

- Breakout sessions
- No music ☹️
- Participants were divided into groups such as
 - Major research institutes
 - Upper level classes etc.
- There is not much “research” happening for upper level physics courses. Discussions ranged from what kind of homework to give, how to initiate in class discussions and more questions. Learnt from shared experiences.
- A mechanics class of 50 surprised everybody and I was asked how we did that.

- Grievances about plenary sessions, such as are we watering down the courses to please everybody. This was quite a prevalent opinion.
- Training for how to deal with graduate students
 - What do I expect from grad. Students?
 - What do grad. Students expect from me?
- Time management skills... read a book
- Being in the office or lab the whole day is not necessarily a positive influence.
- Sexual harassment and other awkward situations... attend the seminars on campus. All the extreme cases discussed made me quite jittery for a week after the workshop.

- My expectations from the department.
- Departments expectations from me.
- Outreach:
 - Diandra Leslie Pelecky- Plenary session
 - will be here in december... Art Hebard's collaborator
 - Very impressive talk... we should invite her to talk here.
 - Cultivation of female physicists has to start much earlier than college or high school. Societal stereotypes are formed much earlier...

Summary

- Modification is necessary at the intro. level but we feel that external pressure could be counterproductive.
- Invite colloquium speakers on education.
- If any changes are made, evaluations have to be done for the effectiveness of our methods e.g. pretest and posttest. Results will vary with institution and instructor (contrary to some statements by the “experts”)
- Maybe more useful for faculty who have taught an intro class before although,
- This was useful for writing the “broader impact” part of proposals.