Hi everyone,

Thanks for your feedback today, and there was a lot to think about.

Many of you expressed that the midterm was not what you expected. It was not like the "practice midterm." I apologize for any misunderstanding that this MT2 was going to have similar questions to last quarter's. Please understand that the final exam will selectively take questions from all the broader topics that we have covered. While these questions won't be the same as questions we've done before, they come from the same broader concepts. For example, the broader topics for the three midterm questions should have been prepared for as follows:

Question #1. Shares concepts with F14 MT2, Q1 and PS#6 Q5-Q8.

Question #2 – was a two-part question. The 141 students were expected to solve the problem outright, where it was broken into two parts for the 121 students.

The spring to velocity part shares concepts with PS#4 Q2 and PS#5 Q1e.
The projectile motion part shares concepts with F14 MT2, Q5; PS#6 Q3; and Big Exam #3 Q1.

Question #3 – some were taken from the PS#5 Q3 questions that don't have * on them, while the more challenging problems (not for 121) were related to PS#5 Q1 with * on them and the * PS#5 Q3 questions.

I hope this explanation helps you better prepare for the final exam. If you desire more problems to practice, we do have many more accessible problems such as worked examples in the text, questions (with answers) at the end of the chapters, additional questions I've provided, and Ron Brown's examples… and many more problems on line.

One student indicated frustration that I don't answer questions. I wish for you to have your questions answered, but I am reluctant to take class time away from problem solving as a group. Hence, I ask that if you have a question, please come to office hours, or ask me during group work time. In particular, if you ask your group mates and you all are interested in this question, I will want to talk about your question more.

Some of you wrote you're having a great time. Many like the demonstrations, and many are looking forward to rotational physics (it's my favorite – oh, there are great demonstrations). In the coming weeks, I recommend that you revisit areas you may be weak in and see how the old concepts apply to rotational mechanics. The demonstrations are more fun than linear stuff.

I enjoyed the poems and origami.

Thanks
Pete

"Lately, the demonstrations in class have been engaging and help me understand the concepts. It makes me exited to come to class!"

"Thank you for recognizing that conceptual understanding is more significant than computation ability (to a degree)… your grading is making me re-evaluation how I consider learning and how I have been "taught to learn" in my life... THANKS!"