PHYS 1620-101 **Introductory Physics II** - Spring 2013

CGAS (11491)

INSTRUCTORS: **Feickert, Matthew (mcf2uk)**

Respondents: 22 / Enrollment: 24

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*
1. List (at least) one thing about the way discussion sections were conducted that you did not like. Why did you not like it? What would you do to change this thing? ~ Question Type: Short Answer ~ *contributed by Feickert, Matthew (mcf2uk)*	Results for PHYS-1620-101, Feickert, Matthew Total: 21 Individual Answers: *See below for Individual Results*

Not enough time, never being able to go over all the problems

He went very slow when explaining things. Very thorough, but slow.

I feel like it wouldn't be communicated clearly enough sometimes when our quiz would be based off previous exam material.

They at times felt slow. Each step was too thoroughly explain. Usually that's a good thing, but in this instance, it took time away from getting through all the problems we needed to get through. To change this, I would just cut back on some of the mathematical aspects.

I felt like sometimes you would just talk at us about problems. While I know it's hard with a short period of time, I think a more interactive approach with the problems would be helpful instead of you just telling us the answers.

I didn't like having to work in groups for the first couple of weeks, but since you changed the way we did discussion sections it isn't really a big deal. Just remember to give your next section the choice at the beginning of the semester next time.

I did not like when we got in groups to do problems, because I did not know whether I was doing the problems correctly. I think it was better when you worked through the problems with the whole class.

I didn't like near the end when he switched to direct explanation.

I personally didn't like the lecture/listener format where Matt just went through problems on the board. I know we covered more, but at the same time I enjoyed working out problems in a group to get practice.

The way everyone splits into groups is always a little disproportionate. Some groups are "overpowered" and fly through everything, and other people are left to struggle a bit. That's just how group work always is, though. I'm not sure how to change it.

Toward the end, I disliked just letting the instructor run through the problems with us like a lecture. I honestly believe it would have been better to let us work on the problems ourselves for the entire period with the instructor going around the class asking helping us if need be. Then, we could check our work with online solutions outside of class.

Because I prefer working and figuring out problems on my own rather than working in a group, especially when we are on material I am not comfortable with, I did not like how large a section of the discussion in the beginning of the semester was solid discussion. I would have preferred breaking it up, allowing us time to do a problem and then you reviewing it, or conducting them like lectures as they were in the later sections.

The format of the discussion section in the beginning of the semester didn't cover the material in the time we had.

I wish there was more time for just a general question and answer portion. Whether it be on homework, a general topic/idea, or specific question..

I liked that we worked on problems togethers (in groups), but I felt like we always ran out of time when we went over the problems because we also took the weekly quizzes. Towards the end of the semester I liked that we had time to go over everything. In my math discussion, we alternated between doing group work one week and quizzes the next week, which I thought was most efficient.

We never got all the way through all the questions we were given. I'd have liked to have had full explanation of the kind of questions that could be on that week's homework. At the end, we went through the questions in more of a lecture format, which allowed us to finish, but not to work any problems ourselves, I think a balance could potentially be found.

I didn't like that we weren't allowed to try first at the end. I prefer trying to work things out myself first.

I thought that working on the problems in small groups was helpful, but that we covered more material after switching to a more lecture-like class structure. I'm not sure how these two can be most effectively combined.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Some of the solutions to the problem were too lengthy/wordy. I feel like it would be easier to follow along with a mathematical derivation on the board or written on the overhead projector than to see the math that is already done. We usually did not finish or review the last problem of the set, which was usually the most difficult (and best one to learn from), while the first problem was usually easy and didn't need extensive explanation. Can't think of anything.
2. Was there anything about discussion sections that you thought was done well? If so, what? Please comment on how this helped you, and how you would suggest improving on this aspect. ~ Question Type: Short Answer ~ *contributed by Feickert, Matthew (mcf2uk)*	Results for PHYS-1620-101, Feickert, Matthew Total: 21 Individual Answers: *See below for Individual Results*
	I liked the way we worked on book problems and then you explained the solutions at the end of class. I think that was an effective model for a discussion section. The explanations by the TA were good. There are no improvements that come to mind. I appreciated the typed problem solutions. They were very clear and easy to follow. Instructor spoke very clearly and thoroughly explained the problems we were able to go over in class. Always gave enough time to finish discussion quizzes as well. I thought your teaching in general was done very well. You presented the topics and lessons in a very clear and straightforward way. Particularly, I liked how when going over a problem you went step by step and explained in detail your thought process. Your organization helped me stay focused and follow along which in turn helped me to understand what you were doing and the lessons in general. I liked when I was given time to try the problems myself. I liked that he actually taught us new things that the professor did not or expanded on complicated things taught in lecture. Yes, the TA was great at making the problems that seemed hard, seem easy. This helped me grasp concepts and an understanding of the flexibility of the equations (applications in different situations). My TA was very articulate, likable, organized and good at explaining the material. Overall, no complaints. The detailed answer keys were very helpful and informative. The quizzes were also a nice addition because it helped me review and gave me incentive to come to class I thought that the questions discussed in class and the quizzes were very useful in reviewing material and getting ready for the homework. I thought it was helpful to see problems worked out. It allowed us to "get practice", knowing that the problem was being worked correctly. Thorough answers to review problems Material was explained clearly and the instructor was helpful and knowledgeable.I was able to learn a lot so that my homework and exams were much easier to do. The TA was very nice and approachable, he explained things well, and he spoke loud and clearly and made sure what he wrote was visible. The quizzes were fair and ensured an understanding on the content covered the prior week. I liked the group work, Matt's random question generator for quizzes, and the level of difficulties of the problems we encountered. I felt comfortable asking questions if I needed to. You really seemed to know you stuff, and you acted like a real person (ie. you didn't sensor your swears and had mini conversations about non-physics related things) which is great. Your also one of the few TAs I've ever had that doesn't seem scared to be in the front of the room and you talk loudly (a good thing). I liked that we worked in groups and that we took the quizzes at the beginning of class instead of the beginning.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I liked the example problems that we did. Especially near the end of the semester when Matthew walked us through each step instead of doing it in groups (it saved time)

