

The past eighteen months have presented Whittier College with enormous challenges. To ensure the safety of the community, we had to alter the nature of interactions with students. The pandemic has taken from all of us: some of us caught the virus or cared for loved ones that did, and others have had to work harder than they ever thought possible. I reflected on some of these experiences in Sec. ???. However, after reflecting on my experiences *regarding just the teaching*, I realized something startling. My students and I experienced *greater success* in the period from January 2019 through Spring 2021, compared to Fall 2017 through Fall 2018. I have several explanations for why this is the case.

The first set of reasons have to do with the work that FPC asked me to perform in the past. I am grateful for the professional candor, and I took it seriously. There were three basic ideas to implement. First, the pace of my content needed to be slowed, in order to maximize overall student success. Second, I must increase the number of step-by-step example problems in my classes, in order to give new and struggling students something concrete to grasp before moving forward. Third, I need to include more traditional lecture content in my integrated lecture/laboratory formatted classes. Traditional content is a term used in physics education research (PER) to refer to the classical teaching style in which a new equation is first introduced or derived on the board, then solved in examples and displayed in graphical form. I have strived diligently to put these changes in place, and I have shown promising results in my classes as evidenced by my increased student evaluation numbers (see Secs. 0.2.1 and 0.3.1).

Elec

B