



Project Title: **2197 - Teaching Survey Summer 2019**

Courses Audience: **47**
Responses Received: **43**
Response Rate: **91.49%**

Subject Details

Name	MEMS 0031 - ELECTRICAL CIRCUITS - 1070 - Lecture
DEPARTMENT_CD	MEMS
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13730
SECTION_NUMBER	1070
TERM_NUMBER	2197
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

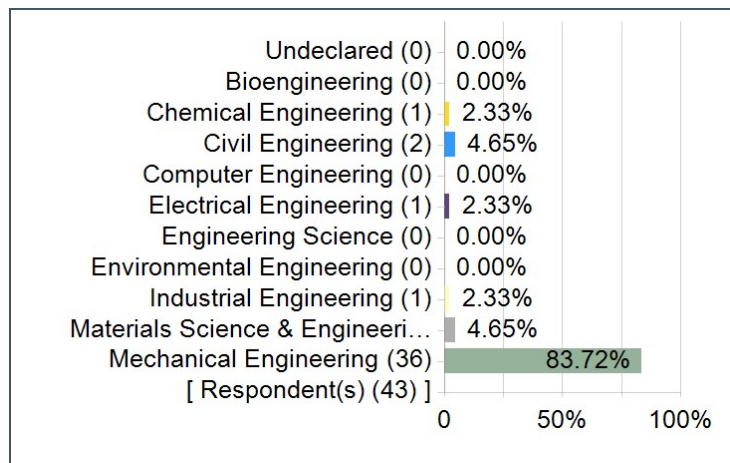
Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Saturday, August 24, 2019**

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).



University Questions

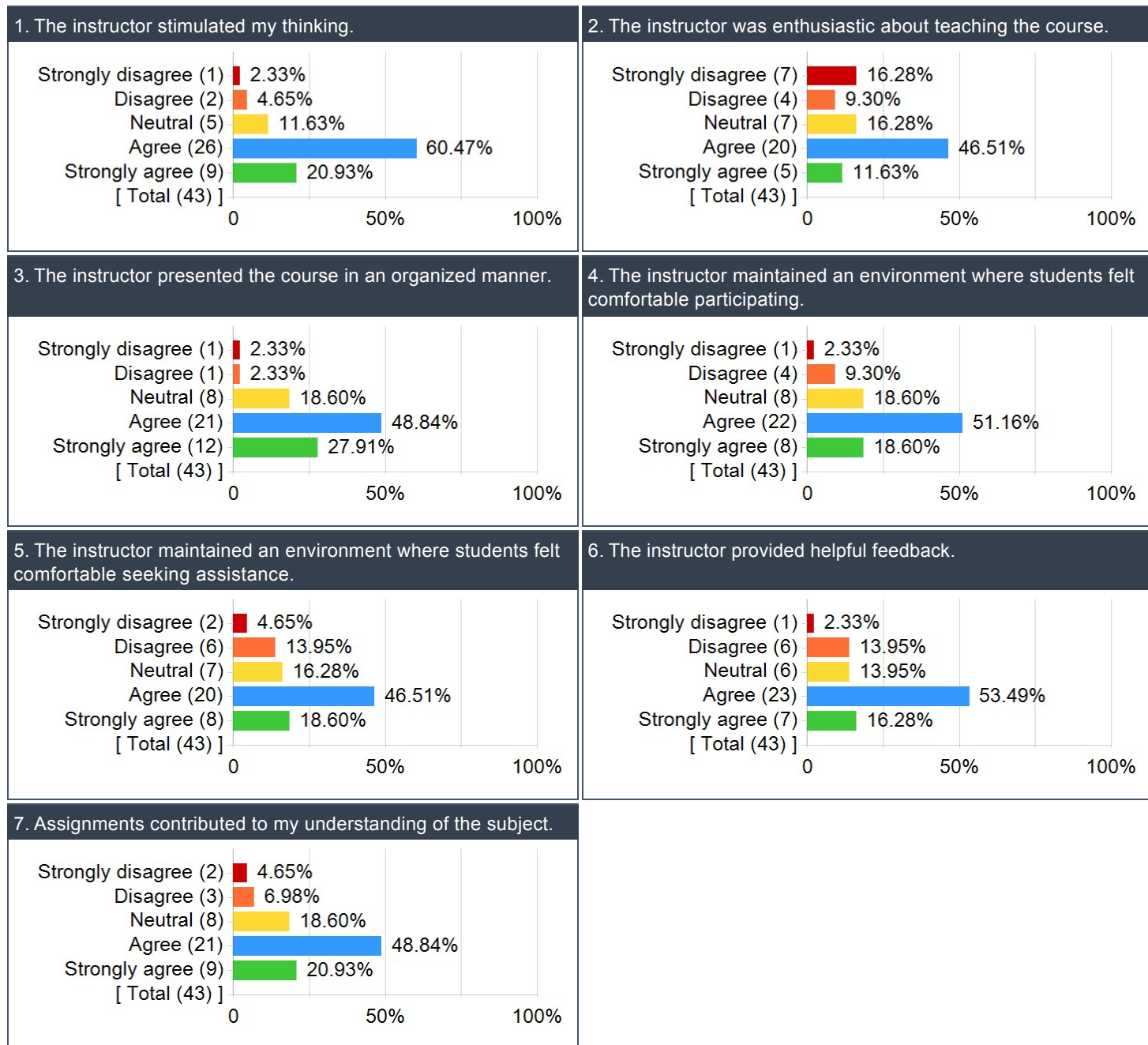
Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	43	3.93	0.86
The instructor was enthusiastic about teaching the course.	43	3.28	1.28
The instructor presented the course in an organized manner.	43	3.98	0.89
The instructor maintained an environment where students felt comfortable participating.	43	3.74	0.95
The instructor maintained an environment where students felt comfortable seeking assistance.	43	3.60	1.09
The instructor provided helpful feedback.	43	3.67	0.99
Assignments contributed to my understanding of the subject.	43	3.74	1.03