3. You used the posted homework solutions:

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Question Type: Multiple Choice

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contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-101, Feickert, Matthew

Total	Weekly (NA)	Most weeks (NA)	Only for exam review (NA)	At least once (NA)	Never (NA)
22	12 (54.55%)	2 (9.09%)	2 (9.09%)	3 (13.64%)	3 (13.64%)

Results for Department of Physics - Spring, 2013

Total	Weekly (NA)	Most weeks (NA)	Only for exam review (NA)	At least once (NA)	Never (NA)
51	23 (45.10%)	6 (11.76%)	11 (21.57%)	5 (9.80%)	6 (11.76%)

4. Did you find the solutions to your homework sets instructive? If you did, please elaborate. If you did not, please comment on what you thought the solutions lacked.

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Question Type: Short Answer

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contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-101, Feickert, Matthew

Total	Individual Answers
21	*See below for Individual Results*

Yes they were excellent

I just never needed them

I didn't use the solutions often, but when I did they were fine. Explaining how to do a problem line by line is probably the best way of showing someone how to do it.

Yes - they were straightforward and easy to understand.

(N/A) I was already done with the homework, and I almost always was relatively confident in my approach

Yes the solutions were pretty solid! I used them just about every week to help me prepare for the quiz, and to learn from my mistakes.

Yes, I found them very helpful

VERY instructive. I liked that they were typed, making following the steps much easier than hand written solutions.

Yes, I thought they were very clear and thorough and helped me understand some things I was confused about in lecture.

Indeed, but they were often MUCH longer than my own solutions, even when my solutions were counted correctly. It would be nice to have a "super condensed" document of solutions with just the math, followed by the longer one with details.

Yes, very good explanations were given in the homework. It was neat and posted promptly.

I found them useful. On questions I got wrong generally I was able to find my error and see the correct method.

Yes. Homework solution sets were instructive because they went through each step of the problem instead of just listing an answer like a textbook would do. Helped us learn the material and gave us strategies for when similar problems might appear on an exam.

Yes, the solutions were easy to follow.

Yes. It filled in any gaps that I may have had in my knowledge.

Yes. They were helpful and thorough.

Yes they were very thorough

Yes I did. I felt they helped me to see where I went wrong and was possibly mistaken in my thinking. To have the problems answered step by step like they were helped me especially. The organization made it easy for to follow and were helpful for when I got the the general concept but missed a step. They also provided a good model of a problem solving method to follow.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

I didn't have many issues with the homework, and the things I got points off for were almost immediately apparent to me, so I didn't utilize the solution sets much. However, they were a bit lengthy from what I saw.

Yes, very. I not only could see what I did wrong (or what I did right) on the homework, but I could also see alternative ways to solve the same problem. This was the most beneficial aspect of posted solutions because it is always good to know multiple ways to solve problems.

Very instructive and were quite helpful in terms of being able to use them for review.

5. Weekly Discussion Quizzes were:

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Question Type: Multiple Choice

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contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-101, Feickert, Matthew

Total	Helped me review and learn material. (NA)	Made me at least remember the homework. (NA)	Were not helpful in learning material at all. (NA)
22	13 (59.09%)	8 (36.36%)	1 (4.55%)

Results for Department of Physics - Spring, 2013

Total	Helped me review and learn material. (NA)	Made me at least remember the homework. (NA)	Were not helpful in learning material at all. (NA)
51	24 (47.06%)	23 (45.10%)	4 (7.84%)

6. Only a few students attended office hours this semester. Please comment on why you personally did or did not attend, and give suggestions on how to make office hours more instructive.

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Question Type: Short Answer

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contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-101, Feickert, Matthew

Total	Individual Answers
22	*See below for Individual Results*

I would usually go to office hours for Professor Jones, because the office hours for the instructor conflicted with my schedule for the most part. However, whenever I could make it to Professor Jones' office hours, there were usually a fair amount of people there. One idea I have to improve office hours would be to hold joint office hours (perhaps once a week) with Professor Jones so that you both could help half the students who were there and aid with any questions they might have with a smaller group.

I attended office hours to try to get the homework done before Thursday nights. Sometimes the answers I received were adequate, though often lengthy. Once or twice I received explanations that were overly complex. One time I received an answer that was completely incorrect.

I did not attend because Professor Jones's office hours were at a more convenient time.

I should have attended, but I never had specific questions, just vague things I didn't quite grasp from the material.

I didn't come to office hours because I'd rather figure out how to do the problems on my own. However if I had ran across a problem that I couldn't solve after putting a lot of effort into it I probably would have came and asked how to do it.

I often work on my homework late at night and do it all at once, making the internet a more convenient resource.

I did not feel that I needed to attend office hours to get a good grade in the class. Any conceptual problems I had were quickly answered by talking to Mr. Jones briefly after class

I attended office hours because I reached a point where I couldn't figure out what to do next in the problem. They were very helpful. Some weeks I should have went to office hours to clear up a few concepts, but didn't because they are a hassle to get to.

I only needed to go for help on homework and most of the time just went to professor jones' hours because they fit better into my schedule. Nothing against you at all

I personally did not attend because, I didn't feel like I needed any additional help outside the classroom, the in class lessons were effective enough

I did not attend office hours because I'm lazy and socially awkward. It's not that I wouldn't have found them helpful.

