

COURSE SUMMARY

DEPARTMENT: PHYS

TERM: Winter 2019

RESPONSES: 16 OUT OF 28 - 57.14%

INSTRUCTOR: Schwartz, Peter

COURSE: PSC-320 01 Energy, Society and Environment

QUESTIONNAIRE: PHYS168ALL

QUESTION GROUP STATISTICS

| INDICATOR | AVERAGE | MEDIAN | S.DEV |
|--|---------|--------|-------|
| Summary Evaluation Average (2.1 & 2.2) | 4.19 | 5 | 1.06 |

SUMMARY EVALUATION

| NUM | QUESTION | AVERAGE | MEDIAN | S.DEV | RESPONSES | | | | | |
|------|---|---------|--------|-------|-----------|-----|-----|-----|-----|-----|
| | | | | | N = | (5) | (4) | (3) | (2) | (1) |
| 2.1) | Overall, this instructor was educationally effective. | 4.25 | 5 | 1.13 | 16 | 9 | 4 | 2 | 0 | 1 |
| 2.2) | Overall, this course was educationally effective. | 4.13 | 4.5 | 1.02 | 16 | 8 | 3 | 4 | 1 | 0 |

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 did like the videos that clearly laid out the information, and I liked having the website that had all necessary info. I didn't like how class time was utilized- I feel like I didn't learn much at all whenever I came to class and it was hard to stay focused most of the time. I wish more time was spent discussing the videos and what was covered for the homework.

- A little more organization, and a roadmap. The class was kind of all over the place.

- It is often difficult to navigate your website. I recommend having a clear section for the interventions' rubrics, rather than simply having past examples. Also, I would have liked to see your own solutions to the midterms and problem sets rather than other students. They were often blurry or too small to see clearly. The videos were not the best means of learning for myself, but I understand everyone learns differently.

- I enjoyed Pete's class. I wish everyone could take PSC 320, because it is one of the few classes at Cal Poly that provides students with practical knowledge about climate change, social and political change, energy use, and energy production in the United States. He made extremely varied course material engaging and easy to understand. Overall, I feel that the course was well-organized and needs very little improvement. My one criticism is that a few assignment deadlines were vague, which caused some confusion. That confusion however was addressed, and handled very fairly.

- Pete is very passionate about the subject matter, and that helps me take interest in the class even though my major is not related to this class. He could be more organized, but so could I. I don't judge. Pete's a great professor who cares more about his students learning and being inspired than getting an A.

- Pete is very, very passionate. He is knowledgeable and cares very deeply about the subject. He lacked organization which was somewhat frustrating.

- I did not enjoy this class. There was no structure, which I struggled with. I found I couldn't learn well with his teaching style. I liked the format of watching video lectures before class and discussing them in class, but class time was so unstructured that we did not discuss the videos in a way that was helpful for me. His expectations were often unclear, and we had no guidance on things like our final project. His grading was random and not consistent. There are some people who are very smart and know their subject, but are not very good at effectively teaching and passing that knowledge on to others, and I think he is one of those people.

- I liked the content of the course and the projects.

- Best Instructor ever. It help that peter was emphatic and patient with his students.

- Pete is very welcoming to students and creates a great learning environment. He understands that students learn in different ways, the outside of class prep is a great idea. The videos yield as much effort as the student puts into watching the videos. I think the class needs to be better structured

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so that there is a clear flow of what the class will cover that week or day. The videos and the articles should be related to each other, for example when discussing how solar works, we could read articles about how solar will be implemented in different communities, so that the students learn the ins and outs of an entire industry in a week or so. The use of the Big Exams incentivized learning the class material, but as the quarter went on, we lost the incentive to keep up with classwork. The Big Exams are effective, but need to be consistent. Most of all, there should be a clear syllabus. There are clear expectations, but there should be a better schedule of topics and lab meetings and a better outline of grading. Watching videos shouldn't be graded, grades should come from the problem sets, quizzes, and exams. The group project is a good idea but was never clear, the process of choosing topics and groups was extremely confusing. Overall the project seems inappropriate since the course is described as studying big picture technology and society - it should be at least reconsidered and tweaked to better serve the class. I feel that the class would have taught us why the current state of energy production is the way it is, covering economics, technology, and politics - it touched some topics but I think it could be much more robust.

- I really liked this class. I like how we discuss our readings in class and I liked the flipped classroom because it makes you learn everything at home and then ask questions in class. I also think this class is great to take right now because there are so many current events to talk about in this class. Overall, it was a very fun class!

- Dr. Schwartz is an excellent man and professor. Cal Poly is lucky to have a professor of such caliber. I was made uncomfortable by the course structure in the first weeks of class. But I was eventually reassured, and felt I was learning quickly. My only suggestion to Pete would be to reassure students like myself, who are unaccustomed to his teaching style, at the beginning of the quarter by making the course expectations and project requirements explicitly clear. Such open ended assignments and lecture structures make some students uncomfortable.

- i like the topic but teach us pete in class please

- The class was highly unstructured and while I know Pete likes it that way it was very hard to understand what was needed to be done. The 24 hour rule was really frustrating where he could post more homework up to 24 hours before the class so it wasn't a good idea to do the homework early. The flipped classroom didn't really feel like a flipped classroom, it was really lecture at home and then another lecture in class. The fact that almost every class we got out late was really frustrating since it would cause me to be late to my next class. Overall I just felt like there were expectations of us about being on time and doing the homework on time that weren't reciprocated. If he expected us to be on time I expected to be let out on time. And if he expected us to do our prep work for class I would expect the same. The class was frustrating and the root to a lot of my stress this quarter.

- I liked the topics covered and the way things were tested in this class. I felt a little unsure through out the whole course about what my grade was and where I stood in the class. it would have been nice to have more information about that throughout the quarter.