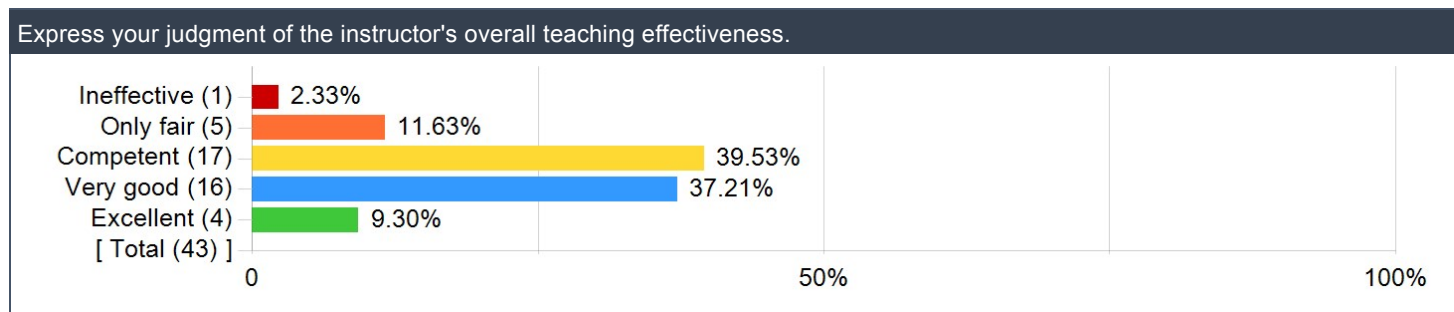
Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	43	3.40	0.90

Instructor Items: Detailed Results



Instructor's overall teaching effectiveness:



Comments

What did the instructor do to help you learn?