I forgot when the office hours were, but when I did go, it was helpful.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I personally did not attend office hours this semester because I was generally pressed for time. I regret not making the time to but oftentimes my confusion was in general rather than about a specific point and I felt could be fixed better by my studying more. I mainly went to Professor Jones' hours because it was a convenient time for me. But even then, I didnt go that often unless I had a specific question. I did not attend many office hours in general this semester. I attended when there were harder homework questions. I thought that the material wasn't too difficult, so maybe that's why only a few students attended office hours. I was only able to attend Professor Jones' 2100-2200 session I only did not attend office hours because I felt like I had a good enough grasp of the material that I got from lecture and discussions that I did not need to go. I had classes during the hours. I had class during Matt's office hours, but I went every week to Professor Jones' office hours. I'm stubborn, that's why I didn't attend. I tended to work with classmates who had already been to office hours so I could get significant guidance from them
7. Do you have general suggestions on how to improve the effectiveness of the discussion section? ~ Question Type: Short Answer ~ *contributed by Feickert, Matthew (mcf2uk)*	Results for PHYS-1620-101, Feickert, Matthew Total: 18 Individual Answers: *See below for Individual Results*
	Be more in sync with what is going on in the lecture. Maybe make time to ask questions about things that were confusing in lecture. However, this is kind of difficult because there is so little time. Maybe make the quizzes from questions other than those found in the homework. Make sure to keep the discussions at a pace so we can get through all the problems. no At the beginning see if there are any questions a majority of the students have. Use the format that we switched into a few weeks ago. We cover all of the relevant information now because of that. I think it would be helpful if the instructor did a short of review of important concepts from class and then worked example problems. The way you methodically worked through each problem was extremely helpful, but you spent a little too much time explaining simple algebraic manipulations. That time could have been used explaining the bigger picture (like explaining how to solve this type of problem in general) to give us some more intuition for the problems. No, I thought that Matt did a great job. He seems to care about how we are doing with the material and he was always looking for ways to assist us, whether it be holding more office hours, posting notes/study guides/problem solutions, or just opening the floor for us to discuss the class. I do not. I would prefer the discussion section incorporated more review material along with helping cement the material we are learning at the time but we have such a short time in discussion it is hard to fit everything in as it is. Let us work first. Don't redo derivations that were previously done during the lectures in working the problems. Candy Maybe make it an hour and fifteen minute discussion session instead of only 50 minutes. Seemed like we ran out of time doing problems a lot during discussion. More time for asking questions, going over homework problems that are tricky.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	As I said above, try to find a medium between the lecture format and the doing problems but not finishing them. Working through the problems ourselves was preferable to me, but I voted for the lecture format so that we could cover all of the material. Allow more focus on trying problems yourself
8. How much did the demos, videos, and classroom activities, if applicable, contribute to your understanding of the subject matter? ~ Question Type: Short Answer ~ *contributed by Department of Physics*	Results for PHYS-1620-101 Total: 20 Individual Answers: *See below for Individual Results*
	A lot, very helpful Being able to work first helped me. Very helpful and made the class more interesting and relatable N/A N/A N/A N/A N/A Classroom activities would be better, in my opinion, with letting students work out the problems themselves. Demos and videos that were emailed were usually pretty helpful in understanding the material I was confused on. n/a They helped prepare me for the homeworks and gave me problems that I could review before tests. They all helped me to visualize better what we were learning and put context to the formulas and concepts we needed to know. Very good for improving my conceptual understanding of the material. They were awesome! (except the few times they didnt work) It was helpful, because it gave me extra practice. A huge part. There were no demos in discussion that I remember They were very helpful. They greatly contributed to my understanding. N/A ... Don't think we had demos in discussion.
9. Was the text informative and helpful? ~ Question Type: Short Answer ~ *contributed by Department of Physics*	Results for PHYS-1620-101 Total: 20 Individual Answers: *See below for Individual Results*
	For the most part. Sometimes the examples were basic compared to the complexity of what was expected of us other times. no It was alright. Yes

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

It was very helpful.

Yes, it was a good reference.

It was fairly helpful.

Yes.

Never used it, everything that was on the test was covered in the lecture and the discussion.

yes

Most of the time yes, although it was slightly lacking when it came to some areas.

yes, as a reminder/fill-in-the-blanks from class source

Decent, but most of my learning came from lecture

The book was helpful for some of the discussion problems.

The text was informative on a basic level. Once the problems became more in depth and the math became more challenging, I had to rely solely on lecture notes for reference.

The text was informative at a basic level qualitatively and quantitatively. For any derivations or complex material, however, the text was usually not very helpful.

It was usually alright for working through most of the problems given in discussion.

No. I found the textbook much worse than my high school physics textbook. The textbook did not provide enough depth on the topics to prepare you to work through the chapter problems. In particular, it lacked any complex examples worked out in the chapters. I would not recommend using this textbook again.

The text was informative for most topics, but for some topics, it hardly had any information at all.

I hardly read the book

10. How many class and/or lab sessions did you attend during the semester (choose the closest answer)?

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Question Type: Multiple Choice

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contributed by Department of Physics

Results for PHYS-1620-101

Total	less than 1/8 of the sessions (NA)	about 1/4 of the sessions (NA)	about 1/2 of the sessions (NA)	about 3/4 of the sessions (NA)	nearly all of the sessions (NA)
22	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (4.55%)	21 (95.45%)

Results for Department of Physics - Spring, 2013

Total	less than 1/8 of the sessions (NA)	about 1/4 of the sessions (NA)	about 1/2 of the sessions (NA)	about 3/4 of the sessions (NA)	nearly all of the sessions (NA)
2229	22 (0.99%)	23 (1.03%)	54 (2.42%)	195 (8.75%)	1935 (86.81%)

11. The average number of hours per week I spent outside of class preparing for this course was:

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Question Type: Multiple Choice

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contributed by Office of the Provost

