

**Aubryn Kaine**

In what ways is this class going well? \*

We're moving at a decent pace, not too slow, not too fast. We've been getting a lot of help on the problem sets, which is nice since that's the majority of our assignments. The lectures Brian gives do illuminate a lot of the text, and he answers questions well.

In what ways can class be going better? \*

Class participation could be better -- right now students almost solely participate through questions, and I think we could have more problem demonstrations (I liked the one time when we all chose different problems, and then showed our solutions to the class. We could do more of that)

**Connie**

In what ways is this class going well? \*

Brian is really enthusiastic about the material. He is willing to give his all! This is super heartening, especially for a teacher who is likely to teach more courses with problem sets, etc. He's always willing to help. In the course material, I think Brian does a good job maintaining a balance of teaching us how to be able to actually do problems with how this is relevant more generally to the world, our lives. I guess I'm comparing the technical vs. the historical, and the specific vs. the general relationship with special relativity as a whole, and saying that I think the balance Brian strikes in these two spectrums is very very nice. We are able to solve problems while with the historic Michelson-Morley experiment at the back of our minds; implicitly I think we are nudged to think about Newtonian vs. relativistic ways of viewing (for example) velocity.

In what ways can class be going better? \*

I think Brian could be more assertive in what he wants out of us. He is leading our class; we look to him for the vision. I don't think any of us would bear a grudge (as he maybe fears?) without saying anything if he makes some "unpopular executive decision" about the class. It'll excite me to see Brian go "ok, so we'll do this problem today, I'll ask you for your questions next, and I want to do some problems on the board -- but not me. You guys." I'm saying this because I know Brian has great visions for this class that he wants to implement, like getting everyone onto the board to do problems.

Sometimes it feels like we're getting lost in a rabbithole in class and lose track of time. I'm not sure if this is impacting the trajectory of our finishing the textbook by the end of semester, but we often push back chapters/lessons because of it. But I'm not sure if this is a "solvable problem" because I don't want class to be robotic and scheduled down to the second, because I think that's in tension with the flexibility needed to "actually learn" sometimes.

**Carmen Simons**

In what ways is this class going well? \*

I think we're moving through the material rather quickly, a good pace for me, and I'm starting to slowly develop a greater sense of how to approach and model these problems.

In what ways can class be going better? \*

The "going well" section only encompasses personal statements for me, and I think that's the root of the problem. I have very little sense of class cohesion outside of a general confusion at how to approach many problems, and think we need to figure out how to develop this sense of class cohesion in a stronger way.

**Sean**

In what ways is this class going well? \*

This is a fascinating topic. I think that Brian does a very good job at explaining what it is that is going on in the textbook and in space. I also think that Brian is very talented at getting his students engaged and excited about the topic at hand. He is also very willing to help students when they need it and to give tremendous amounts of support. He may very well be the best STEM teacher that I have had yet. I also think that the members of the class are doing a pretty good job of working together to figure things out outside of class.

In what ways can class be going better? \*

I feel as though many of my difficulties with the class stem from how challenging the topic is as well as how limited my knowledge in this area is. That being said, I think that the students could be doing a better job at coming to class with clear questions and concrete ideas regarding what they want to talk about. It often feels like we are not engaging as much with Brian as much as we can and should. As regards the course itself, I think I could use more time spent on the question of "how do these ideas relate?" Which is to say that I think some more synthesis would be helpful. I also think that the sharing of some digital videos or model renderings could be helpful for picturing what is going on.

**Jacob Simmons**

In what ways is this class going well? \*

I love the material. I love how Brian can talk about anything. Watching him do math has been truly inspirational for me, and I always feel uplifted after that class. I think I am learning the material really well too, which is really the most I can ask for.

In what ways can class be going better? \*

I think it would be better if the class was a little more structured. As in, too often we spend too much time on one problem, and knowing with a little more certainty how we will use our class time would be good. We haven't figured out how to have good seminars, but I don't know if we need to.