Comments
He went over example problems well and gave out homeworks that would help us succeed during the quizzes
Lecture videos were helpful and concise.
Example problems and easy to follow lectures
The videos were very useful. Helped me learn the material at my own pace.
He presented challenging problems that really made you think and understand concepts on a deeper level.
Barry made a half-hearted attempt to turn this class into a flipped class, but showed a minimal effort in making the videos. Then he would spend the entire class talking about how dumb we were, and how circuits is so easy.
The instructor provided many example problems and often provided steps on how to work through problems.
Provided example problems to work through.
Made videos and adjusted the pace of the class when students were struggling
Online lectures were helpful
He gave us a homework assignment that made me think critically about how to approach voltage decay in a circuit. I understood the concepts of the topic better by focusing my effort on this one problem
Lecture notes had basic examples/practice problems to help students apply new course material. Also, past semesters' homework assignments were provided to use as extra practice with new concepts.
Videos, explain things in class, examples
Good examples, receptive to questions, overall good teacher
I learned that it's really important to watch the videos in a flipped class. In addition, I learned all about the various electrical components (resistors, inductors, etc.) and how to use Ohm's law as well as other laws to calculate their values.
The instructor provided nice videos and solutions to homeworks.
Supplied us with plenty of material to refer too
Helped me learn the basics of circuit analysis.
His explanations of the different methods of evaluating circuits was good.
His examples were well thought out, and he would point out the strategies he would use to solve similar problems.
Dr. Barry was accessible and provided useful feedback when help was needed.
provides usual examples that can be related to broader problems
He learned everyone's names and made it an open space for people to try to answer the questions.
examples in class
He was very in-depth in his lectures in class. His online lectures however lacked.
The in class examples were generally helpful, and helped me learn the material.
I really enjoyed the introductory-level videos that explained the different lessons
Provided homeworks with solutions that weren't collected or graded, but they did help to study for weekly quizzes. Additionally, they adjusted the class from a flipped to a normal lecture format when it became clear students were struggling with learning on their own time. They were also available by email for any questions I had.
Having the homework from the previous semester helped to figure out how to apply the concepts to problems.
He was entertaining and engaging in class. Seemed to know the material very well and cared about students actually learning the concepts
He was generally straight-forward in explaining things and the class was well structured.

What could the instructor do to improve?

Comments
Be more consistent with lecture video uploads rather than wait until Monday when the class was Wednesday.
Do not base the grading entirely on quizzes and final.
Give a maintained effort throughout the course

