise the Discussion to explicitly cover the following in detail in 3-6 paragraphs with citations:

a) Critical steps within the protocol

b) Any modifications and troubleshooting of the technique

c) Any limitations of the technique

d) The significance with respect to existing methods

e) Any future applications of the technique

Changes made to the paper: The Discussion section has been modified to include the following considerations:

1. Our method is used to investigate the charge and size of droplets, one by one. When the measurements are made the droplet is released and descends onto the bottom of the cell, unfortunately making the bottom glass dirty. This will after some time cause the laser light to scatter, making it harder to trap the next droplet, meaning some cleaning is needed.

2. The measurements take quite some time to perform, so the method is mainly a tool to work with single droplets. If statistics for a large amount is the goal, other methods are better. For example: Electrostatic Charge on Spray Droplets of Aqueous Surfactant Solutions, Polat, M. Polat, H. Chander, S..

3. The size of the droplets are of large importance to the experiment, since it has a big influence on the calculations of the absolute charge. We have used three different methods to determine the size, and they all agree very well. The method described above (using the diffraction pattern) is one, the second one is to oscillate the droplet with a vertical electric field and use the phase difference between the electric field and the position and the last one is to image the shadow of the droplet on a screen, and with a camera determine the size.

4. Our experimental set-up is to be used as a RCL for students, to experience laboratory work with powerful lasers. The set-up is also being prepared for investigations of trapped droplets in vacuum. First the droplet is trapped in air, and the cell is enclosed, and the air is removed. Hopefully we can investigate the properties of a trapped droplet in vacuum.

13. For in-text references, the corresponding reference numbers should appear as superscripts after the appropriate statement(s) in the text (before punctuation but after closed parenthesis). The references should be numbered in order of appearance.

Changes made to the paper: It has been checked that all references are in the correct order and are formatted as superscripts.

14. Please remove the embedded figure(s) from the manuscript. All figures should be uploaded separately to your Editorial Manager account.

Changes made to the paper: All figures have been removed from the manuscript.

Please submit each figure as a vector image file to ensure high resolution throughout production: (.svg, .eps, .ai). If submitting as a .tif or .psd, please ensure that the image is 1920 pixels x 1080 pixels or 300 dpi.

Changes made to the paper: All images are now provided in .eps format.

Reviewers' comments

Reviewer #1

Major Concerns

Provide info on availability of the lab for general audience, in other words who is eligible to work with it? Are there any restrictions? At the moment, after registration I was not authorized to book a lab time. Hence, following concern: When the lab will be available to work with? Is there specific starting date? Is it only available during the semesters? Etc.

Comments to this concern are included in the cover letter at the beginning of this document.

Minor Concerns

1) Line 86: Please, specify laser type and wavelength; How tight is the focusing? Provide focal length or NA of the trapping lens.

Changes made to the paper: The following sentence has been included: "The laser is a 2 W 532 nm diode-pumped solid-state laser (CW), where usually about 1 Watt (W) is used. The focal length of the trapping lens is 3.0 cm.".

2) Lines 101-102: The magnitude of oscillations also depends on stiffness of the laser trap.

Changes made to the paper: Suggestion has been considered and it has been included in the manuscript.

3) Line 105: Abbreviation ICT is mentioned for the first time, please, explain it.

Changes made to the paper: All abbreviations have been explained.

4) Line 161: Value, x, should be adjusted according to the size/weight of the droplet. Or error (in the determination of size of the droplet) interval should be specified.

Changes made to the paper: We have included a previous step in other to center the droplet image in the PSD. The error interval has been included in the calculations step.

5) Line 183: It could be suggested that gradual and slow adjustment of laser power could prevent droplet lost from the trap.

Changes made to the paper: This sentence has been changed to:

Slowly reduce the laser power until the droplet is back in its original position as noted in 1.5.1.2.

6) Lines 235-237: Wouldn't it be better to set a target (e.g. a beam dump) for laser beam to hit to check the alignment of the system? Please, also describe how maintenance service can be contacted.

