

PY 106 (B1): Elementary Physics 2

Summer20 | Valentin Voroshilov

113 | Students Enrolled
88 | Students Responded
77.88% | Response Rate

Quantitative

<i>Please answer the following questions using the given scale.</i>	N/A	1 - Poor	2	3	4	5 - Superior	N	DNA	SD	M
The extent to which you found the class intellectually challenging	1.22% (1)	0% (0)	1.22% (1)	10.98% (9)	52.44% (43)	34.15% (28)	82	0	0.68	4.21
The extent that assignments furthered your understanding of course content	0% (0)	0% (0)	2.44% (2)	21.95% (18)	31.71% (26)	43.9% (36)	82	0	0.85	4.17
The extent that the class normally met the required number of hours	2.44% (2)	0% (0)	1.22% (1)	4.88% (4)	19.51% (16)	71.95% (59)	82	0	0.63	4.66
I found the textbook/cases/course materials	4.88% (4)	0% (0)	12.2% (10)	25.61% (21)	28.05% (23)	29.27% (24)	82	0	1.02	3.78
The extent to which I would recommend this course to others	1.22% (1)	2.44% (2)	4.88% (4)	28.05% (23)	39.02% (32)	24.39% (20)	82	0	0.95	3.79
I would rate the course overall as	0% (0)	0% (0)	4.88% (4)	24.39% (20)	48.78% (40)	21.95% (18)	82	0	0.8	3.88
<i>Please answer the following questions using the given scale.</i>	N/A	1 - Poor	2	3	4	5 - Superior	N	DNA	SD	M
The instructor's ability to present material is	0% (0)	1.22% (1)	7.32% (6)	25.61% (21)	35.37% (29)	30.49% (25)	82	0	0.97	3.87
I would rate the instructor's enthusiasm as	0% (0)	0% (0)	3.66% (3)	14.63% (12)	35.37% (29)	46.34% (38)	82	0	0.83	4.24
The instructor's ability to encourage questions/discussion is	0% (0)	4.88% (4)	7.32% (6)	23.17% (19)	39.02% (32)	25.61% (21)	82	0	1.07	3.73
The instructor's mastery of the course materials is	0% (0)	0% (0)	1.22% (1)	6.1% (5)	14.63% (12)	78.05% (64)	82	0	0.64	4.7
The extent to which the instructor's grading criteria are clear and fair	0% (0)	2.44% (2)	0% (0)	9.76% (8)	28.05% (23)	59.76% (49)	82	0	0.86	4.43
The extent to which the instructor returned assignments in a timely manner	0% (0)	0% (0)	0% (0)	0% (0)	10.98% (9)	89.02% (73)	82	0	0.31	4.89
The instructor's overall rating is	0% (0)	0% (0)	6.1% (5)	12.2% (10)	37.8% (31)	43.9% (36)	82	0	0.88	4.2
	1 - Poor	2	3	4	5 - Superior	N	DNA	SD	M	
How would you rate your Boston University Summer Term experience, overall?	2.44% (2)	4.88% (4)	28.05% (23)	41.46% (34)	23.17% (19)	82	0	0.94	3.78	
	Yes	No (What school do you regularly attend?)	N	DNA	SD	M				
Are you a Boston University student?	89.02% (73)	10.98% (9)	82	0	-	-				
	Yes	No	N	DNA	SD	M				
Are you an international student?	9.76% (8)	90.24% (74)	82	0	-	-				

	C or less	C+ to B-	B, B+	A-, A	N	DNA	SD	M
What grade do you expect to receive in the course/	0% (0)	12.2% (10)	25.61% (21)	62.2% (51)	82	0	-	-

Qualitative

Are you a Boston University student? - No (What school do you regularly attend?)
<ul style="list-style-type: none"> • No (What school do you regularly attend?) UC San Diego • No (What school do you regularly attend?) Smith College • No (What school do you regularly attend?) Williams College • No (What school do you regularly attend?) Middlebury College • No (What school do you regularly attend?) Cornell University • No (What school do you regularly attend?) Brown • No (What school do you regularly attend?) Wellesley College • No (What school do you regularly attend?) Davidson College • No (What school do you regularly attend?) Fordham University • No (What school do you regularly attend?) Institut Florimont • No (What school do you regularly attend?) University of Pennsylvania • No (What school do you regularly attend?) Colgate University • No (What school do you regularly attend?) Boston College • No (What school do you regularly attend?) Bowdoin College

