University of Pittsburgh

# Fall 2019 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture

Project Title: **2201 - Teaching Survey Fall 2019**

Courses Audience: **121**
Responses Received: **120**
Response Rate: **99.17%**

| Subject Details | |
|---|---|
| Name | ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture |
| DEPARTMENT_CD | ENGR |
| CAMPUS_CD | PIT |
| SCHOOL_CD | ENGR |
| CLASS_NBR | 13145 |
| SECTION_NUMBER | 1020 |
| TERM_NUMBER | 2201 |
| COURSE_TYPE | Lecture |
| CLASS_ATTRIBUTE | |
| First Name | Matthew |
| Last Name | Barry |
| RANK_DESCR | Assistant Professor |
| TENURE | NT |

**Report Comments**

## Table of Contents:


I. Numerical results to Likert scaled items - Summary and Detailed Results

II. Responses to Comments or Open-ended Questions

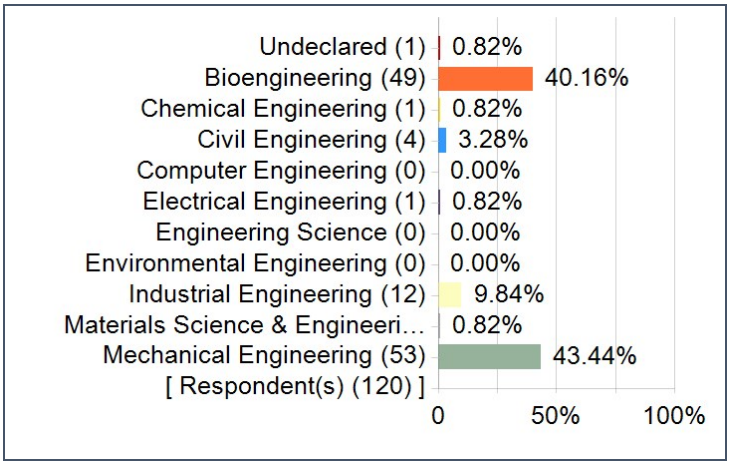
III. Responses to additional School or Department Questions (if applicable)

IV. Responses to additional QP/Custom Questions (if applicable)


**Collect student feedback early next term.**
Beginning spring 2020, the Office of Measurement and Evaluation of Teaching (OMET) will offer a midterm course survey option. This option will be open to all instructors by request. **Read more about Midterm Course Surveys and the new OMET option.**

Creation Date: **Tuesday, January 14, 2020**

**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)

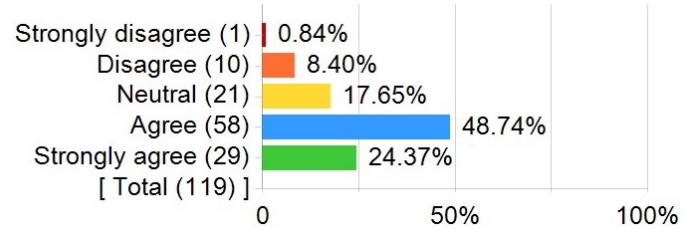
| Question | Results | | |
|---|---|---|---|
| | Response Count | Mean | Standard Deviation |
| The instructor stimulated my thinking. | 119 | 3.87 | 0.91 |
| The instructor was enthusiastic about teaching the course. | 118 | 3.25 | 1.09 |
| The instructor presented the course in an organized manner. | 118 | 4.00 | 0.90 |
| The instructor maintained an environment where students felt comfortable participating. | 118 | 2.98 | 1.10 |
| The instructor maintained an environment where students felt comfortable seeking assistance. | 119 | 3.17 | 1.23 |
| The instructor provided helpful feedback. | 119 | 3.31 | 1.04 |
| Assignments contributed to my understanding of the subject. | 118 | 3.96 | 1.02 |
| Overall | - | 3.51 | 1.11 |

### Instructor's overall teaching effectiveness

| Question | Results | | |
|---|---|---|---|
| | Response Count | Mean | Standard Deviation |
| Express your judgment of the instructor's overall teaching effectiveness. | 119 | 3.19 | 0.95 |

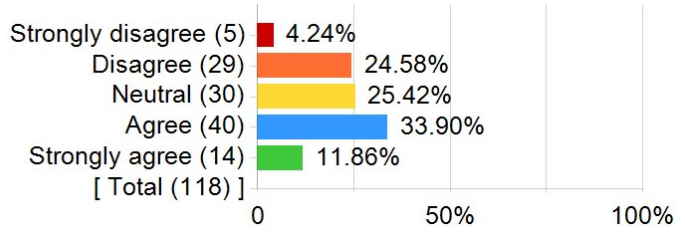
### Instructor Items: Detailed Results

## 1. The instructor stimulated my thinking.



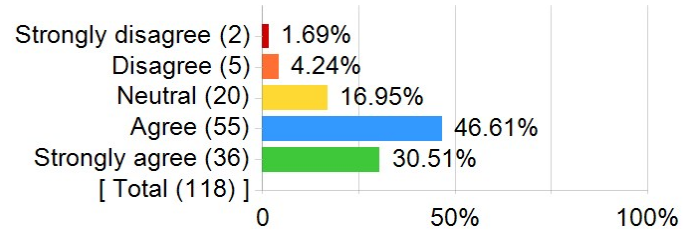

| Statistics | Value |
|---|---|
| Invited Count | 121 |
| Response Count | 119 |
| Response Ratio | 98.35% |
| Mean | 3.87 |
| Median | 4.00 |
| Mode | 4 |

## 2. The instructor was enthusiastic about teaching the course.



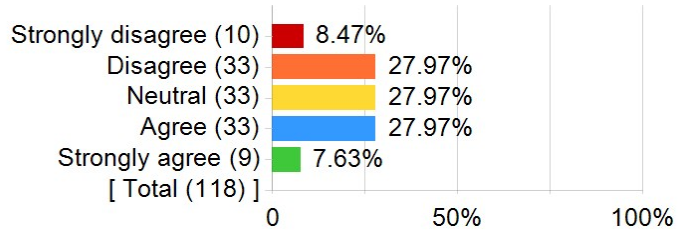

| Statistics | Value |
|---|---|
| Invited Count | 121 |
| Response Count | 118 |
| Response Ratio | 97.52% |
| Mean | 3.25 |
| Median | 3.00 |
| Mode | 4 |

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




| Statistics | Value |
|---|---|
| Invited Count | 121 |
| Response Count | 118 |
| Response Ratio | 97.52% |
| Mean | 4.00 |
| Median | 4.00 |
| Mode | 4 |

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




| Statistics | Value |
|---|---|
| Invited Count | 121 |
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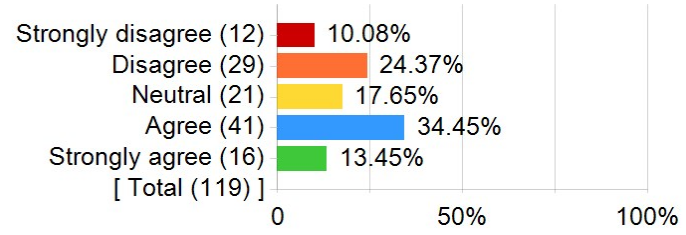
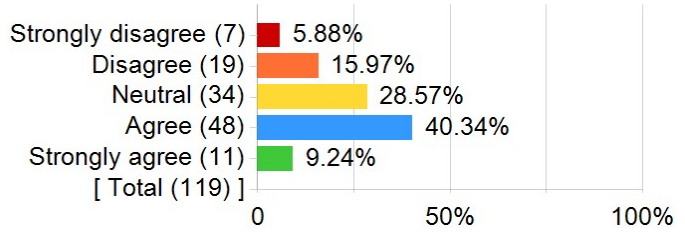
| Response Ratio | 97.52% |
| Mean | 2.98 |
| Median | 3.00 |
| Mode | 2, 3, 4 |

