University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Matthew Barry MEMS 0071 - INTRO TO FLUID MECHANICS - 1020 - Lecture

Created **Thursday, December 21, 2023**

Courses Audience: 126
Responses Received: 109
Response Rate: **86.51%**

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources and you may schedule a consultation with a member of our Teaching Support team to help interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

University Questions

Summary table

Scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor stimulated my thinking.	126	109	86.51%	4.34	4	4.00	0.67
The instructor was enthusiastic about teaching the course.	126	109	86.51%	4.39	5	5.00	0.71
The instructor presented the course in an organized manner.	126	109	86.51%	4.37	5	4.00	0.73
The instructor maintained an environment where students felt comfortable participating.	126	109	86.51%	4.27	5	4.00	0.80
The instructor maintained an environment where students felt comfortable seeking assistance.	126	109	86.51%	4.25	4	4.00	0.80
The instructor provided helpful feedback.	126	109	86.51%	3.95	5	4.00	1.04
Assignments contributed to my understanding of the subject.	126	109	86.51%	4.30	5	4.00	0.83
Overall of All Questions	882	763	86.51%	4.27	-	-	0.81

Overall effectiveness

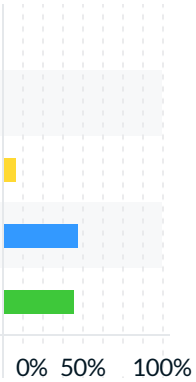
Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	126	108	85.71%	4.15	4,5	4.00	0.86

Response breakdown

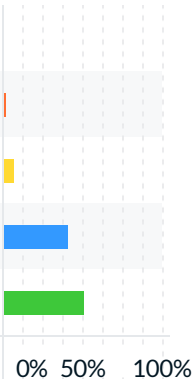
1. The instructor stimulated my thinking.

Strongly disag...	0	0.00%
Disagree	1	0.92%
Neutral	9	8.26%
Agree	51	46.79%
Strongly agree	48	44.04%
Total	**109**	



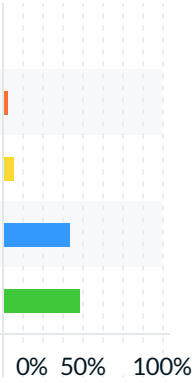
2. The instructor was enthusiastic about teaching the course.

Strongly disag...	0	0.00%
Disagree	2	1.83%
Neutral	8	7.34%
Agree	44	40.37%
Strongly agree	55	50.46%
Total	**109**	



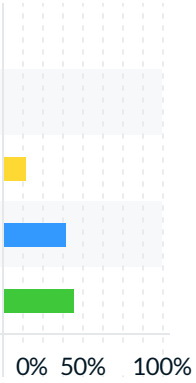
3. The instructor presented the course in an organized manner.

Strongly disag...	0	0.00%
Disagree	3	2.75%
Neutral	7	6.42%
Agree	46	42.20%
Strongly agree	53	48.62%
Total	**109**	



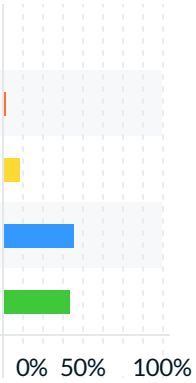
4. The instructor maintained an environment where students felt comfortable participating.

Strongly disag...	1	0.92%
Disagree	1	0.92%
Neutral	15	13.76%
Agree	43	39.45%
Strongly agree	49	44.95%
Total	**109**	



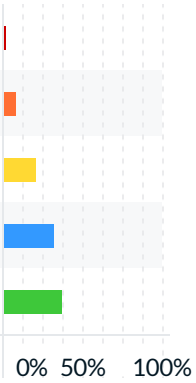
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disag...	1	0.92%
Disagree	2	1.83%
Neutral	12	11.01%
Agree	48	44.04%
Strongly agree	46	42.20%
Total	**109**	