Please comment on the strong points of this instructor's teaching and presentation: -

- He clearly knows the material super well and can answer any question. I also really like the format of his lectures where he begins by presenting the information and then goes in to doing specific examples. He is also super clear and blunt about his rules/expectations for the students.
- I like his power points. It is very clear and easy to understand the contents.
- good teacher. make class fun
- He always wants to help students and ties in real life scenarios and experimentation into what we are learning which helps me better conceptualize the content.
- He is an amazingly fair grader and you can tell he is very passionate about the subject
- I would say that the lecture presentations were much more critical in this have of the elementary physics series. Mr.V was very clear and concise with presenting the information and exactly what you needed to know for the exam.
- You can tell that the professor really wants his students to succeed, and the professor clearly indicates what needs to be done in order to do well in the class, making the course much easier to handle.
- Great enthusiasm and examples
- I like that he clearly explores concepts and theory first and the follow-up practice problem examples help clarify how to apply those concepts. Demonstrations are also entertaining and help for visual learners with difficult concepts.
- Good use of demonstrations, knows the content well, offers lots of office hours.
- Encourages class participation through calling Does a lot of visual demonstrations
- He did many practice problems for questions and would post the answers after the lecture was over, and would go over the "steps" of solving all the problems.
- Always did his best to teach and presented the material in a clear manner, although sometimes confusing
- He is a very fair teacher. He doesn't throw his students curveballs and does a good job of getting the information across.
- Mr. V was incredibly professional in presenting the material. However, he was able to keep things interesting with subtle jokes here and there. He did a good job of explaining topics and keeping the students' attention with material that could easily be perceived as very boring.
- N/A
- Mr. V handled remote learning very well, and was able to provide us with ample resources to further our understanding of class material.
- He is passionate about teaching and he answers questions when asked.
- Dr. V is a dutiful and efficient professor. I liked his diligence when it came to returning assignments in a timely manner, and his frequent use of demonstrations, which made the course material a bit easier to comprehend. His presentations were informative and very useful when studying.
- He really loves physics.
- - is able to answer student questions efficiently - is funny
- Teaches with concise and useful information and does not waste time with useless topics. Uses visual demonstrations to help understand the topic better.
- He does a very good job at explaining the material and making himself available, regardless of his ethical and political views.
- He cares a lot about his students and puts a lot of effort into his lectures, especially since he lectures every day!
- Knows material, makes sure all material is covered.
- Professor V. is extremely passionate about physics, which made this course more enjoyable. Despite the technological difficulties that occurred during this summer term, Professor V. was able to manage the obstacles thrown at him, and execute teaching a difficult course remotely. In addition, the coursework was extremely beneficial in terms of preparing for the exams, and I never felt lost during the course.
- The professor is very knowledgeable in his field and used experiments to better help the students understand the material.
- I was at first a bit scared of Dr. V because of his extremely confident way of talking and how he occasionally comments students directly. However, I started to enjoy his class more and more, and now I find him to be an incredibly smart and entertaining professor. He knows how to keep one's attention. Moreover, he is extremely organized and doesn't waste time on anything, forcing students to pay attention at all time. Finally I love when he makes some small political comments.
- Provided many tools for success -- WebAssign (HW and Practice Problems, Piazza, demonstrations, problems in class, etc. Was always prepared and did a good job bridging the gap between what an in-person vs online lecture offers.
- knows the material very well. willing to help students (with some limitations)
- He is very enthusiastic and tries to make sure he is clear when presenting new topics. He will go through multiple examples and is clear with what he wants us to do. He is also very interactive with the class and funny. I enjoyed having him as a summer professor.
- I liked how it was clear on how you can succeed in the class. Tests and Homework were fair.
- He knows what he's talking about and encourages people to ask questions. He can admit when he's wrong.
- He gives very quick feedback and is quick to respond on piazza and email. He keeps a pretty steady pace and tries to encourage participation by having students call him to answer questions.
- Firm grasp of the material
- I thought py 105 was much better taught than 106. A lot of the material we needed to know wasn't taught and he didn't define the variables for the equations, making it a bit difficult to learn the material.
- His demonstrations right after presenting material really helped further my understanding of the material.