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




| Statistics | Value |
|---|---|
| Invited Count | 121 |
| Response Count | 119 |
| Response Ratio | 98.35% |
| Mean | 3.17 |
| Median | 3.00 |
| Mode | 4 |

## 6. The instructor provided helpful feedback.




| Statistics | Value |
|---|---|
| Invited Count | 121 |
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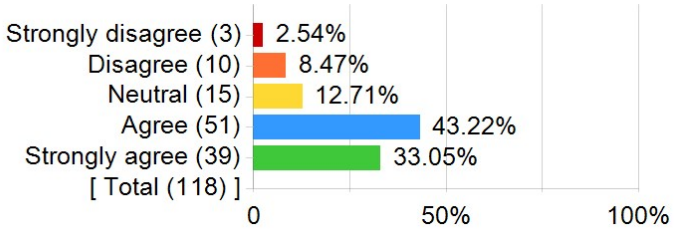
| Mean | 3.31 |
| Median | 3.00 |
| Mode | 4 |

7. Assignments contributed to my understanding of the subject.




| Statistics | Value |
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| Invited Count | 121 |
| Response Count | 118 |
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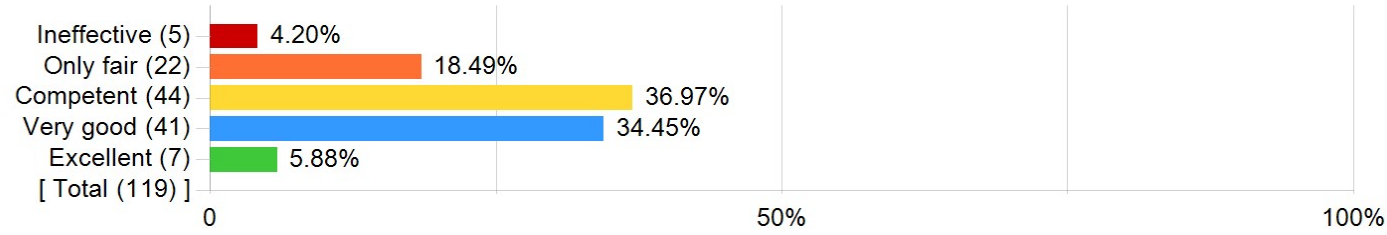
## Instructor's overall teaching effectiveness:

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



## Comments

### What did the instructor do to help you learn?

| Comments |
| --- |
| A generous office hours schedule |
| Provided a lot of practice through homework questions. Uploaded all notes on tophat for access later |
| He gave us unique homework problems that you hadn't seen before so you had to figure them out yourself. This really forced you to understand and reinforce the concepts of the class. |
| I liked the Top Hat questions a lot. I think it kept me engaged and allowed me to check my understanding while we were going through the material. |
| He provided many in class examples and class participation. |
| There is no easy way out of kerning, |
| He offered a lot of office hours via the ta's and tutors. |
| Nothing |
| A lot of office hours were provided to help us. |
| Prof. Barry challenges us to learn and practice Statics through difficult homework and in class quizzes, which definitely improve the students' understandings of the subject. |
| Professor Barry asks hard questions on homework to help stimulate our learning. |
| I leaned so much more with Dr. Barry than with other professors. |
| Provided significant amount of out of class help and material |
| Challenged us in and out of class to finish our assignments |
| Very good lecturer |
| Broke down general concepts and was frequently available electronically for help and clarification |
| made us build a bridge and write a technical report |
| Provided examples that were not only comprehensive of the topics, but complex enough to challenge us as we work through them |
| Professor Barry helped me learn to be slightly paranoid when it comes to matters of engineering. |
| We did relevant examples in class that encompassed how to utilize the material. |
| He gave assignments that clarified material and made me think more critically about lessons learned in lecture |
| Made challenging HW problems so we could apply our knowledge to the problems instead of just making surface level plug–and–chug problems. |
| Gave challenging homework to help learn concepts, presented concepts to help understand material better |
| Created homework assignments that required a solid understanding of the material. |
| The assignments helped me understand the material better and forced me to think outside the box. |
| Long homeworks helped learn material |
| Lecture |
| Posting the homework solutions was the only way I could learn because I had no idea how to do the homework on most of them |
| Prof. Barry assigned challenging assignments forcing us to thoroughly think through every single problem. Also posting the slides on CourseWeb was beneficial. |
| He gave us some of the most challenging hw I've ever had but it pays off. I feel like each assignment has really improved my understanding of the material |
| Made things really hard |
| Challenging homework assignments that required me to think critically when applying the material<br>Bridge building project – able to see concepts applied to real life |
| The homework problems and in–class examples helped me learn. |
| Homework problems were similar to exam questions. Straightforward examples in class |
| Dr. Barry helped me learn to think more critically. The homework was very helpful to my understanding of the course, and not having the answers did help me in the long run. |
| Motivated me to try harder and work towards my grade. |
| Dr. Barry did a good job of explaining concepts in lecture, leaving little room for confusion. |

| Comments |
| --- |
| The material of the course. |
| posted annotated slides and top hat questions |
| HW assignment were good, as well is worked out in–class thought out experiments |
| Dr. Barry is really good at challenging you to rise to the occasion. The homework can be tedious, but it builds your foundational skills to do better on projects/exams. |
| He was tough on us saying that we needed to put in the work to understand the material and that it was not going to just make sense. At first, I thought this was a clever way of calling us all lazy but he made me rethink my study methods and mindset to be more humble and work harder. So for that I am all behind his method of tough love. |
| He had office hours throughout the week to get help when needed. |
| Conceptual lectures |
| The homework assignments were helpful in learning the concepts. |
| The home was challenging, further developed my understanding. |
| Made the information relatable |
| The home works provided good practice for the concepts. |
| He taught me how to work hard and what it means to be held accountable |
| His homeworks are all problems which make you think through your solution rather than just a plug and chug assignment. |
| Barry provided more complicated problems than other professors and allowed for a deeper understanding of the material – provided you worked for it. |
| He was funny and interacted with the class. This made it easy to pay attention. |
| Lectured |
| Had access to the lecture slides and homework solutions right away |
| He provided in class examples and homework that reflected main concepts presented in class. |
| Really just nothing. He didn’t teach to the actual homework or tests and did not offer good feedback on things we did wrong. His only advice was to do more practice problems from the book which didn’t have a solutions manual or any real answers in it. I did not find that the class was particularly easy to succeed in. He is not always a mean person in person but in class he can be quite rude and abrasive in a way that makes it hard to feel comfortable getting help. |
| The example problems in lecture were very helpful because they showed a use for the equations given. |
| Not much. |
| How to understand and approach physics problems |
| I found annotated slides posted after lectures to be extremely helpful. |
| Dr. Barry utilized Tophat/Courseweb effectively in that he posted the lecture slides ahead of class and re–uploaded the annotated slides following lecture. This was extremely beneficial, especially with regards to the in–class example problems. Having the problems available before class and the solution available after class was a boon.<br><br>The homework solutions posted on Courseweb were also an excellent resource.<br><br>As I understand it, Dr. Barry was responsible for ensuring that TA's and tutors were available for this course, which evidently was not the case in the past. Having additional personnel available for assistance was incredibly helpful. |
| Helpful examples |
| The instructor helped me understand the basics of the material for statics and materials. |
| Dr. Barry provided a lot of practice problems (homework). His homework helped me to learn statics a lot. |
| Homeworks were effective |
| He did example problems in class that were very helpful. |
| Utilization of Top Hat helped a lot as I was able to return to lectures later. |
| Good in–class examples and real world applications. |
| He thoroughly completed problems on topcoat, which were then saved and uploaded so that I could view them again when looking back over the material and studying. |
| Worked through problems in class |
| Very helpful in showing you different situations and helping you learn content and not just methods to solving problems. |
| He offered examples in class that correlated with the topics we were learning. |

