

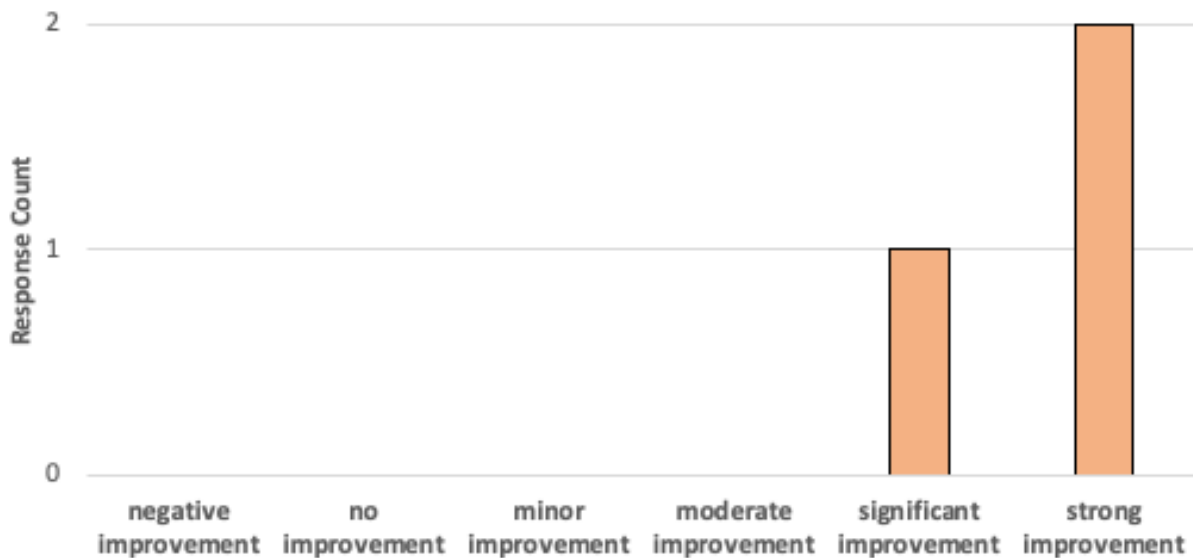
Eric Edlund

PHY 405/505

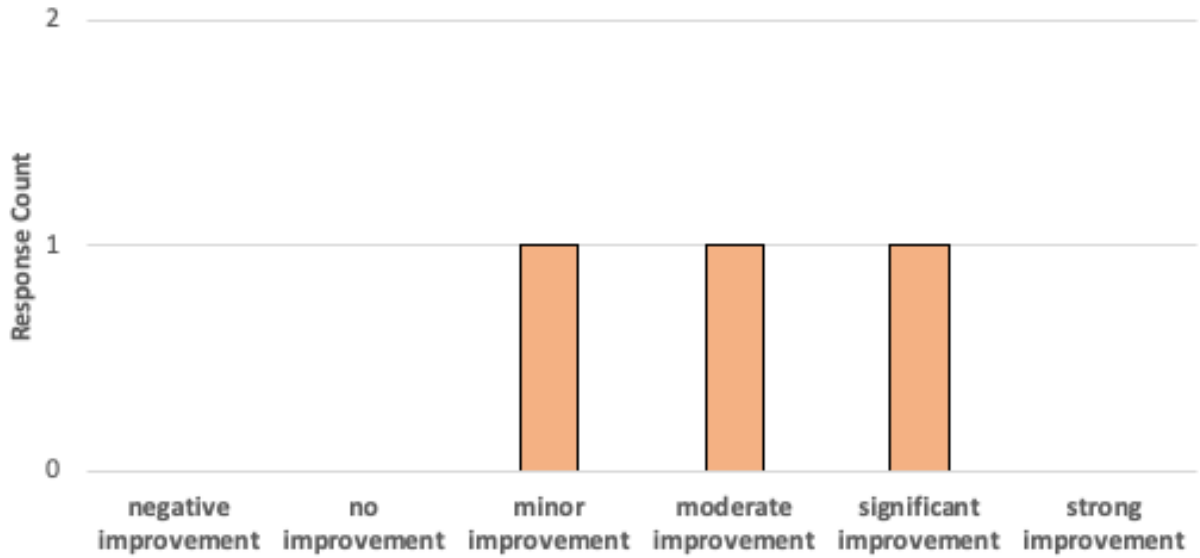
Fall 2021

Note: Despite multiple reminders to the class, none of the PHY 405/505 students submitted feedback through the official CTE. To solicit some feedback, I provided them with an anonymous 