Comment to reviewer:

Because the number of webcams limits the user's vision of the setup, and because, for security reasons, we have made the decision not to allow him or her to adjust the laser position remotely, we had not considered the possibility of the target. However, a non-alignment of the laser is highly unlikely as the maintenance team checks the operation every day and we have not observed any misalignment that is not due to prior manipulation.

However, we will consider this comment for future versions of the environment, in which we will certainly consider including the beam dump.

Changes made to the paper: The following text has been added:

To contact the maintenance services, click on the icon that represents a dialogue bubble, located in the upper left corner of UNILabs. Then click on the "Admin user" message, write the message at the bottom describing the problem and press "Send". To contact the maintenance services, click on the icon that represents a dialogue bubble, located in the upper left corner of UNILabs. Then click on the "Admin user" message, write the message at the bottom describing the problem and press "Send".

7) Line 289: Please, check if the Ref. [7] is correct.

Comment to reviewer: It is correct.

8) Line 291: Please, check if the Ref. [8] is correct.

Changes made to the paper: There was an error in the text referencing the main author of the work, but the reference was correct.

9) Line 322: IB-Diploma program is not known to the worldwide/non-Swedish readers.

Changes made to the paper: It has been changed to

International Baccalaureate (IB) Diploma Programme (www.ibo.org)

Reviewer #2

Major / Minor Concerns:

1) Line 73. I strongly believe that the tool developed is wonderful for student to be introduced into experimental methods. Moreover, this is a great simulator/training tool for experiment rehearsal (e.g., like those required for experiments in the Intl Space Station). However, I do not agree with the authors that claim this to ''allow more time working with laboratory equipment''. The ''hands-on'' experience is by no way fulfilled for the operators. The author shall spin their sentence in a different way.

> **Comment to reviewer: Here we disagree with the reviewer. A remote laboratory does indeed allow more time for student to be trained in experimental work. This is obvious in the case of student on remote study programs but also for on-campus students since remote labs do not require to pay the cost for laboratory assistants. Hence, lab session can be made (much) longer.**
>
> **We do agree that remote lab do not give "hands-on" in the sense of "mounting and turning knobs". But we have not used the expression "hands-on" experience in our description of the RL.**

2) Lines 79-80. I do not understand what the authors want to say with ''limitations''. Please expand and explain.

> **Changes made to the paper: The sentence has been changed to:**
>
> ***Therefore, RLs can not only offer a solution to both the financial and safety issues that traditional labs present, but also provide more interesting opportunities.***

3) Lines 82-84. The authors shall provide a short explanation as well as a reference for the technique.

> **Changes made to the paper: Reference 4 has been included in the sentence, it explains well those techniques.**

4) Line 90. Why is trapping time limited to 9 hours? Droplet evaporation? Laser power drift? Please explain.

> **Changes made to the paper: It has been changed to:**
>
> ***There is no upper time limit observed for trapping. The longest time a droplet has been trapped is nine hours, where after the trap was turned off.***

5) Throughout the text, ALL acronyms shall be defined when first encountered.

> **Changes made to the paper: All abbreviations and acronyms have been defined correctly.**

6) Line 107. It is claimed that the lasers used are potentially hazardous. The authors shall minimally describe the laser types and Classes and explicitly explain where and how they are used in the set up.

Changes made to the paper: Now line 107 reads:

Table 1 shows the possible injuries that lasers can cause according to their class; in this setup a Class IV laser has been used, the most dangerous one. It can operate with a 1 Watt (W) of visible laser radiation, so the safety provided by the remote operation is clearly suitable for this experiment.

7) Line 123. I hope a Laser Safety Officer did an analysis of the set up and the surrounding lab environment. I would strongly suggest that the authors write that the users shall have a minimal training with regards to laser safety (eye, skin) prior to do any manipulation with at least laser class 3 or above.

Changes made to the paper: Added after line 120 "Protocol":

The laser used in this experiment is a class IV laser delivering up to 1 W of visible laser radiation. All personnel present in the laser laboratory must have conducted adequate laser safety training.

8) Line 127. Please add/describe A, B, C, and D on Figure 1.

Changes made to the paper: It has been clarified that the user should check that four light absorbing boards are surrounding the experiment. The A, B, C and D marking on the boards are removed.