| Comments |
| --- |
| He is very helpful in office hours. |
| The homework; in class examples, and quizzes were really relevant to the exam and helped me learn how to think about and understand the problems instead of memorizing formulas and patterns. |
| Put the lectures on top hat so that we could see them after the class was over. |
| He helped me learn that I need to do more practice problems. |
| The integration of TopHat ensured that notes wouldnt be missed |
| The high availability by way of office hours throughout the week was helpful. |
| Encouraged us to seek assistance and to apply concepts to hands–on learning experiences. |
| Gave homework assignments that were challenging and emulated what was expected of us on the exams. The bridge project is helping me understand building processes. |
| Professor Barry did a good job of taking class time to complete many different types of practice problems. |
| He went slowly through examples in class, so I could always follow along. He made sure there were plenty of teaching assistants with a lot of office hours, so we could get help with the material. |
| Had examples in his lecture |
| Presented challenging examples in class and held the class to a high standard. Truss project was intense but beneficial to my understanding. Provided more than sufficient resources to students to seek help, including example problems, professor office hours, and TA office hours. |
| He used powerpoint presentations that were helpful and he worked through examples during class. |
| The bridge project helped me learn so much about truss design, stress, and strain. He also did good examples in class as well as pose challenging problems for homework. |
| Assign homework, provide concise slides |
| Statics |
| Provided extensive homework assignments. |
| Many examples worked through in class |
| He had organized slides and used critical thinking to help us learn. Told us possible places are exam questions will be pull from. He was very stern at times, but he did an overall good job at teaching the,material. He neglected some stuff here or there in my opinion that would have been helpful during homeworks like equations or concepts. |
| The homeworks and assignments were very helpful. I would not have understood the concepts well without them. Arsha was also an amazing tutor. |
| The lectures gave a clear progression of the concepts, helping students to better understand them. |
| I enjoyed the top hat slides and the ability to view them during the presentation |
| Challenging homework problems that made me think |
| Tell us we should not have a life outside of his class |
| Dr. Barry presented the material in an extremely organized manner. Although he expected a fair degree of consistent work, I felt as though he improved my organization and my written communication of math and computations. |
| We covered the static's in a cohesive way and an order that made sense with each topic building on the next. |
| He just taught and had office hours. Could've done a better job but the class was large |
| Challenged us the whole course |
| Statics 1 content, how to budget out your time so that you do not end up doing all the homework assignment the night before it is due. |
| He made excellent use of sample problems in class, and he explained the thought process for problem solving. |
| He pushed us to practice and practice to form a new way of thinking about the subject |
| Was very helpful when approached, but otherwise did not give feedback well. |
| He assigned us weekly homeworks that challenged us a lot |
| organized notes |
| Between Dr. Barry, his TAs, and the tutor for the course, there were a lot of office hours available for us, and he was very flexible when it came to meeting a student outside of office hours. |
| Lots of office hours, detailed powerpoints, recommendations for outside homework problems, challenging problems. |

### What could the instructor do to improve?

| Comments |
| --- |
| Homework would be more helpful if it were in an online format where we can get immediate feedback on our answers. When doing the homework, you usually had no idea if you were doing it right or wrong. If it we could have more immediate feedback it would be much more motivating to check our work and fix our answers. Finding out a week later that you did a question wrong usually provided no motivation to figure out the correct answer. |
| Post the slides that he fills out during class. |
| I think having quizzes on tophat with no partial credit was too brutal. Very long homework assignments like the truss homeworks were kind of a waste of time since I could have been studying other material for the class. I understood the method after the first one. Also, homework in general is graded really harsh. And I think it is a little bit ridiculous to take of a whole point for not clicking the right page number on one problem for gradescope. |
| Harder examples– the difficulty of the lecture problems did not match the difficulty of the homework problems. |
| Probably being nicer |
| Although he cares and wants us to learn more the average of an exam should not be in the 40s. |
| Teach the course well and not give homeworks and exams that are much harder and longer than they ever need to be. Also don't leave for two weeks before an exam to go on vacation, leaving your clueless TA in charge of class, then coming back just to get mad at us for doing bad on the exam. Also teach us difficult problems instead of just telling us to aimlessly look in the book to try to find very difficult problems that may or may not be helpful on an exam. |
| If the lecture materials has a level of difficulty of 2, then the assignments have a level of 10, it does not make sense to me that we are required to jump from 2 to 10 right away. |
| Consider changing some of the early homeworks which required knowledge of Calculus III when the majority of the class had no experience with the topics of double/triple integration yet. |
| He often answers with rhetorical questions, which can be very inconvenient if you don't know to what he is referring. |
| Nothing really. Maybe I’m the only one, but I do struggle on most assignments. |
| He always seemed to leave out valuable information that was needed to solve problems. He thought we could just intuit everything for the first time instead of being taught |
| Be more enthusiastic about answering students questions |
| Him and his TA's could be a lot more accessible and less aloof. He could at least give the impression he wants us to pass his class. |
| Be a little more enthusiastic about the course and teaching in general. Though Dr. Barry's overall goal is to help us as engineers his demeanor can be abrasive and can sometimes appear to be jaded. |
| not be as sarcastic and give attitude when emailing back students |
| Possibly make the class a little more lively, I know that's hard with engineering, but it could be pretty dry at times. |
| Try to make lecture more engaging. Uses words like "hence" and "thus" in class which do not engage me. |
| The instructor could provide even more examples. |
| Be more enthusiastic about students doing well. As a teacher, you should care that all of your students do well in the class. The only news I ever heard of Matthew Barry was that “everyone fails his class,” which is very unsettling. Also, do problems in lecture that look exactly like the homework. Every week, we all disagreed over answers to homework and ended up cramming random answers in at the last second since the problems were set up incorrectly or simply way too difficult as compared to the ones in lecture. |
| more detailed examples in class |
| Proofread homework assignments so that the problems aren't impossible to solve. Create a learning environment where students aren't scared to participate and ask questions (aka don't talk down to students or humiliate them in front of the whole class) |
| I found that writing on the slides proved to be a little hard to understand outside of class and was illegible sometimes. |
| Explain in class examples better and have more examples |
| Make passable and more practice opportunities. get rid of building bridge |
| Well for starters, don't disappear for two weeks before your first midterm with absolutely no warning. Other than that, I found the atmosphere in the course to be very... cynical isn't quite the word. But suicide jokes and "hey maybe you should just apply to subway" type things are not appropriate for a classroom setting that is supposed to help us learn. Maybe just stick to ragging on other professors. None of this made me feel like I could actually approach Dr. Barry for help on assignments or ask questions in class without being called stupid without the word. He seems to be a perfectly nice and reasonable person outside of class, but inside? nope. |
| Have no idea |
| Some of Prof. Barry’s lectures sound scripted and sounds just like the book. The lectures would be more helpful if he would |