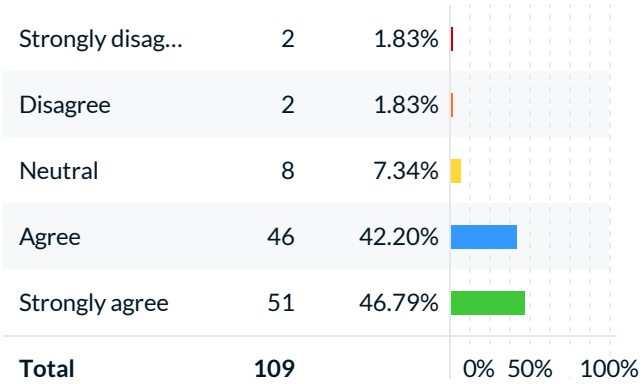


6. The instructor provided helpful feedback.

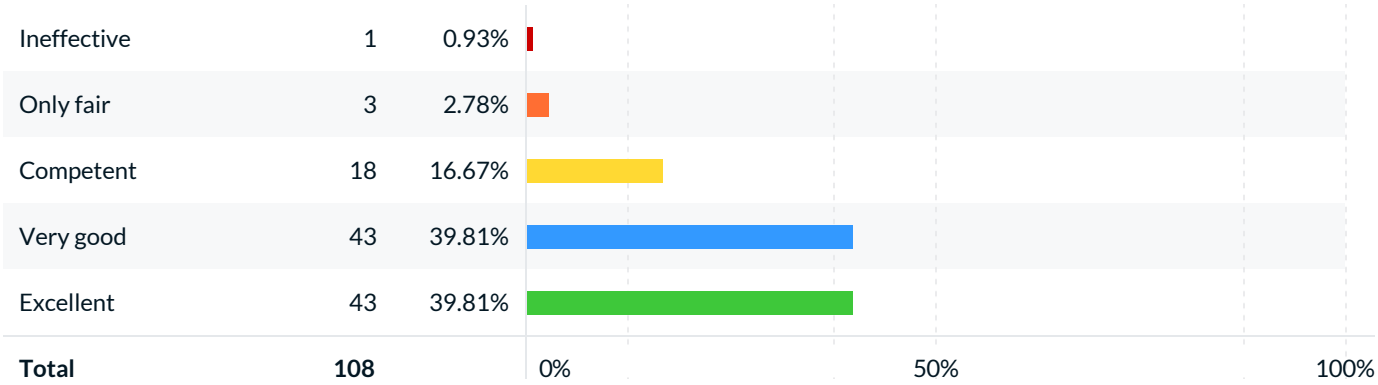
Strongly disag...	2	1.83%
Disagree	9	8.26%
Neutral	22	20.18%
Agree	35	32.11%
Strongly agree	41	37.61%
Total	**109**	



7. Assignments contributed to my understanding of the subject.



Express your judgment of the instructor's overall teaching effectiveness.



Comments

What did the instructor do to help you learn?

Comments
Structured the class into sections based on topics in a more streamlined fashion
Fluids
I think the homework helped the most for my learning. Lectures were a little confusing at times, but the homework helped everything make sense.
The course content was taught in a way that was oftentimes easy to comprehend.
Non–flipped classroom was a much better design. In–class teaching and examples were great.
he was straight forward and taught it in a way I understood
Fluids concepts
Gave great examples and real–world connections.
He provided sample exams to help us prepare for midterms, as well as provided the pdf of the book used in this class. The book included a surplus of problems at the end of each chapter which provides more practice in preparation for exams. The lectures are very well organized, through either his PowerPoint slides or handwriting notes for lecture.
Presented all course material in an organized and engaging manner.
He showed the interesting side of fluid mechanics and made the topic really fascinating
Fluids
fluids
worked through many examples in class
presented the material in an organized material. gave plenty of examples in class. provided lots of office hours.
How fluids move and stuff
Went over examples of real life experiences
from homework and his lecture
Gave in depth in class examples that demonstrated concepts and math work.
strong coverage of concepts and basics to the material
Dr. Barry helped me to learn by giving us everything in the class that we needed to understand the concepts and telling us exactly what we needed to know prior to each exam.
Homeworks were good and reflective of what was tested/taught
In class examples
I think that information was presented in an organized and digestable manner.

Comments
Homework questions were well chosen to challenge us and prepare us for the tests. The lectures were explained very well. Practice problems solved by the class's answers helped in learning how to solve problems.
directories on every slide
Explained the concepts decently and did good examples in class.
he taught
I am not very good with working strictly with theorems and complicated math equations. The best way that I learned through this class was by doing the example problems with him during lectures.
He taught well and went into theory as well as keeping it visual a lot of the time.
his lectures didn't make me want to put my head through a wall
I found the frequent example problems given during lectures very helpful.
Clear communication, good example/slide
Real world examples
In detailed in–class examples, as well as provided real–world examples, and homework helped supplement understanding.
I liked the homework assignments because they let me figure out the concepts by doing it on my own rather than following along in lecture.
Basic fluid mechanics
The instructor draws many pictures and uses diagrams to help transfer information.
go in depth on the derivation of each equation
Well put together.
Posted notes online.
Helpful notes and great explanations behind derivations of equations.
Organized notes in an organized order.
Very open office hours
He helped me learn the concepts very well.
I appreciated the detailed example problems done in lecture, and concepts were explained clearly. Homework was useful to my understanding but not overly burdensome, and I felt prepared going into exams.
Clear examples were worked through
Slides
Class was easy to follow.
Nice lecturing, examples in class, homework problems related to exams