9-question survey using Google Forms that asked them a series of questions about their perceptions of the course, myself, and their learning.

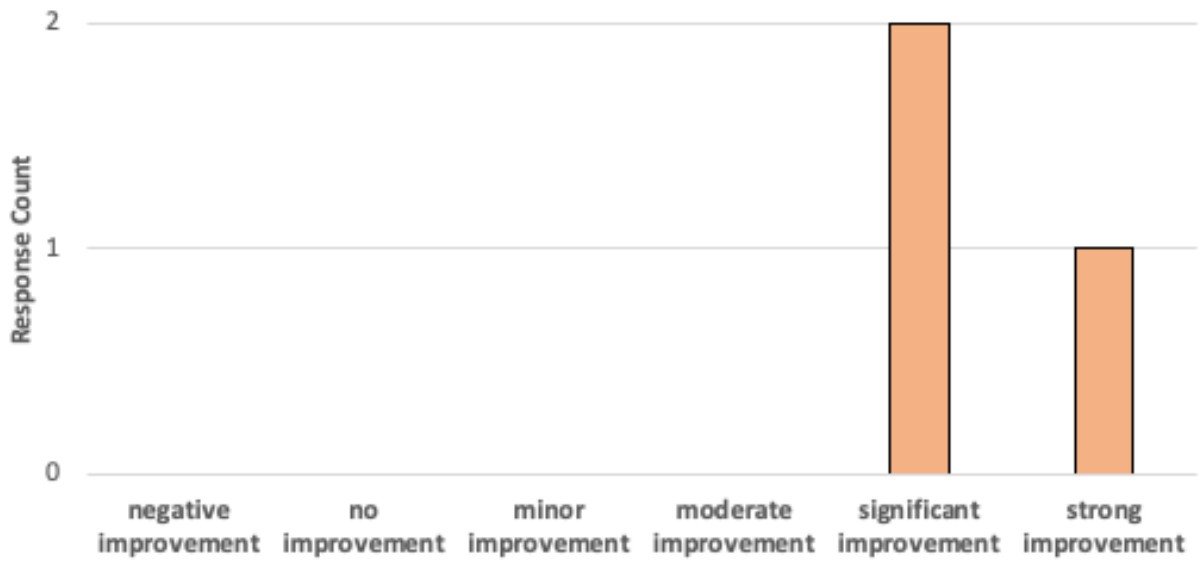
Question 1: How much did your understanding of ideas related to energy and sustainability develop as a result of this course?