- Very passionate about physics and cares that his students do well.
- Very knowledgeable about the course subject, fair grading distribution, I appreciate the effort put into making the course remote
- Presented material in a clear order and the slides which were not written were very easy to follow.
- Phenomenal guy that truly cares about his students (coming from a student that quite frankly did not put in much effort given my situation). Of the dozens of professors I have had, Prof V was the most talented and enthusiastic with a good grasp on the course material.
- A lot of helpful demonstrations and explanation of theory behind mathematics we ultimately end up doing.
- He explained concepts and methods clearly and efficiently. Used demonstrations when appropriate to show us why these topics mattered. He made class enjoyable with his positive demeanor and it was very clear he only wants us to succeed. Despite numerous technical issues that were out of his control, he managed to stay on track with our material. No professor should need to have 3 backups for his lecture, but Mr. V did not want our education to suffer because of these problems. I admired and appreciated his dedication to my learning experience and am very grateful for his class.
- Mr. V. is very good at providing examples and makes it easy for students to understand and practice the material through assigned homework assignments.
- He's very passionate about physics and about the students. He's definitely in the top 2 professors that I've had here at BU, and probably top 5 overall in my life. I think it's an absolute shame that I couldn't attend his class in person, but the amount of support I felt even remotely was incredible. In high school I never felt I could do physics. It was only for the really smart kids, and I did not fall into that category. Right before the summer started I was still shaking thinking about taking physics. I am just a normal person, how could I ever succeed in such a difficult class? Other students just furthered this thinking for me. I was doing well in PY105 and in the labs my partners would tell me "PY105 is a breeze, it's PY106 you should be worried about. That's where they really weed you out". I felt the transition between the two semesters was easy, and I admit the material was more difficult in PY106, but I felt this was due to the fact that the concepts were not as concrete as say a wheel spinning on a ball falling. After spending time studying, I felt I understood these concepts just as well as the concepts in PY105, and sometimes even better. I really don't know if this is a result of me growing as a student, the physics department here at BU, or Val himself, but I am much less scared of science in general. In my experience people are so quick to gate-keep in science, and don't want to make it understandable for everyone. Physics (and Chemistry) have taught me that if I ignore the naysayers and focus on my education, I can learn anything.
- HW, in-lecture, practice, and lab problems all are very relevant to content being learned and help to understand. Also, tests are very fair in terms of material covered and grading.
- Professor V is very enthusiastic about his material and is very knowledgeable. He is also very accommodating and fair towards students, which is much appreciated.
- Mr. V is very transparent with his expectations involving grading and following instructions. He is also very well prepared, especially considering this course was not meant to be taught remotely. He was always prepared with backup systems to record lecture or get us the material in whatever way possible. This even included him having to re-teach a lecture on his own time to send out to us because the school's system failed. This was impressive and showed how much he values his students and his job.
- Engages students to participate (not easy with online classes). Grades fairly. Helps students understand material. Seems like he genuinely cares about students performance. Good sense of humor to lighten things up.
- He's very passionate about physics and incorporates many examples to clearly visualize the concepts
- Mr. V is an extremely motivated and enthusiastic professor. He always answers questions clearly and adds some point that will elucidate the material even more. I really enjoyed learning from Mr. V, only wish it wasn't online because the motivation to watch recorded lectures (since I live in a very different time zone) was absent most of the time.
- Really good at breaking down complex topics and encouraging students to actually do the work alongside him.
- Mr. V is able to combine physical demonstrations and practice problems to teach you material.
- Dr. V is very knowledgeable about the content he teaches and he does a good job clearly breaking down complex topics. I also enjoyed the flexibility of this course (the ability to self-pace with the homework and the optional practice questions) as it allowed me to prioritize my time in ways that are most effective to my learning.
- Mr. V offers OPTIONS. You can watch the lecture live, as a recording, or click through his slides to answer WebAssign questions. His exams are hard (for me), but fair, he doesn't throw too many curveballs. Homework is fair both in content and quantity, it prepares you for the exam somewhat, but the best place to learn is the practice questions. He always has practice questions, and they are always optional. He's enthusiastic about the material, and really made me feel like he cared about my learning.
- Mr. V was really great at teaching students how to approach problems and used many examples during lecture that was extremely helpful for homework and studying for the exam.
- - Presentation slides were usually clear and made sense
- Dr. V is a great professor, he clearly knows his material and is sincere in his desire to teach others.
- Great prof, had him for PY105 and he ran this class the same exact way
- Lecturing and motivating students to find an answer.
- Very enthusiastic and cares about teaching.
- Thank you so much for the in depth understanding you offered us. This was my issue with PY105 during the spring so I am very thankful for this.
- Provides good examples for understanding theories.
- The way he presents material is very clear, and he's always available if you have a question. I also think he's pretty funny
- lectures are great and informative
- Very fair professor. I really liked the demonstrations. Additionally, the professor was very prepared for technical issues and the horrible technology provided by the school.
- His enthusiasm can really encourage students
- I like his creative experiments to help reinforce the information