Comments
Access to Github is a nice addition, but doesn't reflection our exams since we do multiple choice exams
Answer every question I have
The examples were very helpful and the homework was too
teach
When going to his office hours he was super helpful and answered every question I asked and clearly explained everything to my understanding. In a class with almost 300 students he would still take the time to answer someone's question if they raised their hand.
Didn't rush through any topic Good examples and problems in class
Explain the theory behind some of the equations that are used
The in class examples were incredibly helpful and useful for learning how to do the workflow for the exams. I thought a lot of the concepts were explained well and had a strong fundamental base.
The textbook homework's were difficult but manageable, they helped me learn what I needed to. The slides were very helpful when doing homework.
Fair amount of in class examples
Class examples
He gave us homework assignments and did in class example which I often referenced for the homeworks.
There was a summary slide at the end of most of the beginning–of–the–semester lectures that summarized the important topics.
Gave good class examples
Very helpful lecture slides and materials
Tried to provide at least one in–depth example of each topic we covered.
The lectures were well put together.
Great organized lectures and i loved how much theory was taught in this course, similar to a grad class. Teach thermo like this too.
This class was not flipped, unlike the previous three. He was nice and helpful in a one–on–one setting. He's also much more interesting when he lectures in person than his pre–recorded lectures. The classic lecture style was much better.
I liked that he posted the slides for the first half of the course.
Lecturers were pretty good
Dr. Barry assigned relevant homework questions, provided relevant examples in class, and posted notes on canvas. He was also available during office hours. I appreciated how he was willing to go over our midterms with us during office hours to make sure that we understand the material.
Dr. Barry taught the lecture concepts in class well.
The multiple–choice exams worked very well for this course, which surprised me. I was hesitant to take the first exam, but soon saw that it asked excellent questions that probed at whether I understood the concepts, rather than the weird math. It worked very well, and I would recommend that you continue this format for the future.

Comments
The in−class problems were helpful
Clear instructions in class and clear format
Dr.Barry Derives formulas in class helped me deepen my understanding.
He explained where the concepts came from then gave relevant, helpful examples. Many professors skip deriving/explaining why a concept is true.
He did a good job simplifying a lot of the material in the class. I like the format we've been using for Navier−stokes where he writes as we go instead of annotating an already filled out powerpoint, he would go too fast and it was hard to tell what on the slides was the essential information he was trying to convey.
Provided organized slides/notes
This is now my 4th class with Dr. Barry and just like the others, this class is taught in a well organized fashion. Lectures are incredibly coherent and he enters stumbles over himself. Notes are presented in a way that walks you step by step through his thought process and allows you to develop a solution algorithm to the problems.
very interesting lectures
He showed many great examples in class
Walked through deriving the equations and examples very well. Helped give us a conceptual understanding rather than just equations
Dr. Barry did an excellent job teaching Fluids this semester, his homeworks made sense and were not too difficult, and felt similar (if not a bit more difficult) than the actual exam questions, which were very easy to do and understand (and I rarely do great on exams) and then do great on. He was both fair and understanding this semester, and bringing Shadow in on Fridays really brought a lot of joy to the class for me. The content was very interesting and for whatever reason I genuinely enjoyed studying for this class. Dr. Barry was fair in grading and with encouraging and explaining concepts clearly in class with example problems which allowed me to figure out how to do the homework problems with ease and then practice them to prepare for the exams. He also was fair and reasonable in grading and with his expectations for students.
Post answers to the homework
He was interesting and was able to keep everyone's attention even through difficult content.
Barry created a very welcoming and fun environment for learning. He does an amazing job of begging to know his students and I absolutely love being in his classes. I also love how he calls me Ms. Jones, it makes me feel very important. −Ms Jones
provided good in−class examples, and used textbook problems for homework which made it easy to reference the book for assistance.
Taught well
Provided homework’s that prepared us for exams
Organized lectures
I thought the lectures were very well put together and presented.
He brought Shadow in occasionally. Also, I appreciated the attempt made in lectures to describe why we were doing things and explain more than just how to do math (although I don't think that helped me personally)

Comments
Speak?
n/a
His notes were very explainatory and gave very good insight into the topics discussed.
Going over practice problems in class and having homework that pertains to the content learned in class.

What could the instructor do to improve?