| Comments |
| --- |
| rephrase the book or explain more deeply. |
| Can’t think of anything off the top of my head |
| Not be as intimidating |
| I personally thought sometimes the 'hard' thing about the homeworks was the manner in which they had to be completed. (I don't know if it would be feasible to have some type of online form/website where answers are entered; or, as someone who likes to know they're doing problems correctly as they go along, a way of giving more immediate feedback.) |
| Even though the homework problems helped me learn, they took up a lot of time. This could be expected, however, I felt that most of the time I spent on outside of class for this course in a week was spent doing homework when I would've preferred to have spent more time reviewing new material from that week. I think shortening the homework sets would allow a student to spend more time reviewing and allow the student to better keep up with the course content. |
| Be more inviting to learn and make mistakes without being punished or criticized |
| Not leave for two weeks unannounced. |
| Maybe he slightly less scary. |
| nothing |
| Post annotated slides after lectures. |
| top hat slides are often unclear, too crowded, or illegible |
| reference key textbook points of interest |
| I believe that if he did not leave for two weeks before the first midterm then the semester would have ran much smoother. |
| more example problems |
| Since this is a general engineering course, try to acknowledge other disciplines, careers (ex: premed, prelaw, etc.). Not all of us are mechanical engineers going into industry. Also for future reference, it would be nice to get a heads up at the very least if you're going to be absent for a long period of time. I understand if things come up, but we were left in the dark, with little to no resources. The TA's were even unsure of some of the homework assignments because of miscommunication. The exam I also felt was unfair because for most of us this is the first engineering course most of us have taken, so a piston is completely unfamiliar. It is understandable to expect us to know concepts from Physics I: Mechanics, but pistons were not mentioned at all in that course, or even the book/homework. |
| This class needs deep changes before I could recommend this class to any care about. Lectures were difficult to follow, slides that are ripped from the text provide little clarification. Examples were very difficult and the difficulty of in example made examples useless as the key concepts were lost. Homework was overtly hard and forced me to purely get by and the time it took me to do the work prevented me from actually learning from it. Also, the vocal part of lecture was very hard to follow. |
| Make the lecture slides more legible |
| Giving more practice for exams |
| Be a little nicer |
| Show some harder examples in class or atleast provide some. |
| Could use some work in identifying confusing concepts and slowing the lecture down. I understand this is difficult with limited time but some concepts I felt were important were went through too fast. |
| Nothing |
| Reduce difficulty of homework to allow more time for independent study of the material. There are only so many hours in the week and while taking other classes I cannot afford to put in 3–5 hours of study time into the course if the homework is already taking me 12 hours to complete. |
| Give less intensive homework assignments especially since only 3 out of 8/9/10 problems were graded. It took me the whole week to complete my assignments and i did not give me a lot of time to do other work |
| It would be helpful to provide specific problems to work on prior to exams or even sample practice exams. Also, it would be helpful if he explains some concepts or equations more in depth during class, though I do understand that there is a time restriction. |
| He could actually be in class for the whole semester or just communicate with his students. Since he did disappear for three weeks with no given reason, it would have been great to get a sub who can actually teach the information in a way that we can’t hear or see what he’s doing and can’t post it to the course web so all of us with a class before who can’t sit at the front can’t learn what is being taught. I think he also needs to do more work in class that is similar to what he does in the homework. |
| Show more in–depth examples. |
| Sometimes the pace of the class went a little fast |
| Dr. Barry was, at best, abrasive. He would make comments during class about how miserable he is, and once made a comment about how he "wasn't lucky enough to have a stroke yet." As someone who has seen firsthand how much a stroke can destroy the lives of a person and their family, this comment made me extremely uncomfortable. I told myself I would talk to Dr. Barry personally if |

| Comments |
| --- |
| he made a similar comment again, but as of 11/30/19 he has not. I did not feel comfortable asking Dr. Barry questions during or outside of class, and the majority of his "ample office hours" with TAs were during my class times. Dr. Barry would also do relatively easy examples during class, then send us home with assignments that were ten times harder than what he had taught, instructing us to struggle through. In this regard, one topic of confusion relating to an assignment could easily ruin the score of your homework. Exams were even harder, and there were times that posted homework solutions would not provide clarity on how to solve problems. There were also instances in which homework and homework solutions had mistakes in them, and were not corrected. |
| I would recommend having a sit down with the TA's and establishing a more methodological approach to conducting office hours. The TA's are clearly knowledgeable on the subject, but on numerous occasions I found that they conducted office hours without having previously looked at the pertinent assignment. I recognize that they have more on their plate than simply helping undergrads pass statics, but office hours are markedly less effective when those responsible for conveying assistance are unsure of their advice. Get them the assignment ASAP so that they can a chance to rip through it before the horde descends upon the 6th floor lounge.<br><br>Myself and my peers found that the homework assignments had pretty frequent typos or excluded relevant information. I understand that they were made from scratch every week so small errors are to be expected, but a little proofreading goes a long way. This might be resolved with my above concern; if the TA's can work through the assignment before it is distributed to students, they can catch and address these errors. |
| The homework questions were too long and calculation heavy, prefer concept questions and then 1 or 2 more in depth questions |
| Being a little more open for students to seek assistance. |
| 1. When he says "I will upload a lecture video on courseweb", he should really upload it.<br>2. I prefer to have homework assigned on Friday or Saturday, so I will have a weekend to finish it. |
| Lectures rarely held my attention |
| I think doing more problems similar to the homework problems in class would be helpful. |
| Relax on the homework, no homework assignment should have 15–20 pages and take up 8–10 hours of the week. |
| He could implement maybe a second project as the hands on experience was very valuable. |
| No bridge building because it did not help me learn. In addition, being there for the whole semester would help instead of running off to Ireland |
| Needs to be more forgiving and create a more open environment. |
| He could work on creating more examples that resemble what the homework and exams require. |
| Be friendlier and more approachable<br>Give quizzes that reflects exams |
| Examples in class are very simple but the HW and tests are very hard. This is not a necessarily a bad thing but it would be helpful if we could go over some of the harder concepts with more difficult examples in class. There are intricacies to concepts that he expects us to understand without much guidance. I understand that making students struggle through the material can help us learn but he takes this teaching philosophy to the extreme. |
| Written quizzes that allow for partial credit. Provide a list of additional sources (text books, etc.). |
| Make the homework’s a little less time consuming, this isn’t the only class I have. |
| Give HW that is not so challenging but maybe give more easier problems. |
| Many of the homework and example problems used were over complicated to a degree that often obstructed the actual lesson being taught. Utilizing multiple, simpler example problems in class would increase my understanding of the subject drastically. |
| Get more TA's or try and have more consistency with grading and uploading assignments. Email the class as soon as possible if the class or assignment schedule is going to deviate from the syllabus. |
| Be a little more clear on whether he wants us to use the book for practice or not. At the beginning he told us the book was bad and then he pulled problems from it for the test so it was a little confusing. |
| One improvement could be trying to allot more classroom time to reviewing new and notoriously more difficult concepts. It is important to understand the applications through practice problems but, I found myself confused occasionally about the concepts behind the practice. |
| Be more positive. During lectures, we were treated in a demeaning manner. It made it harder to ask questions and develop a good relationship with the professor. |
| Give more example problems in class |
| I found homeworks to be frequently computationally tedious rather than conceptually difficult. I would rather complete problems with limited calculations that force you to think in a new way rather than plugging through mindless math for hours on end. I felt that the amount of time I spent plugging through calculations on the homework limited the amount of time I could spend doing other example problems in preparation for an exam. Also, it might be beneficial to have one of the TA's proofread the homework before it |

