University of Pittsburgh

2241 - Teaching Survey Fall 2023

Fall 2023 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture

Created **Thursday, December 21, 2023**

Courses Audience:	**110**
Responses Received:	**106**
Response Rate:	**96.36%**

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.	110	106	96.36%	3.92	4	4.00	0.85
The instructor was enthusiastic about teaching the course.	110	106	96.36%	4.05	4	4.00	0.92
The instructor presented the course in an organized manner.	110	105	95.45%	4.24	5	4.00	0.88
The instructor maintained an environment where students felt comfortable participating.	110	105	95.45%	4.01	4	4.00	0.97
The instructor maintained an environment where students felt comfortable seeking assistance.	110	106	96.36%	4.09	4	4.00	0.93
The instructor provided helpful feedback.	110	106	96.36%	3.80	4	4.00	1.00
Assignments contributed to my understanding of the subject.	110	106	96.36%	4.14	4	4.00	0.93
Overall of All Questions	770	740	96.10%	4.04	-	-	0.93

Overall effectiveness

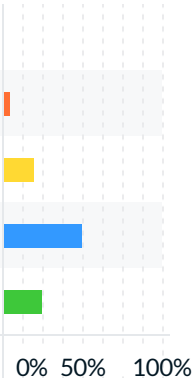
Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	110	106	96.36%	3.60	4	4.00	1.00

Response breakdown

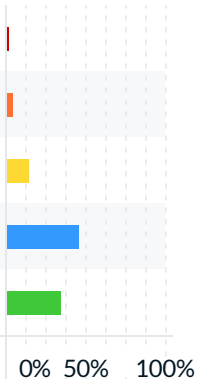
1. The instructor stimulated my thinking.

Strongly disag...	1	0.94%
Disagree	5	4.72%
Neutral	21	19.81%
Agree	53	50.00%
Strongly agree	26	24.53%
Total	**106**	



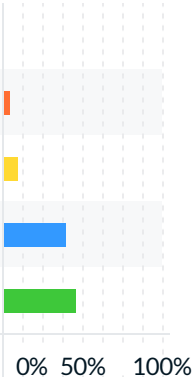
2. The instructor was enthusiastic about teaching the course.

Strongly disag...	2	1.89%
Disagree	5	4.72%
Neutral	15	14.15%
Agree	48	45.28%
Strongly agree	36	33.96%
Total	**106**	



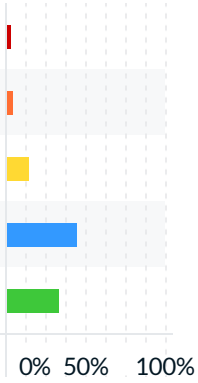
3. The instructor presented the course in an organized manner.

Strongly disag...	1	0.95%
Disagree	5	4.76%
Neutral	10	9.52%
Agree	41	39.05%
Strongly agree	48	45.71%
Total	**105**	



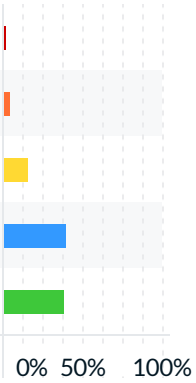
4. The instructor maintained an environment where students felt comfortable participating.

Strongly disag...	3	2.86%
Disagree	5	4.76%
Neutral	15	14.29%
Agree	47	44.76%
Strongly agree	35	33.33%
Total	**105**	



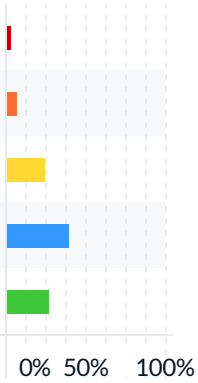
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disag...	2	1.89%
Disagree	4	3.77%
Neutral	17	16.04%
Agree	42	39.62%
Strongly agree	41	38.68%
Total	**106**	

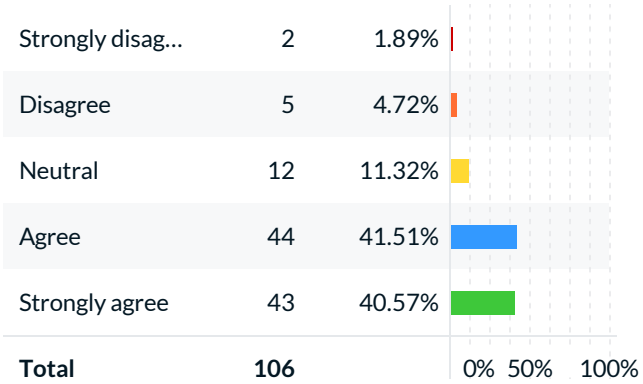


6. The instructor provided helpful feedback.

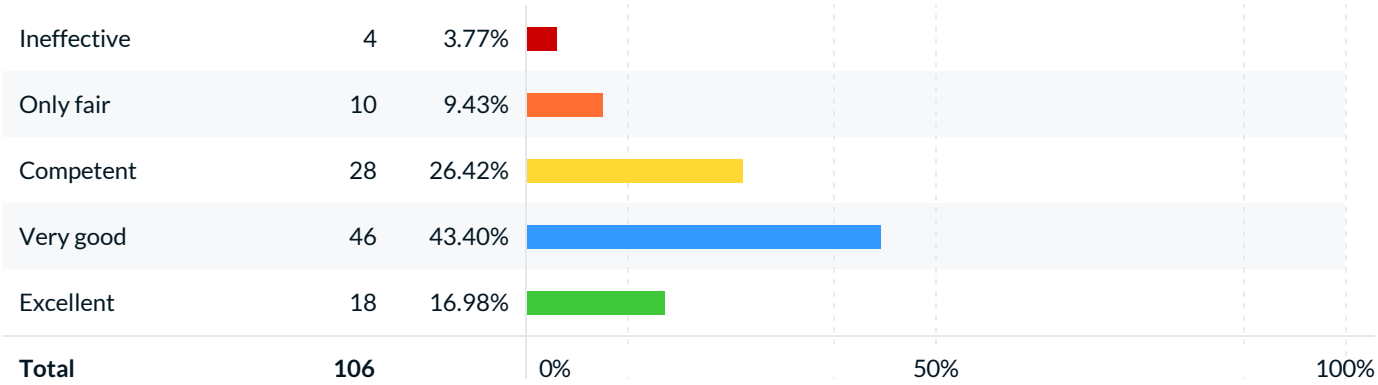
Strongly disag...	3	2.83%
Disagree	7	6.60%
Neutral	26	24.53%
Agree	42	39.62%
Strongly agree	28	26.42%
Total	**106**	



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
I really liked having everything in one place on Top Hat so like having the textbook, the homework, quizzes, etc. one place I think this makes it more organized and effective.
In class learning examples
Offered insane amount of office hours–
The instructor, Matthew Barry, is by far the worst professor I have had at Pitt. I understand this is a challenging course, but he wants his students to fail. I recall multiple instances where I asked a question and I just got belittled for even asking and he is extremely rude and literally made fun of me for not knowing the answer. He could improve by making a fair test based off the problems we are given through the book we HAVE to buy from him. There is no need to have a midterm where the average is failing, 60%, just to put a drastic curve on it so he doesn't look bad while completely stressing his students out. Not only that, but he decides not to give lectures on the content, instead, we get one example of the content that he works through and the remaining 20 minutes of class are wasted since we just work on our own problems he assigns to us. So not only am I being forced to pay for a book that he made, I'm not getting taught the content, I'm not even comfortable going to him for questions because I know I will be made fun of, this is the absolute worse professor I have had at Pitt and something needs to be done.
Lots of office hours.
Incorporated mandatory textbook reading that helped better my understanding of subjects in the course.
The in–class breakdown of examples was helpful.
videos were helpful
His videos and lectures were very straightforward and clearly demonstrated the topic at hand.
Organized tophat that heped learn content
The instructor had organized readings with interactive questions that we would complete prior to attending class. We would then do an example in class to further gain an understanding before completing team worksheets and individual homework and quizzes.
Not much
Gave many examples of what we were learning.
I am impressed that Dr. Barry wrote the course texbook himself. Overall, it was very effective
How to think like an Engineer.
enthusiastic lecturer, course style with online work is helpful for appealing to multiple learning styles.
The in class examples
Provided plenty of assignments, homework/quizzes/reading
He used effective examples to demonstrate concepts.
He was very open to making sure you understand, even going to lengths like drawing it out or acting it out(a given statics issue)
n/a

Comments
Gave us in–class worksheets
He was very straightforward and didn't waste words.
Pretty smart, TopHat was helpful.
The custom text book and the example approach to the class.
How to be an engineer
He showed us one in class example a day. This helped to show a worked example of the process on each topic. We also had access to videos and slides if we needed to go back and revisit.
He was readily available (or the TAs were) and his version of the textbook was very specific to what we were learning.
Had plenty of open office hours same with TAs
Split the weekly readings into smaller sections so you couldn't really leave it all to the last minute
Had an interactive text book
A very organized course schedule on tophat along with excess office hours
Provided useful examples in class
Do examples in class related to material
The instructor provided helpful material in the textbook.
The instructor helped me learn the basics of moments very well.
Provided LOTS of office hours Had videos and readings and external resources available Went through examples in class all the way
Had a large amount of office hours to attend
Dr. Barry made every class interesting and made it very enjoyable to go to his class everyday. His textbook also helped me to a great deal. Dr. Barry also has picked out the best TA's i have ever had in a class.
statics
Many examples were shown in class and outside of class.
I really enjoyed doing the notes online and coming to class with the knowledge to work on problems. I found it helpful utilizing class for example based problems rather than teaching course material there. Also, Dr. Barry was very knowledgeable on all topics covered in class.
Homework and quizes
Homework and Quizzes, his own study.
I thought the textbook was well written for the most part.
He went over things in class fairly clearly and his assignment provided ample room for me to figure things out on my own

Comments
He provided abundant materials to study and reinforce the concepts we learned.
The in–class examples were very helpful.
Interactive classroom
I enjoyed the structure of the class as in class time was efficiently used to clarify questions on the assigned reading and video before class.
He provided videos as well as a text book which were very helpful to learning the material. He also did in class examples.
He was good at explaining in class problems.
provided some videos of example problems
Numerous practice questions and lots of in class examples
He made lectures very interesting and interactive. Also, our assignments related to what we were learning, which was helpful.
Lots of examples, in class worksheets, knowledgeable on subjects and able to explain and help you.
I think the bridge project help me learn about stresses because before that I was very confused about them.
Provided good quality video lectures.
had a lot of office hours between him and his TAs
he provided lots of examples
he provided real examples of every topic we learned about and related to us on an more personal level
Gave concrete examples that were of the same difficulty as his assignments to understand the topics.
Had organized, easy to follow lectures and answered my questions thoughtfully when asked.
Examples
The Top–Hat format was very helpful and provided easy access to all course material. It made studying for exams and completing the homework, which was made intentionally challenging, easier.
Give examples
I honestly really enjoyed how TopHat was set up and the amount of Office Hours he had set up.
My instructor provided lots of example and the lecture material was easy to navigate and find answers.
Dr. Barry's reverse lectures helped me learn more effectively by working on examples in class instead of reviewing lecture slides.
He had interactive in–class worksheets and had problems catered towards homework.
There was a lot of homework to help.
I think the flipped class kept me constantly engaged in the content, overall really liked the style.
Dr.Barry explain the topic in a detail n simple way

Comments
going through examples in lecture videos and clarifying in class
His class was very accommodating to those with disabilities including myself.
Helped me learn statics.
Example problems in class
He made sure that there were various ways to learn the topic, between watching videos, reading the textbook, listening to lectures and doing practice problems.
The textbook was extremely useful, the office hours availability was excellent, Barry is also a good lecturer.
I liked the number of practice problems we had and the assigned reading helped.
helped me learn the method of sections and joints, how to use applied concepts of physics one to approach statics problems.
good in class examples
Dr. Barry provided us with very helpful examples that were critical to our learning.
Tophat
Held copious amounts of office hours. It made it easy to make sure I was able to get help whenever it was needed.
Tophat

What could the instructor do to improve?

Comments
I genuinely struggle to like flipped classes sometimes because in class we really only do one example and I just don't think doing one problem for a statics course is very helpful and also not having much practice outside of homework and quizzes. I wish there was more practice problems to do in the textbook.
Some times in the in class examples felt rushed or skips were steps
more detailed instructions for the bridge project (clearer guidelines), post practice exams, try to keep the top hat numbers correct. I lot of time the homework or quiz problems had incorrect answers which caused some frustration when completing problems
The instructor, Matthew Barry, is by far the worst professor I have had at Pitt. I understand this is a challenging course, but he wants his students to fail. I recall multiple instances where I asked a question and I just got belittled for even asking and he is extremely rude and literally made fun of me for not knowing the answer. He could improve by making a fair test based off the problems we are given through the book we HAVE to buy from him. There is no need to have a midterm where the average is failing, 60%, just to put a drastic curve on it so he doesn't look bad while completely stressing his students out. Not only that, but he decides not to give lectures on the content, instead, we get one example of the content that he works through and the remaining 20 minutes of class are wasted since we just work on our own problems he assigns to us. So not only am I being forced to pay for a book that he made, I'm not getting taught the content, I'm not even comfortable going to him for questions because I know I will be made fun of, this is the absolute worse professor I have had at Pitt and something needs to be done.

