

Optional ISP220 Evaluation

turn in with final...4, 7, or 10 easy points

May 2, 2017

As much as I enjoy lecturing (“performing”), I suspect that the ISP220 material is better understood when it can be delivered at the pace of the student rather than the professor. Hence, my venturing into “course flipping” territory this year.

You’re unique since you’ve now seen both ways: the first 6 or so weeks with content delivery via video and the rest of the course in the traditional way. Inside, I ask you to contrast the two and make suggestions, along with more general questions.

This is personal for me. I’ll be 67 years old in a couple of months and realistically I will not be able to keep up a Swiss-based research program forever at the intensity I’ve been doing it for 20 years. I’m ready to think about rebalancing my energies for probably my last decade and I’m inclined to devote more effort into improving and remodeling my ISP courses.¹ You can help me with this and I’d appreciate it.

- What I’d like you to do is rip off this page and throw it away as the previous paragraph is more touchy-feely than I’m comfortable with, but I wanted you to appreciate my seriousness.
- At the final, give the rest of this to Dan who will decide if your industriousness (not your opinions, but your seriousness) warrants 4, 7, or 10 points.
- He’ll mark that on your named (next) page and separate your named-page from the evaluation. That way, your review is anonymous.

Thanks for your help. Have a good summer!



¹Years ago I invented another course for honors students that is the history of physics, history of art, and the philosophy of science all wrapped up in one semester. It’s ISP213, *Navigating the Universe*

I did the evaluation. Please give me my points.

Your Name: _____

Date: _____

This evaluation is worth: 4 7 10 points.

(j) The 3 topics **I liked least** were (circle):

vectors	motion	forces	energy
electrostatics	magnetism	electromagnetic forces	early quantum theory
quantum mechanics	quantum field theory	quarks	Feynman Diagrams
accelerators	detectors	messenger fields	quantum numbers
symmetry arguments	general relativity	black holes	early cosmology
Big Bang tests	Standard Model	cosmic evolution	future of particle physics

(k) These topics I didn't like should be:

be dropped	tweaked	redone entirely
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(l) The 3 topics I liked best were (circle):

vectors	motion	forces	energy
electrostatics	magnetism	electromagnetic forces	early quantum theory
quantum mechanics	quantum field theory	quarks	Feynman Diagrams
accelerators	detectors	messenger fields	quantum numbers
symmetry arguments	general relativity	black holes	early cosmology
Big Bang tests	Standard Model	cosmic evolution	future of particle physics

(m) What you left out and should have covered were:

(n) I found the website

bad

efficient

great

(o) I found the wiki

bad

efficient

great

(p) I found using Facebook for communication

bad

efficient

great

(q) I would recommend this course to (circle):

someone I hate

my friends

people I love

3. All in all:

(a) I rate this course as (circle):

1.0,

2.0,

3.0,

4.0,

(b) and I (circle):

wish I'd taken something else.

glad I took ISP220.

The idea of flipping ISP220

First, have you ever taken an on-line university course or a flipped course?

Did you like it (them) or dislike it (them)? Why?

My goals for the video delivery were: it should be friendly, attractive, technically complete, and it should be easier to learn ISP220 material in flipped form than sitting in a lecture.

Were there any technical issues? Sound? Multiple device-unfriendly? Connection issues?

How did I do in achieving the above four goals (use back if necessary)?

What should I have done differently?

What did you like?

If I do this big-time, I would make the in-class experience better. I think I blew that this winter. I'd make the worksheets available before-hand, require some before-class work, and give points for people who do that before-class work. (I've a colleague who has students upload a photograph of their before-class efforts to D2L.) Comments?

As you know, I'm gearing up to record the rest of ISP220. What I need to do better is motivate that everyone watch in a timely way. I don't know how to do that yet.

I see multiple ways for me to proceed. Comment to each, please!

- Erase what you've done! Stop now, before anyone else gets hurt!

- Go for it! Record the whole course!

- Keep the future just like Spring 2017. Have the mechanics through electromagnetism be on video, and the rest of the course in lecture.

- Do some topics on video and some topics in lecture. If you like this idea, which topics require an in-class lecture?

- Do you have any idea how to insure that everyone watches the videos and watches them in a timely way?

- In general, do you have any suggestions for the flipping idea? Continue on the back of the sheet if you've got a lot to say!

4. General Comments and suggestions about ISP220: