

COURSE SUMMARY

DEPARTMENT: PHYS

TERM: Winter 2019

RESPONSES: 39 OUT OF 60 - 65%

INSTRUCTOR: Schwartz, Peter

COURSE: PHYS-121 06 College Physics I

QUESTIONNAIRE: PHYS168ALL

QUESTION GROUP STATISTICS

INDICATOR	AVERAGE	MEDIAN	S.DEV
Summary Evaluation Average (2.1 & 2.2)	3.61	4	1.23

SUMMARY EVALUATION

NUM	QUESTION	AVERAGE	MEDIAN	S.DEV	RESPONSES					
					N =	(5)	(4)	(3)	(2)	(1)
2.1)	Overall, this instructor was educationally effective.	3.56	4	1.31	39	9	17	6	1	6
2.2)	Overall, this course was educationally effective.	3.66	4	1.15	38	9	15	9	2	3

COMMENTS

1.1) Write any comments below that might help your instructor evaluate his/her teaching performance. What did you particularly like? What improvements could you suggest?

- i liked the flipped classroom, i liked how social the environment was, and how easy it made it for students to interact and learn from each other. very funny lectures and videos were super helpful. i did not read the textbook for this class, i was too busy with other school work, however, it was very helpful when i read it. pete has a lot of enthusiasm and cares about us learning the material

- Pete is great. Sometimes I got annoyed with the parallel classroom but I loved our professor.

- This was my first time taking a physics class. It's been really cool taking this class, and I feel like I've learned a lot over these past 10 weeks. Pete provides access to many of his past midterms and lots of practice problems (which I found super helpful). If I had to give any suggestions for improving the class, I would recommend creating a trig review video for comparing triangles and their correlating angles. Learning about vector diagrams and 2D components was a bit overwhelming for me when it came to incorporating trig. But I feel like if I had a review video of this material, I would feel more confident with creating vector diagrams.

- This course I believe should have been easier than it was played out. However, I particularly liked Pete's dedication to the subject, examples, and wanting for his students to learn. I would strongly recommend that this class be taught in way that students could understand the material in a universal way. Instead of learning in the way we are all used to, us students had to learn to participate in the eyes of Pete. We had to derive our answers in ways that he would deem "correct" rather than what the numerical answer was. This made the course challenging for myself and others who have been molded into learning information through the standard scientific lens, rather than tweaking all of my answers in order to please the extremely specific requirements of Pete.

- I really liked how the course was focused on understanding the concepts as a whole and not just getting the right numerical answer. I would have liked to have more lecture time in class when there were more difficult subjects.

- Overall, really enjoyed the video style at home lecture portion of this class. For math/science related subjects it really helps students rewind, play and take notes accordingly to their own learning pace and then come into class later to reiterate the information/problems gone over in prior videos.

Professor Schwartz, is a very passionate teacher with a lot of energy to do physical demonstrations in class which are extremely helpful and necessary, I really enjoyed the take home copies of his version of the textbook, it applies to the theories and class examples well.

I wish I knew more of what exactly to study when coming to exam questions, personally the many different approaches or lenses to solving a problem, although helpful, threw me off sometimes. I wish we'd use more numerical applications to examples done in class to gauge physics related measurements/units to the equations & physical examples done in class, but maybe that's due to my OWN lack of knowledge & time put into the understanding of physics fundamentals.

I am no professor myself, and cannot imagine cramming the wonders of physics fundamentals in a 100 level class but I would prefer 2 hour increments for future physics endeavors.

Overall, great teacher with commitment to helping students succeed, will definitely be looking into taking his future courses!

- please try to be more helpful in class when students ask questions, rather than just saying to ask our group. almost all of the time, our group doesn't

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know what to do either. also, MORE SOLVED OUT IN CLASS PROBLEMS ARE NEEDED

- Parallel Pedagogy does not work.

- Pete no doubt has an unparalleled passion for physics. His enthusiasm definitely made for a more engaging class and his demos were very practical. After taking his class, I definitely have an appreciation for physics that I didn't quite have before. He is also a very kind person and always has good intentions. The flipped classroom format and Pete's philosophy for teaching were good in theory, however, I don't think either quite lived up to their potential. Many times, the class seemed unorganized and our time spent in class didn't always feel efficient. I also wish Pete was more willing to answer questions in class. I understand and respect that he wanted to get his students to learn from each other in class, but as an instructor, I feel like he should have been more helpful during class. I also appreciate his "lens" viewpoint for physics, but I wish he had outlined more clearly at the beginning of the course what he was looking for in our answers to questions. I ended up talking to him and understanding better what he wanted from me in answering questions, but for most of the students, I feel like they went most of the quarter being frustrated because they did not know what he was looking for, and their grade didn't necessarily reflect their knowledge of the material. Overall, I think Pete is a good instructor but just needs to be more clear with students about what he is looking for.

- Pete is extremely smart and obviously knows a lot about teaching, but sometimes he is too concerned with the minutiae of physics concepts and can overcomplicate things. I still learned, but I was confused about what was happening in class and at home quite a bit. The class wouldn't have been as much of a chore if he simplified things when the majority of the class was obviously confused about what was happening.