| Comments |
| --- |
| is published, as there were frequently typos and other problems with the assignment that caused undue frustration and confusion. |
| He could give more optional practice problems and give solutions to some textbook problems because the textbook has no solutions to practice problems. |
| Some of the in–class examples were unnecessarily long (most truss problems), I think it would be more effective to pick shorter examples so that more problems could be covered in the lecture. |
| Be more approachable, do better examples in class—-he too often did "easy" ones, making the homework very difficult because we didn't have a solid foundation to carry on our understanding of the material. The bridge project was very helpful in bringing what we learned to life |
| ?? |
| Be less condescending to students' questions. |
| Don't have so many long, complicated examples and respond more positively to questions. More video lectures also |
| Not be rude when people are trying. Not be as sarcastic, that may help the friendliness aspect. |
| I feel like the examples in class were not as difficult as the ones that we were expected to do on the homework. I had to go to office hours and tutoring every week to finish the homework, even when I felt like I really understood the topics. |
| 1) Don't go on vacation in the two weeks before the first exam in student's first real engineering course.<br>2) Make appropriate announcements so that you don't have to reply to the same question over and over.<br>3) Make sure the HW and answer keys are correct before assigning the HW so that TA's can better help students when the professor is on vacation; this also helps students feel more comfortable with all the concepts and practice them all rather than trying to understand the confusing topics only to find out they are not on the exam. Also, release the FULL grading rubric so that students can know what all is expected of them for future HW.<br>4) Provide feedback on HW questions and regrades asap so that students can understand concepts for the midterms.<br>5) Don't change the expectations for the design project halfway through said project; make a decision at the beginning of the year or the beginning of the project and stick to it. Same thing with HW and quizzes. |
| I did not enjoy the top hat “all or nothing” type quizzes.<br>I also did not enjoy the fact that BARRY was absent for a majority of the semester; leaving us with a bad replacement. The homework assignments seemed unreasonably hard, and the grading wasn’t good for them. |
| Review materials for exams |
| Not expect so much from students that are taking at least 4 other just as hard classes |
| Dr. Barry was very impersonal and rude during lecture. Although he was kind and supportive one–on–one in office hours, his non–approachable behavior during lecture lead many to avoid him and get the help during office hours that they really needed. Also, holding his office hours on Monday was very ineffective and unhelpful seeing as many times I would need help mid–week rather than at the beginning. |
| He was condescending to the entire class and made many of us feel uneasy throughout the class. He was always joking about failing and made me feel like he really didn't care about our understanding or success in the class. He was extremely rigid in his grading and rather than providing constructive feedback gave snide remarks about how we were all doing terribly. He needs to be better about giving fair and useful feedback. |
| have more office hours |
| Maybe add a little extra study materials |
| Making the classroom environment more welcoming and friendly. Do not treat questions asked in lecture so harshly, many students did not want to participate because wrong answers or questions that were already answered were laughed at. |
| The instructor could improve by limiting the size of his homework assignments. While this may seem like a complaint, it took me 12 hours spanned across an entire school week, to do one homework assignment. This, combined with another 12–15 credits of classes, is mentally and emotionally taxing. |
| Not leave for two weeks before an exam. |
| Improve the feedback loop in the class early on so students know they are doing well or poorly before it matters. |
| Maybe not assign the homeworks on weeks that we have tests because the homeworks take a long time |
| go over problems similar to hw in class |
| I think the homeworks could be improved. It would be more reasonable and helpful for the student to have the first few problems be really easy (maybe each problem tests your understanding of one concept) and then have the last problem at the end reflect something that might be on an exam that combines all of the concepts from the first questions. |
| Instructor and TAs were extremely friendly and helpful during office hours, but in the first half of the semester I was slightly intimidated from going to those hours by the language used in class (which was a more negatively worded, more warnings and reminders of what we might be doing wrong). |

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

| Comments |
| --- |
| I was afraid asking questions because you often made fun of people who are asking questions |
| Instructor often assumed that everyone in the class was in the mechanical engineering department. Assumed some mechanical engineering knowledge was universal knowledge (ie how to use solidworks, how some machinery worked, etc). Most often this information was foreign to non–mechanical engineers and it was never explained fully, putting us at a disadvantage |
| Overall, I think you have a very organized teaching style and I love the use of Tophat in the class. My biggest problem with the class is that it is so, so difficult. Definitely the hardest class i have take at Pitt, and not even really because of the material, but because of the harsh grading. |
| N/A |
| nope |
| no |
| You are not our only class this semester and we actually want to have a life outside this mess of a class. You have made a somewhat simple class into a nightmare all because you don't want to teach anymore. If you don't want to teach anymore, then quit. I studied for hours for both midterms and failed miserably all because of the exam problems making absolutely no sense. Thank you for ruining statics for me, and while I learned some things, I would not wish this class on my worst enemy. |
| Prof. Barry's class sis challenging, but definitely improves our understanding of Statics |
| The TAs for this class are actually awful. Many of them are mean and degrade you for asking questions. I reached a point in the semester where I had to rearrange a lot of my schedule to avoid a specific TA in the class, Iza, because she was so rude. |
| Thank you very much for this semester and will be looking forward to take other classes with you. |
| How come every time I ask you a question you treat me like i'm lesser than everyone else |
| I got hand cramps re–writing your homework problems |
| I believe I learned a large amount of how to solve problems in your class; however, I wish you were a little more lenient in terms of curving the final grade. As, having an average of a 40 on an exam is fine. But that should not translate into a legitimate 40 and failing the course. |
| your class is great for mechanical engineers and I think prepares them for statics 2, but I’m not a mechanical engineer, so this class was not very fun for me. I know that I know the material but was just unable to show that on the exam(s). very frustrating class. caused gray hairs. hands down spent the most time outside of the classroom for this class (I have 4 other classes and a lab to worry about outside of this class) |
| I think he has some valid points in saying that we should work harder. |
| none |
| All the other statics sections average 85–90 on their exams and assignments, and students in Smolinksi and Lee claim that statics is not the class that “gives them trouble.” However, almost every student in this class has certified that this is the troublesome class for them this semester, and with a simple subject like statics, that should not be the case. Please decrease the difficulty by responding to emails with helpful answers instead of just telling students to go to office hours, giving easier homework problems, and most of all, easier exams. |
| Thank you for a great semester, see you in thermo! |
| na |
| I love shadow being him/her everyday |
| No |
| No |
| I liked how the bridge project has given me more experience working with peers from other majors, prototyping and building with hand tools. |
| I have really enjoyed the bridge project thus far. It has been nice to see the direct application of learned concepts. |
| I think that I learned more than students in other classes did, so I will be taking Dr. Barry again in future semesters. The rigor was difficult to adjust to but I appreciate it now. |
| The two weeks that you left, where the most difficult weeks of the course. |
| N/A |
| N/A |
| Dr. Barry is really flexible, and willing to work with students who struggle in a subject. I experienced the death of a friend this semester, and Dr. Barry was able to help me succeed in this class by connecting me to resources where I could seek help. |
| To thank him for showing me that I got a little lazy in school and need to work harder for this degree. Further, I want to thank him for |

