

Teaching and Learning Physics --- Final Class Survey

The content of this class:

Physics: Useful **7/18** somewhat useful **8/18** neutral **2/18** not so useful **1/18** hateful

Edu. Readings: Useful **17/18** somewhat useful **1/18** neutral not so useful hateful

Fieldwork Useful **16/18** somewhat useful **2/18** neutral not so useful hateful

Homework (usefulness) Useful neutral hateful

Reading summary:	5 (10/16)	4 (3/16)	3 (3/16)	2	1
Content Problems (HRW) analysis:	5 (5/16)	4 (7/16)	3 (4/16)	2	1
Fieldnotes	5 (10/16)	4 (4/16)	3 (1/16)	2	1

Structure of the Class

The amount of work for this class is

i) Too little	a little too little	just right (11/17)	a little too much (6/17)	way too much
ii) Less than others	a little less (1/14)	the same (4/14)	more than others (8/14)	way more (1/14)

Class Sessions on / readings about:

Students voting for:

<u>AVE</u>	<u>Specifics: please rate 5 – excellent - 3 neutral - 1 terrible</u>	5	4	3	2	1
4.3	Introduction / TIMSS / State of Affairs	7	6	3		
4.3	Overview of Physics Education Research (Van Heuvelen /McDermott)	7	7	2		
4.3	Phys Ed Reforms (McDermott Tutorials & Mazur Peer Instruction)	7	7	2		
3.9	Constructivism (Redish, Posner) and Constructionism (Papert)	7	4	5		1
4.5	Knowledge in pieces (diSessa, Redish)	11	7	1		
3.5	Comparing Constructivist approaches (Elby)	3	6	7	1	1
4.4	Situated Cognition (Brown).	10	6	2		
4.6	Hidden Curriculum /Epistemology (Redish / Hammer)	12	4	2		
4.2	Assessment (Redish)	8	6	4		
4.2	Problem Solving (Finney / Mayer)	5	11	1		
4.5	Gender / Race (Steele / Sheibinger)	13	1	4		
4.2	History / Progressivism: (Dewey / Benezet)	7	8	3		
4.6	Social / Political / Econ (Mahajan/ Fish / Barlett)	13	3	2		
4.1	Technology (Perkins / Pollock)	7	6	5		
4.4	Context (Finkelstein / Wilczek)	10	6	2		
<u>Homework Approaches:</u>						
4.1	Examining chapter problems (pre-assigned)	6	7	3	1	
3.8	Selecting chapter problems for others	5	4	6	1	
4.2	Designing homework problems	7	7	4		
4.5	Order of Magnitude Problems	11	5	2		
3.4	Summary of physics chapter	3	4	6	4	
3.8	Summary of readings	7	4	3	2	1
4.6	Questions for readings.	12	5	1		
4.8	Turning in a project proposal	13	2	1		
4.6	Project Outline	13	3	2		
4.6	Project Draft(s)	12	4	1		
4.9	Final Project	14	2			

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	<u>Excellent</u>		<u>adequate</u>		<u>not enough</u>
I get enough feedback:	5 (15/18)	4 (3/18)	3	2	1
Accessibility of instructor	5 (16/18)	4 (2/18)	3	2	1
Opportunity to participate in class:	5 (15/18)	4 (3/18)	3	2	1
How useful to me is this class:	extremely (16/18)		somewhat (2/18)		not at all
How enjoyable is this class:	extremely (17/18)		somewhat (1/18)		not at all
How much did you learn:	a great deal (17/18)		something (1/18)		nothing at all
How much ownership did you have: (ie. how much say did you have on what happened):	a great deal (12/16)		something (4/16)		none
I recommend this course to others:	enthusiastically (16/16)		maybe		never
The department should offer this course in the future:	they must (16/16)		maybe		definitely not
Are you considering becoming a teacher / educator:					
Yes I'm already enrolled	4/18	very likely 11/18	possibly, 3/18	probably not	never

Things I would like to definitely remain:

Discussion (x4)

Course readings, broad selection (x7)

Fieldwork is huge (how many courses actually let you *do* something) (x7)

Final project (x4)

Chapter summaries and homework problems (e.g. CAPA) (x3)

Readings determined by the students (x3)

Balance of student led / instructor led

Final Presentations (x3)

Controversial readings (x3)

Creating physics problems

Engaging the students

Atmosphere (4)

Wit

Everything - Great balance between review of research and practical application.

Things I would like to change

Less emphasis on mirroring a physics class. It's important but less than the readings and discussion. (x2)

Chapter summaries (x4)

CAPA (x2)

More class discussions

Make the class longer

Too many articles to discuss all (x2)

Student presentations of articles.(x2)

Allow more student presentations of articles.

The amount of work for the course [in the beginning] (x3)

Too much theory – level was too high for a new group at times.

Number of students

Summary of readings before they started

More explicit involvement of Tues readings in Thurs sessions.

Attempts at political correctness

More on the social / political

Other comments: (such as favorite and least favorite parts of class).

Course was excellent

Amazing.

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Great course – one of the best I've taken

Working on the project was the most fun and interesting... So cool to see what others were doing.

The culture of this class was great. Please keep that same level of comfort that we all had

Tell Steve [Pollock] to carry on the torch...

I really liked the pieces on gender and race – interesting topic that is not often discussed [x2]

I definitely enjoyed class and got a lot out of it. Make the class longer.

Obviously I loved the class. I think it fills a huge hold in the current graduate curriculum.

All around awesome.