Hi everybody,

I trust you are enjoying your holiday time. As you know, I got your grades entered just before the deadline. It took lots of time to evaluate your 1,100 computations and 300 essays (for "Appropriate Technology for the World's People", UNIV-391). I'm writing to give you a last communication on the final exam, student evaluations, and anything that may be relevant for the future.

The final exam, taken by 97 students was out of 51 points. I posted your grades on PL.
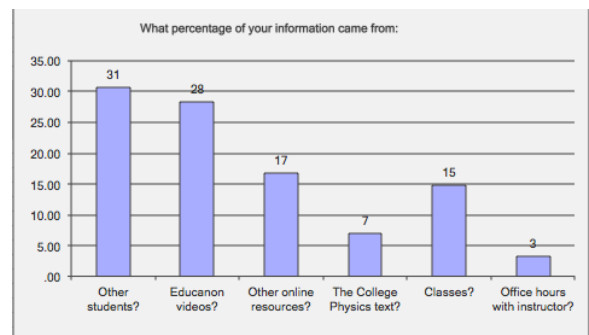10:00 AM class Ave: 38.2 ± 7.7
1:00 PM class Ave: 31.7 ± 8.9
These are the grades before I added extra credit for the 19 people who didn't use calculators. This performance was pretty good compared to years past.

I think the final letter grades were also the highest I've assigned, with the 10 AM class averaging 3.15, and the 1:00 PM class averaging about 2.6.

The Survey
There was a wide range of feelings on everything asked. The majority of students claim Educanon had the right frequency of questions, and that they spent time working on these questions. Yet by and large you preferred the traditional lecture format. One thing I'm very confused about was several students said that I didn't provide any conceptual explanations. Others said that I didn't provide any examples. I recognize that I provided few examples (other than when I went over a problem set), but I thought that the videos were almost all conceptual, and drew connections to some real world examples. I request to know what a conceptual explanation looks like and how it is different from what I did. I would appreciate it if someone could describe this to me. On average, students claimed that the greatest amount of information came from other students with the videos a close second. Please see graph to the right.

Student Evaluations
The physics department's average "overall instructor rating" is 3.1 on a scale of 0 to 4. The 10 AM class rated me 2.8, and the 1 PM class rated me 2.05. The students' comments in the first class were mixed and it seemed about half the students embraced the learning model and found ways to make it work well for them. Some had positive things to say about the class experience and some were critical. The comments for students in the second class were more consistently disapproving. Many students expressed anger at what they saw as being unfairly immersed in a learning model they rejected. In the future I will try to have students who are interested in this learning process select into my section. I am disappointed that most students didn't enjoy the class, despite the fact that as a whole the group likely learned more than with a traditional lecture format.

Your Future
I will leave our class website up, but have changed it a little. You will have access to the direct YouTube links if you ever want them, although the Educanon access may be disconnected. Come by and visit any time in your life if you're inclined to share.