

Hi everybody.

Thanks for the feedback Thursday at the end of our third class, but the second week. I will write in purple, and your statements are in black. In the two years I've been directing classes this way, I've never had such a positive reception and buy-in to this learning model. Folks like the studio classroom, and like or don't mind the 2 hours, and like the break in between.

People recognize that the book is a summary of the information in the videos. Some find this "awesome", others find it "useless". Regardless, my impression is that everyone is finding a way to get their needs met as students from the resources we are providing. Notice I didn't say "I am providing". My perspective is that you are the most valuable learning resources to each other.

The experience so far has been an interesting challenge. I am adapting to the flipped classroom and I am feeling that the material is making more sense during discussion with my peers.

I noticed I get more out of class when I put more effort in prep before class. I'm going to get out what I put in. I get mostly everything I need from videos. Studio classroom is the only way this class format works. Well, we've had many classes before in a "regular" classroom. We moved the chairs around somewhat and it worked, but I agree that the studio format makes things much easier.

The flipped classroom is new and interesting for me and I like how you present the material with all four lenses together, although it can be a little bit confusing sometimes but I think it will be better with more practice.

-It's been pretty good so far. I'm challenging my own knowledge of physics trying to gain different perspectives to be able to better visualize physics in daily life.

-I like this flipped classroom method & I hope I learn a lot.

So far this class is enjoyable and I didn't realize I had learned a lot until the Big Exam. I felt like I had a decent idea of what to do. The text doesn't help a lot but the exercises are good.

So far, my experience has been that I find the class very engaging because I can talk to my fellow peers. Being able to speak with my peers gives me more perspectives on problems so I feel like I am able to learn more.

It's too hard to focus on using one lens because they are too interconnected and it leads to a lot of confusion. The "flipped classroom" is working OK for me, but activities like the grasshopper really should be done in class. I find both of these statements insightful. Figuring out which lens to use is the most confusing thing to do. Most classes don't start doing that until the very end, after all the formulas are used. The feeling of confusion to me indicates you are being stretched – learning. The grasshopper problem is a totally standard homework problem, and therefore it is reasonable to say it should be done during class time in our format. I myself have never gotten Tracker to work, but many students have used it and wind up using it on their final projects. Also, in recent classes, more students get it to work, so maybe the software is better. For this

reason, I offer this assignment. However, I encourage folks that don't get the software to work to use a different method.

The focus on discussion between peers is great. I think it's very valuable in helping me understand the material from the videos, like the more conceptual topics. The break is very welcome.

Talking about the questions out loud and discussing helps a lot. Watching the video-lectures online is still something I'm getting used to and takes some time for me. Thinking through all lenses is also new for me and almost feels as if I'm relearning the concepts over just reviewing them. I am still adjusting.

"This class is different" is an understatement. There is a review on rate my professor that describes this class perfectly. I don't remember the exact wording, but it went something along the lines of getting what you put in. I don't have a strong opinion either way on this class, but I'll be sticking this all the way through, contrary to the advice of my room mates. [I just posted a review of myself on RateMyProfessor, referring readers to my website for more information.](#)

So far the class has been interesting making a formula sheet has really helped me get the different types of problems straight. I separated the sheet into the four different lenses. The text is nice because it reinforces the topics you teach in the videos.

So far, I'm enjoying the layout of the class. It is easier to learn things at your own pace. I would prefer to have a physical book that I could study and take notes on. Also a more in depth text would also be more helpful.

Test I felt rushed. Class I feel like I understand the concepts but I can't transfer the knowledge of what is happening to the numbers because I don't know all the formulas. [I think that this is how learning feels.](#) I encourage you to focus on the narrative of what is happening with respect to the four lenses. We have several weeks to reinforce our knowledge and use of this model. Many students indicated that this is a fast pace – I have heard this consistently about physics for the last 16 years as a Cal Poly prof, and I have only been using the "parallel pedagogy" for the last two years. However, rest assured that we are not going to continue adding concepts at this rate; we've introduced most of them already.

I like the collaborative aspects of the class, it helps with my understanding of the material. (Is it possible to get subtitles on the videos?) [This is the very first person who has ever said anything about subtitles. I would appreciate more feedback. Would subtitles help? Why?](#) It turns out that I am supposed to add subtitles and I have been given \$1000 in a grant to add subtitles to be more compliant with ADA (American Disabilities Act). If you could talk to me about subtitles, I'd like to know more.

So far so good

I really like the videos, although every once in a while one of the questions will be a little confusing.

The readings are also helpful.

The test format will take some getting used to, but I think I like it.

The class has been really fast paced. We have gone through topic really quickly. I'm nervous that I won't have enough time to complete tests.

I really enjoy your teaching style and like how you question instead of always explaining.
It definitely helps us learn.

Your text is awesome for recapping the videos!

2 hours is cool

I dig the studio classroom

So far I think this class is interesting. I like the idea of a flipped classroom, but it is easy for me to get distracted while watching the videos instead of taking notes. I like the fact that discussion is encouraged because it helps me understand the concepts more.

It's a good class and you present the material well. There's a lot of information presented and I get overwhelmed sometimes, so I just have to spend more time studying to keep up with the pace.

- I like the “studio classroom” atmosphere. It keeps me more engaged and allows me to interact w/ students more.
- I like that this class is unconventional and we really go deep into all the lenses of physics.
- The videos are helpful but I feel some of the videos could be cut in half and hold the same information.
- You are an engaging professor and I like that!

Good experience, at first I struggled with understanding the concept of what is happening. After the office hours and a few lectures, my point of view and how I tackle the problem has changed to think outside the box.

Fine, I guess. The prep work is a bit much at times. Some of it's redundant (I didn't need 15 minutes of how to use Excel for science, but I know most people do.) Still getting used to your problem grading scheme, I'm mathy, keep everything in my head person, with doodles only when needed.

Text is useless, it just regurgitates what you say on the vids.

I'd prefer the 1 hour format, but the 2 hour format is fine. I'm a little worm coming in here thought. (coming off partial DES & Analysis.) Break is much appreciated.

The class is very interesting however the decision of what of the 4 lenses to use is sometimes confusing to me. I find the videos tedious yet helpful.

At first, I was worried the “flipped class” style would be difficult for me to follow. But today, working in groups, I actually learned a great amount of material because I was explaining concepts to my classmates, ultimately helping myself understand it.

I find this very cool because that's what recent studies have shown – that students learn better from other students than from “experts”, whether you're the one helping or being helped. It's not what many of us would expect.

Experience in this class so far:

I like the energy in class and solving a lot of problems together, then discussing at our tables is helpful. Never taken physics before so it's a little overwhelming but it isn't too difficult so far.

The textbook is helpful and the 2-hour class period is great because we can dive deeper into concepts without being interrupted.

I really enjoy class time. I find it very beneficial. Sometimes the videos are a bit dry. Most of them are very informative and your energy is great. I'm looking forward to the rest of the quarter.