

Hi everybody

Please find below your comprehensive feedback that I collected today. There is wide variation in the value/concerns about class and I appreciate the thought that went into them.

A good portion of people expressed approval of explaining homework problems. You can support this by bringing HW problems that you want to talk about.

Some people express that 3 hours is long... too long to be in a classroom. This is a tough one to do something about. The department policy is that labs are 3 hours. Additionally, I have relaxed requirements on lab write ups in order that students don't have to worry about getting the lab *done*, but rather can think about *doing* the lab. I'm conflicted here because in respecting you as adults, you should be able to dictate your own time. At the same time, we are all required by the physics department to be there for three hours. I get it... it's Friday afternoon and I can't blame those of you who want to be *done*.... Although it's not like that for me. Actually, this lab (that is not at all a central part of my professional portfolio) is some of my favorite 3 hours of the week. Maybe it's easier for me because I get to move around and you don't. However, maybe you can too. I ask that you find a way to make this 3-hours work for you too. I'm open to innovate if you have ideas about how else to do this.

A few people expressed concern about the feedback I give you on your labs write ups. My feedback is not a grade. However, I think that it would be a disservice to you if I didn't provide this guidance. Written reports will likely remain for some time to be a substantial portion of your student and professional processes. If I say I want more description (as I did today to many), it should not imply that you have lost any credit. So far, everyone is doing fine, but I if I ask you to make changes, it's with the intention to provide helpful feedback.

The explanations are good a helpful, but it is hard to focus on them when there is a lab to complete that takes precedence in our minds. Maybe explanation @ the end only?

Our lab time is often interrupted by (albeit useful) information / mini-lectures, but then we are still expected to have extremely thorough graphs, diagrams, lab notes, when we may/may not have been given the opportunity to dedicate enough time, even if we understand the material & it may be redundant. You had said the point of grading our labs "good, OK," or else, was not to compare us to other students, but it seems like the way things have become, we differently & may not all need/want certain notes. *I do think there are things to be learned by comparing student work. The point I was trying to make was that I do not wish to make grading competitive so we can concentrate on learning and reflection.*

I Appreciate the designated time before we begin each lab for discussions & questions. It is difficult when you try to interrupt a lab to explain a concept because it feels like people (myself included) are not paying full attention. I feel like it's better if we allow the lab to teach us the concepts, & then leave 20-30 minutes for concluding discussions at the end. Maybe?

I need more practical experience and explanation on what we do in class. The overall experience in class is good.

A bit much lecture but fine.

I like Pete's explanations and analogies. We have useful discussions and I learn a lot from explaining on the board.

The actual lab activities are very long and can be tedious. Maybe it would be helpful if Pete highlighted the important parts of the lab & we didn't need to go through all the repetitiveness.

No problems so far.

-Additional lecture was helpful and I really liked the grading structure. Not having lab reports allowed me to focus on understanding the material in class & lab.

Personally, I think this lab is much more helpful than my actual physics class. I look forward to it. I like your style of teaching. Most lab instructors leave the students to do the labs and don't teach concepts. I really feel like I am taking away a lot from this lab.

Doing examples with numbers is the most helpful thing.
Clearly explaining what each parts of equations are is very helpful.

I enjoy lab and the extra lecturing you provide.

Lab is good, you don't need to use up all three hours though. Sometimes we run out of important things in the end and just want to go home.

I have enjoyed this lab but think that it is way too long. Once we finish the lab I think we should be allowed to leave.

I enjoy this class b/c you go over our problems in the actual lecture. Also, the labs help us physically see what's happening. I enjoy learning the concepts of physics in this class.

I like that the labs are hands on, but I wish we would talk more about confusing parts of the lab rather than other concepts that don't necessarily help with the lab.

This lab is very fun, because Profe Pete has a lot of energy. I wish that the labs are a bit shorter, so that we could go over some problems that might be on the homework.

I like the hands-on part, as well as trying to match the data with the expected results.

Maybe go over the main points, takeaways from the lab because sometimes I walk away from the class w/ so many different ideas. Because the lab consisted of many things.

I really enjoy and find helpful when you go over homework problems that we are having trouble with or make helpful analogies for tough concepts. Maybe we [two words I don't understand] would be more clarification on what you expect on the actual lab reports.

The labs are usually pretty straightforward, which is a good thing because they back up our learning without making us ridiculously confused. I like that you go out of your way to teach us concepts that we may not have learned in lecture. However, 3 hours seems like a lot of time and most of the time we hit 2 hrs and get tired of thinking. But that is more the admins fault than yours.