Comments
Complete the semester of videos so students can then use it as supplemental material.
He could go over more challenging examples in class so we could learn more tricks and processes before being tested on tricky subjects.
Just teach the course like a lecture and assign homework. Maybe actually take the time to grade the quizzes rather than looking at the problem, seeing a wrong answer, then giving the student a 50%.
A flipped classroom may not have been the best idea for this class. Once the class stopping being flipped, the course became more manageable and less stressful. The quizzes seemed too difficult compared to the example problems and the homework problems.
Avoid weekly quizzes and do home works instead
Improve availability and give examples more closely related to examination level material
Not have in depth quizzes, assign homework exactly in the form of HW #8, teach during class and not post lecture videos.
For future semesters/summer sessions: the flipped class organization should not be used, and homework should count for some credit as opposed to just an 80% quizzes / 20% final exam weighting. This would likely lead to a more holistic measurement of students' understanding of course material as opposed to one obtained strictly through testing environments.
Honestly, I like the idea of a flipped class but if I were to do it, I would have the students do examples with each other in class so they get more experience. As well as have homework each week. Circuits isn't a class that I feel like you can just learn 100% on your own, as you saw what happened early in the semester. I also get you're busy but posting material sooner in some cases would be nice.
More substance in videos. Really liked that they weren't long but I feel like there were too many examples and not enough explicit explanation.
I would prefer it if you were to post the slides you did in class online so I could do the examples over again. Also, I hate to be that guy, but maybe dial down the difficulty of the quizzes. I feel like they just take too much time.
Focus less on derivations (despite best intentions, I'm sure most students get little from them), and more on problems.
Do not do the flipped classroom unless you add homework instead of quizzes
Maybe reduce the difficulty of tested questions a smidge. There were some times where it seemed like you thought we knew more than we actually did.
His attitude towards life could improve
Show more enthusiasm...
Give quizzes that are closer to the types of problems we practice on the homework.
It would be nice to get our graded quizzes back sooner so that we can see what we are not understanding.
Tone it back a little, don't make the class so miserable. There's no reason 80% of the class should be left in the dirt after every session
Pick a teaching method, e.g. flipped or lecture, and stick to it. Personally I prefer the flipped style, as it allows me to go through the material thoroughly at my own pace and figure out where trouble spots are. Where as in lecture it seems a futile goal to take effective notes and keep up with the pace of the lecture, leading to the need to double back and clean up. In the flipped class, the questions students brought up seemed to hit at the spots where many may have had confusion and the instructor could address them directly. This likely makes concepts clear for many in a single instance.
Instead of showing us the derivations of everything, it would be more helpful to go over examples slowly and really explain each concept as we do them. More time is spent on the math behind it and where it comes from, rather than just being able to do it.
Do not flip this class. It made learning a lot harder. Lecture was a lot better than watching the videos. Having a quiz every class is also the worst and it made it difficult to do well, I could not keep up and there was no time to recover. Multiple exams are better than so many quizzes. Graded homework is also good, it will get people to do the work and also boost grades. The difficulty of examples done also did not match difficulty of hw probs and quiz problems. I would think I understood something and then get the quiz and have no clue what it said or what to do.
Stick to either online or in-person lectures
The online lecture videos were way too short in my opinion, and didn't adequately cover the lecture topics. In class examples were disorganized at times. Honestly, I don't feel the 1 day per week flipped format will ever work effectively for this course unless the lecture videos become much more thorough.
MANDATORY HOMEWORK, or easier quizzes?
Perhaps restructure quizzes to be more forgiving for students. Although I didn't have too much trouble with them, it was easy to do poorly due to the low number of questions. Quizzes with more questions might help to mitigate this.
Having more involved examples in the lectures would have helped to see the process of applying the concepts to the problems.
Not use lecture videos.

Comments
the instructor was not enthusiastic and often tried to make the class more difficult than it should be. The class also fell apart as students proceeded to fail the class.
Give more difficult homework to prepare us better for quizzes. Or at least give one problem per homework that's on the same level as a quiz problem.

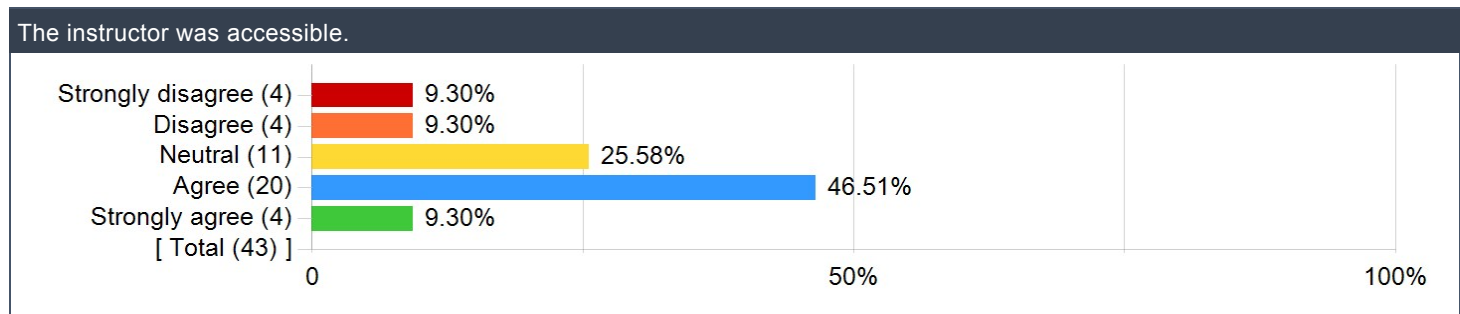
Do you have any other information that you would like your instructor to know?