Results for PHYS-1620-101

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
22	7 (31.82%)	6 (27.27%)	8 (36.36%)	0 (0.00%)	1 (4.55%)

Results for Department of Physics - Spring, 2013

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2240	237 (10.58%)	1101 (49.15%)	610 (27.23%)	185 (8.26%)	107 (4.78%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

12. I learned a great deal in this course.

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Question Type: Likert
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contributed by Office of the Provost

Results for PHYS-1620-101

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
21	4.29	0.72	9 (42.86%)	9 (42.86%)	3 (14.29%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2237	3.58	1.15	484 (21.64%)	894 (39.96%)	462 (20.65%)	238 (10.64%)	159 (7.11%)

13. Overall, this was a worthwhile course.

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Question Type: Likert
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contributed by Office of the Provost

Results for PHYS-1620-101

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
22	4.27	0.77	9 (40.91%)	11 (50.00%)	1 (4.55%)	1 (4.55%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2241	3.51	1.20	477 (21.29%)	834 (37.22%)	473 (21.11%)	264 (11.78%)	193 (8.61%)

14. The course's goals and requirements were defined and adhered to by the instructor.

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Question Type: Likert
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contributed by Office of the Provost

Results for PHYS-1620-101, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
22	4.45	0.60	11 (50.00%)	10 (45.45%)	1 (4.55%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3274	3.92	1.01	1075 (32.83%)	1228 (37.51%)	711 (21.72%)	151 (4.61%)	109 (3.33%)

15. The instructor was approachable and made himself/herself available to students outside the classroom.

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Question Type: Likert
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contributed by Office of the Provost

Results for PHYS-1620-101, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
22	4.73	0.46	16 (72.73%)	6 (27.27%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3262	3.81	1.06	1024 (31.39%)	1024 (31.39%)	893 (27.38%)	206 (6.32%)	115 (3.53%)

16. Overall, the instructor was an effective teacher.

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Question Type: Likert
~
contributed by Office of the Provost

Results for PHYS-1620-101, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
22	4.45	0.74	12 (54.55%)	9 (40.91%)	0 (0.00%)	1 (4.55%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3276	3.56	1.20	858 (26.19%)	952 (29.06%)	932 (28.45%)	249 (7.60%)	285 (8.70%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
17. Please make any overall comments or observations about this course: ~ Question Type: Short Answer ~ *contributed by Office of the Provost*	Results for PHYS-1620-101 Total: 12 Individual Answers: *See below for Individual Results*

Good work. I feel like you did a better job than you think you did.

Difficult course, but I found it worthwhile

I'd highly advise Matthew Feickert to anyone looking to take this course.

The course was taught well, but I don't feel that it is necessary in addition to the 3 hrs per week of lecture.

Matt was defiantly one of the best TAs I've had in my 2 years here at UVA.

Matt's understanding of the material made discussion section productive and enlightening.

Matthew was a very good TA. With the good TA/professor combo, this class was one of the best ones I have ever taken.

Great discussion! Matthew was great at explaining physics and seemed to really care about the class and the students.

This discussion was helpful in the way that we had more problems being solved in front of us. It provided more examples to help understand what we are learning and more opportunities to ask questions.

I thought the discussion session was very well organized and definitely helpful--I almost always used my notes to help me do the homework.

I think overall you were a great discussion TA. MUCH better than the one I had last semester so thanks for that.

As stated above, perhaps more time in discussion, joint office hours and letting students work through problems themselves. In addition, if it would be possible to go over at least one of the current week's homework problems in discussion, that would help immensely if it might not be possible for a student to make it to office hours for a teacher. Other than that, helpful course and instructor!

PHYS 1620-102 **Introductory Physics II** - Spring 2013

CGAS (11490)

INSTRUCTORS: **Feickert, Matthew (mcf2uk)**

Respondents: 29 / Enrollment: 30

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. List (at least) one thing about the way discussion sections were conducted that you did not like. Why did you not like it? What would you do to change this thing?

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Question Type: Short Answer

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contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-102, Feickert, Matthew	
Total	Individual Answers
29	*See below for Individual Results*

I'm not a fan of 'group work'. Would have preferred watching you work out solutions on the board while posing questions.

I loved the discussion sessions. They helped me out by giving out a problem set. I wouldn't change a thing.

I did not like how unorganized the discussion was. I recommend doing groups of 6 or less and limiting how much time students work on problems by themselves.

I did not like the 10-15 minute time period at the end of class where the TA stopped all discussion and showed solutions to some example practice problems. My ideal discussion section would be conducted as follows: the TA puts up some example practice problems on the board, along with the answers. The students are free throughout the discussion to work together in groups on the example problems or homework. The TA goes around answering any individual questions that students have. I just feel that the 10-15 minutes at the end of class where the TA basically lectured us detracted from time I could have spent working with my fellow students on homework or examples.

Often there was little time for explanation of the solutions to the problems worked in discussion. Discussion sections should be longer.

Honestly, I'm pretty neutral for a lot of things. Nothing you did really rubbed me the wrong way. We had a pretty awful discussion last semester, so just the way you structured the section made it so much better.

I would have liked it better if the solutions could have been given out/posted to the problems and we could have discussed them in groups.

The explanations at the end were always a bit rushed.

Not knowing at least most of our names by the end of the semester. That felt a little less personal and made the discussion seem more like a class than a discussion section.

Lack of demos and principles for the group to discuss together. There was too big of a focus on problem solving in my opinion.

Thought they were done well.

I think that time during discussion could have been managed a little more effectively. I sometimes felt rushed to do some of the problems, and if I didn't get to one of them, we'd almost never have time to go over all of them. While the solutions were posted online and I could easily check them, sometimes something may be unclear, and I can't ask the online document why something works the way it does. That being said, it's not too bad. I would just recommend, say, 7 minutes instead of 10 for the quiz, and add those minutes onto the review, while using about the same time for group work.