Comments
While the video were good, it would be nice if you provided explanations so that it's not just you reading slides I can zip through on my own. I think the bridge project is the first time I felt like an engineer, but it was also a bit challenging due to some grey areas. One example is that the instructions never brought up halflaps as an option and we only found out by contacting you. Also, I don't know if this is something you can control, but it would be nice to get explanations on quiz questions on tophat after their date passed, because I think that only appears for homework problems.
Better in class examples
give answers to the quizzes after they are due so they can be reviewed better
More general help on in class worksheets – many of the in–class examples didn't relate.
help guide students on how to prepare better for exams, there was an overwhelming amount of knowledge and very little guidance on how to prepare for an exam
I feel like sometimes he has answered people’s questions in kind of a condescending or patronizing tone, which left a bad impression.
Bteer comunication via email. Usually no responses
The instructor could improve his understanding for how challenging some of the material is. Often times, he would say this is so easy. However, on some topics, I felt the opposite and was confused as to why this material was thought to be so easy.
He could be more receptive to questions and not assume every student knows everything about statics.
nothing!
I feel like Dr. Barry could have been more enthusiastic about the course. Although some elements are essentially physics 1 without motion, others are quite interesting
Nothing, I enjoyed his class.
Time in class felt wasted sometimes, since a portion of the time was spent as a chance for us to work on assignments independently, personally think this time could be better used.
Rather have the in class worksheets not for a grade.
Provide more practice problems before tests. On the second midterm, certain topics lacked several examples, thus it was difficult to study those topics because I couldn't find good practice. Looking it up online does not always provide the best results because I do not know if something like that will appear on our test.
nothing, he was great
Nothing notable.
n/a
Provide practice exams and actual study materials for exams. Be much more clear with bridge project guidelines.
Do more in–class examples instead of student–led in class problems
Can come across as slightly condescending when answering questions. I think he's a great guy, but maybe could be a little more friendly and understanding that it was our first time seeing this material and none of us have gone through the rigorous academic stuff he has yet. Also, when you get homework/quiz answers wrong, there is no solutions presented afterwards. This is frustrating for students who do not have time to go to office hours every week and work through every problem there. Also, makes it harder for you to correct your mistakes and learn from them.
A recictation

Comments
none
I enjoyed this class, but there were certainly pitfalls. For context, I was in section 1020. This section had (on a weekly basis) pre–class readings, video lecture questions, videos, in–class worksheets, homework, and quizzes. For a 3 credit class, students are told to expects 6 hours of work out of class. Including watching the videos and taking notes, I would say that on average, my workload in Statics frequently surpassed 10 hours a week. In addition, I often would have to finish the "In–Class" worksheets outside of class, because they took longer than the time allowed in class. This amount of work severely hindered my ability to learn. Instead of spending time deepening my understanding of Statics, I was bogged down by the sheer amount of time it took to get everything complete. This made it difficult to do anything but JUST complete the work. I feel that if I had had less "busy–work" to do, I could've focused more on extra problems, re–reading the text, etc. Additionally, not to personally offend Dr. Barry, but the format of the textbook is not to my personal taste. It would be much more helpful if the readings were split up into manageable paragraphs, bullet points, and big ideas, as opposed to long passages of text mixed with examples. The content of the book is very nice, but the format makes it difficult to read and easy to skim (without really absorbing the material). Lastly, the lack of practice problems, with solutions, was a huge struggle for me. I know that Dr.Barry is trying to avoid teaching us "just the process," but I personally cannot understand these problems without repetitive, new practice. Re–doing the various assignments helps some, but I kind of already knew how to do them. It made me feel 'experimented on' to know that my peers had MUCH less work than I did on a daily basis. Not only did this seem unfair to me, but morally incorrect. The educational experiment is just that; to toy with student's grades, give some students less of a chance to succeed than others, and experiment with the courses/content in ways most students don't realize is different from other sections until a few weeks into the semester, if at all. I understand that it is always a gamble as to which professors you will get throughout college, but to have the same professor and entirely different work, materials, and opportunity, strikes a moral chord in me that I cannot ignore. With all of this said, I appreciate what Dr. Barry + others are trying to do with the Statics curriculum. I also understand that this project is in its early stages, and will continue to develop past my time in the class. Best of luck!
I think sometimes he forgets that we are not as smart as him. I understand he wants to push us but sometimes students can get nervous to reach out if they are going to feel bad for not knowing something.
Enable explanations later on tophat quizzes
Unsure
Provide more practice problems. Many helpful questions are guided, which is nice, but there's a lack of unguided problems to help you work through the process yourself.
I know the class is structured in a flipped model, but I don't personally learn well in that modeling. I hoped there could be more lectured–styled class time
Provide alternative examples as a resource for studying. When I was preparing for exams I felt like there was not much for me to practice.
It would be helpful to have the answers with the work shown for all of the textbook problems, quizzes, and homeworks.
The instructor could have supplied more difficult examples in class to math the homework and quizzes.
Not use tophat

Comments
Make test questions a little bit easier
The lecture vids were not great they went to fast for me to take notes on. Also , reading off slides is draining to watch and does not keep me wanting to do more.
n/a
Homework and quizzes do not reflect the midterms or final and I think simpler examples like ones on the exams would be more helpful. The top hat questions are sometimes very difficult and it is not reflective of our exams.
For the bridge project, I would suggest moving it earlier into the year. I found the project to be an extreme time sink especially as a bionengineer. Not only did BioEs have to learn solidworks in order to be approved for certain parts, but we had to find time to build the physical model in the makerspace. The makerspace's hours did not align at all with the Sophomore schedule and I found little time studying for other classes because the bridge was taking up too much time. Also, please include majors when grouping students. I often do not feel college has many "unfairs," but putting four bioengineers together and having them learn solidworks outside of a course is unfair.
A lot Make the bridge project clear (No one including TAs knew exactly what to do on many parts of the project) Consistent grading (If you curve the first exam, why do a system of giving everyone 3 answers right? Just take those questions out instead so people that got them right arent indirectly penalized) There are no practice problems and the exams are more IQ tests than actually testing my statics ability Just consistency is key Let us choose our groups because so many people have just not been helpful
The bridge project needs to be more clear. The exams are more of a IQ test than testing your knowledge of the material, MC does not show your full capabilities
I don't love flipped classes and I thought particularly in this class we would have benefitted from a proper lecture.
The tophat assignments are a bit much, I feel like their are too many of them to a point they sort of become harmful. There are enough of them that I don't have the time to do all of them properly, so I end up cutting corners. If there were less assignments I'd have the time to actually do them as they are intended.
It would be nice if we got any sort of review for the second exam.
N/A
He could have more practice that is similar to his exam format. There is also a lack of practice for certain types of problems.
Have more examples geared to people of all majors not just mechanical
More class participation
I would provide practice exams, especially since according to the professor, what is taught in the class does not prepare us for the exam. Or at least teach us in a manner that would better prepare us for the exam.
He could spend more time in class going over conceptual ideas, not just example questions.
Having more actual examples being worked out during class
Maybe provide a short summary at the end of each reading in the text book
To improve, he could have introduced the bridge project earlier or explained it better. Also, we could've been given practice that actually was going to be like what was on our exams. We were only given short answer questions for homework and quizzes, while our exams were multiple choice.

Comments
I don’t know I honestly liked how the course was run and taught
The textbook he wrote has a few typos or inconsistencies which can be confusing.
Provide even more real–life applications.
use a better book
prepare us more for the exams, some of the questions were unfair and multiple choice exams are not fair provided the content of this course. Partial credit should be applied to exams
not much, the class was taught very well
More emphasis on the coding aspects, especially since it plays a heavy role in the final project.
Have an optional lecture for torsion in person.
Overall I appreciated the course but I found the necessity of extra curricular skills not taught in prerequisites somewhat troubling. In particular, a reliance on Solidworks for the bridge project. Although this wasn't very troubling for the majority of the mechanical engineers taking the class, I found it unfair to the bio engineering majors who had little to no experience with this software. I have similar reservations about the use of Latex for the construction of the technical report.
Go over concepts more in class.
I know we had the TopHat interviews so I feel that is MORE than enough said because outside of that, I have nothings personally
Nothing I was happy with the class
Have the technical report done through Microsoft Word since most people know to use word or make sure that every group has a student in their group that has taken a class involving Latex.
Provide better material for exams, such as study guides or review sessions during the bridge project.
I really disliked the flipped class and tophat book. Also, worked out solutions to homework and quizzes were never posted, which was frustrating when going over problems again, especially the more difficult ones.
Amount of homework during midterm seasons.
have more interactive assignments other than textbook problems
Include full examples in Top Hat (rather than a remarking its a continuation from past lectures) and organizing Canvas and Tophat by Chapters rather than by Lecture Weeks. It got confusing when we had to go back and forth and click a bunch of drop downs to review one specific chapter at a time. It is beneficial sometimes to go by the week like when Exam material cuts in between a chapter. Also including the quiz questions and answers into a document after the due date in the format of a practice exam and just keep adding it so we can see all the questions in one. The different versions of each may help as well.
He could provide more examples on class or on canvas.
I felt that some of his feedback was condescending, maybe in an attempt to be funny? But maybe going over more than just one example in class and giving a bit more of a formulaic approach for some problems.
Give more detailed answers to questions from students.

Comments
I am consistently confused as to whether the instructor cares about the students in the course. On one hand, the textbook is very thoughtfully designed to help learning, as are the prelecture readings and other assignments selected, on the other hand, it is as if this class was intentionally designed to produce the most stress as possible for students enrolled in the course. The homework and quizzes are worth a huge percentage of the grade, and are extremely finicky in entering in answer. If provided with more than five attempts to submit, this aspect of the course would be much less stressful. Furthermore, the midterms are not reflective of problems given in class, which I assume is to provide a comparison by students and actual mechanical engineers that take this certification exam, though at the minimum some practice problems similar to the test should be provided. All of these problems are small in comparison to the BRIDGE PROJECT. I CANNOT EXPLAIN HOW MUCH THIS PROJECT HAS RUINED MY PROSPECTS OF DOING WELL ON FINALS. I have tracked how much time I (and the rest of my team at the same time) spent on this project exclusively on the week before finals. That is, 4 hours on Monday, 4 hours on Tuesday, 2 hours on Wednesday. I am not finished with the week yet, as it is wednesday night, yet our team anticipated to spend another hour on it tomorrow, then four more hours for the final bridge testing on Saturday. This totals to 14 HOURS SPENT ON THIS BRIDGE PROJECT DURING THE WEEK BEFORE FINALS. I HAVE NOT BEEN ABLE TO STUDY FOR FINALS BECAUSE OF THIS! now you may be like, obviously this team has spent time inefficiently... while we may not be the most effective team, I have also timed the amount of time this week we have spent waiting in the makerspace DURING SCHEDULED HOURS FOR IT TO BE OPEN for either TA's or the space to be open, unable to do anything related to the project... which totals to 3 HOURS THIS WEEK ALONE. The lack of clamps for the project has made it that we have to come in many.... many more times than necessary to complete this project. This project has been absurdly annoying to complete, and the fact that we also have to complete a final project report during finals week, along with the final for this class is completely insane. Even worse, students from other ENGR 0135 classes sit in the makerspace watching us.... they have significantly less work to do than us and it is completely unfair. Everyone else in the class I have talked to has had similar experiences to me. It would be much more fair if this project were done in place of a final exam, but expecting us to spend so much time on this project while also preparing for a final is completely ridiculous. I CANNOT EXPRESS TO YOU HOW MUCH THIS PROJECT HAS ADDED TO THE STRESS OF FINALS WEEK, IT IS ABSURD. I understand that you think that this project can be completed quickly, but theory is much different than reality. Mistakes inevitably happen during the building, or design flaws make it such that more than one iteration of the bridge. I would like for you to try and complete this project with a team, during the same time as everyone else.... (the limitations on meeting times, materials, and the makerspace being open during scheduled hours would inevitably make this project take so much longer than it theoretically would, even with experience in building the bridge itself.) This project on its own is fine, its the timing and execution that make it absolutely terrible. I genuinely hope you read this, and at least try what I suggested, or scrap the project, or replace it for the final exam. I cannot explain to you the amount of rage I am filled with every time I see a bridge (im not joking).
N/a
more practice problems before exams(specific book examples instead of just refericing the book because kids like myself are lazy and dont wanna read 4 hours of content that could be potentially useless.
more practice problems, less guided hw
Possibly give more tips when solving homework questions that were a little more advanced than in class examples.
Better explination
Not really much, I enjoyed the class and the structure of the class.
More top hat

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

Comments
N/A
no

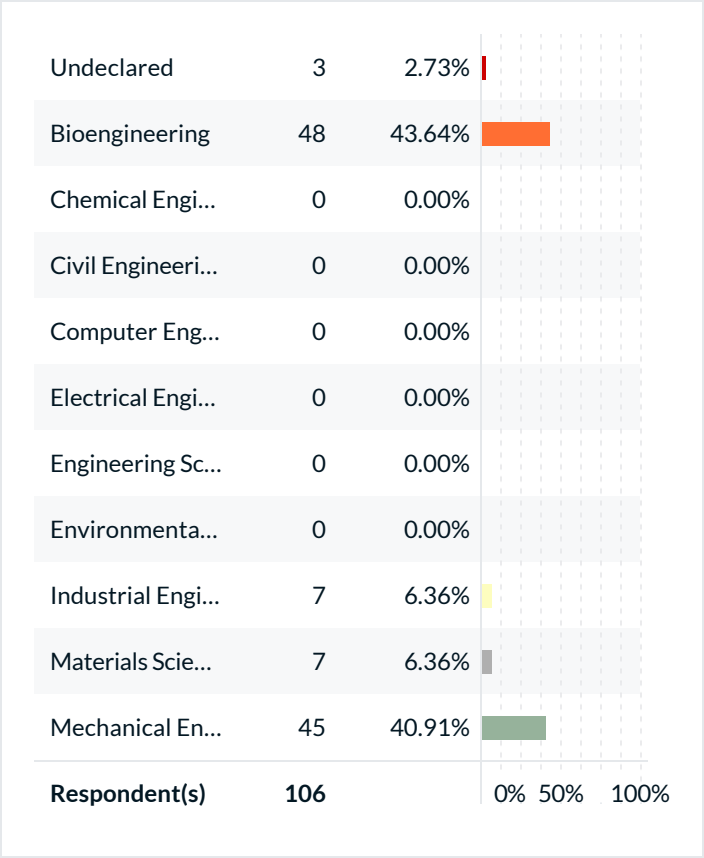
Comments
The instructor, Matthew Barry, is by far the worst professor I have had at Pitt. I understand this is a challenging course, but he wants his students to fail. I recall multiple instances where I asked a question and I just got belittled for even asking and he is extremely rude and literally made fun of me for not knowing the answer. He could improve by making a fair test based off the problems we are given through the book we HAVE to buy from him. There is no need to have a midterm where the average is failing, 60%, just to put a drastic curve on it so he doesn't look bad while completely stressing his students out. Not only that, but he decides not to give lectures on the content, instead, we get one example of the content that he works through and the remaining 20 minutes of class are wasted since we just work on our own problems he assigns to us. So not only am I being forced to pay for a book that he made, I'm not getting taught the content, I'm not even comfortable going to him for questions because I know I will be made fun of, this is the absolute worse professor I have had at Pitt and something needs to be done.
Nope.
no
N/A
It might be helpful to create practice exams relevant to the exams we receive
I enjoyed Dr. Barry's class overall and I also appreciate the TAs because they are always helpful and cool people to talk to.
Bridge project took too much time and should have been started earlier
Although the bridge project is time consuming, I enjoyed the application of the class.
I liked the class examples relating to the automotive industry. Also, I appreciate that Dr. Barry took the time to learn everyone's names, it encouraged me to ask questions during lecture
Barry is a great and funny teacher.
No
nope
no, he was great
No.
n/a
Nope!
N/A
none
I like the textbook and video options because it allows students to choose how they want to learn.
no
No
The instructions for the bridge project were very unclear. There weren't enough resources to build it. There were many times when there weren't any TAs in the makerspace or we had to wait for other reasons.
Not necessarily
I am not a big fan of flipped classes' but I enjoyed this semester and felt i learned a lot.