| Comments |
| --- |
| having our best interest in mind even if it does not show. |
| No |
| The level of difficultly that you want this class to be taught at forces students to just get by on homework and test. Also, the tests are are absurdly hard, they do not reflect what is discuses in lecture or homework and this would be acceptable if low scores on hard test were expected. |
| Nah |
| I really enjoyed your class even though I am not doing that well |
| Great lecturer who makes class interesting |
| I'm taking you for thermo and circuits next semester so you must've done some stuff right. In all honesty, thank you for the effort you put into your classes. I definitely haven't seen that across all my professors. |
| I enjoyed going to your class and I'm not just saying that so you boost my grade. |
| Honestly, I understand that doing the homework increases understanding but the length of the homework was discouraging to complete and the read the chapter and then do practice problems. I have other classes that must be attended to and I cannot spend 18hrs a week on just statics |
| In person interactions have been wonderful, but you seem to be very abrasive and harsh during lecture. There seems to be a disconnect between lecture and application, especially during exams |
| No. |
| I don’t dislike him I just am upset that I have been having so many issues in succeeding in this class when I try to work at it as much as I can. |
| Homework was a waste of time. |
| This class provided a great teaching experience for me to grow as an engineer |
| You seem like you could be a decent person if you actually did something you liked instead of complaining about how miserable you are. |
| Arsha may be the single best educational resource at SSOE's disposal. That man needs to get a raise, get tenured, and then get knighted by the English royal family for his extraordinary efforts in aiding our learning. |
| Not being taught by Dr. Barry for 2–3 weeks of class he was on vacation really hampered my learning for this course. |
| I like statics a lot after taking your course.<br>Liked the bridge project a lot.<br>I even want to get a ME minor after taking your course... |
| I didn't appreciate getting lectured at for half an hour after the first test, but otherwise the class was fine |
| Nope. |
| This class took up way too much time between the homework assignments, studying for exams, and the bridge project. Keep in mind that we as engineering students are taking 3–4 other engineering classes that require a lot of attention themselves. |
| N/A |
| Roasting students after their exam doesn’t help with morale |
| I learn a ton of stuff compared to the other classes. I wish my grades reflected that though. Grade homework easier. I do my homework, but I know majority of the class copies answers. This is because if you make one small error you miss a lot of points. If the grading was more lenient, then kids would take the chance to get slightly lower grades and try the homework without other peoples help. Current method is very useful however. |
| The syllabus said that the quizzes would be completed as a team, and throughout the semester, they were only done individually. It would be helpful to be upfront about what will actually take place in class. |
| For MechE students, you are correct that GPA is rather inconsequential. However, many BioE students take this class as a requirement and they are often trying to get into med school. For them GPA is critical. Just please consider that. |
| Thank you for giving that big lecture after the first exam. I think a lot of people (including myself) needed to hear that, especially sophomores. College is hard and requires a ton more effort than high school and students don’t always realize that, until they get a 30% on their first midterm... |
| N/A |
| Make the homework problems less time consuming |
| Gradescope is more convenient to the TA's than it is to the students. I felt unsure as to what I had done right or wrong. Similar with the exams, we never got to see the rubric they were graded with. Seeing this could help students understand the expectations better. |
| Many people told me they were given wrong information from the TAs and would only go to Arsha for help because of that. |

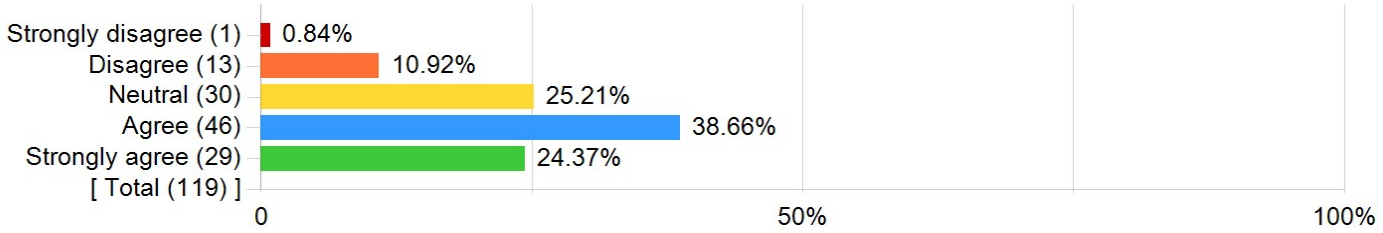
| Comments |
| --- |
| No |
| I did not find the textbook very helpful. Most of it is written in paragraphs, which doesn't make sense for the material, and the examples are much different from the kind of problems done in class, homework, and exams. Maybe he could offer a list of good example problems from either the book or other sources. |
| His tests were a little too difficult |
| Thanks so much for paying for the bridge project this semester. I really appreciate you going above and beyond to give us some hands–on experience in this course. |
| being rude to be funny makes it hard for students to reach out for help when they really need it |
| ?? |
| No |
| no |
| Not to be a snowflake, but I feel like there are some things maybe that you shouldn't joke about in a lecture of over 100 students like twelve step programs and how believing in God is anti science on the first day of class. all love tho XD |
| I understand that you are sarcastic, but it can be very confusing at times. You have great lectures but outside of lecture it was often very difficult for my classmates and I to tell that you cared about the students and their success in the course. You always complained about the amount of help you needed to give students at office hours and constantly answering emails. From my experience with a previous teacher, the more the teacher came across as not caring, the more students wanted to "punish" him/her by forcing him/her to help them. The more it seems like the teacher cares, students will have a better outlook on the class and be able to feel confident in there own ability to solve the problems rather than feeling sorry for themselves and feeling the need to go get help where they might not have otherwise. I think that paring this with effective communication will help to reduce your weekly load. |
| I love his dog |
| I really feel like I have learned a lot in this class but my grades are absolutely not reflecting it. I complete all assignments thoroughly, attend office hours, study regularly, seek out additional practice and yet I never get grades I feel I deserve. In a lot of ways feel as though my time and effort is constantly disrespected. |
| no |
| I liked how Dr. Barry pushed students to success and hard work. Through LONG homework assignments, not giving out a study guide for the exam, and making us build a balsa bridge OUTSIDE of class students had to do more work to find success, which was annoying many times but also builds character. |
| No. |
| Enjoyed the class, but it was unclear how well I was doing for the majority of it. |
| no |
| no |
| The book was very helpful; instead of telling students about the one sold by Pitt, you should let them know about the version you have. https://www.amazon.com/Statics–Mechanics–Materials–Integrated–Approach/dp/0471434469 |

## ENGINEERING

## Swanson School of Engineering Items

### The instructor was accessible.

| The instructor was accessible. |
|---|




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

| Comments |
|---|
| Learn to undaunted not to pass |
| Do as many practice problems as possible. Look over textbook sections and practice problems. Redo the homeworks before the exam. Go to office hours as often as possible, very helpful |
| started the homework and go to office hours earlier |
| I found the book to be really helpful. I wish I had been reading the book and doing the sample problems from the beginning. |
| Go visit him– he is very nice in office hours and can provide clear assistance. |
| STUDY |
| Have questions related to concepts rather than just related to specific problems |
| Unless this will be your only class for the entire semester, take a different professor. |
| Go to every office hour and choose fewer courses in the same semester because you will be devoting most your time on this course. |
| Ask questions in office hours to save stress on homeworks |
| I could have definitely done more book problems! Also Arsha is a godsend, so I wish I moved my work schedule around so it didn't conflict with his hours. |
| You really have to put in like more than 10 hours of study per week to survive. |
| Start the HW early and go to office hours every week |
| Go to every TA meeting |
| Look at textbook problems I guess |
| Start the problem sets EARLY. Go to Barry for help and clarification. Pray for the exam :) and just get through it. |
| taking a different instructor instead. |
| Better utilize office hours and the TAs |
| Look at the textbook more– nearly exclusively. |
| I would read the sections and do all of the practice problems in the book to prepare for exams and to understand how to do the homework. I would also seek out assistance outside of class. |
| You need to get the textbook because it is the only source of problems difficult enough to ensure that you are ready for what could be on the homework and exams. Even though this is a class that should not take a lot of time, you need to start homework early, go to office hours is struggling, and constantly be looking over notes. Otherwise, the class will certainly be a burden. |
| Taken the exams more seriously. I thought they would be easy like Physics 1 type exams and that was a false judgement. |
| Do book problems and learn the concepts well |
| Understand early on that you will need to spend a lot of time outside of class teaching yourself. |
| Spent more time doing the problems in the textbook. |