Please comment on aspects of this instructor's teaching and presentation that might be improved: -

- Rushed through some concepts (slit experiments) which made it very difficult to understand
- the course content could be more concisely and more effectively explained
- I had a negative experience from lecture because the lecture slides were extremely crowded and messy. The messy slides made it harder to follow along to what the instructor was saying. Additionally, the professor used both zoom and echolink at the same time which was very annoying. I wished the professor stuck to one platform. Preferably zoom.
- none
- I wish we did more examples in class. They really help
- Try to pace the material more. There is a lot of material to cover in a short amount of time, but some lectures felt rushed to cover material.
- Nothing!
- Some of the material was glossed over and I would have appreciated more time and explanation on unit 2 (magnetic field)
- Maybe less bullying when you answer student questions lol, but overall great professor
- Sometimes Dr. V moves through the slides too quickly, but I guess this is to be expected due to the nature of the course.
- - Demonstrations that were done in class did not really help me understand material better. The actual lecture slides helped me the most
- I sometimes got confused by Mr. V's powerpoints, but he did explain the topics pretty clearly that made the powerpoints easier to understand.
- He moves a little slow for me, but this wasn't a problem because when I watched the recording I watched on 1.25x. Other than that his handwriting is a little messy which can be hard to understand/follow when he's doing an example problem, but there's enough clues in his slides that are clearly typed out, so again it's not really an issue.
- Dr. V has high expectations for his students, he holds everyone to a high standard of understanding. This isn't a bad thing, but it can sometimes lead to him coming off as slightly condescending if a student does not meet his expectations of what they should know. This can make it intimidating to ask him questions (it helps that he allows so many anonymous channels for questions though)
- Mr.V is pretty particular in his teaching and presentation. You must follow and read all of his instructions.
- Sometimes Prof V just speeds through topics. I enjoy this however I know a few of my classmates complain about having to go and rewatch the lectures.
- -
- The slides should be a little bit more condensed. Sometimes a slide has so many information in it and it becomes confusing on which part of the slide to focus on.
- The online lectures can get a bit boring but I think that's just the nature of online lectures. Goes through slides very quickly. It would help me to see problems finished in entirety. I'd rather have a two hour lecture and go a bit slower.
- While Mr. V is very clear with his expectations, when students ask questions on piazza, his responses are sometimes not helpful. To explain, he will respond with "see instructions" or "see explanation from lecture" which may not be helpful to a student that has read the instructions and watched the explanation and still needs further clarification. Sometimes students need things explained in a different way and Mr. V could improve how he responds to these types of questions.
- I think Professor V could be a little more approachable when it comes to students asking questions. I would be more inclined to ask questions if I felt like I had less a chance of being roasted
- When people ask questions on piazza, he answers vaguely-- sometimes it is not very helpful. Skips very fast through worked out problems in-lecture.
- I think he can be a little snarky sometimes, and dismissive. This is usually due to people not following directions, so I can't really blame him.
- This is mostly due to the limited time of the summer term, but due to that, the lectures went by very quickly. I would recommend having some more time if possible to allow students to have a better chance at fully understanding the material given, especially since there is a lot to cover in only a few days, making the lectures feel rushed.
- Nothing!
- Sometimes the speed was a little bit too fast in my opinion, especially during the derivations of the equations.
- While a great guy, typos and grammar issues tend to be rampant, which can have a detrimental effect on studying at times. For example, on slide 23 of the lec 20 slides, the title is "Focal point: concave mirror" and in the description says "when paraxial light rays that are parallel to the principal axis strike a convex mirror..." when it really should say concave. I know seems like an obvious mistake, but as a student who is very detail oriented, this can waste a ton of time trying to verify what you were saying studying for exams later. It is a very simple problem with a simple fix, please have your teaching fellows review the slides for typos/grammar problems. I understand having perfect grammar is difficult for anyone, myself included, but in teaching materials that will be studied off of, it really is important they are kept to a minimum.
- The powerpoint slides with the instructor writing out the answers to the problem are usually very unclear, either due to handwriting or not being concise enough. It would be helpful for the instructor to include slides with the same problems as in the lecture but where the steps are typed out. The instructor also made students very uncomfortable with asking questions. We were never able to ask questions without being interrogated. Even when asking questions on Piazza, Mr. V would oftentimes give sarcastic answers or would question us over Piazza, rather than explain what we should be doing to solve problems. I actually got a lot of clear explanations on how to solve problems from the internet because Mr. V refused to help. I understand his methods as he wants us to figure things out for ourselves, but at least in a summer class, where there is barely enough time to look at all the material, it is difficult to get stuck on one problem and not get an explanation.
- The exams were very difficult in my opinion but I have never been strong with physics
- Should work on his attitude more, he is still a little rude and dismissive to people that do answer his questions and get them wrong.
- It is definitely intimidating to ask/answer questions.
- Perhaps explain the material a bit better and don't shame students.