- The flipped classroom was weird to adjust to but cool overall. It was a bit frustrating in class since lots of the learning was on my own and yet when I come to class or office hours with questions he wouldn't answer them. I get trying to help people find the answers but at some point you just need to know the information.

- I like the videos and the website, I do wish the problems sets were a part of a grade and/or graded more closely so I could know what I am doing wrong.

- This class was honestly kind of ridiculous. It was supposed to be a "learn from your peers" type of class. We had to watch Pete lecture in videos before class. I had no motivation to ever go to class because all he would do was ask questions nobody knew the answers to and walk out of the class for us to discuss with the people around us. When he came back, he still would not give us an answer to the question. I constantly felt lost and frustrated and I know most of the people around me did as well. The class as a whole did horrible on both midterms and he had us do corrections to help our grade on the second one which I think was necessary. When I went to get help from the LAs on the corrections, they gave me wrong answers and I was even more frustrated and confused. I would never take this class again and really would not recommend it to any of my friends.

- I liked the different teaching style that Dr. Schwartz used. It made it so that we had a lot of time in class to work on examples and problems. I do with sometimes he would be more willing to tell us the answer to problems instead of spending so much time trying to get us to figure it out because occasionally I feel like it wasted time when we were not getting it, but overall I think it was helpful to have us try to solve new types of problems in groups. Schwartz was good at guiding us to the answers most of the time it was just sometimes that we really weren't getting it that wish he had shown us how to do it earlier in the class.

- Honestly the video lessons are an extremely hard way to learn. I have focus issues, which make it very hard for me to even sit through one minute of a video. Actually retaining the information was impossible. I only learned from the problem sets.

- I really enjoyed the flipped classroom setup he ran. It made it more difficult too keep up occasionally but overall I felt like I really gained an understanding and confidence with the material not common with a lot of other classes. He keeps the lectures interesting with plenty of demos and A LOT of peer engagement. Which I understand as it really forced you to think about the material while working on it. You couldn't get away with not paying attention at all but at times it did make lectures get slow paced at times. Not a lot of homework and the ones that were do weren't for credit. The midterms were definitely fair if not on the easier side. If you engage yourself and show interest in the topic he gives you all the tools you need to excel and plenty of practice problems. Overall I think he's found a great balance in running the classroom.

- I think overall this was a very different class than anything I have ever taken before and I am walking away honestly not knowing if I loved it or hated it because every day was so different. I think Pete is a very passionate teacher and has some cool things to share.

- I like his parallel teaching style and demonstrations. They were really engaging.

- I enjoyed the flipped classroom style. I found it useful to watch videos before lecture. Though I didn't find it useful some days when there was 30-40 minutes of videos. It's a lot of time dedicated on top of homework, projects, and lecture time for this class. I also appreciated how understanding he is and dedicated he is to having students learn.

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- one of the best teachers
 - His enthusiasm of the subject
 - Needs to work on answering the questions of students, providing explanations for grades on tests and making it worth coming to class and wanting to learn.
 - This class was very fun and interesting and I think this class was very successful. I likes the weekly quizzes we had even though they dint count towards our grade, they were good practice.
 - I never feel comfortable asking questions in Pete's class because often times students will ask questions and he will kind of shut it down or make us talk to other students and the question never actually gets resolved
 - For the surveys, I wish Pete would explicitly say the answer and explain why it is right rather than just have everyone vote on what we think is right and then just move on
 - Videos give no outlet to ask questions
 - I dont like how in office hours Pete makes you talk to other students who are also confused. You are the professor, you should be answering the questions, what is the point of having office hours if you dont
 - I feel like answering questions when asked by students is actually helpful cause you tell them to ask other students but that a lot of times confusing them even more. The class overall as very stressful and confusing, the lectures before class helped and hurt at the same time.
 - I was hesitant about the fipped classroom but it is ok. The only thing i dont like is the grading.
 - Schwartz obviously loves physics and wants us to learn. While his teaching style is unique, the reverse classroom was actually more helpful than I initially believed. Plus, while I initially hated the lenses, I definitely learned more about how physics works. I liked how you could set up the problem correctly but get the answer wrong, yet still get a good grade. I would suggest, however, that there should be less class time. While talking with classmates is very useful, there were definitely times when no one knew what was going on and we would waste minutes just talking about fun stuff waiting for Schwartz to explain the concept.
 - At the conclusion of this course I can say with confidence that Pete's teaching style is not one that is suitable at Cal Poly. I truly appreciate how much he cares as a teacher and his attempt to try something different, but I am coming out of Physics 121 and feel as though I have barely learned anything. The video-style lecture prevents the student from being able to interact and ask questions in the moment. Also, after watching and getting confused on many nightly videos, it's easy to get distracted or not fully retain all that is taught. When I learn in a more traditional way, I have no problem staying focused and engaging in class.
- If we had a smaller class or my time wasn't split between many other equally challenging units, this teaching method may have worked, but that isn't the case at Cal Poly. Pete has lots of research that claims this way of teaching is proven to be better for students, but I don't think it took in to account that we don't have time to pour over countless videos every night and then do practically nothing during class time. I bet if this was the only class I was taking, I could have dedicated all my time to it and been successful. It is extremely unaccommodating for most students and made learning super hard. I understand physics is hard and learning should usually provide a challenge, but this made it even harder than it should have been.
- Additionally, Pete doesn't like to answer questions and forces peers to learn amongst themselves. This is usually a great tool for learning, but when every other person in the class is equally confused, we come to a halt and learn nothing. In class, we would consistently start practice problems and Pete would have us attempt them, but wouldn't help us when stuck and would leave the problems unsolved and his students discouraged. I'm a hard working student and even with difficult courses, I can usually succeed with hard work, but my effort was not reflected in my grades at all. He doesn't have a consistent grading system and it's impossible to tell what I was doing wrong when marked off.
- Taking this course was fully my choice and Pete was clear at the beginning of the quarter that it would be different from usual. I was really excited originally and it seemed promising, but it proved to be very ineffective. Pete is a fun and kind man, but I found his teaching incredibly unproductive and extremely frustrating. I would definitely not recommend taking this course as I really feel lost at the end of it. I'm so lucky this is the only physics class I need to take for my major, or I'd be extremely unsuccessful in the following course.
- It is easy to get behind in this class creating issues with learning in lecture however Prof. Schwartz is always willing to help in office hours.
 - A reverse classroom was an interesting way to learn. For a physics 1 class, this lecture with Professor Schwartz took up the majority of my studying time because of the daily videos to learn from and the problem sets assigned weekly. I didn't enjoy learning by myself and being expected to know the material the next day in lecture. I think I would have done better in this class if the professor taught with examples and provided answers for them instead of having us attempt the problem at hand without giving a guideline on how to approach it.
 - Literally turned a simple linear curriculum into the most disorganized, most chaotic, incredibly confusing unnecessary style of class. Intro to physics