Comments
n/a
All good.
No
I really did not enjoy this course towards the end of the semester
N/A
N/A
Not at this time.
N/A
no
N/A
No
No
I like Shadow.
Great professor.
n/a
n/a
make the video questions a bit more related to HW and quiz like questions
Not at this time
None
I don't know if this is intentional but many people found the instructor particularly intimidating.
Flipped lecture may not be as effective as possible, especially if a proper background in the subject is not there.
NA
No
n/a
N/A
I did not think I would love statics but your class made me love statics a lot. For someone with English as a second language like me, you made the lessons and your explanation help me understand very well. Sincerely thank you (Tara)
N/A
N/A, Thank you!

Comments
nope
I CANNOT EXPLAIN TO YOU THE AMOUNT OF RAGE I AM FILLED WITH EVERY SINGLE TIME I SEE A BRIDGE.
n/a
really liked Dr.Barry even though his class was hard. I enjoy his humor and teaching style in class
N/A
I liked how Dr. Barry made it an objective to get to know some of the students personally.
Tophat

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).

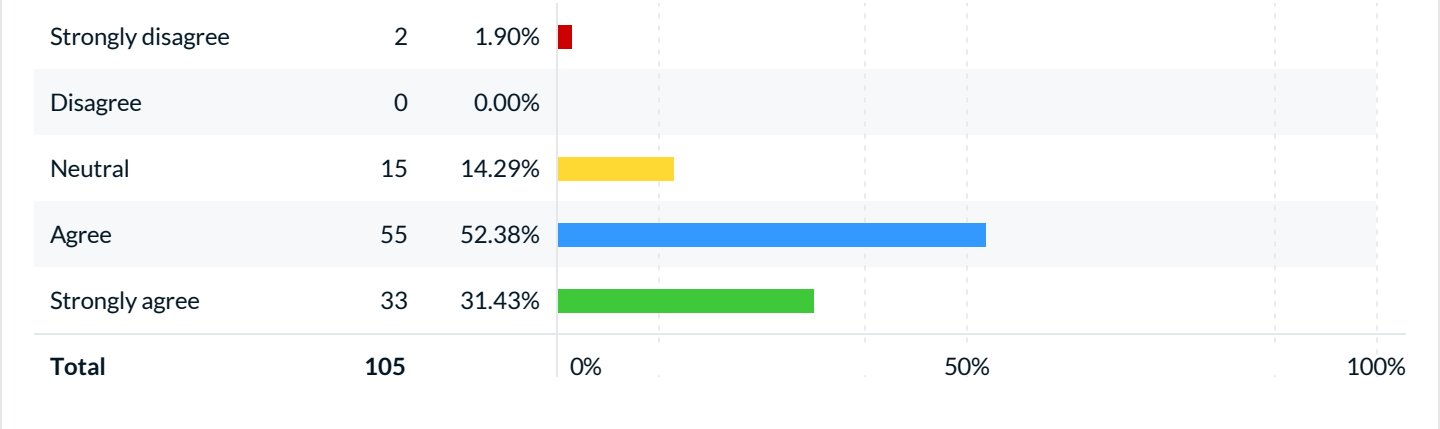


Undeclared	3	2.73%
Bioengineering	48	43.64%
Chemical Engi...	0	0.00%
Civil Engineeri...	0	0.00%
Computer Eng...	0	0.00%
Electrical Engi...	0	0.00%
Engineering Sc...	0	0.00%
Environmenta...	0	0.00%
Industrial Engi...	7	6.36%
Materials Scie...	7	6.36%
Mechanical En...	45	40.91%
Respondent(s)	**106**	

0% 50% 100%

The instructor was accessible.

The instructor was accessible.



Strongly disagree	2	1.90%
Disagree	0	0.00%
Neutral	15	14.29%
Agree	55	52.38%
Strongly agree	33	31.43%
Total	**105**	

0% 50% 100%

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

Comments
I think having more practice problems available to students in the textbook and I think I'm going over more problems in class instead of teamwork sheets.
Took more time to understand the book examples
Advice: go to the full statics textbook (Not Dr. Barry's version) for extra practice problems and solved examples
DO NOT TAKE MATTHEW BARRY. The instructor, Matthew Barry, is by far the worst professor I have had at Pitt. I understand this is a challenging course, but he wants his students to fail. I recall multiple instances where I asked a question and I just got belittled for even asking and he is extremely rude and literally made fun of me for not knowing the answer. He could improve by making a fair test based off the problems we are given through the book we HAVE to buy from him. There is no need to have a midterm where the average is failing, 60%, just to put a drastic curve on it so he doesn't look bad while completely stressing his students out. Not only that, but he decides not to give lectures on the content, instead, we get one example of the content that he works through and the remaining 20 minutes of class are wasted since we just work on our own problems he assigns to us. So not only am I being forced to pay for a book that he made, I'm not getting taught the content, I'm not even comfortable going to him for questions because I know I will be made fun of, this is the absolute worse professor I have had at Pitt and something needs to be done.
Understand the process, don't just memorize how to solve certain problems
Go to office hours.
read the textbook
Go to office hours and pay attention during the pre–lectures so the rest of the assignments make more sense and go by quicker.
study a lot and dont just try to get the homeworks and quizzes done
Don't be afraid to ask for help from Dr. Barry or the TAs when you are confused.
Daily study
I would get in contact with the instructors and TAs early through attending office hours and asking questions in class. The material can be challenging at times and the exams often made me feel defeated, but I put as much effort as I could into the class and that is all that matters.
Avoid it, but that's impossible
Do the homework not just for completion!
I would encourage future students to go to office hours to gain a better understanding of difficult topics
Give Barry a chance, he is a great teacher that wants you to learn.
Study the in class worksheets throughout the term not just when studying for exams
Do all the assignments (hw, quizzes, reading), go to office hours (they help significantly)
Make sure to engage yourself in the material.
Practice makes perfect. Statics isn't done first time go–around
show up to class

Comments
Work with friends and classmates
Do all of the in–class problems with the TAs, they are very helpful.
Go through the examples in the book
Go to office hours if you are struggling
Even if the textbook format stays the same, please try to do all the readings/examples.
Future students need to stay on top of their work, it can be very tempting to just click through the assigned reading (which I am guilty of doing). However, after going back through material I was able to comprehend it much better and I advise students to allow themselves time to do it right the first time.
Dont try to figure stuff out yourself or with your friends ask prof or TAs
Study before exams and do the homework, homework will teach most of it
Common answer; attend office hours.
There are tons of hours of Office Hours each week. Try and block out an hour a week to go to one of them. I wish I did this more often.
Stay current with the material
do the homework and quiz problems
Go to office hours and take advantage of the in class examples when you are struggling
Attend office hours, do the problems, and really try to understand the topics
Stay ahead and watch and read a lecture ahead compared to the class. This class has a lot of stuff to do so start it early and you will be fine. Also, Office hours are great so go to them.
complete the readings
I would make summary sheets that have the main formulas and concepts.
The moment you are assigned your bridge project group, make your bridge design.
If you do not like your group, complain early so you don't get stuck with a group that doesn't do anything
Don't fall behind, stay on top of the homework, prelectures and quizzes
Sit in the front row, if you do not pay attention to the class examples it becomes exceptionally harder to build an understanding. Also the questions that the test is built on are pulled from the database for a test which, while not easily found online, can be found in small numbers on youtube videos of statics reviews for the test.
I definitely could have payed attention in lecture more than I did. I also did break my shoulder mid semester so I was not on the top of my game for a good bit of it.
Make sure when you collaborate for homeworks, you know how to do it on your own and aren't dependent on other group members to solve problems for you.
just go to office hours constantly
Make sure to watch both the videos and read the textbook

Comments
Redo problems on my own
Do the work before class so you know what is going on. This will make the in class examples more understandable
I would watch extra material to help me further understand the material. I would go to YouTube and watch some extra videos from other professors on topics I am confused about. Also start designing your bridge as early as possible.
Spend time learning the material on your own, you will not learn it all in this class.
Take your time to learn the things on tophat and don't just skip through them for participation
I could have gone through the reading more thoroughly.
To improve my learning, I could've went to more office hours.
Ask for help when you need it, go to office hours.
Go to office hours to do homework even if you don't have a question.
Make sure that you take the time to watch all video lectures and do all video quizzes, readings, homework assignments, and quizzes and use those to study for exams.
talked to TA
just keep on top of material and ask for help earlier rather than later
go to more office hours, there are so many to choose from with all the TAs
Learn the matlab early, actually watch the videos (1.25x speed). Do not overly stress yourself out.
Make sure I learn the material as the lectures come out, it's very easy to just fill out the questions without having a complete understanding.
Study more
Go for a low PI design from the beginning for the bridge project and learn Latex earlier on in the course.
Do all assignments; go to office hours
DO YOUR HOMEWORK! Do all of your assignments and the quizzes because it is what is on the exam
keep up to date with the information in the class and be sure to look over the pre–lecture materials.
Make sure that you review in some capacity almost every night even if it is only for 15 minutes.
More examples, especially ones that are helpful. Sometimes there were only a few examples of certain types of problems, and difficult homework/quiz problems. The worked out solutions to these problems were never even posted.
Set aside time to do the problems every week building a routine is quite helpful.
Do assignments/ lecture videos on time
Actually read the textbook AND watch the videos. Don't just assume you'll be fine without it, you won't be.
Go to office hours more as there is plenty of office hours

Comments
Make sure you GO TO OFFICE HOURS!!!!! Set up a time weekly when you'll go and just go and do the homework in there or earlier that day!
Make sure to try your hardest on assignments, even if they are just for completion.
Office hours are extremely useful, much better than the office hours in every other class I've been to. 100000000% go to them, im not even a big office hours person.
Watch all lecture videos and do as much practice as possible.
accessibiilty was good keep it up
Make sure to read material before lecture, as it is very helpful to be successful in the course.
Do all the top hat
I think just doing the required material is very helpful. Also attending any office hours that you can help immensely.
Do the top hats

Engineering Undergrad Courses

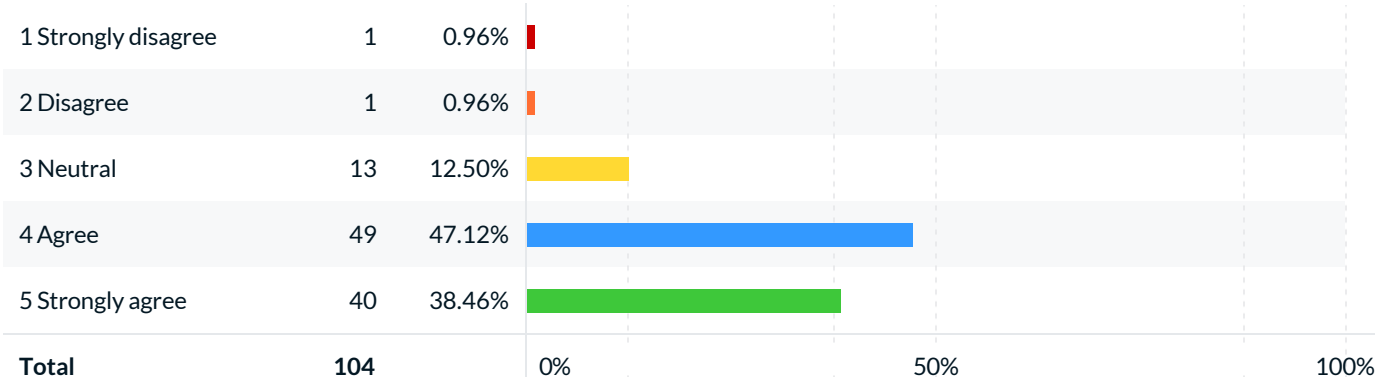
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	104	3.96	0.86
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	103	3.79	1.01
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	103	3.92	0.90
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	104	3.61	1.07
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).	104	3.40	1.13
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	104	3.52	1.06
Your ability to effectively communicate verbally with a wide range of audiences.	104	3.36	1.18
Your ability to effectively communicate in writing to a wide range of audiences.	104	3.30	1.18
Your ability to recognize ethical and professional responsibilities in engineering situations.	104	3.38	1.21
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	104	3.43	1.17
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	103	3.42	1.14
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	104	4.10	0.81
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	104	4.16	0.84
Your ability to develop appropriate experiments.	104	3.58	1.09

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to conduct appropriate experiments.	103	3.60	1.04
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	104	4.01	0.84
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	104	3.98	0.92

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	110
Response Count	104
Response Ratio	94.55%
Mean	4.21
Median	4.00
Mode	4
Standard Deviation	0.77

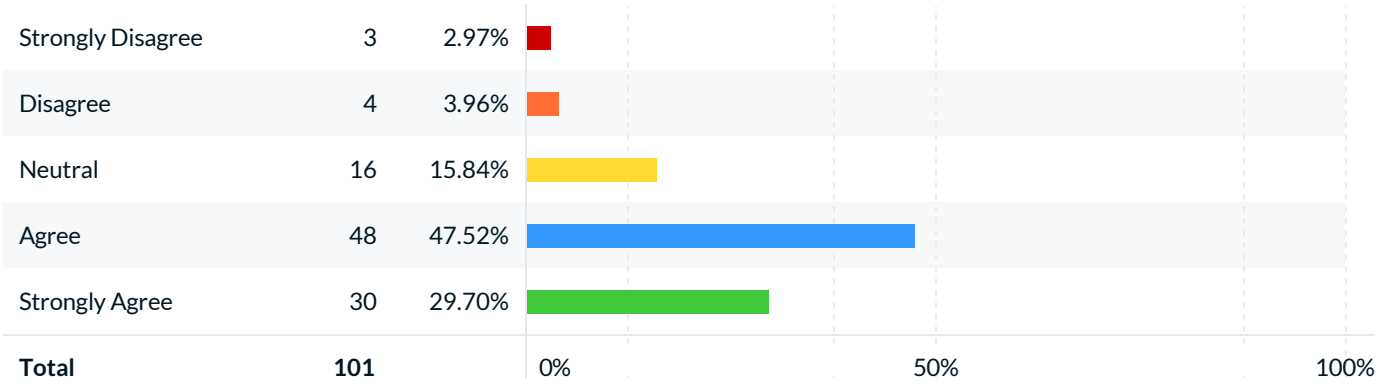
Personalized Questions

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

Question	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	102	3.75	1.03

Classroom activities made a valuable contribution to my learning.

