

*Hi Everybody. Please find below your unedited feedback in black. Not so many students provided comments today. However, I greatly appreciate the valuable thoughts and feelings that you have shared with me. There is a wide variety of responses. In particular, I am seeing a request for more detailed explanation and to slow down, as well as an expression that it is ineffective for me to leave the room in an effort to give you space to talk. I will try some different strategies during our last 6 hours of class.*

*I am sorry for not realizing earlier this need to revise how class is structured; and I apologize for the suffering that some have been experiencing. I am always interested to hear from you.*

*Pete*

Clarity of concepts are fragmented, has been for whole quarter, biggest obstacle is facing doubt of it all coming together / applying those concepts to appropriate physical events.

This class has become increasingly frustrating. Stepping out every time a question is posed makes the momentum we were carrying as a class in discussion dissipate. I'm pretty sure I learn 5% of the info in class, 85% in workshop, & 10% on my own.

I feel tired. Having half the lights off doesn't help. Want/need more direct teaching/engagement at this point. All the tools are there, but haven't put it all together or used them in a while. Feel a bit bored and disengaged in a class that I used to enjoy.

I tried to embrace this learning style but it just hasn't worked for me. Coming to class can be discouraging, but I have been understanding things a little more. My main criticism is that stepping out of class is not effective, especially when you do so b/c no one answers. No productive conversations are typically had in these situations b/c most people are confused – I think it'd be more effective to clarify & explain a concept or problem when no one answers. I think often times the way you talk to students when they answer wrong is demeaning & makes people not want to participate.

*This is unfortunate and is not my intention. For me, I'm also frustrated, because I don't know exactly what to do and I'm thinking about the best response. I apologize if my confusion is received as disapproval. Thank you for bringing it to my attention.*

I really do believe that I have learned a lot in this class, as well as gained a deeper appreciation for physics. However, I still struggle with how the class is formatted sometimes. [the time spent in class] I find that when you ask questions in class, you expect an answer immediately, and often leave if we don't know the answer. But I don't have time to process what you are asking, much less, answer the question. And I don't think you understand that often, many people are just as lost and the conversations when you leave to "get water" can be confusing, distracting, and unproductive. I wish that you spent more time in class breaking down the problem and more clearly explaining your work on the board, b/c often I find it confusing and don't know how you got what you got.

You are a great teacher that really wants their students to understand these concepts.

I like that this class is more conceptual than finding numbers, but I am also afraid of not passing the class though I study a lot.

Overall, I'm dying in all my classes and just want this all to be over.

The difficult thing for me was such short notice before our 2<sup>nd</sup> midterm #2. Only around 48 – 72 hours before I knew there was going to be a retake. I wish it would have been curved on a scale instead of me changing my week around to make time to study last minute.

I got an average score on Midterm #2 the first time when I studied for many many hours. I got a better score on midterm #2 the second time when I didn't study. I'm not sure if it was the concepts or just time, but I left the 2<sup>nd</sup> one feeling worse than the 1<sup>st</sup>. I'm really not sure what to do.

Pete,

You are wonderful. However, I do not feel super confident with rotation still. I wish we had "lectured" on it a little more (aka had more classes to discuss, do Big Exams, etc.) So far, components are good, though, so that's cool. Stay cool.

I have gotten used to the style of the class. Pete is very knowledgeable and devoted to the students learning. I feel my knowledge of physics has deepened because of this class.

#### Class evaluation

Good energy from the professor in and outside the classroom. Lots of resources and help to find. However, very time intensive.

I think this class is going well! The videos & especially the problem sets outside of class are extremely helpful. I can definitely see why not doing them would be a disadvantage. Overall I like how this class is set up.

I'm struggling with all of my classes but this one is my priority because I fell behind one week and still am trying to catch up. I want to be able to participate more in class but I'm not caught up. I enjoy the topic and the videos but find managing my time spent on each video hard. Otherwise I appreciate the focus on conceptual understanding but it causes me to spend more time on the subject because it's so interesting.

This quarter is going well. I have a lot going on (school + internship) but it's manageable. I like this class but don't like the workload.

I find physics super interesting. The rotation aspects were much harder for me to understand but I think that I did not spend enough time understanding it on my own. It is difficult for me to come up with questions for things I don't quite understand.

This class is actually going better than expected! I really like how Pete is compared to other professors (meaning he is happy to work with you). I also think his teaching method is going to better prepare me for future physics classes!