Comments
Free response questions on exams
Providing lecture slides before class for me to take notes alongside for the first half of the semester was really useful. Continuing to do that for the whole semester would have helped. Adittiokally, many of the book problems assigned as homework were completely unlike what we discussed in class.
N/A he knows how to teach fluids really well
A bit controversial, but I would say add more homework. Maybe keep the volume the same, but just spread out over multiple assignments so each week there is something to review with the homework.
I believe working out more examples in class would be helpful. It might also be helpful to get a clearer understanding of the purpose of Navier–Stokes
Release full homework solutions and a practice exam.
nothing really the only thing that comes to mind is just more study material for exams because i just did problems from the textbook to study.
N/A
Place more effort into class participation, and less emphasis on the exams. Nearly half my grade in the class hinged on thirty–some multiple choice questions on the midterms. This leaves little room for error, and was quite stressful to many students, including myself. During regular lectures, classroom attendance was at about 30% and on exam days it was 100%. This just goes to show how much of Dr. Barry's class depended on exams.
Maybe in general hold particular exam review sessions through the professor or TAs.
n/a
Keep soing what he is doing, being enthusiastic and joking around is great way to interact with students :)
Its good as is
nothing
do better at pointing out whats most important in the lectures
Add a lab, I want to play with water. splish splash. Maybe a project. IDK.
More homework

Comments
I wish there could be as an assignment, an online lab or something that can help the comprehension on certain topics rather than just derivations of equations. I also think this class would be helpful to have in a flipped format since most of the lectures were heavy derivation and then we could talk more about examples and bring questions to the in person lecture. I think this would help me greatly in understanding the material in the lecture
more examples in class
Clearer lection notes with more work shown before hand (and possibly post videos of in class examples)
more frequent homeworks and/or more suggested practice from the textbooks for the major topics
Multiple choice exams provide all or nothing thinking meaning if one math error is made, no credit is earned.
Posting more examples would've been helpful, and filled lecture slides
Stay on top of assigning homework and give problems that are closer to exam content. I wish we had spent more time developing intuition about fluid systems instead of wasting it on derivations that you will never use in real life.
N/A
Simplify explanations for basic concepts, and extrapolate into more advanced ones later. Not every student has taken thermo or statics yet. it seems like RTT was explained to be a lot more complicated than it was, and many students (including myself) were very confused for the first couple of lectures until we learned what the complex formula meant.
better hand–written
The derivations of the equations were not very well described. It felt incredibly rushed and left me not quite feeling like I fully understood where the equation came from. The attempt to include derivations was nice, but it would have been nice if they were more thorough.
He make exams that are completable within 50 min and he could start curving his exams when the average is <60%
work through more examples during lecture
Post completed lectures after class
Idk he’s fine i guss
Multiple choice exams often result in scores that inaccurately reflect students' knowledge of the subjects being tested. Even if a student knows the material and completes the solution process correctly, a minor math error could cause them to lose all credit on the problem. I think this is an unfair way to grade students in a class where the material is primarily process–based, not memorization.
Upload slide for last fews chapter
Some of the “examples” that you spend a lot of time talking about aren’t the most relevant
uploading examples completed in class would help while doing homework/studying. Multiple choice exams were not a great representation of the types of problems completed in class and on the homework
Save the lecture notes so that you don't fall behind by missing one class.
Filled lecture slides on canvas (I took notes but sometimes I couldn't copy everything so filled slides would be beneficial to look over.)
The instructor could bring more pets to class, in order to stimulate learning.
Show more visual examples of what was discussed, the derivations of each equation was useful, but it was hard to visualize

Comments
Nothing
Stop treating class like its just a conversation between you and Eddy. Its honestly really annoying and I have never been comfortable talking in class because all you do is talk to your favorite students.
PLEASE make the class format flipped! Deriving equations in class is not enjoyable. Solving problems in class is engaging.
Exams are hard and unforgiving with the multiple choice
Post finished notes to canvas after class.
The office hours are a bit hard to attend due to time constraints.
I, personally, could have done with slightly less focus on the "in–between" steps of deriving equations, but I don't think that they took up too much time overall.
I feel like what we did in class, which made sense, didn't always line up with the textbook we were using. Some of the homework problems out of the book would sometimes want you to solve it the book way and not the Barry way, and that was sometimes frustrating. To improve this, maybe release some homework problems that walk us through how you want us to solve the problems instead or addition to some of the book problems
Better/more exam review
Post completed lecture slides. Textbook problems for homeworks were not really a good scope for how we were evaluated.
not much I can think of :)
Change the way lectures are run. Reading off of lecture slides isn't an effective way students learn. I struggled with understanding the topics conceptually even after trying out supplemental material. Also, smaller assignments would be helpful, like little quizzes through canvas to help us keep up with what we are learning since the homework was very spread out along the semester.
Perfect is not a crime
More of the difficult example problems in class instead of just simple ones
nothing
The only thing I can say to improve is he could upload his notes on canvas in case people were to slow to write them down or missed class.
Maybe make the homework assignments a more significant part of the grade because they are harder problems Maybe focus less time on the derivation of equations and do more example problems instead Maybe put one larger problem like the ones in the homework on each exam so students can earn some partial credit
Post the written work from in class to the slides for future reference
I personally found some of the derivations to be overly complex, although I understand why we need to know where we the equations we were using came from. I thought some of the homework, mainly in the RTT section, were overly complicated and required a large amount of assistance to even get a grasp of the problem. Others were very helpful for practicing for the exam, and while the exams were tough, I felt well prepared.
I wish the homework answers would have been posted for all the questions right after the homeworks were due. I really like to go back and see what I did wrong or what I can do to improve but I was unable to do that for most of the questions. The questions that were posted often took a long time to get posted and did not help as much in the following lectures. I also wish the annotated notes were posted since I would sometimes miss a few key details when writing my own notes and did not have something to look at. I think giving students more ways to learn other than just going to class is very important, especially since I often do a lot of my learning outside of class those tools are very helpful in other classes but I did not have them in this class.

