

Q5: If you listed "other resources" above, please describe what the other is, and list any comment you like.

- Youtube videos
- online, khan academy
- a book i used in high school and youtube videos
- Online websites explaining the concepts
- Veritasium
- Khan Academy
- Youtube videos
- Youtube - other professors on youtube probably also doing flipped classrooms.
- During gyroscopic precession, I watched the Smarter Every Day helicopter series and I found the explanations extremely helpful.
- classmates, the internet, and old physics notes.
- The internet and past physics knowledge. Youtube.
- Old notes n YouTube

Q10: Please offer any other thoughts / requests / advice with respect to the textbook.

- The textbook was great that we can access it both online and in paper. I used it more for the examples and to follow along with videos. Using them side by side made it easier to follow along with the videos. Having the entire text at once would help me from forgetting where I left the previous packets!
- I liked that the textbook was short but at the same time, it would have been helpful to have a more in-depth written explanation (in the parallel pedagogy style) in addition to the explanations provided in videos and in class.
- Including examples was really helpful. Not just exercises to do, but examples that you would talk us through. Also, I really wanted there to be answers to the exercises that weren't mentioned in some of the problem sets.
- Great tb honestly
- more explanation and step by step solutions to problems
- i like it
- When textbook readings are assigned, videos should not be assigned.
- I like how it's short and sweet. Hard to discern between example and excercises for hw
- I glanced at it occasionally. Some of the earlier chapters were useful, but it felt like I couldn't use the rotation chapters because they were just a paragraph followed by several examples.
- It's great.
- I liked having a hard copy because it was easier to follow along with when I was doing example problems.

- I think consolidating the information would be better than interspersing it between the questions, which made it harder to find when I wasn't doing the questions
- More examples that are actually worked out already to look through.
- most of the examples didn't have solutions, if I tried the problem I had no idea if I was getting it right. It seemed like a lot of the sections just had a lot of examples as the explanations which didn't help me learn the concepts
- Some sections seemed very short, and felt like they were even missing info even if they weren't.
- I like the text book
- Include more examples
- N/A
- Sometimes, I felt like the material in the textbook was not complete and I desired more explanation from it.
- I preferred hard copies over online
- The examples should give more numbers instead of keeping everything vague and conceptual. Estimating angles and lengths isn't a reassuring way of practicing.
- I like it. Keep it the same.
- I liked how short and simple the text was to understand, maybe provide a little more understanding to some of the practice problems given.

Q11: Few students came to office hours. Please explain why you did/didn't come and what this was like for you.

- Most of the time I would have class during office hours so I couldn't come in. When I did, I found that I would work with the people there more than with Pete, so I found it easier to make plans to work together in our free time.
- I came to office hours often and I don't know what I would have done without it. I really appreciated the one-on-one discussions and questions you would ask because it made me force myself to think and understand the topic rather than finding the answer. I came about twice a week and wish I could have come more (but had class)
- I came because I had a lot of questions that I don't think the videos were properly addressing. I can see how sometimes talking to the people next to you before asking the professor can be beneficial but this could also lead a student to being convinced of the wrong conceptual understanding provided by another student. Maybe if you had things (springs, scales, mini precession wheel) in the office to have a more hands on understanding of physics that might help too.
- I had a class or study session during office hours so I was never able to go.
- Your personality did not attract me to have one on one time. Your energy is way higher than mine and I'd be overwhelmed.
- I personally didn't have time
- I felt like it was not the best use of my time because my questions were rarely answered when I went. The whole time would be spent answering just one question and sometimes we ran out of time before that question could be solved. I would definitely have gone to office hours way more often if they were actually helpful.

- i always had something to do after class
- I came a few times, especially before a midterm and i found it enjoyable to interact with the other students and go in depth on problems we did in class
- When I did come, you never explicitly explained or worked out the problems. I came to office hours to get help from the professor (you), not my classmates who I could have met outside of office hours.
- I didn't come because you did such a great job keeping us involved and interested in class
- For the most part, I came to office hours if I had a burning question that I needed to know the answer too. I usually had a friend or two with the same question. Each time we came, you had something to do in your office for 5-15 minutes (which is quite reasonable since office hours were right after class), and my friend, myself, and another student or two would try to solve the problem while we waited. We usually got the answer ourselves and confirmed it with you, or we got really close and you gave a few guiding words. You never gave us the answer, but always gave something helpful. You say you use the Socratic method, but I disagree. Instead of just asking "why?" repeatedly until we arrived at a conclusion, you gave questions that were excellent at guiding us toward the correct solution.
- I came to office hours for help on our first group project. You did a very good job explaining how to set up our graphs and how to fix any problems we had.
- I came whenever I was very confused on a problem and wasn't able to figure it out on my own or with friends. Coming was nice because you helped us work through whatever we didn't understand. I didn't come that often because I often forget to go and ask questions right after class. That's something I need to work on personally, not a problem with when office hours were (having them right after class was great).
- I had class right after frequently or other work to do that prevented me from coming
- Usually had class or school work to do.
- i came a few times. it wasn't always productive. i understood the idea of working in groups, but people had so many questions that often there wasn't time for you to get your own questions answered.
- I didn't come because I felt like I didn't need to most of the time because I understood. Then later on the class got harder and I probably should've gone but I didn't want to.
- I usually had class during office hours
- I didnt come because I was fairly confident in my understanding of physics. My problems on the midterm had more to do with the structure of the questions, which I was not used to.
- office hours gives me anxiety. i feel like i dont even know what to ask.
- I have class during office hours
- I only came to office hours a few times. It was more of a timing issue, and I also never knew if there would be people to work with. I almost didn't want to risk walking all the way there to be alone, because you seldom offered help unless I talked about it with a group.
- I did not come to office hours because, most of the time, you would say to discuss the problems with other students. Therefore, there was no point to ask you questions when