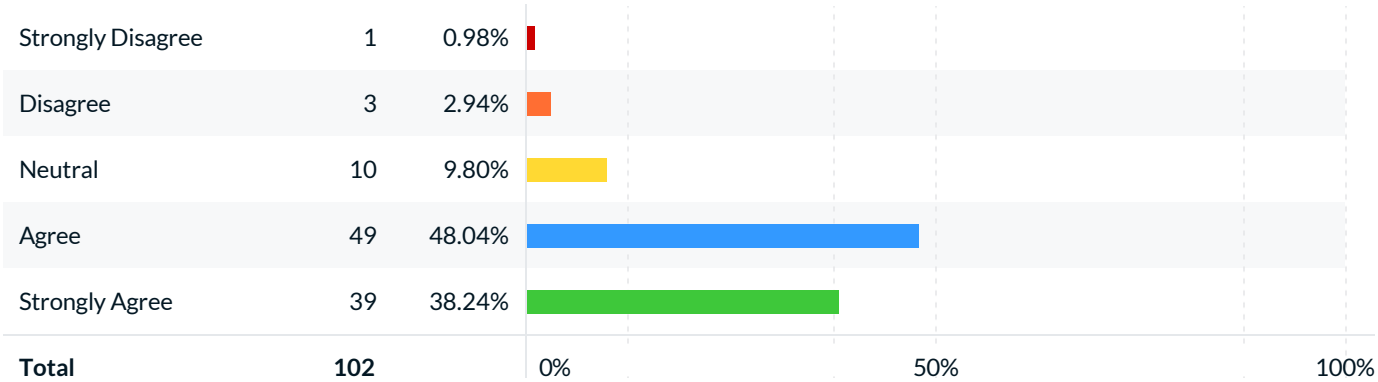
Classroom activities made a valuable contribution to my learning.



Statistics	Value
Mean	3.97
Standard Deviation	0.94

The instructor followed the syllabus closely.

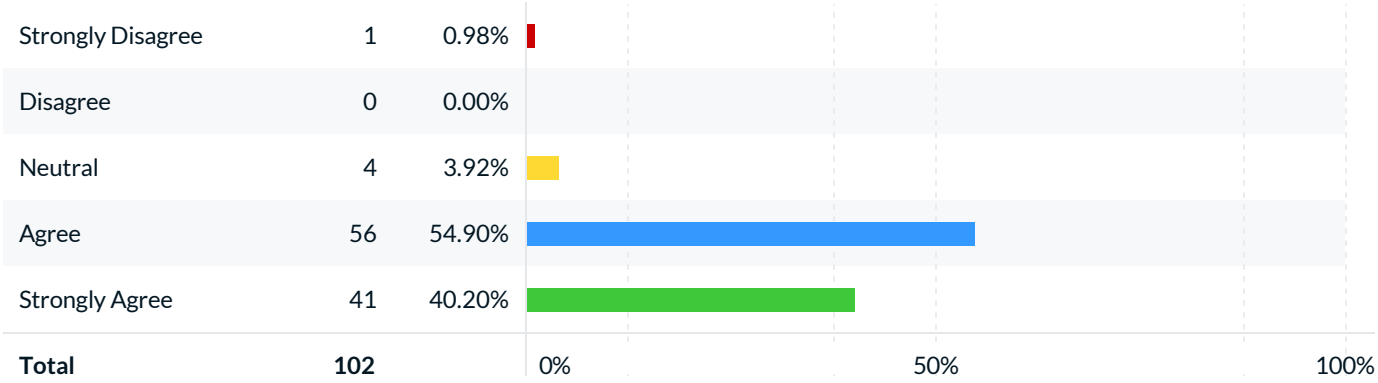
The instructor followed the syllabus closely.



Statistics	Value
Mean	4.20
Standard Deviation	0.81

The instructor kept class discussion focused on key issues.

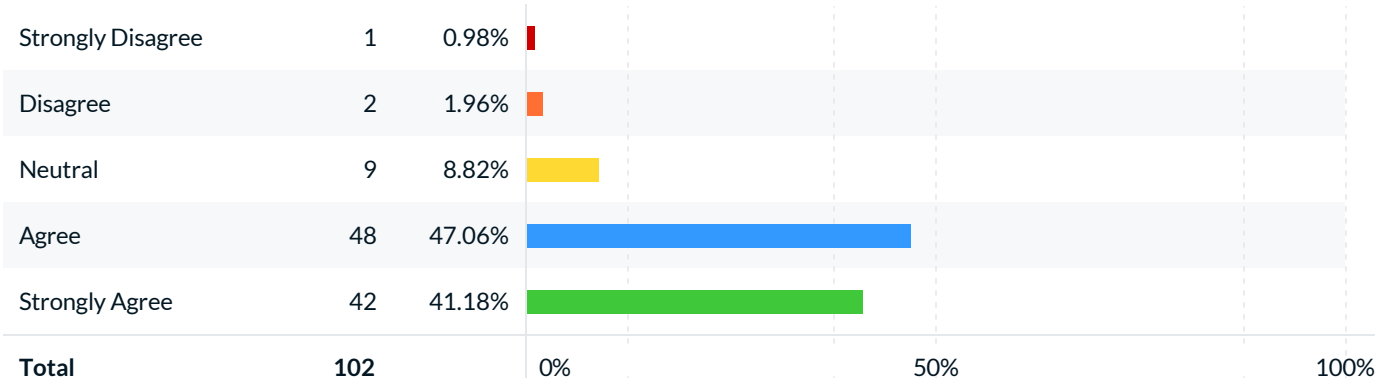
The instructor kept class discussion focused on key issues.



Statistics	Value
Mean	4.33
Standard Deviation	0.65

Assignments contributed to my learning experience in this course.

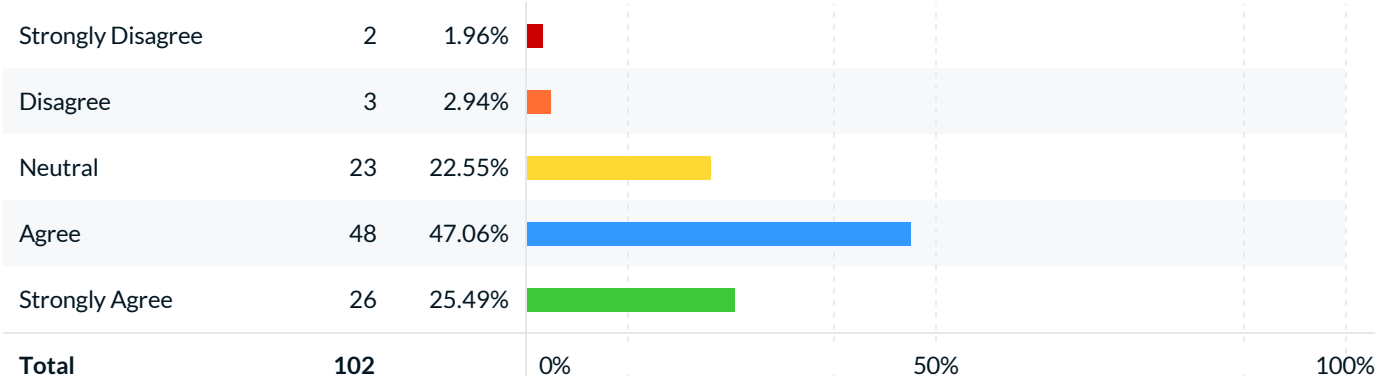
Assignments contributed to my learning experience in this course.



Statistics	Value
Mean	4.25
Standard Deviation	0.78

Grading policies were fair.

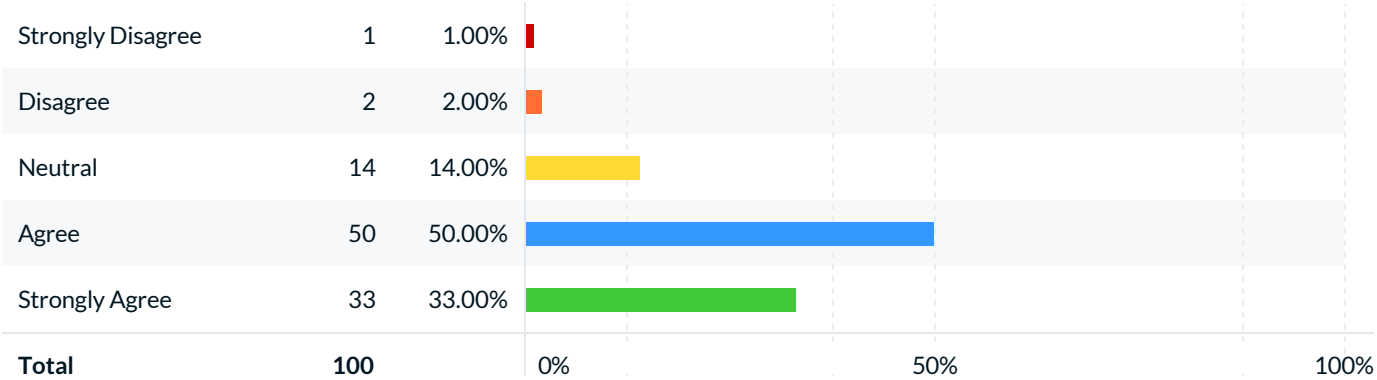
Grading policies were fair.



Statistics	Value
Mean	3.91
Standard Deviation	0.88

Assignments contributed to my attainment of course objectives.

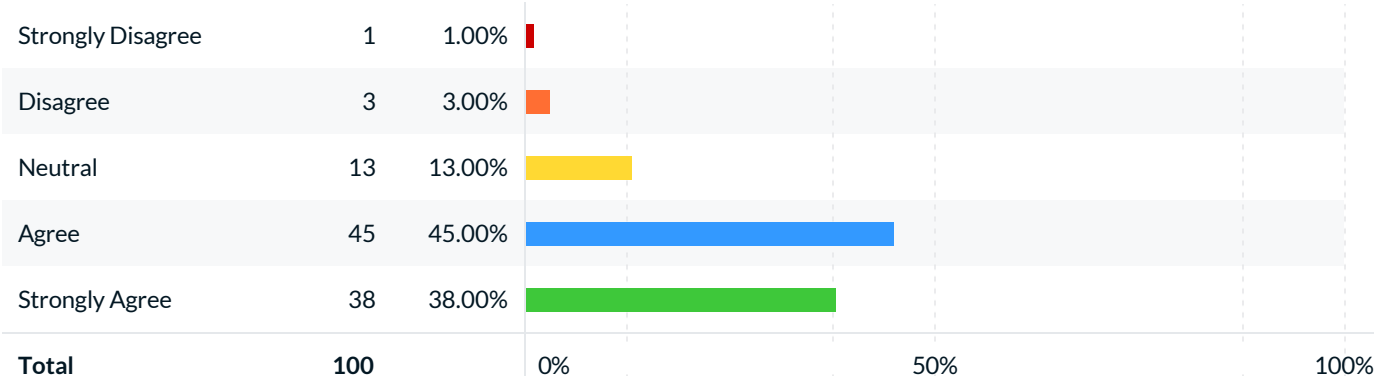
Assignments contributed to my attainment of course objectives.



Statistics	Value
Mean	4.12
Standard Deviation	0.79

Assignments were helpful in learning the material.

