

Hi everybody

I am grateful for the sincere perspectives and feelings you provided me Thursday. I've read through everything and transcribed it below. There are some interesting perspectives that I respond to. I also respond to a few with more questions as I want to better understand and be more effective at supporting you.

I know that you stress the answers aren't the most important factor in understanding physics but I've always learned best by looking at the answers and solutions (whole answer/solution process w/ steps) or more explanation on the answer sheets instead of just little hints for the answer sheets. The new concepts introduced (torque, inertia, angular physics) are getting a little more confusing. The explanation of Exam #3 was very helpful.

I think you're asking for more examples of worked problems. I think it's important to recognize that working a problem can only come after the problem is identified... until you recognize the lens that is most effective. Thus we spend a considerable amount of attention on this part, especially at the beginning. I like that you offer an example of what you find useful for you. I will consider the explanations for Exam #3 as a template for future solution sets.

I wish the videos would go a little slower for calculations – over all good.

This is something I've given considerable thought. If the videos are too slow, students can get distracted or start doing something else in the meantime. If it's too fast, students get lost. I'm asking you to please use the stop button; use the reverse button and listen again; rewatch the video. Stop the video and take notes. But then, I realize that rather than tell you what to do, I want to inquire and listen to you. Please tell me more about your video experience. How is it that many students find the videos fast but do not stop the video? Would this not have the desired effect of slowing down the video, or are there other indirect problems with stopping the video that I don't know about? I look forward to learning more about this.

I really like this style of teaching and look at physics with the lenses.

Class is going well! I should go to office hours to understand rotational momentum more.
I agree. Please bring your friends.

I am doing better in the class after seeking help from both classmates and roommates. I sacrificed study hours of other classes and stayed up all night for the midterm, but it was worth it to see a passing grade. It was very surprising since I had gotten 2 "D"s on previous "big exams".

I am really enjoying class. You make it easy to pay attention with your enthusiasm and constant experiments. The videos are a bit lengthy sometimes but overall not too bad. I did well on the first midterm but don't want to stop there so I want to come to office hours soon.

I think this class is going really well. Sometimes the videos go a bit fast, but I can always rewatch them. I'm getting more used to the method of identifying a lens first, but it will still take some practice before I do it instinctively.

I am learning a lot in this class so far, but I do feel like I could be learning quicker / easier. In my opinion, I think it would be a good idea to review the videos/reading we did for homework in the beginning of class. I think all students in class would benefit from this. Just like an introduction to each new idea.

This is very interesting to me. I see us already doing exactly what you are requesting. Videos and readings are the introduction of each new idea. The review of the videos and reading is the examples, classwork, demonstrations, and big exams. The above request comes from the model of the instructor as the source of knowledge, and lecturing as the medium to provide knowledge:

- learning is when the expert tells the students the way things are, and
- the students acquire this information.

Yet, studies show that neither of these two things are most effective. Studies show that students learn best

- through discussion and exploration
- with peers.

Learning is change, and change comes with challenges. We are not only learning *information*, we are learning *about learning* and examining our practices and thought processes. Yet we have years of habituation that already dictate what we do and how we see things. You have ~15 years of a learning model that we are changing in this class, and I have ~45 years of this model. It's hard for me too... what do I do with myself when I *feel* I'm supposed to be in the front of the room telling you guys what to do – but now recognize that lecturing would largely get in the way of your learning? I have to leave the room. That's why I'm constantly getting a drink of water – to get myself out of the room so you guys can learn. I'm getting better at engaging as a group consultant too... something you might have noticed me doing too.

I wish we would go over how to answer problems in order to conserve time in test taking.

I don't understand what you mean, "how to answer problems". Please explain this to me better. How would what you are requesting look? What would you like to see happen?

I plan on organizing a group study session, that way I can understand if I am the only one lost or if we all are lost on any subject.

DO IT! Please let me know what I could do to support your efforts.

I am trying to look through the lenses more without looking for formulas but it's hard. I would like to see how to apply the formulas we do use though.

Have you worked through the examples of completed questions in the PS and exam solutions, or is this not what you mean? Maybe I am not understanding what you mean or what I provide is not enough. I would appreciate it if you could better describe what you're envisioning.

I'm starting to really like how you teach all 4 lenses at the same time. All the pieces of the puzzle are fitting together.

You should improve the video quality if/when possible. Better camera, the magical Pete super speed / slo mo, etc.

I agree, thanks. I recently bought a new \$1000 camera with a grant I received to redesign this course. Presently, my efforts are dedicated to building the short text we're using. I'll be revising the videos in the next round.

I am very frazzled & kind of overwhelmed for reasons, mostly, outside of this class that is affecting my ability to perform at my best. I'm trying to figure it out but I wanted to let you know.

Thanks. I think it's important for me (and all of us) to know that it's not just about me and how I "teach" the class. Everyone comes to class with their own history, challenges and their own present life.