I did not like the group format for doing problems. I feel like doing problems in a group slows down discussion section. I would have everyone do the problem on their own and then possibly go over the problem in a group to see what they missed.

It felt like we wasted a lot of time talking about unnecessary things, so we usually didn't get to all the material that the teacher had planned for that class period.

I would prefer the quiz questions to be original instead of taking from the previous homework.

Too much problem solving, would have also liked quizzes to not be questions right out of the homework, but tough questions more representative of the test material. That would have helped more than anything.

We spent a lot of time working in groups. A lot of students prefer groupwork, but it just made me realize how much better some other students understood the material. Rather than helping me learn by working with them, I felt that this just made me reluctant to participate. I would prefer to see more examples worked by the TA, and less time working in groups.

Perhaps the only thing that comes to mind is the lack of in depth review of course material and the apparent lack of communication between Professor Jones and Mr. Feickert. However, the review problems were helpful and did provide a decent review of the material.

There wasn't always a time dedicated to asking questions about the material.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Fewer quizzes and more time working on problem sets would be an improvement. I seemed to get more out of doing problems in groups though giving us a set amount of time per problem before going over it and then moving on to the next one might be a better use of time. The material presented did not really improve my understanding of the material significantly. I don't know how this could be improved, and am overall neutral to how it was conducted. N/A Although I appreciated all of the problems we went over in class, I wish more time had been devoted to group discussion/work on each week's problem sets, as discussion with other members of the class was often helpful in working through the weekly homework. There really was nothing I didn't like about discussion. If I was forced to pick something, I would say I did not like how we usually did not get enough time to go over the last of the assigned questions. To change this, I think less time should be used going over the first one or two questions since those were generally really easy and almost "plug-and-chug". I honestly thought the quizzes did not make an effective use of time for the first 10 or 15 minutes. I understand that this is mostly an attendance measure but having to repeat a problem from the previous week's homework which would usually be different material than what we would be reviewing in that week's discussion section was not too helpful. I think it would be a better use of time to work and discuss problems for the entire section and just take attendance or pass around attendance sheet if you are still concerned about absences. I was not a huge fan of doing the example problems. I felt like it would have been more helpful to do the homework problems and/or problems much more similar together as a class instead of working in small groups, because it tended to be very easy to get off course. Sometimes the discussion section questions were very similar to examples form class so that sometimes was repetitive and not very helpful. I would just try to make sure that the questions were challenging and developed our understanding of the topics. I did not like the limited time left for explaining answers to problems given in the discussion. I would give fewer problems and allow more explanation time. That one day where you tried to lecture. I think that defeats the purpose of discussion sections.
2. Was there anything about discussion sections that you thought was done well? If so, what? Please comment on how this helped you, and how you would suggest improving on this aspect. ~ Question Type: Short Answer ~ *contributed by Feickert, Matthew (mcf2uk)*	Results for PHYS-1620-102, Feickert, Matthew Total: 29 Individual Answers: *See below for Individual Results*
	The problem sets were done pretty well as I elaborated on in question 1 The written solutions and clarity of explanation were extremely helpful. I honestly would not change anything about this. What wasn't well done!? Matt did a phenomenal job clarifying and explaining anything! He went far above the call of duty with all of the solution sheets he made and example problems he posted online. How he found the time, I don't know, but it was much appreciated and effective. Everything, the set up of the quizes and the way we reviewed material was perfect. The presentation was actually very good. The slight time imbalance didn't make the discussions ineffective. I still liked the overall structure of the discussions, and the problems we were given reinforced the class material well and often helped with solving problems on the homework assignment for that week. I thought the choice of problems was helpful in working the homework assignments. Problems were explained very well by the Matthew and also all questions were answered quite well. In addition to this, Matthew provided insight into what its like to be a physics major, and then to continue with education in the physics field. For the way the course was structured, I thought he did a very good job of facilitating the discussion and maximizing the time that we did spend there. I thought the quizzes served to reinforce the concepts and processes from the previous week's homework assignment well Mechanics seems to be seeing different types of problems over and over again. The more I did the problems, the better I understood the material. Because of this, I really appreciated how you devoted all discussion to problem solving and walking us through the answers afterwards.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

The materials covered in the discussions were all clearly typed up and posted on Collab.

The TA was very good. He was clear and concise in his explanations, and lenient and understanding when it came to grades. He also made it a point to make extensive and thorough solutions to all example and quiz problems available.

Everything was done well!

Yes I thought your solutions to problems were helpful, thorough, and good resources to look back on if one wanted to see an example solution to a relevant problem.

I thought that the problem solutions were thorough and easy to understand.

Voice projection and command over discussion Formal organization of discussion section activities There is really very little you can do to improve, when compared to other TAs

The constant need for student input for how the discussion sections were run was nice than you just dictating what we would do every day.

Having problems from the book to practice and then going over them at the end helped me practice types of problems that were on the homework. If anything, I would focus on one or two important problems to work instead of trying to rush through four.

The format of the discussions was perfect. Discussions were conducted with examples of working problems, the opportunity to ask for help while working out problems individually, and the occasional homework advice. It's everything that should be in a discussion session, performed very efficiently.

We had a short quiz at the end of each discussion section, which both provided incentive for attendance and helped to affirm what I'd learned from the previous week. These quizzes were handled consistently and fairly.

I thought the material was explained in a clear and concise manner - each problem went over was well explained.

I liked having the chance to try the problems on our own and then going over them as a class.

I liked being able to work in groups. That seemed to help everyone, both the people reinforcing the material by explaining it and also those learning.

I am neutral to the discussion section

I found the solutions to be extremely thorough and helpful.

The answers to the discussion problems were very clear and well explained, so that helped me understand the material when I was unsure.