Comments
Some slight review of previous topics from time to time could help
I would have liked to have more practice material to prepare us for the test layout and questions.
Do problems in class that are more similar to exam (multiple–choice) type problems (shorter problems). I felt there weren't enough short problems to help me study for the exams. I also wish I was told about the FE problems in the textbook. Those seemed to be shorter and similar format to the exam.
Have more homeworks
Consistency with homework assignments and expectations
Nothing, I thought the course was organized very well.
More assignments as we had very few this semester.
Have more accessible office hours. Most of us had class during your office hours this semester and you said you were going to host more after the first midterm but never did.
I think some parts of this class are taught in a weird order. In previous physics classes, we discuss kinematics before anything else because it seems like a natural flow to ask how fluids move before asking why they move. This would have cleared up a lot of notation and concepts had we defined this much earlier. I still think hydrostatics should go first though because that is more closely related to physics one than fluid kinematics.
I wish we had done MUCH more in class examples. It felt like he would just prove the existence of formulas in class, and then I would get to the homework and not understand how to even start. I got no information on how to apply the formulas from class, and basically taught the solutions to myself.
Work out more examples in class
Dr. Barry could provide more focused examples in class. I felt that sometimes the in class examples were very long and not that similar to the exam questions so I would lose interest in class pretty quickly.
Dr. Barry could post his lecture notes online after class.
Never again include "None of the above" as an answer choice!!! Sometimes I get an answer that is close, but not identical, and this just makes me more confused! I don't it helpful at all. Along with that, I think it helps for you to go over more examples in class as we can answer questions quickly. It also makes it more engaging and helps build my understanding quicker. Along with that, reading the textbook helped a lot with understanding concepts, and I would recommend that you try to encourage students to read the text. Engineering books can be hit or miss, but the course textbook had relatively short, and very useful chapters.
Could maybe go over some HW problems if time permits.
nothing
I hope Dr.Barry can make his lecture more active and allow students to actively participate in discussions and thinking.
RTT was taught poorly, the majority of the classes were spent deriving equations, which can be helpful for some things but I think mass flow in = mass flow out is pretty self–explanatory. The test was also majority Bernoullis equation which was not reflected in the homework assigned. And the whole money analogy didn't make a lot of sense to me
Spend more time on example problems in class
The only complaint that I have is that sometimes lecture slides are not posted adequetly before class. I like to take my own notes previously to the class on the lecture slides so that when I go into class I can say attention to the lecture and not have to take notes.
better assignments and more applicable examples in class

Comments
He made homeworks that had a lot to do with the test
just personally did not like the test formats. Also bring Shadow more often.
Adding a 10% partial credit for multiple choice could potentially help, since most people if it wasn't a multiple choice would get a little bit more credit for partial credit, so adding in a small built in a bonus just for answering a question could potentially help grades a lot. But grades overall seemed decent on exams, and the questions made sense, and I don't really have any complaints about the grading system this semester. I genuinely don't have a ton of criticism for Dr. Barry this semester, anything that frusterated me this semester in relation to fluids, was either not his fault (i.e. I don't blame Dr. Barry for having to miss class a few times, causing us to be behind, since it happened to most of my professors this semester, and to my knowledge they were important meetings, and cancelling class on warm and nice days actually made a considerable positive impact on my well being), or it was something that ended up benefiting either the class, or also me, (via moving exam back, I had been prepared for it originally, but it made me much more prepared, and allowed everyone else to prepare fairly and do well also).
I think releasing the answers with the homework like thermo would have made learning some of the concepts easier
Providing more feedback on work could help student improve
Nothing at all, Barry is the best and I owe him a beer at Hems
More quick examples maybe
Less questions on the exams
Spend less time on deriving forums and more on application problems
I believe exam formats with solely multiple choice will never be a proper evaluation of students understanding. Although it may be easy to grade, it is not an accurate representation of course understanding.
I understand the rationale behind the MC exams, but I feel that they were unfair. I personally need pictures to solve problems and understand what is going on in a system. Also, the questions did not reflect the majority of our learning in–class and during homework bc those questions were all long response. I would've liked having shorter, more regular homework assignments to keep us constantly aware of our progress and learning in the class.
Maybe have available practice exams that actually line up with what the midterms will look like.
n/a
Dr. Barry needs to improve on his exams. They often times are not really reflective of what the student actually knows and make it difficult to keep a decent grade in the class. Also with them being multiple choice there leaves no room for any type of error. The biggest misstep is that the exams are worth too much of the grade and are almost impossible to finish on time unless you have his level of understanding of the topic which is problematic.
Include quizzes throughout the semester

Do you have any other information that you would like your instructor to know?