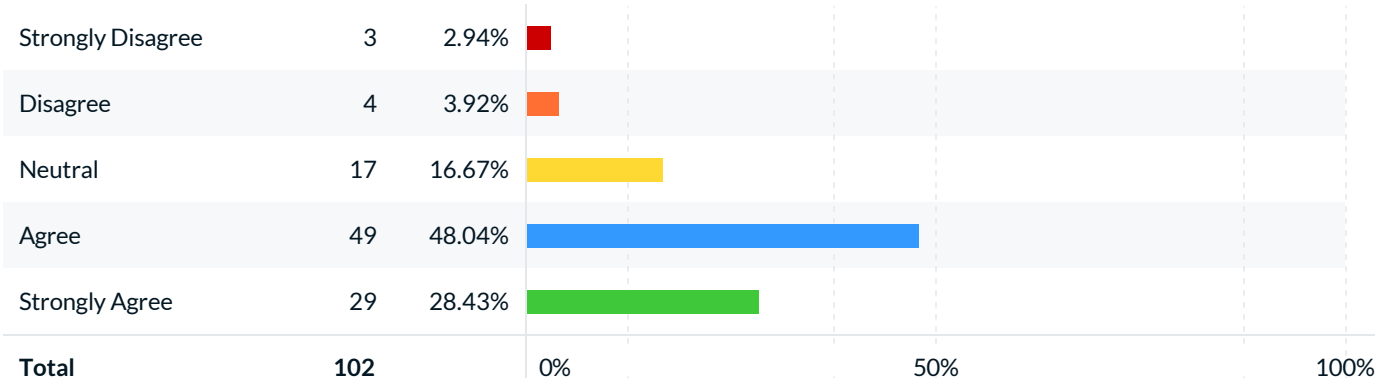
Assignments were helpful in learning the material.



Statistics	Value
Mean	4.16
Standard Deviation	0.84

Examinations covered material presented in the class.

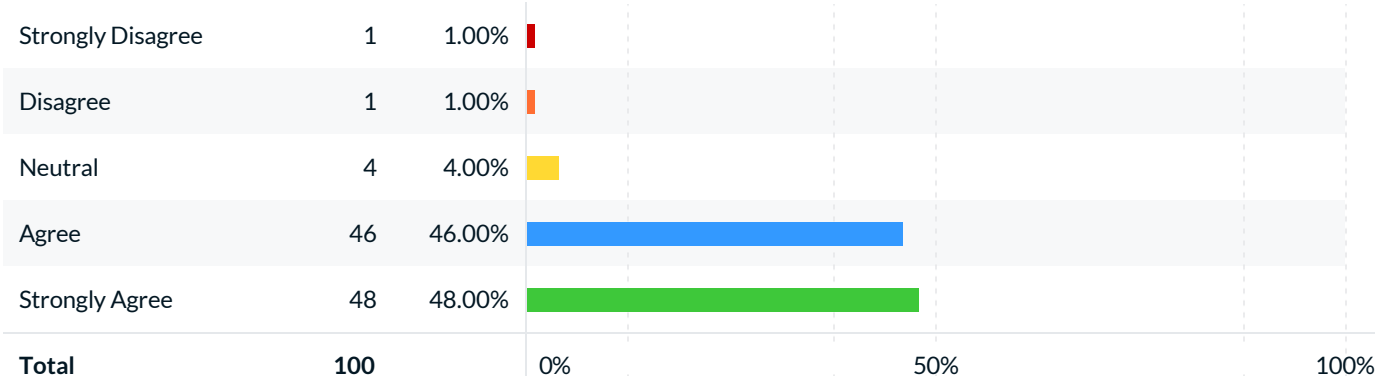
Examinations covered material presented in the class.



Statistics	Value
Mean	3.95
Standard Deviation	0.94

The instructor returned graded materials promptly.

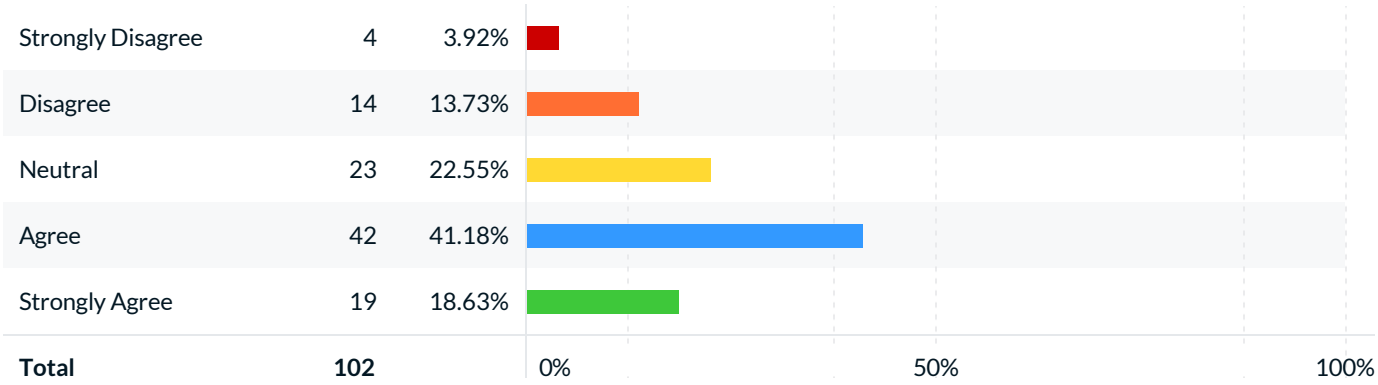
The instructor returned graded materials promptly.



Statistics	Value
Mean	4.39
Standard Deviation	0.71

The instructor adequately prepared me for the exam(s).

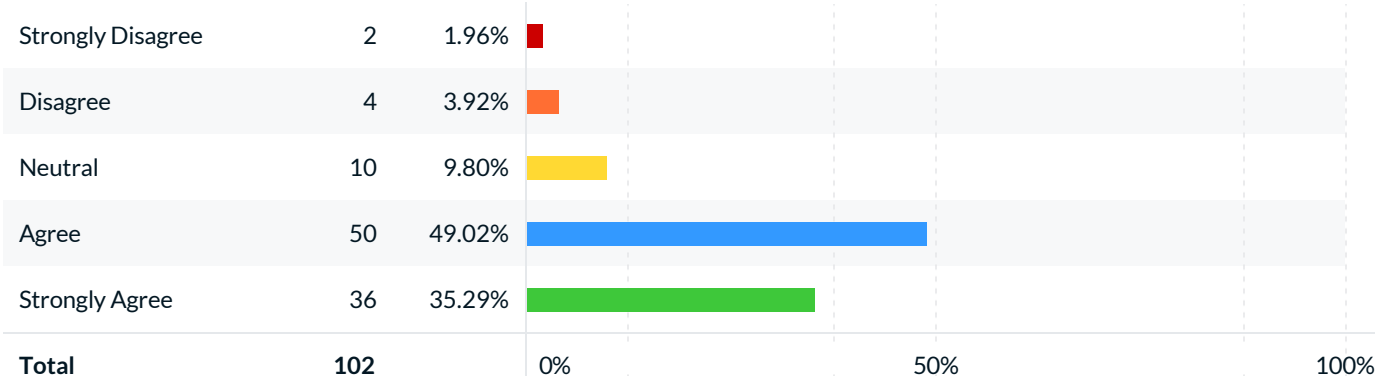
The instructor adequately prepared me for the exam(s).



Statistics	Value
Mean	3.57
Standard Deviation	1.07

The instructor treated students with respect.

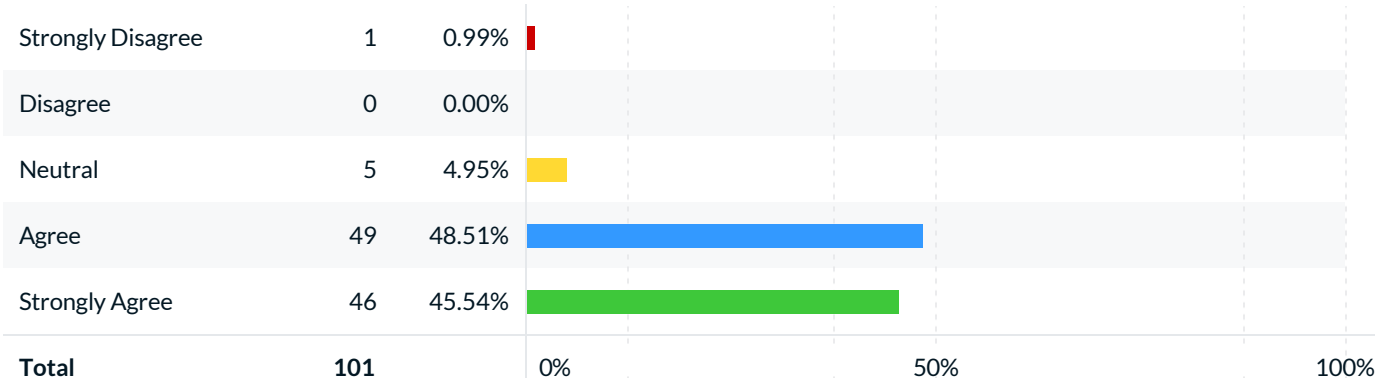
The instructor treated students with respect.



Statistics	Value
Mean	4.12
Standard Deviation	0.88

Instructor conveyed knowledge of the subject matter.

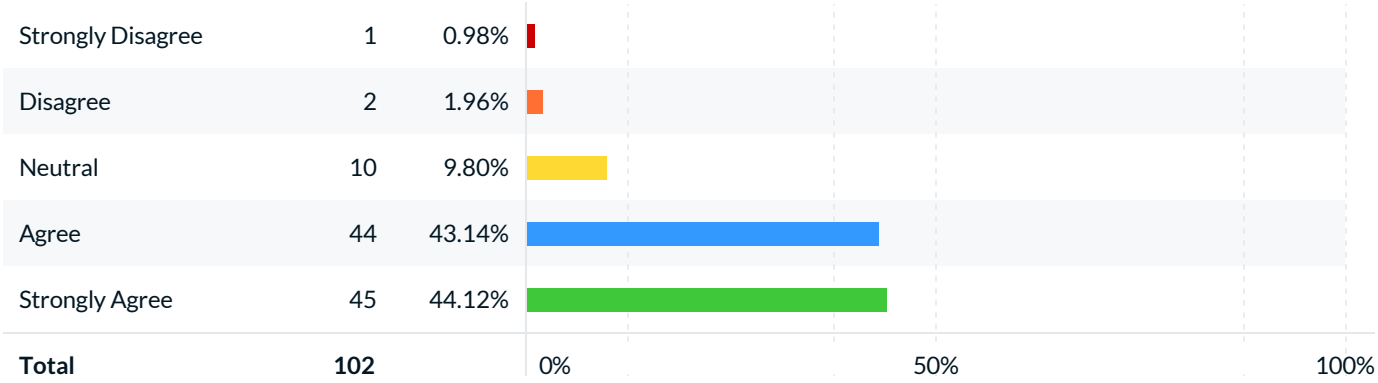
Instructor conveyed knowledge of the subject matter.



Statistics	Value
Mean	4.38
Standard Deviation	0.68

The directions for the use of online materials were clear.

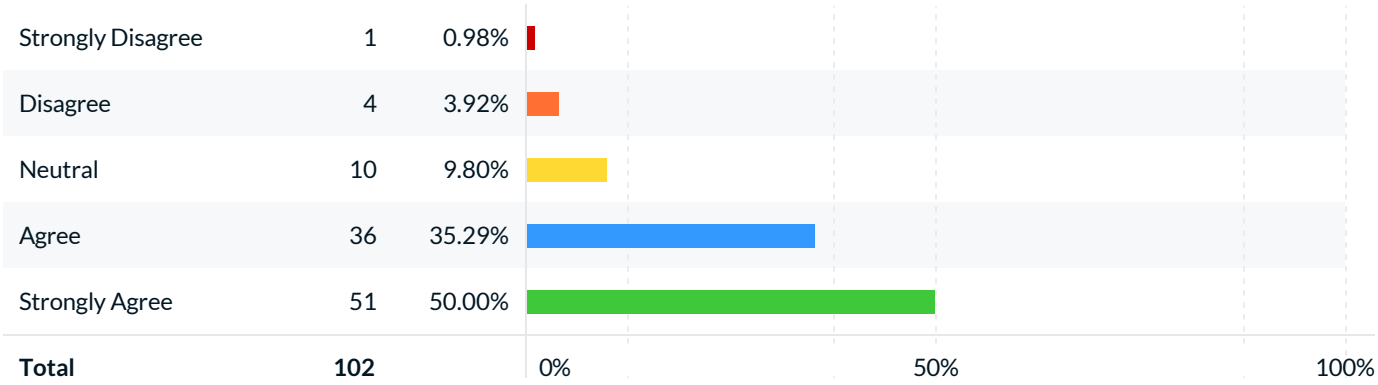
The directions for the use of online materials were clear.



Statistics	Value
Mean	4.27
Standard Deviation	0.80

The online course materials were easy to use.

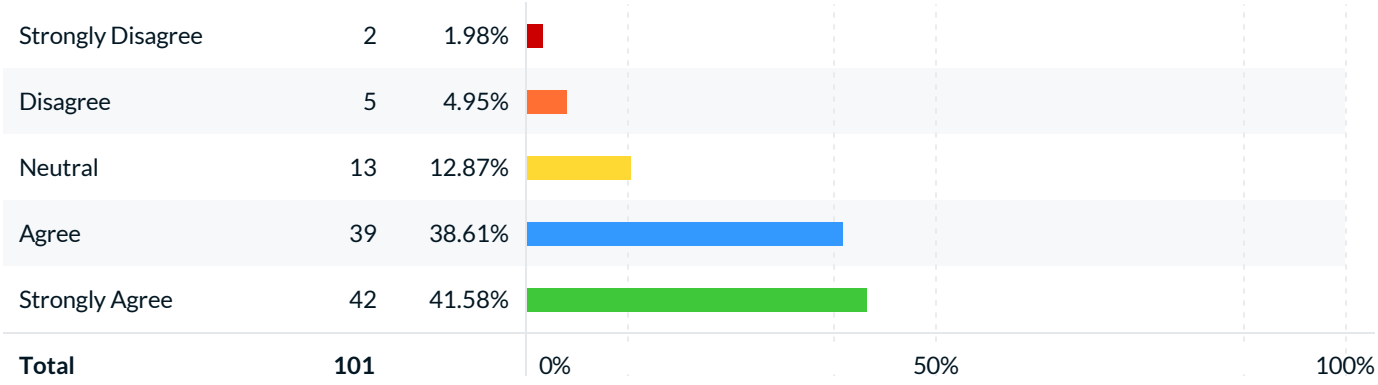
The online course materials were easy to use.