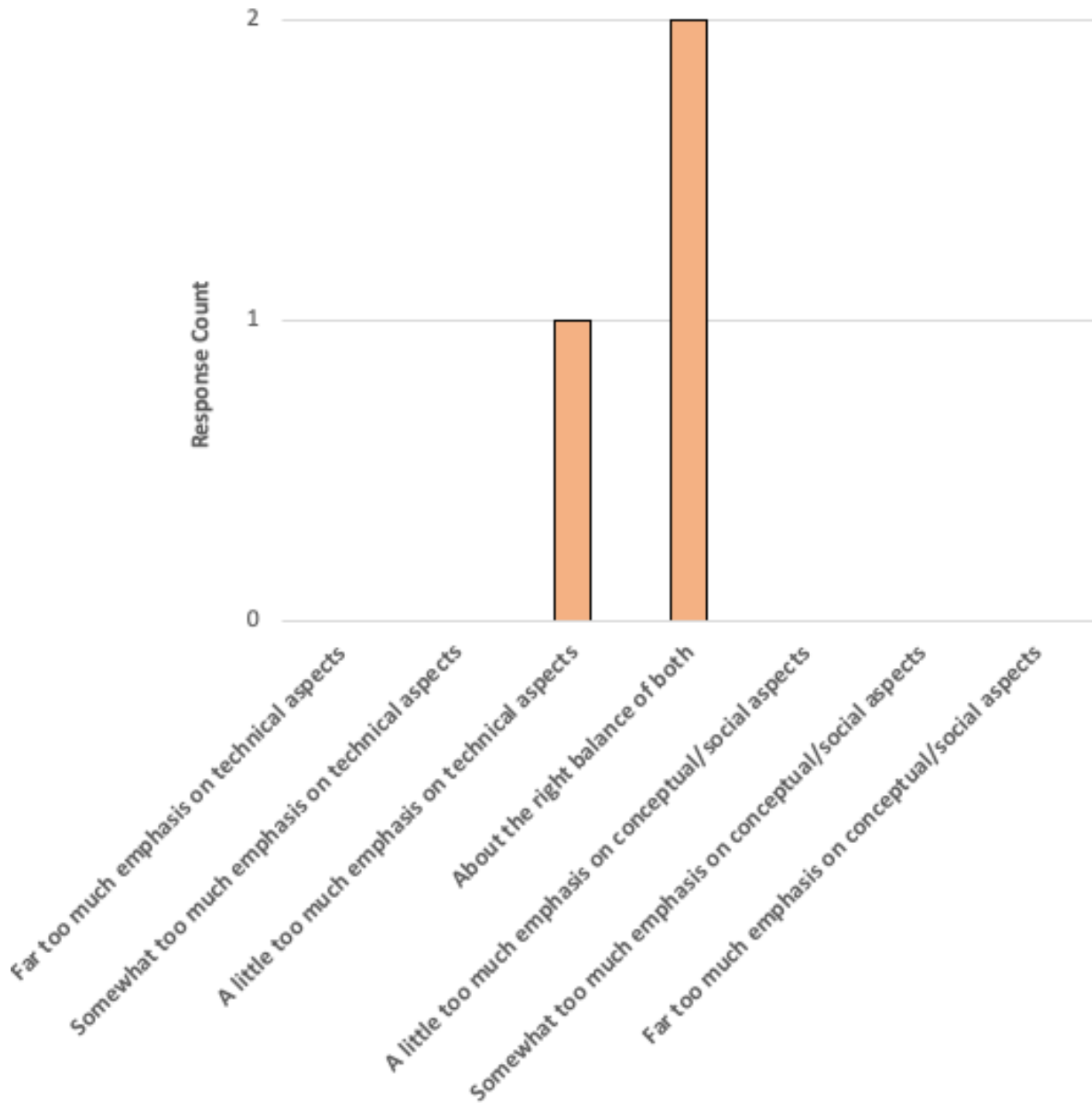
Question 2: How much did your writing skills develop as a result of this course?



Question 3: How much did your analytical skills develop as a result of this course?