I could meet up with a group at another time. Plus, I had class during office hours 2/4 times.

- I had class immediately after on Tuesdays and Wednesdays and I thought I understood the concepts fairly well. I also was a little intimidated by the way some questions were answered in class and I didn't want this to be my experience during office hours.
- I was doing pretty good in the class and was understanding all of the topics that were presented in the videos and during the lectures, so since there was nothing more that I needed instruction on I felt like I didn't need to go to office hours
- I never had any questions that couldn't be answered by my peers so most of the time we would just get together and figure problems out
- I came because I couldn't figure it out on my own using the videos and textbook. Usually came before midterms.
- Most of the times did not match with my schedule and when I did go, it felt unproductive since I could only get through one or two questions/ hour
- I wasn't able to go to office hours because I had a class during office hours
- I felt like I understood the materiel.
- I didn't come because I didn't have time and didn't feel like my questions would be answered easily.
- I had class

Question 19: Enter any comments about the class

- This class was a great gateway into college physics after taking AP in high school. Though the structure was a bit chaotic to adjust to at first, I found myself adjusting and loving the model so much. I will definitely miss this next quarter.
- I really enjoyed the class. I always felt slightly behind but I am catching up and trying every day by attending office hours. I love your style of teaching and enjoy you as a professor and person.
- I think in principle, introducing the concepts all at once is good, but this class should have restructuring to stay more focused on the material at hand. At times I felt that we didn't fully get to cover a concept. I thought that this class required way more time than it needed to for me to understand the concepts at the level I understand them currently. I also understand the whole socratic teaching, but sometimes it helps WAY more to just be able to ask the teacher a question when you're confused instead of talking to other confused students and getting nowhere. Yeah, you think harder about the material, but that doesn't mean that you get the right concepts down in the end and you end up being more frustrated because we move on before it's addressed. I think I didn't like how much time was given to students to talk about the problems and concepts. Then you have to dedicate more time that's used to study for other classes just to catch up when maybe a simple answer from the teacher would have avoided all of that confusion.
- Keep on with this method, it helped me more than traditional learning.
- cool

- I had a wonderful time learning physics in this class :) what a great atmosphere to be in - I feel like as a class too, the students seemed to feel comfortable with each other, like we're all friends. I think you did a great job at bringing us together and making us feel welcome, and not intimidated by the classroom setting. Additionally, we all enjoyed watching you run into walls and spin on the turn table like a ballerina for the class activities
- Overall a good class, just a little peeved about office hours and not getting the help/answers that I needed.
- Thank you for making physics interesting and fun. Personality in a professor truly makes a difference
- At the end of it all, this was my favorite class this quarter. I especially enjoyed getting to be hands-on with the wheels and precession. I'd include a few more activities like that for the next class on some of the more difficult topics.
- Thank you.
- I struggled with this class somewhat, especially when we were learning about rotation. However, I feel like the class was structured well. I have mixed feelings on the videos. It was nice to be able to go back and hear the material, but there were times when I'd watch the videos right before class because I'd forgotten about them. I probably would have preferred having twice as many videos every other night instead of videos every night. Overall, I believe they were helpful. I would prefer if we did more practice problems in class, since those were what I struggled with the most (I'd understand the concepts but not know exactly how to apply them to an example). I found I struggled with this class far more than I had any other introductory class at Cal Poly, but that was because I found the concepts and exercises challenging to understand.
- you are a great professor and can tell you love what you do, great to have as a professor regardless if I did not attend class all the time.
- physics is hard and sucks
- I really enjoy your teaching method and personality. Your enthusiasm for physics makes me want to learn more.
- I really liked how I was able to apply the physics in this class to real life. In high school, it was very fragmented and hypothetical, but in this class, I got a much more holistic view of physics.
- I think, overall, the class was better than I expected it to be. I really didn't enjoy doing the projects and the homework was really long. Otherwise, the class was pretty ok.
- Honestly I think the way that the class is structured currently is great I don't think it needs to be changed.
- Great learning style for some people. Doing problem sets and showing up to class helped me a ton but because they were optional, a lot of my peers wouldn't do them or show up which I saw hurt them in midterms and in general
- I like how we learn everything together and the lenses method but I don't like the flipped classroom. I wish you would lecture a little more and do more complete practice problems in class.
- Overall, the class was a learning experience.