I thoroughly enjoyed the structure of each session. Half problems, half explanations is really helpful to learn physics.

All the problems were made very clear.

Working through problems on the board was very helpful.

3. You used the posted homework solutions:

~

Question Type: Multiple Choice

~

contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-102, Feickert, Matthew

Total	Weekly (NA)	Most weeks (NA)	Only for exam review (NA)	At least once (NA)	Never (NA)
29	11 (37.93%)	4 (13.79%)	9 (31.03%)	2 (6.90%)	3 (10.34%)

Results for Department of Physics - Spring, 2013

Total	Weekly (NA)	Most weeks (NA)	Only for exam review (NA)	At least once (NA)	Never (NA)
51	23 (45.10%)	6 (11.76%)	11 (21.57%)	5 (9.80%)	6 (11.76%)

4. Did you find the solutions to your homework sets instructive? If you did, please elaborate. If you did not, please comment on what you thought the solutions lacked.

~

Question Type: Short Answer

~

contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-102, Feickert, Matthew

Total	Individual Answers
28	*See below for Individual Results*

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	They were helpful, but I wish that the TA would use the same notation that we used in class (he changed it sometimes, after complaining in class about how stupid the notation we use is). Yes definitely, some homework problems I would not fully understand the parameters of the problem or the best way to set it up. The solutions were definitely helpful in my understanding of the problems. The solutions were informative - the answers provided and the methods used to reach them were very comprehensive and detailed. Yes, they were detailed and easy to follow. Yes, they covered the material well. I never looked at them because I always did well on my homework. I did not often look at the solutions I did find the homework solutions very informative and helpful, especially when reviewing for the exams. Yes. They provided a clear and precise demonstration of how to analyze the problems and walked me through the process of solving each one. Yes. They were very useful in my understanding of the subject matter. Yes, the solutions were very thorough and well explained. They helped me understand the homework problems that I previously did not get. Yes! They really help me out! Importantly, they help you correct yourself. The solutions were generally clear and sufficiently detailed. Not really applicable... I did, the algebraic solutions were very good to see so I could apply the methods in general later. They also helped me grasp a lot of the subtleties of physics that I miss as a novice physicist. The homework solutions clearly illustrated the whole processes of solving the problems. Some of the harder problems really made me curious about the answers, and the solutions allowed me to learn what I had done right or wrong. I enjoyed them. Yes, very helpful. Yes, they often provided a more indepth solution to homework problems than I provided on the homework. They were neat and concise, though I would have liked more conceptual of arguments for how you solved the problem. More written words next to the equations would have helped a lot. I honestly never looked at them. The solutions were superb! They couldn't be clearer. I found them very instructive not only for reviewing each week for the quiz but also for aid when studying for the exams. Yes, because it helped me understand how to get the correct answer if it was a problem I had struggled with. The solutions were informative but sometimes overly complicated. The professor doesn't require us to rederive equations he gives us in class, so seeing the derivations in the homework solutions didn't add much to my understanding of the course material. Yes, they were easy to follow and rarely assumed we knew key points already In hindsight, I should have used this more often. I think I would've grasped the material better if I'd read the chapter first, gone to lecture and done the homework (all of these I did), AND reviewed the homework afterward to make sure I remembered how to do it all. That said, the homework solutions were very helpful. Being able to go back and see a step-by-step solution to the problems reminded me of problem-solving techniques for each topic, and I could scroll down bit by bit and make sure I was on the right track. Yes, the solutions were cogent, instructive and easily readable for help

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

5. Weekly Discussion Quizzes were:

~

Question Type: Multiple Choice

~

contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-102, Feickert, Matthew

Total	Helped me review and learn material. (NA)	Made me at least remember the homework. (NA)	Were not helpful in learning material at all. (NA)
29	11 (37.93%)	15 (51.72%)	3 (10.34%)

Results for Department of Physics - Spring, 2013

Total	Helped me review and learn material. (NA)	Made me at least remember the homework. (NA)	Were not helpful in learning material at all. (NA)
51	24 (47.06%)	23 (45.10%)	4 (7.84%)

6. Only a few students attended office hours this semester. Please comment on why you personally did or did not attend, and give suggestions on how to make office hours more instructive.

~

Question Type: Short Answer

~

contributed by Feickert, Matthew (mcf2uk)

Results for PHYS-1620-102, Feickert, Matthew

Total	Individual Answers
28	*See below for Individual Results*

I usually did not have any questions since the posted solutions and examples were already so clear and instructive. Any questions I had were answered in discussion.

Personally the first time I attended TA office hours, the answers given to me were very complicated and I had a hard time understanding them. When I went to the professor's office hours for the same assignment, the answers were much clearer and made much more sense. so after that I though it would be a better use of my time just to attend the professor's office hours

I had conflicts with office hours, and was never proactive enough in starting my homework to recognize I needed to make an appointment with you before the homework was due.

I just don't have the time and plus everything that helps me out is online on collab.

Honestly, I don't attend class regularly enough to feel confident in front of my professor. If he ever asked why I had missed a class, I'd shrink down, shrivel up, and die. If I miss class and have trouble, it's likely because of my own shortcomings, and the professor has no obligation to help me out of that sort of jam during his office hours.

Couldn't remember when they were.

Didn't feel a pressing need. Most of the material was explained very well, between class and discussion

I did not attend office hours as frequently this semester because i didn't feel the need to or did not have any questions specific enough to warrant help. I would also take a poll at the beginning of the semester to see what office hour times (i know this is difficult to agree upon) work for everyone, because there were certain times that I could not make it.

Went to Prof. Jones's hours instead because I knew where his room was.

I rarely attended because I was able to find help with topics I struggled with from other sources.

I went to the professor directly in most cases.