| Comments |
| --- |
| Taken a different professor |
| Maybe a little more problems that had checkable answers. |
| Read through the book more and understand the topic not the question |
| Read the book before the lectures so you have some idea what is going on. |
| Do practice problems every day. I can’t stress this enough, even if it’s only one or two — constantly keeping your mind engaged with the material goes a long way. |
| Read the book |
| Do problems from the book regularly! |
| Make use of your resources and go to TA office hours. Also, take time to do practice problems in the book to check your understanding. |
| Make the time to do the homework and study the book. TAs are very helpful so use them! Get to know Barry outside of class. He’s completely different in his office hours and will actually want to help you understand. |
| Do more book problems while you learn the material instead of after. |
| I think that staying on top of the material is a good way to maintain a better understanding of material. Do homework early and do as many problems as possible. |
| Always ask questions. |
| Start the homeworks the weekend before so that office hours could be attended for help. |
| work on book problems immediately after lecture instead of later |
| Read the textbook and do the problems inside of it, do not base your practice/understanding on the homework problems alone. |
| Study questions out of the book and ask for help. |
| Do example problems from the text |
| Come to office hours prepared with exactly what you want to ask. Start the homework early to give you time to ask questions about it. |
| A new book would be very beneficial, the book is almost worthless, besides some examples and questions that are ok. But overall, not worth the time I spent using it. |
| Do all the homework |
| Start the homework as early as possible |
| Try really hard on the first exam he will punish you if you don't |
| Do more examples out of the book |
| Its hard teaching such a large class and having the professor being accessible to all of them. Future students go to office hours and put in time outside of class to further grasp the material, don't just jump into the homeworks. |
| Always go to office hours |
| When I had time to go through the book and do the problems it really helped. Again the issue is the homework takes 12hrs on its own to complete so that usually wasn’t possible |
| More textbook problems, if I could have attend Barry's personal office hours and not one of the TAs, become a MechE |
| I should have used the book more as a resource while following along with the lecture, in order to truly understand the material, rather than memorizing in a short span of time. |
| Get a chegg. |
| Start doing practice problems in the textbook that match up with the lectures. This will make the content seem less foreign and help with the homework and exams. Also, start the homework well in advance because it will take longer than expected at first. |
| Take a different professor. |
| Read the textbook |
| Read the book. Twice. Do every problem in it that you can find a solution online for. And start studying early. Very early. |
| At the outset of this class I deferred to other students immediately for advice in solving homework problems. I found groups to do the homework with, worked with said groups, and used the solutions produced by said groups to get good homework grades and subsequently learned NOTHING half the time.<br><br>Rip through the assignments alone, accompanied only by the book and notes, NOT other students. At least the first time. Then go to Arsha. Then try again. Then go back to Arsha. Then other students. |
| Textbook problems |
| Attend more office hours. |

| Comments |
| --- |
| Although Dr. Barry will give you a lot of homework, and you may spend hours to finish it, you should do some extra problems. |
| Take notes |
| Do the work and don't take the easy way out. |
| Start on book problems throughout the course instead of waiting for exam time. |
| Looked at the textbook before class, spent more time studying for the exams. |
| I think I should've asked more questions when I was confused and gone home and watched more tutorial videos. |
| Do more practice |
| DO the homework yourself. Spend the time to do all the problems. |
| It would have been helpful to read the textbook more and to go to office hours more frequently. |
| Go to office hours as much as possible and do the homework as soon as it comes out. Expect the first test to be difficult. |
| Please READ THE BOOK! And also do as many book problems as you possibly can! Dr. Barry isn't out to get you. A lot of the graded questions are similar to those in the book. Do not procrastinate or push this class aside because you think it's an easy entry course, it is not. You will not see the grades you want unless you put in the effort. |
| The first midterm is really hard and homework's take forever. |
| Do as many problems as you can. |
| Keep us with the work. Dont wait till the last minute to do it |
| Utilize office hours |
| Use the textbook. Every time you see a homework problem, consult the textbook and do all similar problems. |
| Read the book before or after lecture to enforce the material you just learned. |
| Book problems |
| I would complete more practice problems from the book that are variations of homework problems |
| Go to the TA office hours, review homework answers, do plenty of practice problems. |
| Do the homework assignments earlier in the week |
| Read the textbook before lectures and make sure to do the example problems for each section. |
| Go to TA office hours and practice textbook problems |
| Do problems in the book. |
| go to your TAs |
| If your office hours weren't on Monday and were possibly in the middle of the week, like Wednesday, that would be nice. |
| Go to more office hours. |
| Use the textbook and youtube |
| Read the book, try to do the homework by yourself. It takes time, but you won't learn the material if you don't |
| Do more practice! I know the HW can take a while and you feel like you have spent your time allotted to this class for the week, but unless you have an unshakable knowledge of the concepts and ability to apply them, the extra practice will serve you well. |
| Increased conceptual quiz questions. Less overall sarcasm about our stupidity would be appreciated as well |
| Studied every waking second |
| Dr. Barry is a very effective teacher, IF you get to know him personally and IF you attend office hours. He treats large classes with disdain so get to know him and you'll do just fine. |
| Don't take Barry. |
| email him alot |
| Go to office hours every week and do the book problems |
| Do textbook problems, not just the assigned homework. It leads to a much better understanding. |
| Do practice problems every week. |
| Go to office hours early. They are the best way to learn in the course. |
| go to office hours more |
| read the textbook |
| It's true that Dr. Barry is a tough professor; he doesn't hold your hand through the course, but he will meet you halfway if you put in the work (ask good questions, answer questions in class, show up to office hours). |
| Buy and use the book. |

## ENGINEERING UNDERGRAD

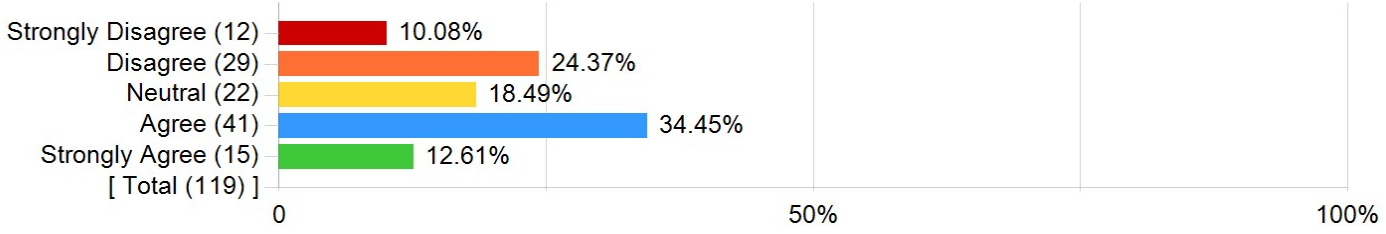
### Please rate the degree to which this course has improved...

| Question | Results | | |
|---|---|---|---|
| | Response Count | Mean | Standard Deviation |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering. | 119 | 3.82 | 0.82 |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of science. | 119 | 3.51 | 0.93 |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics. | 117 | 3.69 | 0.80 |
| Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare. | 116 | 3.24 | 0.96 |
| 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). | 119 | 2.62 | 1.12 |
| Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles). | 117 | 2.68 | 1.06 |
| Your ability to effectively communicate verbally with a wide range of audiences. | 119 | 2.43 | 1.11 |
| Your ability to effectively communicate in writing to a wide range of audiences. | 118 | 2.51 | 1.15 |
| Your ability to recognize ethical and professional responsibilities in engineering situations. | 119 | 3.03 | 1.12 |
| Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles). | 119 | 2.65 | 1.13 |
| Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles). | 118 | 2.64 | 1.09 |
| Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership. | 119 | 3.82 | 1.00 |
| Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives. | 119 | 3.89 | 0.90 |
| Your ability to develop appropriate experiments. | 119 | 3.14 | 1.24 |
| Your ability to conduct appropriate experiments. | 119 | 3.22 | 1.24 |
| Your ability to analyze and interpret data and use engineering judgment to draw conclusions. | 119 | 3.50 | 0.99 |
| Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems. | 118 | 3.76 | 0.94 |