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felt more like a review with the style and structure of the class professor Peter Schwartz had. His online "lecture videos" were word vomit that did little to actually teach the subject and just threw up all over the board and my ears with unnecessary things and just confusion.

- I appreciated the fact that the class emphasizes in "active learning." I enjoyed the demos that were done in class which helped me understand a lot of the concepts. Although the class is only 1 hour long, it would be better if the instructor could go at a slower pace.

- I enjoyed the open environment of the class, the more social nature really helped make it feel more like a safe place to ask questions. Entertaining and engaging teaching style. However, sometimes you left the room too many times when I feel like we could have benefited more from you going around and talking to students during our discussions in case any good questions were to come up.

- this method of teaching sucks i struggles the whole quarter and felt completely behind the whole time. It took nine weeks for this professor to remember my name. I had been going to his office hours multiple times a week. The whole time I felt frustrated and completely disappointed in this class. I would never recommend anyone to take his as a professor. PLEASE GET HIM SOME HELP!!!! he might injury himself teaching he almost threw a baseball at a student sitting in the front row. On top of this he also almost broke a kids arm teaching about torque

- This class had the potential to be great but lacked in execution. I will preface this with the note that I think Pete is a great guy, and probably a great teacher if you're a physicist, but not for me!

I will keep this succinct:

1. FINISH PROBLEMS ALL THE WAY THROUGH IN CLASS

Personally I need to see the whole thought process written out to understand a concept. Preferably in an organized fashion. A lot of my in class notes were all over the place because Pete was all over the place in his presentation of the information. Especially with conceptual information I need it clearly displayed, I need to see the thought process written out. We can't read your mind Pete. Concepts that may be easy to you are not to us, especially in 121. I do not instinctively think of a 3, 6, 5 triangle or whatever that theorem is. It has been 5 years since I took geometry, i don't remember that stuff. I would like to have the thought process explained a little more. And definitely more clearly written on the board. Love the demonstrations, but if I can't follow how it relates to the course material I'm screwed. This ALSO GOES FOR THE VIDEOS.

2. Thought office hours were great, but the asking your neighbor thing was not always beneficial. granted, there were many times it was helpful and i met new students to collaborate with, BUT HALF THE TIME IT WASTED MY TIME. We spent a good 2 hours confidently doing a problem completely wrong, left office hours thinking we understood, went about life, until 2 days later when we tried to help someone else with it and were then told WE WERE WRONG. Still not really sure the right way to do it, pretty sure none of us are.

3. The problem sets were honestly a joke. I wish they were more realistic and close to the problems that were going to be on the final.

4. Class time needed to be more effectively used.

5. With there were more points in the book. Not a good test taker, so it is not fair that my entire grade is based on tests. At least some other way to add points to my grade. There must be other ways to show my knowledge

there's more im too tired to add thx, thought there was a great possibility to help with conceptual understanding, but it just didnt happen

- The flipped class was a little hard to get used to for me. Hus grading system is a little confusing as well. I wish I was able to track my grade throughout the quarter but he does not post them anywhere.