Comments
No
N/A

Comments
none
N/A
I was very pleased with the methods that Dr. Barry used to lecture including great examples, but I was very dissapointed with the midterm–taking experience.
n/a
n/a
shnah
no
Nice.
No
none
N/A
No
I would sacrifice a small crustacean for the existence of fluids YouTube lectures
I appreciate how accessible you were during office hours.
N/A
why
sorry I was always chowing down during class this was my lunch
N/A
I think more assignments would help me learn the material easier.
I really liked the fun WWII plane examples you gave.
Nothing
N/a
Nah.
nah.
Cool dog
I loved having Shadow in our Friday lectures!
Please give us a curve *prayer hands emoji*
Any research I can do?

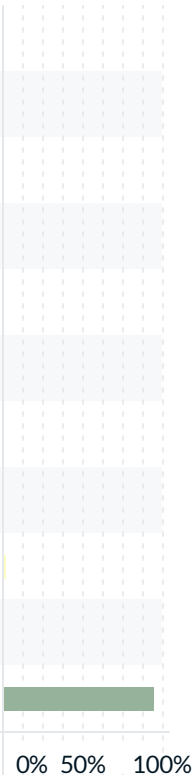
Comments
No
nothing
N/A
no
I thought this course was taught very well overall. I felt as if I had to do a lot of self learning for the homework outside of class as I could not go to the professors office hours and the TA's did not always know the answers to several questions. I am understanding in the fact that this is a tougher course and they have their own course loads as well. Overall, I enjoyed the course and found it the content to be very interesting.
I did not like the multiple choice question exams at all, I think they were not a fair assessment of my knowledge and I did not have a chance to properly show what I knew on the topic. I knew how to solve almost all of the questions and could have easily gotten a 100% on them if I had more time, however since there is such a time crunch it doesnt matter if I knew how to solve them, I felt like I was really being tested on if I could solve the questions correctly the first time without making mistakes. If I made any error even as small as typing it into my calculator wrong I would miss all the points for that question since there isnt enough time to check my work and there is no partial credit.
Dr. Barry should point his students towards the FE problems in the textbook if he continues to do a multiple choice format.
I love Shadow and really want to meet Lana!!
N/A
Not at this moment.
I wish there was the project still; not sure why you removed it from the course but i wanted to learn more about cfd and application.
no
N/A
Thank you for a great semester!
No.
love every class u teach
No
Thanks for not assigning a project
N/A
I would like to thank Dr. Barry for four classes of clear and informative education.
unfortunate that ABET curriculum is lame
He was agreak teacher
N/A
Thank you so much for making Fluids fun this semester! It was one of my favourite courses (in engineering ever) and I genuinely enjoyed the lectures, and found myself engaged in the content and what you were saying way more than I have in other classes, which helped with my understanding!

Comments
nah
I really enjoyed your teaching style. I had heard of a lot of other complaints about you as a professor but am happy to say that they were not true and overall I really enjoyed the learning experience.
I will buy you a beer from Hems any day of the week –Ms Jones
No
N/A
na
n/a
I think Dr. Barry is a misunderstood professor, he is a good guy that I feel genuinely wants us to learn the topics. However, there is a disconnect in the way he presents his material and how he expects us to show him that we understand the material. By no means is it disrespect, its just frustrating and stressful as a student to be spending thousands of dollars on a class, putting their best foot forward and spending the hours mastering concepts just to have exams that very select few can finish, let alone get at least a passing grade, determine the extent of our abilities.
no

Swanson School of Engineering Questions

Please select the major you are enrolled in. Check at most 2 programs. If you are currently a freshman or an undeclared major, select your anticipated major from the list (or select Undeclared if you are unsure).

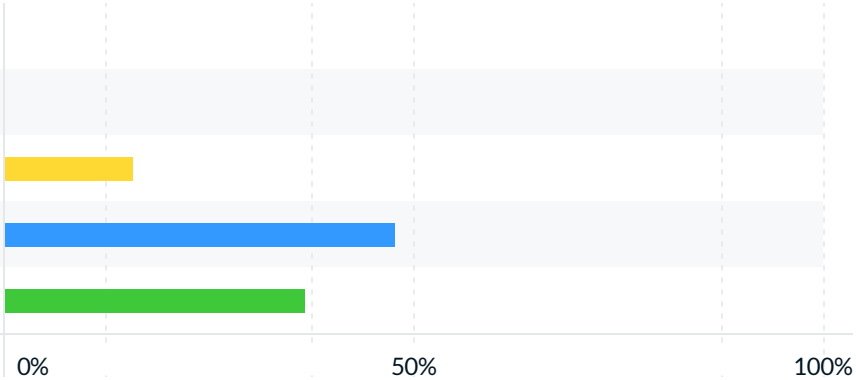
Undeclared	0	0.00%
Bioengineering	1	0.90%
Chemical Engi...	1	0.90%
Civil Engineeri...	0	0.00%
Computer Eng...	0	0.00%
Electrical Engi...	0	0.00%
Engineering Sc...	1	0.90%
Environmenta...	0	0.00%
Industrial Engi...	2	1.80%
Materials Scie...	0	0.00%
Mechanical En...	106	95.50%
Respondent(s)	**109**	