Statistics	Value
Mean	4.29
Standard Deviation	0.87

The online course materials found in Canvas made a valuable contribution to my learning.

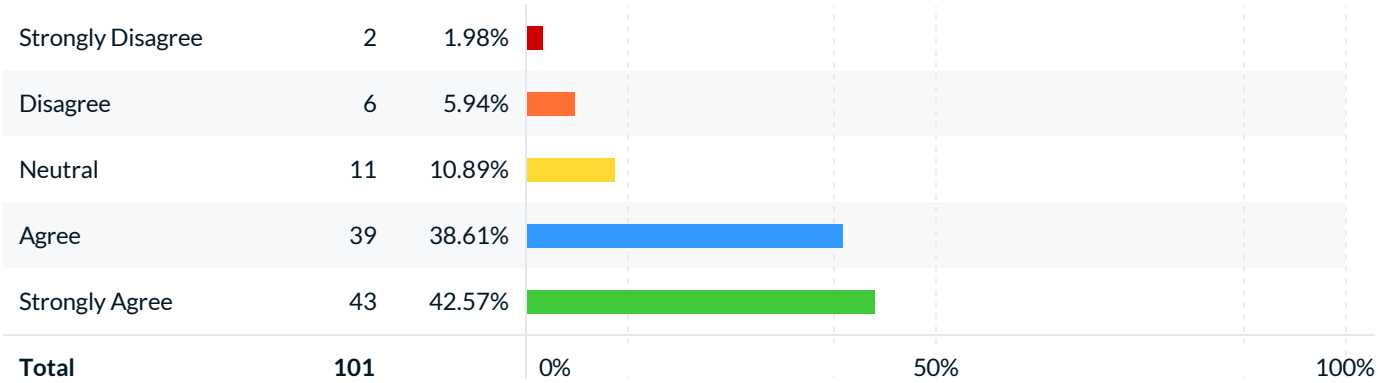
The online course materials found in Canvas made a valuable contribution to my learning.



Statistics	Value
Mean	4.13
Standard Deviation	0.96

There was an adequate amount of online course materials available to meet my learning goals.

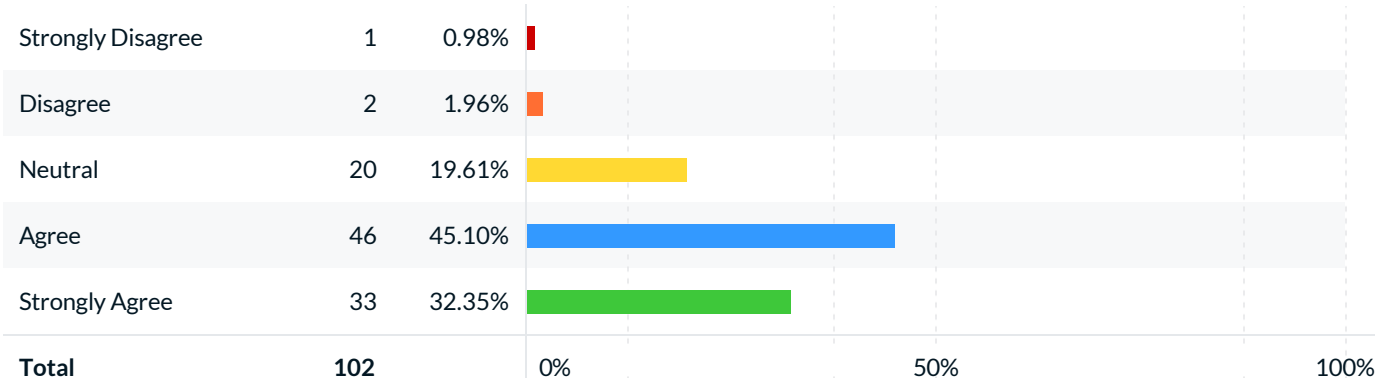
There was an adequate amount of online course materials available to meet my learning goals.



Statistics	Value
Mean	4.14
Standard Deviation	0.97

The instructor facilitated a sufficient level of online interaction.

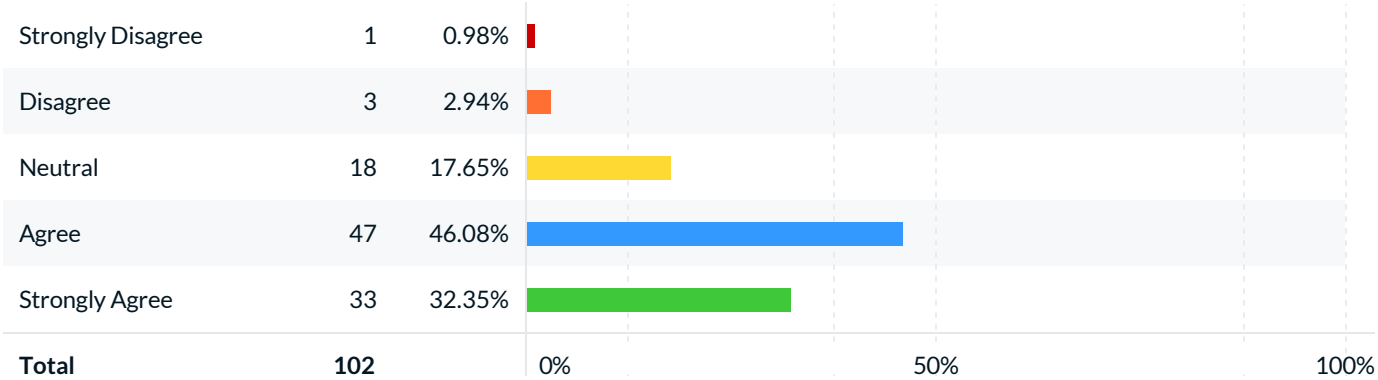
The instructor facilitated a sufficient level of online interaction.



Statistics	Value
Mean	4.06
Standard Deviation	0.83

The online interactions contributed to my understanding of the course content.

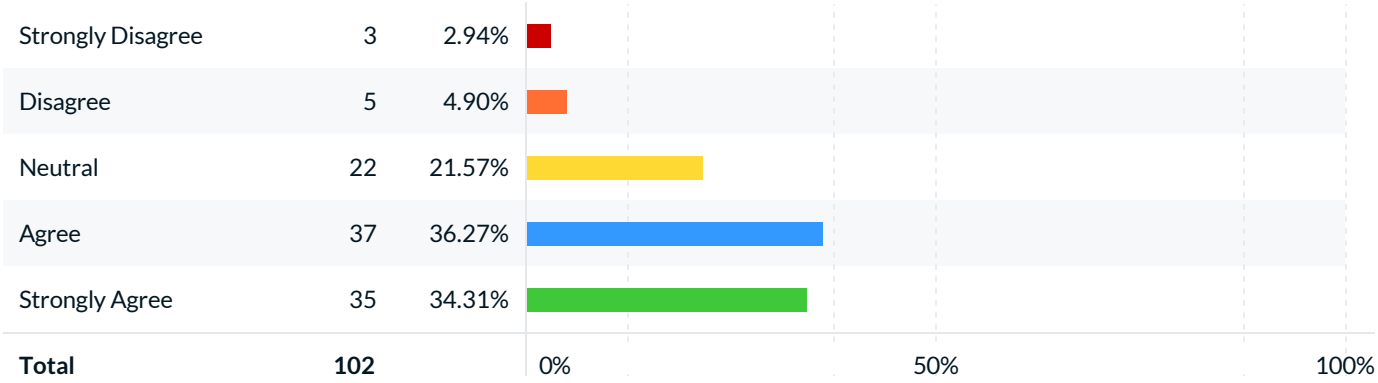
The online interactions contributed to my understanding of the course content.



Statistics	Value
Mean	4.06
Standard Deviation	0.84

Overall, I was satisfied with my online course experience.

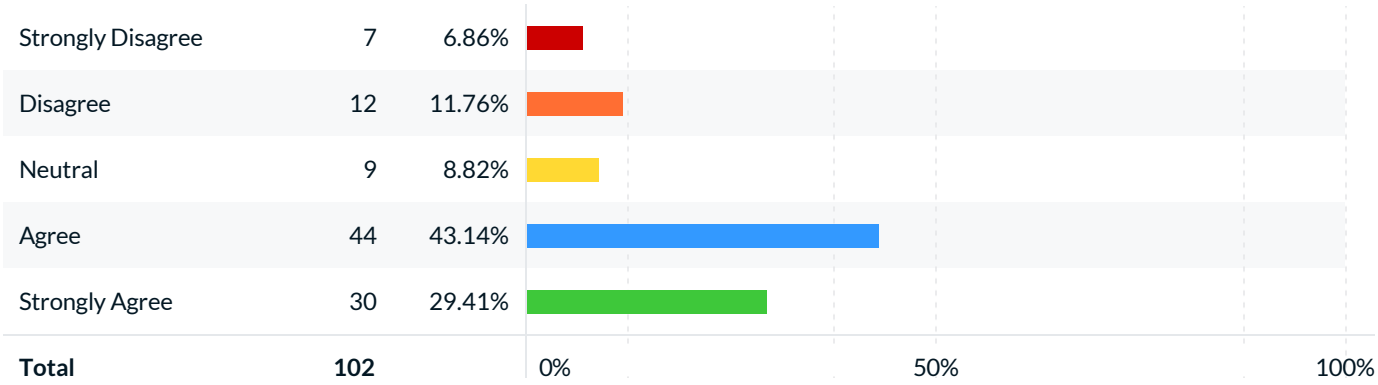
Overall, I was satisfied with my online course experience.



Statistics	Value
Mean	3.94
Standard Deviation	1.01

The instructor required an appropriate amount of work for the credits received.

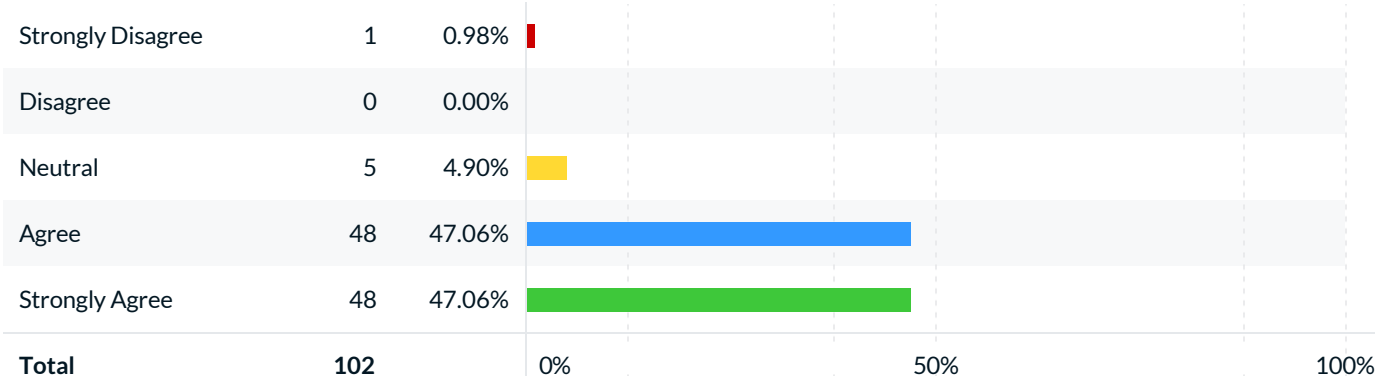
The instructor required an appropriate amount of work for the credits received.



Statistics	Value
Mean	3.76
Standard Deviation	1.20

The instructor was well prepared for each day's class.

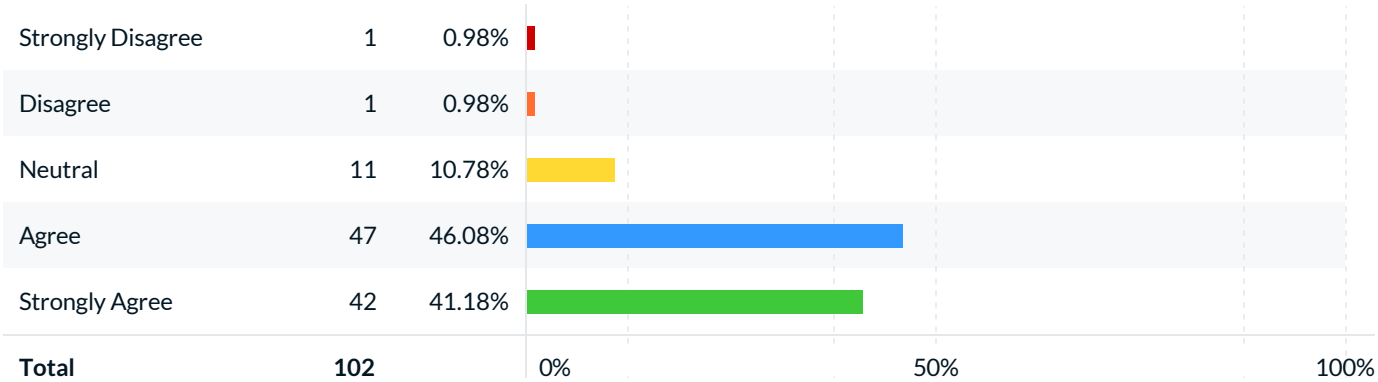
The instructor was well prepared for each day's class.



Statistics	Value
Mean	4.39
Standard Deviation	0.68

The instructor clearly explained the course objectives.

