

California Polytechnic State University

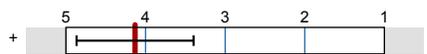
Schwartz, Peter  
Fall 2017



PHYS-133 12 General Physics III (PHYS-133-12-2178)  
No. of responses = 19 out of 21 - 90.48 %

Overall indicators

Summary Evaluation Average (2.1 & 2.2)

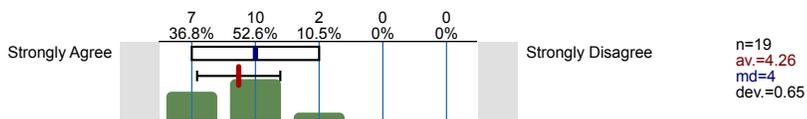


av.=4.13  
dev.=0.73

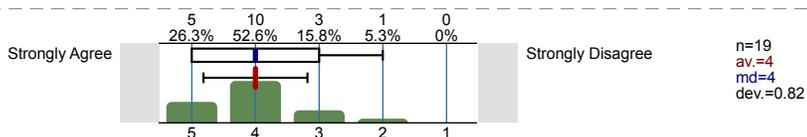
Survey Results

2. Summary Evaluation

2.1) Overall, this instructor was educationally effective.



2.2) Overall, this course was educationally effective.



# Comments Report

## 1. Instructor Evaluation

<sup>1.1)</sup> Write any comments below that might help your instructor evaluate his/her teaching performance. What did you particularly like? What improvements could you suggest?

- Great teacher, keep doin what youre doin
- He was really good at teaching theoretical stuff. However he would tend to go "get water" and leave us to discuss when we were completely lost. He wants us to work it out but we were so lost we would not be able to do it. He was very helpful with explaining homework questions. Same thing applied to the lab, often none of us could figure out what we were supposed to do until half way through the lab.
- Helped me understand material conceptually and helped a lot for our courses with other questions we had.
- I felt like the focus of the class was not on the labs. The labs seemed unimportant so I didn't learn from them.
- I found that the labs were often tedious and redundant, though they did help with my understanding of the topics. I really appreciated the time at the beginning of each class that was allotted for discussion of the week's lessons. Pete was always engaged with his students by asking questions and providing analogies to help us better understand the concepts. Overall, he is a great instructor.
- I like how he forced us to think about problems by ourselves and if we really could not figure it out would explain the right answer effectively. He made us shout out the answer most of the time and if I got it wrong I would feel kind of bad about myself and when I knew the answer I wouldn't answer because I was too scared, and he would think that the class didn't know it which wasn't the case. I think he needed to tell others to not judge other people if they shout the wrong answer because it would make me feel more comfortable sharing my answer.
- I liked his passion for physics, he could have interpreted concepts a bit better or even walk us through the lab set up. I don't like the idea of different lab and lecture professors of the same class because of the difference in teaching styles. It's good to see multiple ways to attack problems but sometimes they are completely different and hard to wrap around.
- I liked the in class examples where we worked in groups to solve the problems. I would have liked to go over more fully worked through examples, they are very helpful when we did do them.
- I really enjoyed having Pete as a lab instructor, although I believe he wasn't as engaged/interested in the actual lab instructions and procedures as I might have liked. There was never any kind of guidance before we started the lab, which at times put us in situations where I felt unmotivated because I wasn't sure where to start. I think a brief introduction to the lab and the main objectives could be helpful to students. On the other hand, I did learn a lot from this lab and Pete does a great job of explaining topics that students are struggling with.
- I really liked Professor Schwartz's method of teaching.
- I really liked how energetic Pete was, but I think sometimes he confuses us even more by his questions that try to make us think. I understand that he wants us to think of it without formulas and numbers, but I think that just confuses me. Also, he leaves us with hanging questions, and that just doesn't serve me well.
- Interesting approach to the course but clearly a competent instructor.
- Kept getting sidetracked and off-topic in the middle of lab -- I wish we had a set time for lesson plan, then lab, then questions, etc., or a complete pause for discussion in the middle of one of those sections. We got very lost when we were rushed to complete the lab but also listen to and take notes on the lecture at the same time. Labs were given at weird times in relation to the lecture subject matter.
- Pete is a really nice professor that allows students to think about questions in their own groups instead of just standing up there and talking about a bunch of physics concepts. He understands how to teach so that students learn. So I thought he did a good job at listening to us and making sure that we got what we wanted out of lab, not just what he required/had in mind. As far as this overall 3-hour physics 133 lab, I felt like we had too much time just sitting around and personally would have rather tried to stay focused and make this a 2 hour lab, especially because it was on a Friday and I couldn't wait to get to the weekend. It just felt like 3 hours was far too much to keep us productive at all times.
- Really nice guy who is extremely passionate about his field. Did a great job at answering any questions students had.
- When discussions are focused on legit topics that are requested to be explained further, it is very successful. But most times the discussions are not focused and they go off in random directions away from the actually topic that was requested to be explained further.
- let people leave if they finish early