Comments
No.
Ohms law is indeed the best law
Prefer the class as a flipped one.
Just please put a little more effort so the students coming after me could actually learn some of the information.
HI
The TA for the course is a harsh grader. Very limited partial credit was given
You taught the topics incredibly well during class. For some reason the lecture videos were not easy to follow.
Suddenly changing the structure of this course from how it was organized in past semesters definitely had an adverse effect on students' performance, especially when it came to quizzes. I don't think the videos were able to thoroughly cover material to the same level as if it were presented in-person during lecture. Although class was eventually switched back to a non-flipped structure, there did not seem to be enough time for the non-flipped structure to have a noticeable impact on students' overall performance.
I like your teaching style, enthusiasm, and friendliness. Makes it easy to get along with a professor. I enjoyed my time in your class and I grasped the knowledge well.
Go Steelers. The Browns are nothing, as they always have been and always will be. If you think OBJ won't be shut down by Joe Haden you're smoking something.
You're a better professor than Professor Wang (don't tell him I said that).
nope
Not everyone hates you
Nope
I don't think the whole "only quizzes and 1 final" thing works well
Your jokes are funny
The videos are very fast, which is nice because it doesn't waste time. However, they are hard to follow sometimes.
I don't think Barry is that bad, just a little cynical. He lectures fairly well. I will probably be seeing him again when I am retaking this course.
nah
I feel that providing much more thorough lecture videos will result in a much better understanding of circuits for the class.
I enjoyed the class to be honest... I just wish it didn't feel so... chaotic sometimes? changing from quizzes to homework then theres a homework in an email? wild stuff
I enjoyed the class and learned a lot but there was too much imposed stress on the students.
Having 80% of our grade be determined by how well we understand concepts within the same week of learning them for the first time seems like an unfair reflection of one's understanding of the class. Having the last 2 homeworks helped though.

ENGINEERING

Swanson School of Engineering Items

The instructor was accessible.



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

Comments
Don't fall behind
HW problems that increase in difficulty instead of making them all difficult. it makes it harder to grasp the smaller ideas if all the homework problems are complex
Practice problems. Doing more problems than just the homework
Read the book and do the examples in them.
Avoid taking Barry, take anyone else.
Make sure you understand all of the example problems
Do more practice
More practice problems
Actually have office hours
Take time to review and learn concepts well.
Do example problems until you can do them in your sleep and you will have success.
Do way more practice problems than you think you need to.
don't rely on solutions, study every possible case, try your best to learn every variation of the methodology and theory, not just the easy version. The easy version won't be on the tests.
I eventually started to print out the lecture notes, take notes during the material, and refer to homework and textbook. I wish I would have done that sooner.
Make sure you keep up with the work
Not sure honestly I tried my best
Study, ask questions, don't fall behind
Go to office hours and put time and thought into the homeworks.
May God have mercy on your soul.
Do practice problems I guess.
DO THE HOMEWORK PROBLEMS AND NOT JUST SKIM IT.
Study more, and make sure you really understand the material. Quizzes were hard but generally not unfair. You will not do well on the quizzes unless youve studied a lot for each one
do. the. homework.
If you have the time, do problems from the textbook to supplement the homeworks the professor gives you. Usually the homeworks are sufficient, and the notes are detailed to set you up for success on the quizzes. In the chance they aren't, then textbook problems are a great way to practice.
Make sure to study the material to complete understanding and email the professor frequently with questions and comments.

ENGINEERING UNDERGRAD

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.	43	3.53	0.80
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	43	3.44	0.83
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	43	3.70	0.86
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	42	2.55	1.17
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).	42	2.43	1.27
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	43	2.37	1.23
Your ability to effectively communicate verbally with a wide range of audiences.	43	2.40	1.28
Your ability to effectively communicate in writing to a wide range of audiences.	43	2.30	1.30
Your ability to recognize ethical and professional responsibilities in engineering situations.	43	2.58	1.26
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	43	2.58	1.24
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	43	2.44	1.20
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	43	2.33	1.29
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	43	2.16	1.31
Your ability to develop appropriate experiments.	43	2.53	1.24
Your ability to conduct appropriate experiments.	43	2.37	1.25
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	43	3.12	1.10
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	43	3.26	1.05