- While he does have a firm grasp of the material himself, he doesn't present it well to students. Each lecture was rushed with little to no explanation of practice problems, and often times we didn't even fully answer practice problems, and so therefore we didn't learn much from problems in lecture and had to rely on office hours with the TA's. His office hours weren't very helpful either because of his methods of explaining and working through problems with students. Finally, he began each lecture with a quote from a famous person... and in all 10 weeks I can't remember a SINGLE quote from a woman or a person of color!!!!!!
- Sometimes he brushes over explanations of problems thinking we would/should understand without him needing to explain but I think it would be really helpful if he went more in depth for his explanations.
- Even though he knows what he's talking about, sometimes the way he explains concepts feels jumbled and gets confusing. I did a lot of work on my own outside of class to understand the material.
- I found it hard when we didn't fully go through problems in lecture because then when I did the homework I struggled to know which equations to use.
- I wish he was a little bit more helpful... sometimes I felt somewhat criticized or attacked when asked a question on piazza or office hours.....
- Answering a question with a question is not always helpful.
- I think that he should sometimes show a bit more sympathy towards students, because I am sure he does feel such feelings, but he doesn't show them. This hinders an important human connection between the student and the teacher.
- n/a
- Very confusing teaching style, often explains things in a roundabout way that makes it much more difficult to conceptualize. In the future it would be helpful if he taught the material before trying to use examples so that all of the students were on the same page and not struggling to catch up/understand new material in the middle of lecture.
- It's a bit hard to see the demonstrations and presentation over Echo360 or zoom sometimes. Also, I feel like the material can be simplified a bit sometimes rather than going on tangents
- He did a great job making the most of a virtual class that met every day of the week. He also did a great job utilizing Piazza and making sure there were TA's or a professor available for several hours during the day.
- Explaining harder concepts with simpler terms or with methods to remember them.
- - could be a little more engaging, but it's hard to do that at 9 AM
- He did not seem very friendly so it was hard to ask him questions. Also the online aspect was very difficult.
- I do not have anything to report.
- Not clear notes and does not explain concept well. I found that watching videos from Khan Academy online was a better use of my time.
- n/a
- N/A
- Mr. V was constantly stressing about the impact his accent may have on the course, however, this was not the case for me.
- I thought webassign isn't as good as tophat. Maybe use that instead.
- Some of the explanations on how to do certain problems were hard to understand and I needed extra youtube videos to help me
- Sometimes he is a little unclear about the steps in the problem if you just looked at the slide without the video and he sometimes does not finish problems during lecture which can be confusing at times.
- Goes through material quickly (understand this may be due to the shortened summer course)
- A bit forceful with students when they do participate, making me less likely to volunteer to answer a question. Slides are a bit disorganized.
- There is a lot of information on each slide that could be cut down to the most important things.
- More exam related questions in hw and in class
- Sometimes, he can come across as unenthusiastic and also kind of mean when someone asks a question.
- I would say to slow down especially when doing problems. It was easy to do so when watching the recorded lectures, but you can't do that live when seeing it for the first or second time. Sometimes students may for the question they have about that or may not convey it well after the fact.
- He never completes the "math" part of the problems and expects all students to be able to do it on their own, but some of our students such as myself haven't taken a math class in a while. He never does the math himself, but students get penalized on an exam for doing the math wrong. He tends to be kinda rude to students who don't explain things the way he wants them to explain or who don't know the correct answer, which makes him very hard to approach unless you are absolutely sure of an answer.
- Sometimes I feel the way in which he explains things is unclear. I also think sometimes he misinterprets questions from students which makes it a bit more difficult to understand what is happening in the course.
- I think sometimes he goes way too quickly thru challenging topics/material.

