

Hi everybody,

Thanks for the feedback today from a little more than half of the class. Always feel free to leave a paper with your thoughts if you wish. My impression is that many students are taking responsibility for their learning and finding resources that work. I think that there are also many different interpretations of how class is working.

Some students see the method of *how* I respond to questions as *not* responding or “avoiding” questions. While I can accept this interpretation, my intention is to be helping. So, how do I see my response? If I see your work, I can illuminate why it might be correct or incorrect. However, if there is nothing there, I don’t know where to start, so I wait until the person I’m talking to makes an attempt so I have something to respond to. I also think that *making* this first attempt is an important first step for the student toward active learning. I can understand how the method I find to be the best way to help may appear as a refusal to help.

A number of students have expressed feeling constrained by imposed structure in class. I apologize for not allowing you to use your time as you like – or *appearing* to not give you that freedom. In fact, you likely have much more freedom than you think. You do not have to stay until the end of lab; you don’t have to show up on time; you don’t have to come to lab at all, or to any classes. You don’t have to fill out response forms or talk about the reading and/or videos. Your grade is determined by your communication of physics to me in three exams and a project. Please use your time as you judge best for you.

Some folks miss the videos we had earlier. I’m relying more heavily on the textbook.

Thanks for your efforts and all you are learning, and all I am learning too.

Pete

“Experiments are interesting and my peers are my greatest resource for help.”

“I have been learning a lot from the labs recently, I love experimenting with all of the toys and then thinking about why things are happening.”