The instructor was accessible.

The instructor was accessible.

Strongly disagree	0	0.00%
Disagree	0	0.00%
Neutral	17	15.60%
Agree	52	47.71%
Strongly agree	40	36.70%
Total	**109**	



Please provide advice to future students: What could you have done to improve your learning in this course?

Comments
Do the textbook problems outside of the that are not on the homework.
Attend every class and take notes. Study the book questions, if you are comfortable enough with the material to do them without assistance then you have an extremely strong grasp of the course
Look at the textbook definitions for help
The textbook was super important to my understanding. I would read the textbook before going to lecture because it helps a lot to sort of "prime" what you are going to learn.
I would advise that you read the textbook! It's easy to understand and definitely helpful for getting more information (and examples) on the topics. The best way to go about it would be to read the textbook and practice problems after each topic is covered. If that's not possible, just know that the textbook is a very good resource for understanding the content! And go to office hours, Dr. Barry and the TAs are available, so make use of them!
work in groups as much as possible helps understand the topics
N/A
Pay close attention to the in−class examples and textbook problems.
Take the time to solve more problems provided in the book which are an addition to the homework problems given.
n/a
Take Barry, he is a great professor, really understanding, helpful. Dont look too much on rate my professor since most of the reviews are complaining how difficult the exams are but in reality they are very fair
Email questions, go to office hours, go to class, take notes, and do a lot of examples.
understand the concepts
pay attention and take notes in class
Read the textbook to bolster your in−class understanding of the material
practice more homework
Do not hesitate to ask questions in class or at office hours.
try problems from the textbook/material on github to practice concepts when they are taught
Learn to combine all of the concepts together, make your own practice tests, start studying early.
Be better with completing the homework more thoroughly/carefully, office hours probably would've been wise.
Update a study guide every week reviewing the key content learned while still fresh in your mind.
I wish that I had read the textbook more and stayed up−to−date with the lectures. I found it helpful to look over the lecture notes after each lecture.

Comments
Read the textbook on concepts if you're confused. It has formulas not covered in lectures, plus it does a good job of explaining concepts.
Read the textbook
Dont take barry
Read the book after lectures to really understand the material
Don't have class during office hours
Work hard, play harder
I could have more closely reviewed multiple choice example problems found in the textbook to improve my exam scores, as one or two questions on a multiple choice exam can vastly change one's grade.
Pay attention in class
Complete all homework without solution guide and only use it to check and assist when needed
Take notes every class and make sure to look over them after class.
Do more book practice problems
I could have looked at the textbook more outside of class.
do the example problems in the textbook, they are very similar to the exam problems
N/a
Try to make sure Barry likes you because his favorite students definitely get preferential treatment.
Do example problems from the textbook.
Spend more time outside of the class using resources like the textbook
Go to more office hours it really benefits you in this class.
Pay attention to the book and Barry’s lectures.
Go to lecture and take notes – don't rely on the textbook. If you can do all the homework confidently, then the exams should be fine.
Practice, and go to office hours
Worked on more problems
Study, study, study. Pay attention in class, and understand the concepts! The multiple–choice mid terms really tests students on whether you understood the homework problems/class content enough, so please do study, and don't cram the night before
Read the textbook more
Perfect is not a crime
Make sure you go to class and understand the foundations of the material rather than just how to solve a specific type of problem
learn the beginning stuff well

