Hi everyone,

I appreciate your feedback and I'm writing here to respond. Your responses spanned a wide variety of thoughts and feelings. The feedback was largely positive, indicating that we are being challenged in a good way. Many of you use words like "energy", "engaging", "provoking". Some of you express being worried about how you're going to learn all this. I encourage you to discuss this worry and quantify what it is you're worried about. Can you provide examples? Can you identify what it is that you're concerned about to others in your group? – or to one of us instructors? If you can identify it, then I think it is easier to address.

Some of you request access to the Educanon questions even when watching the video a second or third time. In order to see the question in subsequent tries, just click on the vertical bars under the video that represent where the questions are located. Then the question should pop up again.

Many of you worry about the speed at which we are learning material, all the formulas, and how formulas relate. We are learning many formulas in the beginning and will continue to practice and learn how to use them in the coming weeks. You will find that we won't continue to add formulas and concepts at this rate. However I find this a *very* good time to start your formula sheet. Sorting out these formulas and organizing a way to use them will build your understanding. Some students have asked me to provide a formula sheet. I used to provide a formula sheet, but I'm convinced now that building your own formula sheet is an important exercise for your education. You are free to ask others (including me) if something is important or when you might want to use a formula. You can write the formula and a statement next to it about what it's about. Pretend we have an exam every day! When you come in, is your formula sheet ready? You get 50 facts. As you move along, you can drop the facts and formulas you have memorized to make room for more. But again, the difficult part is identifying which lens to use in solving a problem. Please practice considerations of force, momentum, and energy.

Some folks asked that I "get to the point" faster, or provide the "correct" answer. I may not always do this. I think that the process is more important than the ultimate answer or even the understanding. However, while I do prioritize discussion, I hope that ultimately you develop an understanding about each event we address. If this is not the case, again, please talk about it with your group, with me, with Liz and/or Linda.

"…Sometimes more explanation on incorrect answers would be helpful [on the videos]." – I'd appreciate it if you could send me these questions and I'll post the answers and put them up on the video.

"Is using a "d" in derivatives is it like using a "delta"?" - My answer is "yes, it's the same."
"How do I access the webpage and the homework?" - Again, I ask you to talk to someone.

We just covered a few weeks of mechanics in a few days. We haven't done a thorough job – how could we? – I didn't intend to be thorough. We have introduced the main concepts, and now we will look at different examples and build familiarity with the formulas. I expect that many of you are confused – we have questions. We are going to set out to answer them. Please communicate your feelings, your thoughts, and your questions. My office hours are posted on the class webpage.

Thanks
Pete