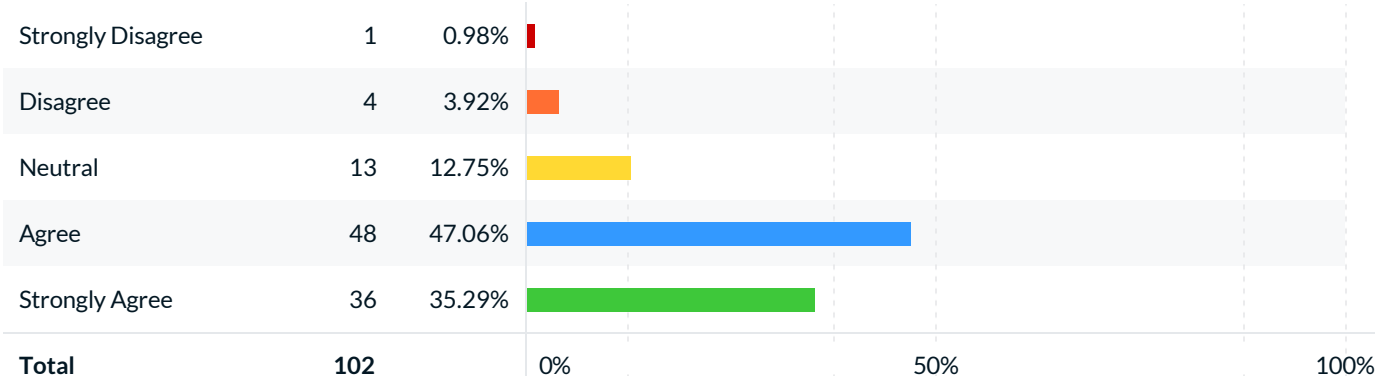
The instructor clearly explained the course objectives.



Statistics	Value
Mean	4.25
Standard Deviation	0.77

The presentations provided a meaningful learning experience.

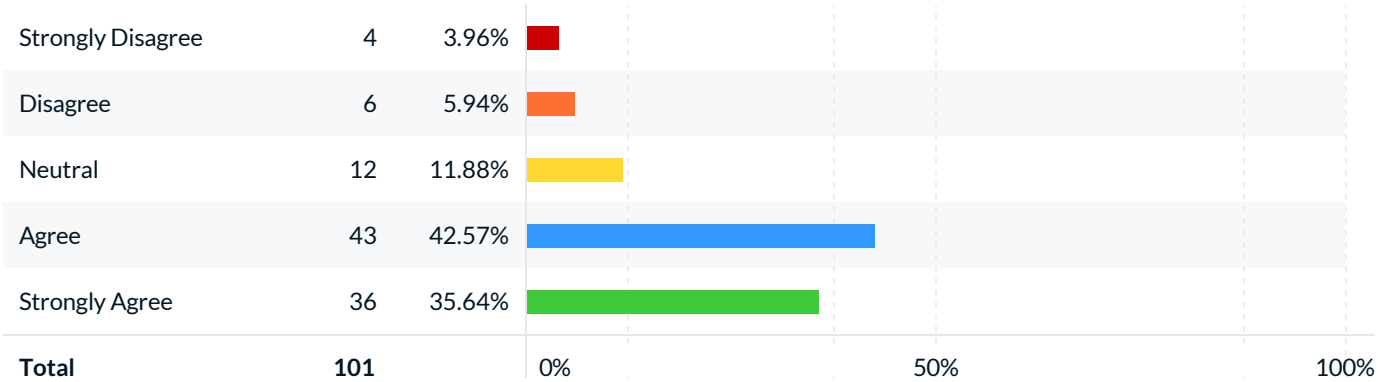
The presentations provided a meaningful learning experience.



Statistics	Value
Mean	4.12
Standard Deviation	0.85

The project(s) provided a meaningful learning experience.

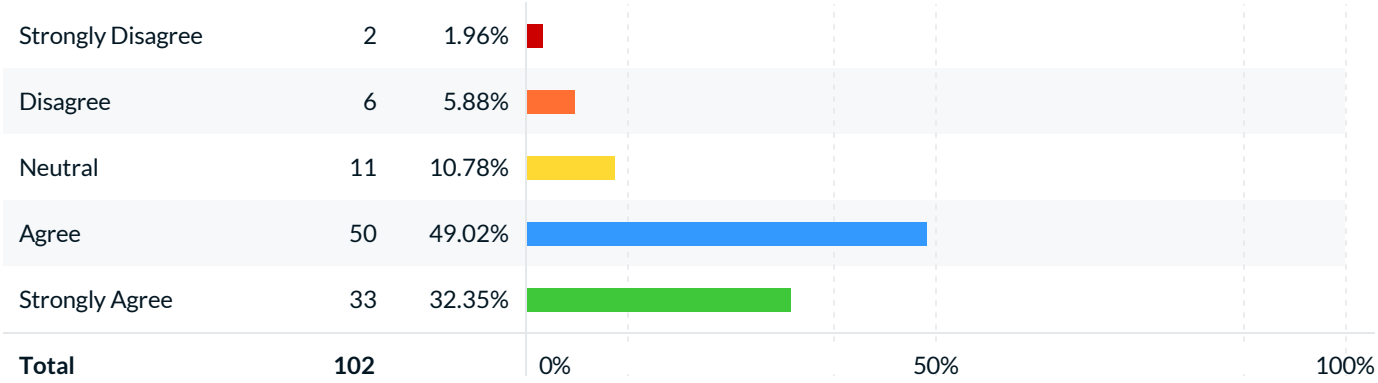
The project(s) provided a meaningful learning experience.



Statistics	Value
Mean	4.00
Standard Deviation	1.04

The readings contributed to my attainment of the course objectives.

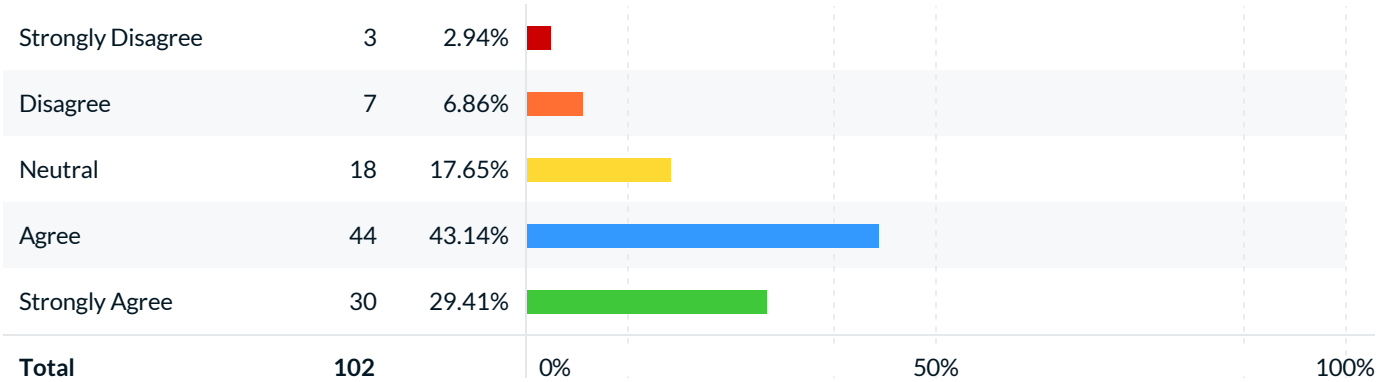
The readings contributed to my attainment of the course objectives.



Statistics	Value
Mean	4.04
Standard Deviation	0.92

Recommended readings made a valuable contribution to my learning.

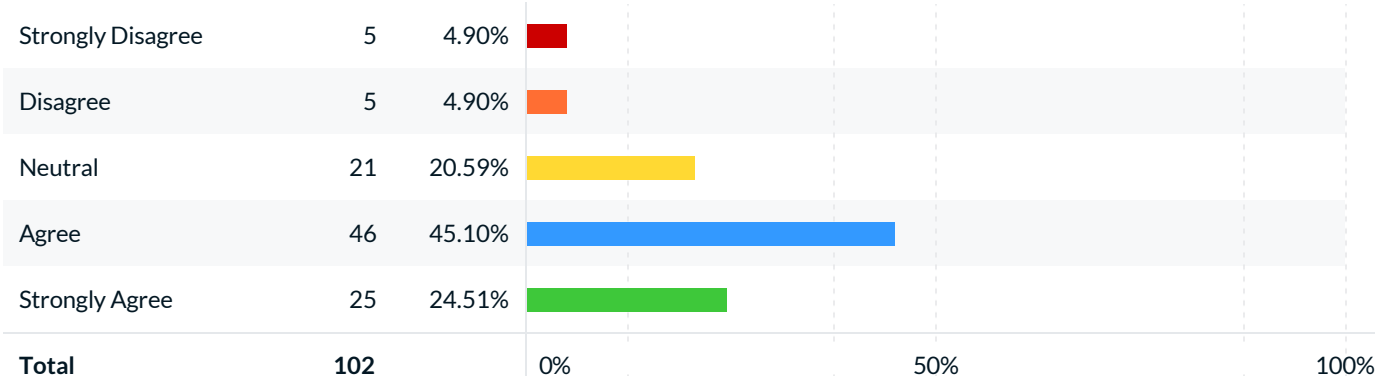
Recommended readings made a valuable contribution to my learning.



Statistics	Value
Mean	3.89
Standard Deviation	1.00

Group work contributed to my understanding of the course material.

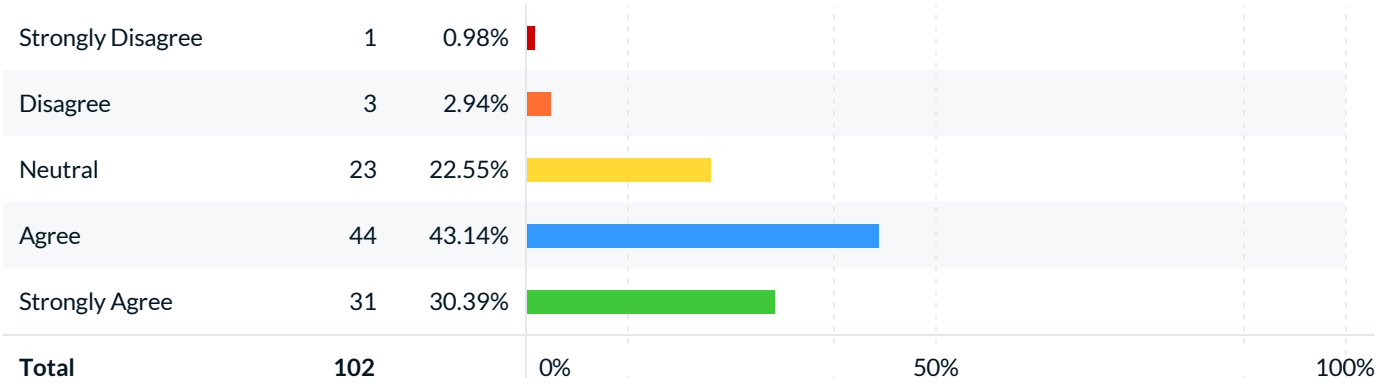
Group work contributed to my understanding of the course material.



Statistics	Value
Mean	3.79
Standard Deviation	1.03

This course helped to develop my ability to solve real problems in this field.

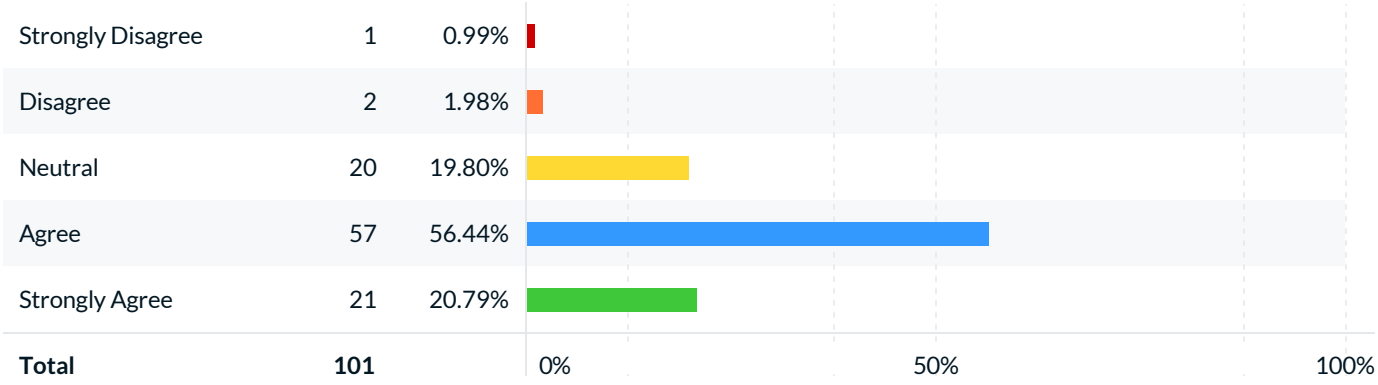
This course helped to develop my ability to solve real problems in this field.



Statistics	Value
Mean	3.99
Standard Deviation	0.86

This course helped me communicate clearly about this subject.

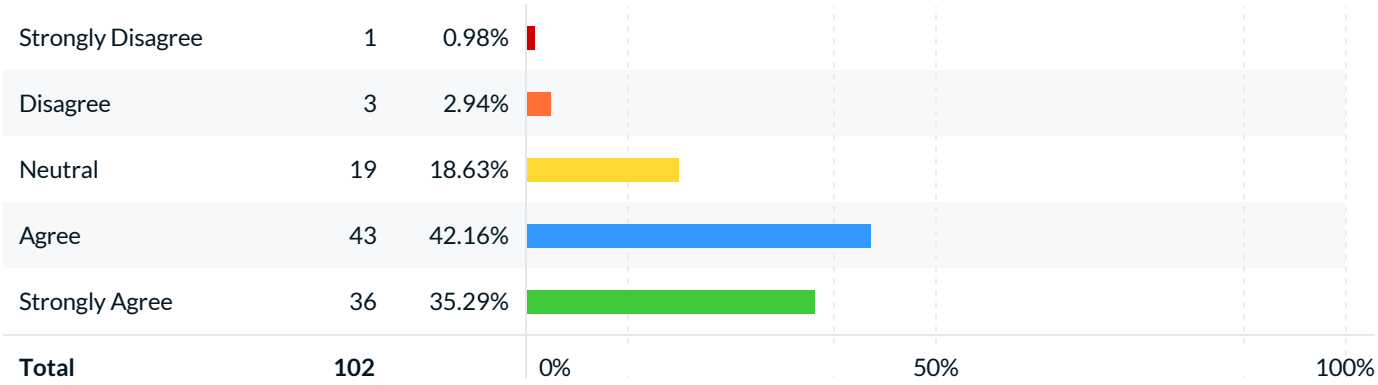
This course helped me communicate clearly about this subject.