Comments
Go to his office hours if you are confused or need help.
always show up to class the TAs are helpful with the homework so use the hours they have go into the exams confident −−> if you're not a good test taker its going to be rough
Go through example problems and Youtube is an amazing resource too
Do the homework and follow along with the in class examples. This is a class where you have to work for the grade, but it is possible to succeed.
Take very good notes in class. Do the homeworks early and go to office hours with any questions. Look at in class examples for extra help
Watch youtube videos for reinforcement of class topics
Read the textbook if you are not clear about certain concepts. The textbook explains some things in too much detail, which is why Dr. Barry's slides are very helpful, but it also provided some disconnects I had with the concepts.
Do book examples (especially the FE style questions)
Use the lecture slides to take notes rather than writing it all out.
I would have started reviewing for exams a few days earlier to make sure I had all methods down and could do them in an efficient manner.
Make sure to study using book problems.
Know that you used problems directly from the book before the second midterm was already over.
stay caught up, and read ahead. the order we learned in class was not the same order as the book teaches it, and that makes learning the material much more difficult.
Read the textbook and do the problems, it is much more helpful than what we do in class and there are good worked examples.
Read the textbook
I would practice more multiple choice questions because the midterms were all multiple choice and I was used to long answer problems from class and the hw.
Study the concepts well.
Show up to class, try to follow the examples even if they're confusing, work on the homework early, try to understand it, and read the textbook chapters some time before the exam.
Do not be afraid to go to office hours.
Don't be discouraged by the difficulty of the class. He wants you to struggle, that's the point. But will help you in your struggles
Preview before class to keep up with the pace of class.
Make sure you understand the concepts rather than just trying to know how to solve the questions. For some of the HW, recalling where the concepts came from was hugely beneficial
Do the homework and pay attention in class
Prep for notes before coming to class

Comments
Always always always look at the lecture slides before class if they are up. Just read through them or better yet, take notes on them before class.
I would study the problems in the book
The book is very helpful and pay attention in class
Do tons of practice problems! Start studying like 3 weeks in advance for an exam, and you'll do excellent! Be aware that there might be a small curve for some exams, but don't rely on it. Do the homework in chunks, so it's more manageable, and don't ever google the answers (not googling or looking up answers helped me a lot in understanding, and I wasn't in a rush to get it done by doing it in chunks!)
Read the textbook
Start work early and keep on top of topics
Buy Barry a beer from hems
read textbook on own time to better understand confusing content
Study well
Could’ve done more practice problems, attended office hrs more and understand the concepts better
Reworking homework multiple times before exams so that you are efficient with your time.
Read the textbook
study more perchance
go to class
I could have reached out more after classes to Dr.Barry to get his input on questions instead of reserving them for office hours with his TAs.
Do not fall behind and keep up with the content as the class progresses since everything builds on each other

Engineering Undergrad Courses

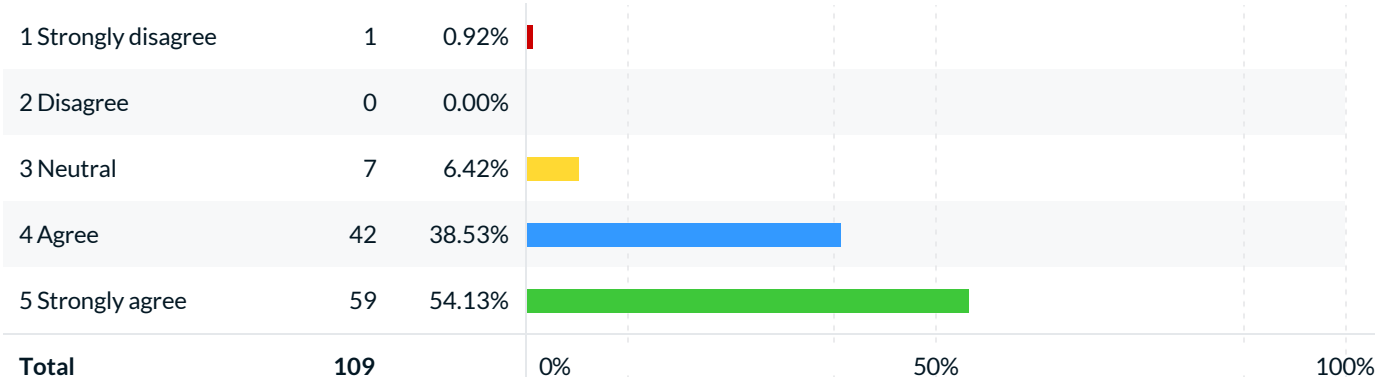
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	109	4.06	0.81
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	109	3.97	0.93
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	109	4.10	0.86
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	109	3.20	1.29
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, and social factors (i.e., sustainability principles).	108	3.02	1.33
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	107	3.03	1.34
Your ability to effectively communicate verbally with a wide range of audiences.	109	2.91	1.28
Your ability to effectively communicate in writing to a wide range of audiences.	108	2.82	1.33
Your ability to recognize ethical and professional responsibilities in engineering situations.	109	3.00	1.25
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	108	3.06	1.31
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	108	3.12	1.33
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	108	2.76	1.35
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	108	2.78	1.38
Your ability to develop appropriate experiments.	108	2.93	1.39

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to conduct appropriate experiments.	108	2.88	1.37
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	109	3.61	1.13
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	109	3.90	1.04

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	126
Response Count	109
Response Ratio	86.51%
Mean	4.45
Median	5.00
Mode	5
Standard Deviation	0.70