I attended office hours with Professor Jones. Mr. Feickert's hours occurred during one of my classes. However, I cannot comment on why I did not attend his other office hours. Mr. Feickert, though, is an extremely knowledgable person and I feel that if I need help I can go to him.

I didn't need 'em. Now that I think about it, I should have visited. You're a nice guy, after all!

I did not attend because I was usually able to figure out the problems on the homework.

I attended office hours earlier in the semester, but both times I did, I ended up having to redo the problems that we went over because they were not correct. Matthew obviously knew his material, but didn't do a good job of bringing that down to the level needed for the homework sets.

I generally do not frequent any instructor's office hours

Personally, I think it is more helpful when I work out a problem on my own, using my own resources to solve it. Otherwise, I think I never came because between the resources posted online, in our book, and from other sources. I would be able to find a solution to the problems.

I had lab during office hours and therefore could not attend most times.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I had class during office hours. Also, I generally didn't have the work done on time to go for homework help. I didn't really have any questions besides homework help. I did not attend office hours simply because it was inconvenient and I'm lazy. I didn't feel like leaving my dorm and I felt that office hours were on the whole unnecessary for me. I just got help from my classmates or asked any questions I had at discussion. I rarely had questions to ask of either Professor Jones or Matthew. When I was initially confused by something, I always was able to work through it on my own using the textbook and other resources. Did not attend simply because of time constraints. I didn't attend mostly because Professor Jones' office hours were at a more convenient time, and because I would often end up not starting the homework until late in the week, and often I wouldn't be ready to ask questions until Thursday night. Also, I'll admit, I misplaced the syllabus and wasn't sure when your office hours were for a while. I went to Bob Jones office hours because they worked with my personal schedule better. I know that you asked what worked best for the majority of students but unfortunately that did not work for me. I did not feel any need to attend office hours, and due to involvement in organizations around ground felt my time was needed elsewhere. I came to office hours a few times. In an introductory course, and most all introductory courses I've been in, office hours are hardly utilized, especially TA office hours. When I had a question on the homework, it was easier to ask a friend in the class then come to office hours. However, the instructor did a great job assisting me over email when I needed the help. I would generally go to Professor Jones' office hours. They were just more convenient, frankly. I would generally do most of the homework Wednesday night so I could go to climbing practice at 5:30, which was during your Thursday hours. If I had questions, I would see Professor Jones from 4 to 5. I didn't attend because I felt the discussion session provided all the information I needed to do well on the problem sets.
7. Do you have general suggestions on how to improve the effectiveness of the discussion section? ~ Question Type: Short Answer ~ *contributed by Feickert, Matthew (mcf2uk)*	Results for PHYS-1620-102, Feickert, Matthew Total: 25 Individual Answers: *See below for Individual Results*
	I would have liked to have had more time as groups working together, but I realize that you can only do so much with the time given. Stated my ideal discussion section above Keep doin' what you're doin'. Again, stop the group work, but allow an open forum for discussion and questions. I would spend less time working in small groups and more time going through the problems as a class. I liked the set up of having us work on problems amongst each other and then reconvening to go over solutions. I would just expand on that format. Perhaps if a more in depth review of the course material were included rather than simply three to four problems each section, the discussion section could be improved. The discussion session may cover problems of different levels (1 basic one to warm up and some intermediate or advanced ones to enhance understanding). I would prefer the levels of problems in discussion sessions to exceed those of the homework. I found the discussion section to be helpful; I especially liked collaborating with different people in the class on different problems. Nope I personally thought you ran it as well as it could be done. You were very eager to help us understand applications and concepts, and walking us through various problems was very helpful. Have people work on problems by themselves less. Truthfully there were discussion where my group did not do the problems until you started going over them. Quizzes being on past homework problems I found to be pointless. Weight the quizzes more and construct a test-like problem to make people keep up with the material. I need something to force me to study, otherwise I'm going to worry about other classes where I have more legitimate weekly quizzes.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I think that the discussion session would be better if they had a little review lecture before doing the problem set. It would be good for us to have a review. More emphasis on tips/tricks, like the total kinetic energy being U/2 Fewer problems to avoid rushing. N/A No No Really just what I said before: time management. I wasn't bothered if a quiz wasn't graded, I just sometimes felt rushed to finish the problems sometimes. Keep the class focused and use the time to answer new questions or present alternative methods to solve problems Matt is a great teacher, but he tends to repeat the same things over and over when he's just candidly talking (not teaching material). For example, when he asks for feedback on his teaching, he repeats five times that he wants the discussion sections to be useful to us. They are, but when he wastes time like this, we don't get anything done. He needs to get out of this habit, say something once, and move on. Spend less time on the first few questions. Not really No.
8. How much did the demos, videos, and classroom activities, if applicable, contribute to your understanding of the subject matter? ~ Question Type: Short Answer ~ *contributed by Department of Physics*	Results for PHYS-1620-102 Total: 23 Individual Answers: *See below for Individual Results*
	Not applicable not applicable Working problems helped practice the material Greatly Loved the diagrams on the written up solutions. Very professional and informatory. Working problems in the discussion section was instructive. The classroom activities did oot contribute as much to my understanding as did the homework solutions. However, Mr. Feickert's explanations were effective at explaining the material. No demos or videos - going over the problems with the TA were helpful in understanding the material. N/A N/A N/A N/A Not applicable. They were fine. I learned the vast majority of the course material from the lectures alone The group discussion part of the discussion sessions did not really work well. A fair amount. Having the concepts explained and particular points brought up in the demos was very effective. Considering this was a discussion section, there wasn't any of that.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	They contributed quite significantly. Working out the problems, step-by-step, was a great way to think about and conceptualize how to approach similar problems. I felt like I understood the subject matter much better after the discussion block. We didn't do very many demos or videos, but I don't think the course needed it. They all helped me out significantly! A lot
9. Was the text informative and helpful? ~ Question Type: Short Answer ~ *contributed by Department of Physics*	Results for PHYS-1620-102 Total: 25 Individual Answers: *See below for Individual Results*
	The textbook was a bit confusing and did not go in depth into certain subject areas in the course. Somewhat. The text was reasonably informative- it lacked the depth of what we discussed in class, however. Meh. Reading the text in conjunction with the lectures was very helpful. NO. Much of the text was overly simplistic and did not correspond to the level of difficulty found in the homework problems At times, but as I said in the main sections course review it could be better. It was alright. Too shallow - did not cover all that was required of us to konw. I'm not sure, did not have a need to read it. N/A Yes Yes Yes Yes The textbook was horrible. Everything I needed was in Prof. Jones' online resources, but the book contributed nothing. Someways. The book is ok. Yes. I learned the vast majority of the course material from the lectures alone To an extent. Giancoli's notation is not always the most standard, but it explains concepts well and gives good examples/proofs. Didn't ever use it I thought the walkthroughs of the problems were extremely helpful. For the most part, but I wish the class followed the text a little more closely (like if we went in the same order within units). Also, every once in a while, the notation was a bit confusing because we didn't do things exactly like the textbook did. The textbook was good at explaining things qualitatively but was not so helpful with the equations/math. The text was helpful, but terse. I found it useful for understanding concepts, but less so for doing quantitative work.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