Statistics	Value
Mean	3.94
Standard Deviation	0.76

The instructor actively engaged students in the learning process.

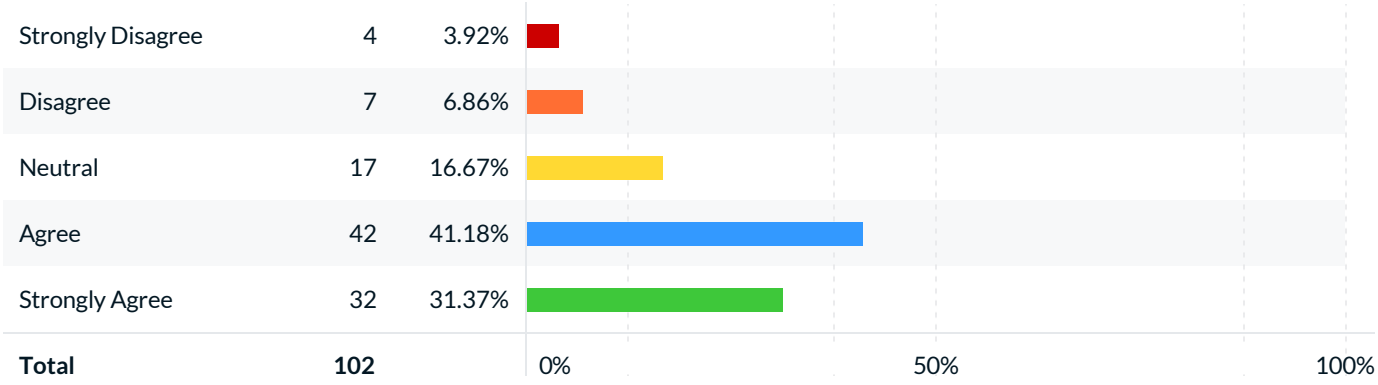
The instructor actively engaged students in the learning process.



Statistics	Value
Mean	4.08
Standard Deviation	0.86

The textbook made a valuable contribution to my learning.

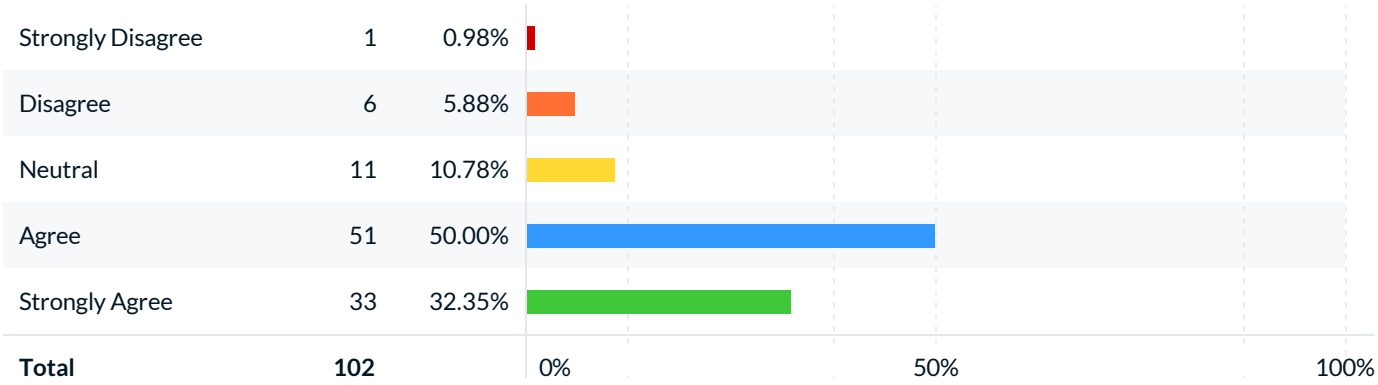
The textbook made a valuable contribution to my learning.



Statistics	Value
Mean	3.89
Standard Deviation	1.05

The web-based materials made a valuable contribution to my learning.

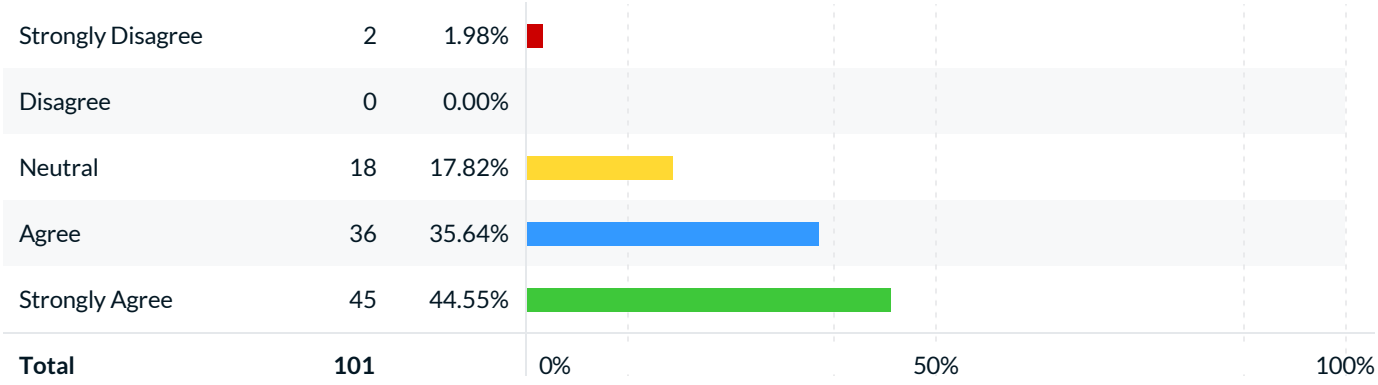
The web-based materials made a valuable contribution to my learning.



Statistics	Value
Mean	4.07
Standard Deviation	0.87

The TA helped to clarify difficult concepts.

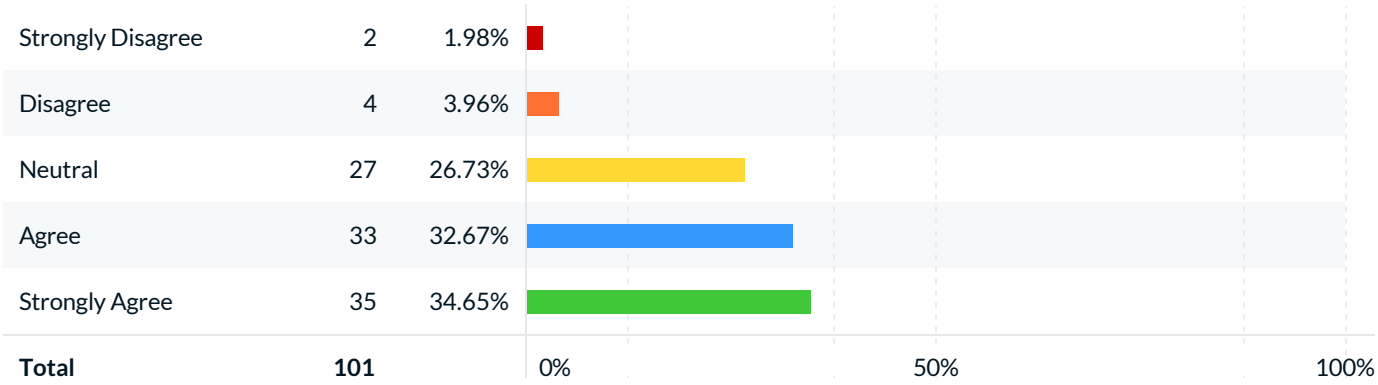
The TA helped to clarify difficult concepts.



Statistics	Value
Mean	4.21
Standard Deviation	0.88

The TA adequately prepared me for the exam(s).

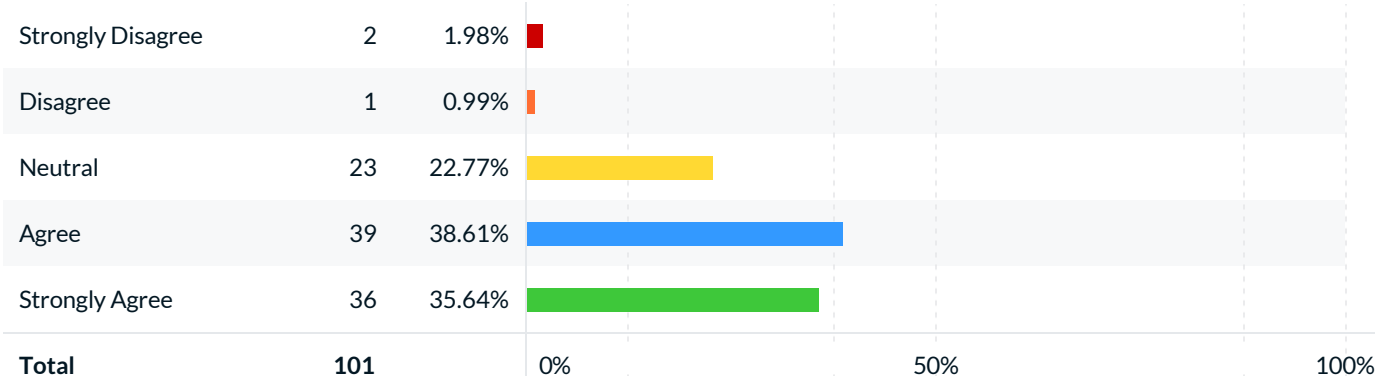
The TA adequately prepared me for the exam(s).



Statistics	Value
Mean	3.94
Standard Deviation	0.98

The TA gave directions that were easy to follow.

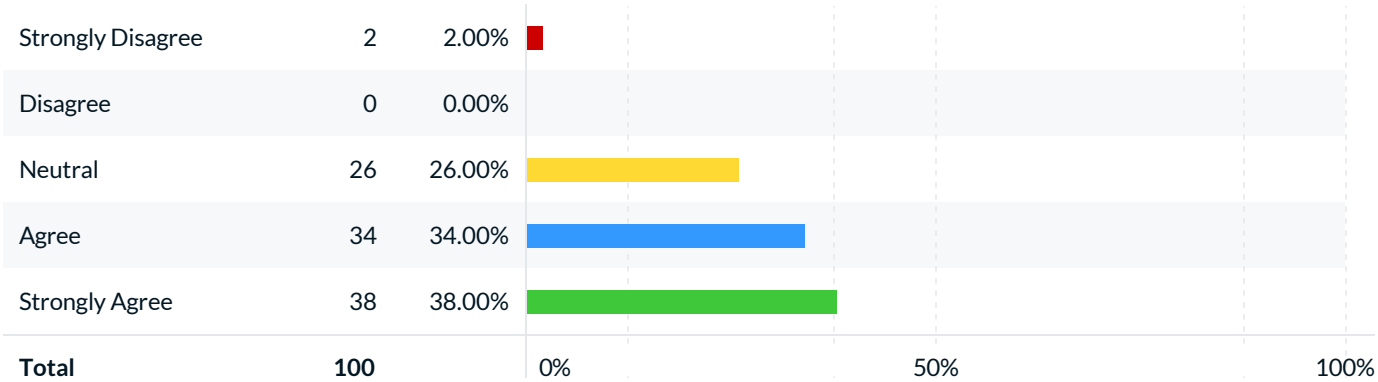
The TA gave directions that were easy to follow.



Statistics	Value
Mean	4.05
Standard Deviation	0.90

The TA gave clear and precise critiques.

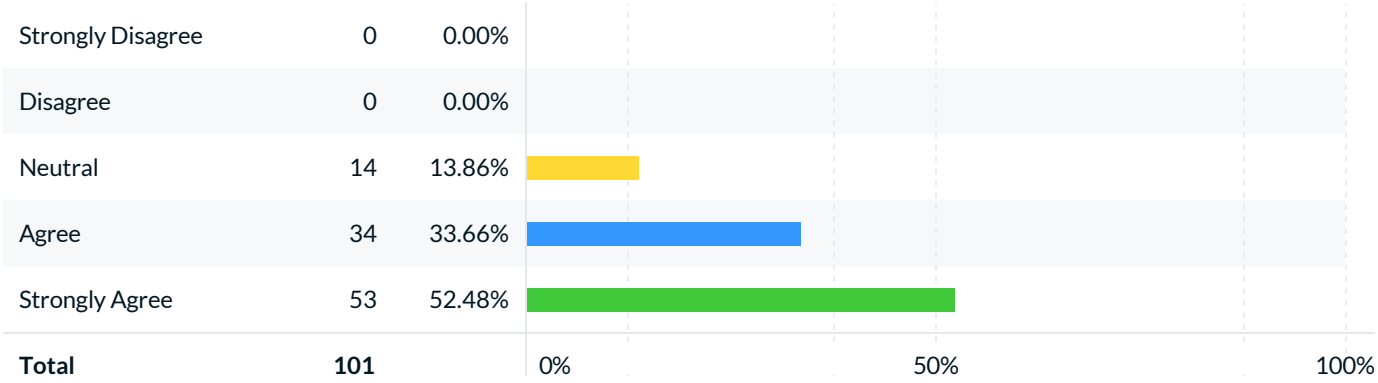
The TA gave clear and precise critiques.



Statistics	Value
Mean	4.06
Standard Deviation	0.91

The TA was readily available for assistance.

The TA was readily available for assistance.



Statistics	Value
Mean	4.39
Standard Deviation	0.72