

Hi everybody.

Thanks for the feedback. I appreciate your thoughts and feelings.

It's good to hear people are learning lots. Some are requesting more structure in particular with the projects. How would this look... to support the projects better without defining deliverables on something that is meant to be open ended? I propose that we carve out a little time in the coming weeks to work on projects. During this time, I will try to meet with each group. I will be evaluating the website again soon too.

I really like it, it is enhancing my awareness & introducing me to the importance of being educated by the internet resources we have available. I have been opposed to the internet a lot more, & now I know I know it can help me sharpen my knowledge.

Today's lecture was informative (5/5)

I like when you mostly facilitate lectures with a little room for free discussion.

Keep your passion please.

I enjoy your passion.

Getting used to the reverse classroom, the class is much more enjoyable. The class overall covers very interesting topics and produces new ideas, and introduces me to the politics involved in energy.

Class is going well, not what I expected, but I am learning a lot of society & energy. Less about physics than I thought but it's a tradeoff I'm okay with.

The structure of the class is very fluid so it is difficult to determine what we should concentrate on.

It also makes it seem confusing and hard to grasp, so it can be frustrating.

I like this class is different than most physics classes. The only thing is that it is a little overwhelming in the beginning. I would recommend that next time you teach this, spend more time outlining what this course looks like and the expectations. Other than that, I think the test grading is fair and I enjoy our class time. Thank you.

I never mind hearing about your views & lifestyle, but I do mind a lot of lecture because I feel like we go in circles. For example, the radiative forcing question on the big exam.... Would have been very beneficial for us to work on that together before hearing your answers. I guess we should have done that during the exam.... But still not a fan of the lecturing. *Me neither... I'm still adjusting to this myself. Thanks.*

More lectures like today.

Go over important ideas in class.

More homework instead of project.

Please put better, more complete solutions to problem sets. Some answers are wrong or incomplete. Yikes. I'll get on this. I would appreciate more specific information if you can provide it... Like which problem sets and which problem numbers are insufficient. I really like to see what I got wrong, but I can't do that if the solutions aren't correct. Some encouragement: you're a cool professor, don't stop teaching 😊.

One thing that I think could use improvement is the questions on the big exam for example that require the knowledge of obscure facts about certain energy types. What I think would have a better teaching effect is introducing graphs that can be analyzed to get those same facts without fracking out the test takers. Also more direction on the projects would be very helpful. I'll have to think about this... I think this is a good point. Certainly, the BE#3 lost value because students were not prepared. Certainly, I would expect you to know this information for the next exam. Yes, I'll try to prepare you better with more reasonable expectations.

Even as badly as the Big Exam went, I feel as if I'm retaining information better than the first weeks.

The Big Exam is a very good indicator of what you expect us to know, so no I know what I should know.

There's still an issue I have, which honestly won't change, with the difference between our philosophies on estimations. It's of my opinion that it's wrong to claim I know something when I don't. I'd rather say I don't know, but I can look it up, which is where I'm butting heads with the course's structure.

Thanks for offering this. I think there's a misunderstanding. I don't want you to claim you know something that you don't, and I hope I don't do that. I'm asking you to think about what the number is and be aware of how accurately you know it. Then you have an answer and some idea of the precision of your answer. I see it as empowering yourself to do the thinking and put the answer in the ball park.