Please comment on the strong points of this course: -

- I liked the homework format, the exam schedule, and the availability of office hours.
- This course made me think! Personally, the topics that were covered were things I had struggled to understand in the past, and by taking this course, I feel like I really learned a lot. I have not had an experience where I have learned as much as I did in this course.
- Lost of practice which matches the exams
- Better than physics at other institutions. There was always help available whether you used it or not.
- N/A
- If you don't do as well on the exams it is easy to earn points from hw attendance and labs
- It covers a broad variety of topics that build upon each other
- The amount of work really drilled in physics into us
- It covers what needs to be covered.
- Homework questions and the investigative labs were extremely helpful.
- homeworks
- I think the course was able to cover a good amount of material in the limited amount of time, and the pacing was manageable.
- It's challenging and the homework was helpful.
- The strong points of this course were the frequent use of demonstrations and the investigative laboratories, which allowed student to collaborate with each other.
- Teacher's enthusiasm
- - well structured - nice balance of coursework - homework assignments and extra problem sets are extremely helpful for exam preparation
- physics is presented in a way that it's not too hard to understand. The lab times were just about right and were not as long and physically draining as labs from PY105.
- 1. Material was covered in an organized fashion. 2 Lectures were recorded so I could always rewatch a lecture for more clarification or missed notes.
- Straightforward organization
- Challenging, very comprehensive for an intro class.
- The course is very well executed in terms of the content taught being tested on the exams. There were never any unexpected questions on the exam that did not relate to our lectures.
- The labs were long but they were helpful and the homework was helpful in learning and practicing the course work.
- The diversity of what is being covered, all while going fairly deeply.
- All good, considering the class had to be online.
- The homework and practice questions give you an ample amount of practice to really hone in on the topics. I feel like it prepares me well for exams
- Homework and practice problems were helpful
- I've learned so many important concepts and feel that I've expanded my mind. Also, homework and practice problems were a life saver.
- The work outside of class (ie. webassigns) were relatively helpful to solidify my understanding of the content.
- Good TAs
- course work overall matches up with what we need to know for the exam.
- I thought the way the homework helped prepare you for the exam made it so that I rarely felt surprised by a question on the exam after having done the homework.
- I was able to learn a lot of physics in a short amount of time
- The switch to remote learning was well done considering there are labs and demonstrations still included. The homework policy was easy to work with, grading distribution was also very fair
- Clear grading.
- Straightforward (in terms of what is expected on exams), understanding on partial credit (unlike the chemistry department which is atrocious), and brings in real world examples which is appreciated.
- Plenty of demonstrations, a decent balance between theory and practice. Labs for PY106 seem a lot more helpful than PY105.
- Topics were clear and well planned out. Labs were shorter this term which was helpful so we could spend more time with the material.
- The homework and labs were helpful in preparing for the exams, and the lectures were good at helping me understand the material.
- I liked the inclusion of the practice problems and homework. They were great for studying and understanding the concepts. I loved the free textbook as well. It did just as good of a job as a 200 dollar textbook without the price tag.
- many materials given to do well in course
- The course is very straightforward and was adapted to remote learning almost seamlessly (at least from the student perspective).
- Teaches students fundamentals of physics in a clear and understandable way.
- The course is pretty straight forward, it requires a lot of practice just like any other course. The only thing that worries me a little is the fact that we have the last exam a day after the last lecture which does not provide enough time to prepare.
- Covers physics well

- The homework is very effective in teaching the material of the course.
- Pacing was good, learned a lot in a short period of time.
- Great professor. Labs are actually helpful, (albeit long). Homework is a fair amount and usually a good reflection of what we learned in lecture, (very cohesive course).
- Given the amount of time that is available, the course was able to teach all the material at a steady pace that was not too overwhelming.
- - Very fair grading for exams - Exams were usually fair - Homework helped me with material
- The ability to watch recorded lectures at any time was very useful.
- Strong points were the relevance of homework and the multitude of extra practice problems
- Lecture
- Relevance of homework and examples used in lecture
- G
- Very interesting. Challenging, but in a good way
- teaching
- A wide variety of physic concepts are explored.
- overall the course was good.
- Ability to watch recorded lectures