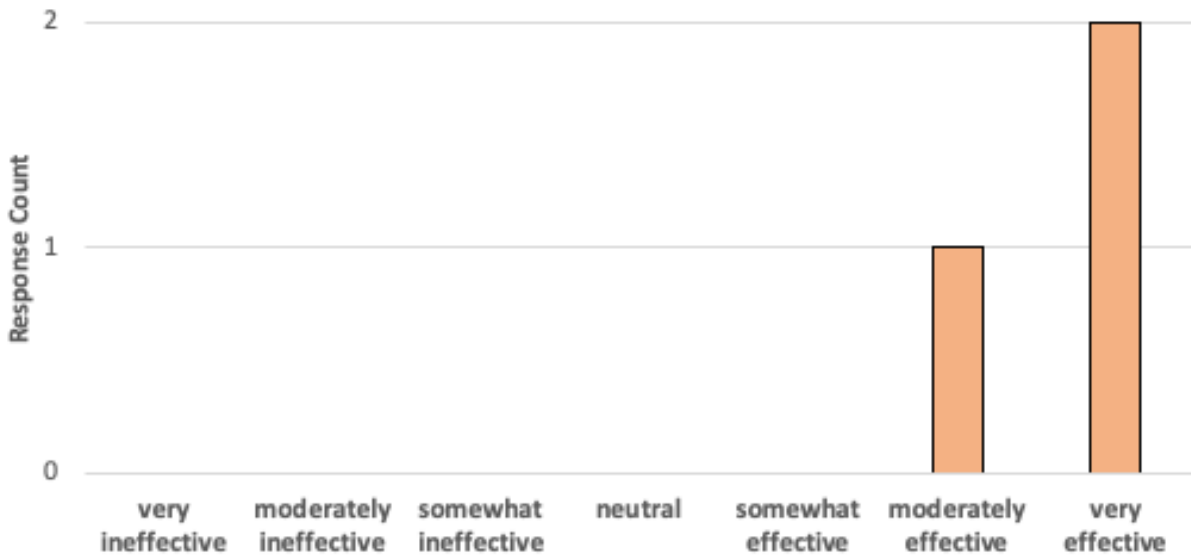
Question 4: What is your opinion on the balance of technical versus conceptual/social issues in the class?



Question 5: How effective was Professor Edlund as a teacher for this class?



Question 6: Overall, what is your opinion of the PHY 405/505 class?



Question 7: What part of this course was done best?

- the real-world application of every problem
- Nuclear energy
- I believe the beginning of the course was done best and helped setup the rest of the topics discussed throughout the semester. It also helped to guide students on how we should perceive information, apply that information, and to critically think and tackle real world problems.

Question 8: What part of this course could be substantially improved?

- More time somehow? The class was 3x a week but it never felt like enough time
- I think equal importance should be given in explaining all the renewable energy resources.
- Don't really have much of anything to say on this portion but the only thing that comes to mind is maybe removing one section to allow for an equal amount of coverage for the other sections. Or just shortening one or two sections to provide more time to cover the last few. I know we were in a bit of a time crunch in the end but it didn't effect me all too much. The class was still great nonetheless.

Question 9: What topic(s) would you like to see added or further emphasized?

- Quick exploration of new ideas to replace standard renewables
- Geothermal, Bio fuel, Tidal
- I'd like to see a topic on carbon sequestration (A short discussion, maybe 2 or 3 lecture days worth). I can't remember if we covered this or not but an in depth analysis on this would be great to include.

Question 10: What topic(s) would you like to see removed or de-emphasized

- none
- This is a difficult one because I liked all of the topics.

Question 11: General comments about the class and/or Professor Edlund

- This was easily my favorite class I've ever taken, super grateful for how it worked out-- including teaching style and breakdown
- Very good
- This course has helped me view various of topics in a much bigger, clearer, and more detailed way than before which I find will be helpful in the future (which includes the problem solving aspect and critical thinking). Not only was I able to understand and learn about renewable energy and its impacts on the global warming, but it was done in a way where I could take the foundation on how we tackled different problems and use that critical thinking analysis in other fields (scientific or not). For the short period of time you had to read the textbook, choose and organize topics to discuss, and create lesson plans, I believe you did an excellent job. You were very enthusiastic which helped keep me engaged and you utilized simple real world scenarios. For example, the insulating cooler problem (how long will it take for ice to melt) and how it related to a lab experiment done which can then be applied to find the rate at which polar ice caps melt with increased carbon emissions. This way of teaching helped me understand complex ideas (this is just one example of the many you've talked about). Thank you for teaching this course, I hope it remains and gains more influence amongst the physics department so more students can learn about renewable energy.