10. How many class and/or lab sessions did you attend during the semester (choose the closest answer)?

~

Question Type: Multiple Choice

~

contributed by Department of Physics

Results for PHYS-1620-102

Total	less than 1/8 of the sessions (NA)	about 1/4 of the sessions (NA)	about 1/2 of the sessions (NA)	about 3/4 of the sessions (NA)	nearly all of the sessions (NA)
29	1 (3.45%)	1 (3.45%)	0 (0.00%)	2 (6.90%)	25 (86.21%)

Results for Department of Physics - Spring, 2013

Total	less than 1/8 of the sessions (NA)	about 1/4 of the sessions (NA)	about 1/2 of the sessions (NA)	about 3/4 of the sessions (NA)	nearly all of the sessions (NA)
2229	22 (0.99%)	23 (1.03%)	54 (2.42%)	195 (8.75%)	1935 (86.81%)

11. The average number of hours per week I spent outside of class preparing for this course was:

~

Question Type: Multiple Choice

~

contributed by Office of the Provost

Results for PHYS-1620-102

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
29	4 (13.79%)	11 (37.93%)	10 (34.48%)	3 (10.34%)	1 (3.45%)

Results for Department of Physics - Spring, 2013

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2240	237 (10.58%)	1101 (49.15%)	610 (27.23%)	185 (8.26%)	107 (4.78%)

12. I learned a great deal in this course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for PHYS-1620-102

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.24	0.69	10 (34.48%)	17 (58.62%)	1 (3.45%)	1 (3.45%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2237	3.58	1.15	484 (21.64%)	894 (39.96%)	462 (20.65%)	238 (10.64%)	159 (7.11%)

13. Overall, this was a worthwhile course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for PHYS-1620-102

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.31	0.76	13 (44.83%)	13 (44.83%)	2 (6.90%)	1 (3.45%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2241	3.51	1.20	477 (21.29%)	834 (37.22%)	473 (21.11%)	264 (11.78%)	193 (8.61%)

14. The course's goals and requirements were defined and adhered to by the instructor.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for PHYS-1620-102, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.79	0.41	23 (79.31%)	6 (20.69%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3274	3.92	1.01	1075 (32.83%)	1228 (37.51%)	711 (21.72%)	151 (4.61%)	109 (3.33%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

15. The instructor was approachable and made himself/herself available to students outside the classroom.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for PHYS-1620-102, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.83	0.47	25 (86.21%)	3 (10.34%)	1 (3.45%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3262	3.81	1.06	1024 (31.39%)	1024 (31.39%)	893 (27.38%)	206 (6.32%)	115 (3.53%)

16. Overall, the instructor was an effective teacher.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for PHYS-1620-102, Feickert, Matthew

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.76	0.51	23 (79.31%)	5 (17.24%)	1 (3.45%)	0 (0.00%)	0 (0.00%)

Results for Department of Physics - Spring, 2013

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3276	3.56	1.20	858 (26.19%)	952 (29.06%)	932 (28.45%)	249 (7.60%)	285 (8.70%)

17. Please make any overall comments or observations about this course:

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for PHYS-1620-102

Total	Individual Answers
15	*See below for Individual Results*

The discussion in general was a good supplement to the lecture.

Mr. Feickert is perhaps one of the smartest people I have ever met and it was a pleasure having a class with him.

Loved Matthew. Seemed very knowledgeable and determined to help us in our learning. Always felt that he was genuine in wanting to cater the class to our needs as students. Terrific TA.

The TA has to work on his time management skills, but other than that, he was a really good teacher. He really made an effort to make the discussion useful to us (he asked for feedback almost every week, even toward the end of the semester).

The discussion sessions were useful in reinforcing the lecture material and helping understand the topics on that week's homework.

Good Luck on the rest of your graduate program and career in physics.

Overall, I thought he did a good job, much better about requirements and explanations than the TA from last semester, great improvement as he began to feel more comfortable in front of the class

Groupwork bad - examples good.

I really did think that Matthew worked hard to make sure that we were challenged, and seemed to enjoy helping us. I just wish that he had been able to make his knowledge more relatable to all of us.

Could tell he made an effort to improve the course over time

I feel that I learned nearly all of the material covered in this class in high school AP physics.

Fantastic discussion block. This is what they all should be like.

Followed pretty well from PHYS 1610.

Matt is a great TA because he is really good in explaining how to solve the problems after we do the problem sets.

All of the resources the TA put on collab were extremely helpful for homework and exams