Please comment on aspects of this course that might be improved: -

- The labs - there should be more time in between lecture and labs
- There needs to be a better way to design labs
- none
- The material is hard, which makes it a little difficult to keep up with the pace
- Labs felt quite irrelevant
- Lab
- I know it is difficult with online, but maybe the labs should be changed up. Maybe we can watch a video of someone performing the experiments and then answer questions?
- Sometimes the units were a bit lengthy and felt disconnected from exam material.
- - Labs did not improve my understanding of material that much
- Better powerpoints
- N/A
- This is due to the remote circumstances, but remote labs are just not ideal- its a very long time to be on zoom.
- Labs were tough to do if you were a day behind the relevant lecture.
- The online labs felt basically pointless. They really didn't add much in terms of calculations and participation grades. Because it was online there was that loss of hands on conceptual learning and so it became an annoying problem set that my lab partners and I would speed through in less than an hour just to get it done.
- -
- Summer course lecture could be two hours instead of one and a half to give teacher time to get through material without rushing, and students time to understand material.
- It would be better if it followed more on what's provided in the textbook
- N/a
- I felt that labs did not improve my understand much and felt like a waste of time - may just be due to remote format
- The labs were so hard. I felt I understood the class in general and I would always get in the top 25% for the tests, but the labs made absolutely no sense. Questions were worded badly, they focused on the mathematical derivation of the physics instead of actually understanding the physics. People sat there with their microphones off and inputting the answers of other into WebAssign. I'm always down for helping people when I can but the amount of freeloaders I had in the lab were frustrating. They didn't want to take this class to learn, only for credit. On another note, the practice problems sometimes were not very applicable to the course and scared me terribly. For example on this last homework, I was scared that I didn't know how to calculate the power of a laser, and because of the power outage I was scared that it was something I missed. I was not, we never learned it. Maybe this is a drawback of using a free textbook, but if someone could go through those questions beforehand and tell us which ones are beyond us would be helpful.
- none
- The last exam feels very crammed because we have a Friday exam instead of Monday, therefore we lose the weekend to study and are still learning the day before the exam.
- The occasional emphasis of derivations may be unhelpful in some cases, since this is not something we end up using anyway.
- On labs, there is too much formula derivation that it turns labs into 50% algebra and 50% actually trying to understand the material. I would recommend refocusing the labs to not include this aspect, as more of ten than not I ended up an hour over the block time during these derivation focused labs. Also, get rid of typos in lecture slides. The best courses are those who have slides so good, that you can study off of them. While obviously students should be attending lectures, theres no harm in making the slides better to study off of.
- The labs could definitely be more concise if they are continued online. Being on ZOOM for 3.5 hours straight is unfeasible.
- It's a lot of material taught very quickly for an elementary level course
- The pacing made it so that some of the topics that were introduced one-two days before an exam would be on the exam.
- Remote labs could be very difficult or confusing and leave me more confused with the material. There was an improvement with labs from PY 105, however.
- Finish practice problems in class and don't fly through important slides on the assumption that we all have time to go back later on the same day. I believe this is the reason why by the end of the course only about 5% of the class watched lectures in person, because if you watch them on your own time you can actually read the slides and learn from them.
- There were a few labs where we weren't given much time to fully process/learn the content just learned in class so that made the lab a lot more difficult. If we had more time in between class and lab so we can learn the content it would've been more helpful. This was especially challenging for students who are currently abroad.
- The lecture slides are generally confusing and don't really help me further understand the material if I'm having trouble. Also, some TFs in office hours straight up do not know how to help with homework problems and that's frustrating.
- I took PY105 as well and did not have this same problem, but I found the TAs to be very unhelpful during lab and sometimes during office hours. I didn't get much out of the labs because I was in the first lab section and if we were behind in lectures I didn't know how to complete the lab and my TA was never able to provide us guidance. I'm not sure if the TAs have an answer key for the lab, but I think that would be very helpful because it felt like a waste of time when they would tell us the wrong answer or not be able to solve a problem to help us.
- IT issues multiple times. Not the professor's fault, but IT needs to be more responsive to issues, especially when classes are now online. There were certain aspects of the class that we were specifically not told how the grading would happen (in class WA questions). All graded aspects of the class should be apparent to students from the start of class.