9) Line 131 or somewhere else in the text, add something like ''Power ON all systems'' and ''wait xx minutes for electronic stabilization, etc''.

Changes made to the paper: The suggestion has been added to the sentence.

10) I suppose that the experimental cell is in the open atmosphere (air). Please specify. Any chemical reactions noticed at the droplet interface? Any photoinduced effects?

Changes made to the paper: The observed effects on the charge and the size on the droplets, from air and laser, are now discussed under the Representative results section.

11) Line 139. How this can be known? Please explain.

Changes made to the paper: The sentence has been changed to:

Observe the laser beam using alignment laser goggles to make sure that the beam ends up in the beam dump. If not, adjust position of beam dump.

12) Lines 146, 147, 151. Add/describe A, B, and E on Figure.

Changes made to the paper: It has been clarified how to use the translation stage (and which one). A new figure of the discussed stages has been enclosed.

13) Line 152. With the info that I have, taking a photograph with a mobile could be a real laser hazard if the beam hits the screen and is reflected back to the eye... I would not recommend this…

Changes made to the paper: Now it reads:

Take a picture with the web-camera that is placed to observe the screen from underneath.

Comment to reviewer:

We agree that it could be a potential hazard as it was written. The picture should be taken with a web-camera placed in a position where there are no reflections. This is accordance with standard laser safety procedures that should be applied when the system is mounted.

14) Line 154. Explain in more details or add a reference.

Changes made to the paper: The following text has been added to the sentence:

A more detailed explanation of the process can be found in the work of J. Swithenbank et al6.

15) Line 166. What shall we expect depending upon charge in terms of drift? By the way, how is the droplet charged? Capacitive, tribological, photoelectric effects?? Please explain.

Changes made to the paper: We have changed lines 94-99 in order to answer this concern to:

The droplets emitted from the dispenser consist of 10 % glycerol and 90 % water. The water part quickly evaporates, leaving a 20 to 30 µm sized glycerol droplet in the trap. The maximum size of a droplet that can be trapped is about 40 µm. There is no evaporation observed after about 10 s. At this point, all water is expected to have evaporated. The long trapping time without any observable evaporation indicates that there is minimal absorption and that the droplet essentially is at room temperature. The surface tension of the droplets makes them spherical. The charge of the droplets generated by the droplet dispenser depends on the environmental conditions in the laboratory, where they most commonly become negatively charged. The top and the bottom of the trapping cell consists of two electrodes placed 25 mm apart. This can be used to apply a vertical electric DC or AC field over the droplet. The

electric field is not strong enough to create any arcs even if 1000 V is applied over the electrodes.

Lines 16) Line 174. I guess that the authors want to say ''measurement of the mass of the droplet''. Please check this as there are so many measurements that can be taken on and in the droplet.

Changes made to the paper: Now it reads:

To calculate the charge of the droplet it is necessary to first measure size of the droplet. The weight (Fmg represented in the Fe equation of step 1.5.1.5) of the droplet can then be determined since the density of the liquid is known.

17) Line 179. How stable is the laser power in time? This could affect position as well as droplet evaporation and thus concentration (index of refraction).

Comment to the reviewer:

We have studied the variation in time of the laser and it is minimal. It can vary 3 mW per second in the worst case, so it does not make a difference in the measure of the position of the droplet.

18) Line 213. Any safety interlock button/signal to tell potential users in the vicinity of the lasers to move out?

Changes made to the paper: We have added the following text in 2.2.1:

Note: When a user connects to the remote laboratory, it emits an acoustic signal that warns other people in the surrounding area for a few moments that someone will power on and manipulate the laser remotely.

19) Line 249. What is the maximum size of the droplet achieved? Any deformation from a sphere or ellipsoid? Any noticeable evaporation or photoinduced gradients? What is the temperature of the levitated droplet? Please discuss these effects.

Comment to the reviewer: Please see comment 15

20) Line 281. What is the spacing between the electrodes? Are there any risks or arcing with your given spacing, voltage (1 KV), atmosphere, and potential evaporation?

Comment to the reviewer: Please see comment 15