- nothing comes to mind
- The textbook provided seems to be very vague. The textbook did not provided much information. I however did use the textbook only to look at the equations i should us for problems.
- Exams did not seem consistent with the PY105, PY106 exams were much harder and very different from the practice materials we were given.
- Can't see demonstrations and sometimes the projector when you point at things remotely
- 1. There are several platforms used which can be obnoxious, but they were all very helpful.
- the practice questions on webassign sometimes include topics that we didn't learn in class so it sometimes hard to determine what to study from the practice questions.
- - shorter labs or fewer labs
- The online aspect was very difficult. Watching lecture while he was in classroom was strange.
- I do not have anything to report.
- The labs were confusing and lecture was as well.
- In some cases, the remote labs were confusing and did not help me in learning the material.
- labs
- N/A
- Lab is way too long and isn't very useful.
- Schedule on the homeworks would have been GREAT to help us do the appropriate questions the same day we learned the lesson. It would have been much simpler and convenient
- It could maybe change the format that the exams are given
- N/A
- Have grading criteria be clear for exams
- All the things that need to be improved had to do with the fact that the course was remote. But that can't be helped at the current time.
- The lab feels sort of useless. It doesn't really help in solving problems.
- Obviously, the online component of the course made it a bit more challenging to interact with the material. I found it hard to get through the lectures, especially with them being every day and an hour and a half long, but I know Mr. V did his best to keep us engaged.
- I think some of the labs were unnecessarily long and a bit tedious.

Are there any courses you would have taken this summer that were not on the schedule? -

- No
- no
- N/A
- No
- no
- No
- No
- no
- More PO classes
- MA 122
- no
- N/A
- no
- n/a
- No
- No
- Upper level spanish classes, higher level science classes, more diverse HUB availability.
- No
- !
- I would have taken CH373 if the timing lined up with this course. I also might have taken some upper-level COM courses (I'm a COM major)
- N/A
- n/a
- no
- N/A
- No
- NE 101, 102
- no
- no
- no?
- no
- no
- NE 333
- -
- cs210
- no
- No
- no
- NO
- -
- BI 448
- no
- n/a
- no
- fe104
- no
- N/A

Do you have any other comments about your summer experience at Boston University? -

- no
- no
- n/a
- --
- We shouldn't be paying lab fees if we aren't in person. And a zoom class is not the same as a in person class and should not cost the same. The technology also kept failing on the teachers end.
- it should be less money because we are online. not more, but less. think of the students and administration and everyone going through this literal pandemic
- I was a bit annoyed that tuition/lab fees remained the same despite being 100% remote.
- no
- it was good. thanks.
- -
- Overlapping class times makes it difficult to take more than one (maybe two) courses at a time.
- it goes by really fast
- Mr. V seemed to be in charge of almost everything having to do with his course and remote leaning, and I think that the school should have given him more assistance with technology and materials since they were the ones making the decision to go online.
- I think summer premed courses should be more valid. They're hard, but I learned most of the physics portion of the MCAT in 12 weeks, and I did it successfully.
- Remote learning made learning challenging because I work better in a physical learning environment instead of via online.
- Mr. V was an excellent professor and I'm so glad he taught us this summer!
- Online can be challenging with spotty connection and other sorts of issues, perhaps it would have been wise to implement the same grade policy as during the springs
- It was not bad but a lot of things should definitely be reworked, especially if a lot of classes are going to be online next semester. It might be a good idea to hold a ZOOM seminar or send out an email where students can input specific issues from their online learning experience so that professors can take note.
- N/A
- Not bad for remote learning
- n/a
- !
- None
- Please get back to students regarding WebAssign reimbursement checks!! We're all still waiting and it's only fair for us to be reimbursed
- Thank you for your prompt responses and outstanding professionals!
- no
- n/a
- no
- I have nothing to comment. Thanks for the opportunity to learn at Boston University!
- N/A
- It was not great. I've had some health issues and BU's policy is difficult because I wasn't able to access formidable healthcare due to COVID-19.
- It was good! Thank you!
- only school is the most frustrating thing in the world. I have unreliable internet and expecting me to commit the same amount of hours at home that I would on campus is unrealistic considering I have to help provide for my family, my internet sucks, and I don't have any resources I normally have on campus
- Given the pandemic, I appreciate that bu tried to make it smooth, but the technical issues needed to be addressed and fixed faster
- No
- It was a good experience. I just had a difficult time adjusting to an online course
- N/A
- With regards to the remote learning, I hope that in the future a more seamless plan is in place, one where the technology doesn't consistently make errors.
- I thought it was very good overall.