## Personalized Questions

### I consulted the textbook weekly to bolster my understanding of course content.

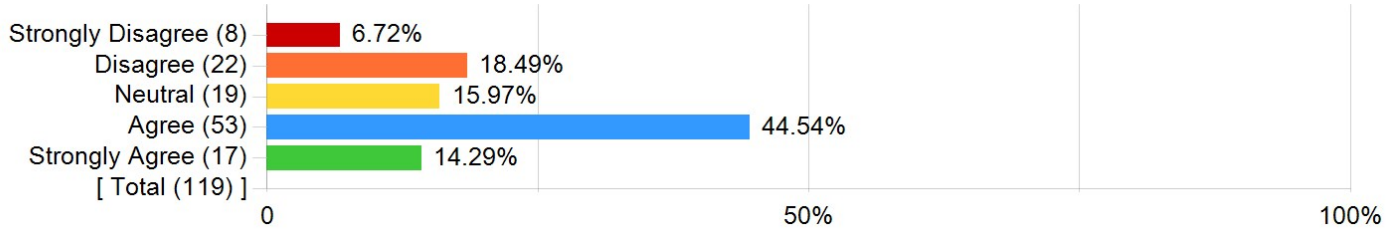
I consulted the textbook weekly to bolster my understanding of course content.




| Statistics | Value |
|---|---|
| Mean | 3.15 |
| Standard Deviation | 1.22 |

**I completed example problems from the textbook for the corresponding sections covered in class to fortify my understanding of course content.**

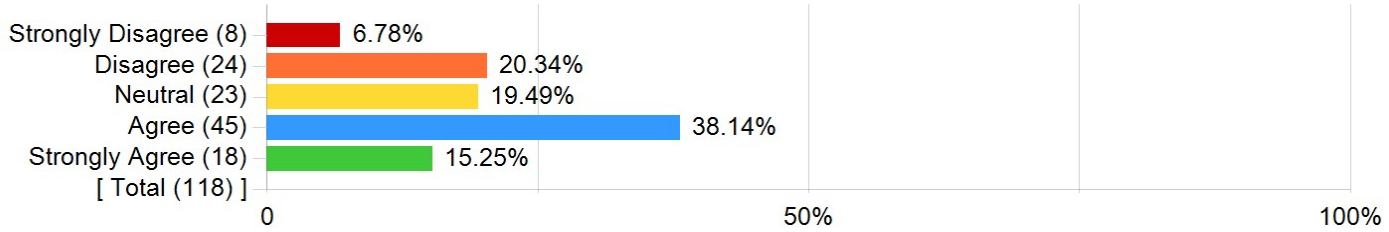
I completed example problems from the textbook for the corresponding sections covered in class to fortify my understanding of course content.




| Statistics | Value |
|---|---|
| Mean | 3.41 |
| Standard Deviation | 1.15 |

**I completed problems at the end of the chapter in the textbook for the corresponding chapters covered in class to fortify my understanding of the course content.**

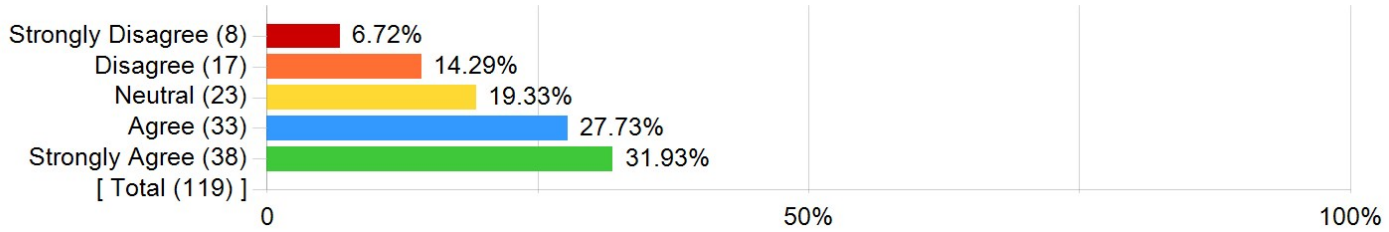
I completed problems at the end of the chapter in the textbook for the corresponding chapters covered in class to fortify my understanding of the course content.




| Statistics | Value |
|---|---|
| Mean | 3.35 |
| Standard Deviation | 1.16 |

**I found TA-led office hours and/or student-let tutoring helped my understanding of course content.**

I found TA-led office hours and/or student-let tutoring helped my understanding of course content.




| Statistics | Value |
|---|---|
| Mean | 3.64 |
| Standard Deviation | 1.25 |

**I found that the use of the Makerspace helped my understanding of course content.**

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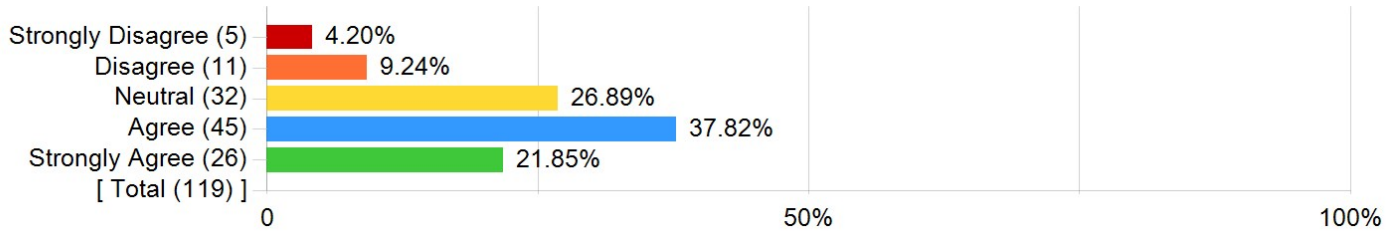
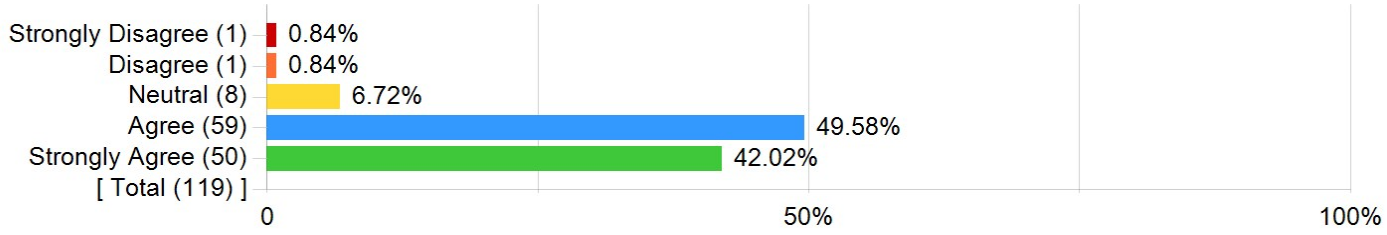



| Statistics | Value |
|---|---|
| Mean | 3.64 |
| Standard Deviation | 1.06 |

**When I encountered a homework problem that I could not complete, I consulted classmates to aid in the completion of the problem.**

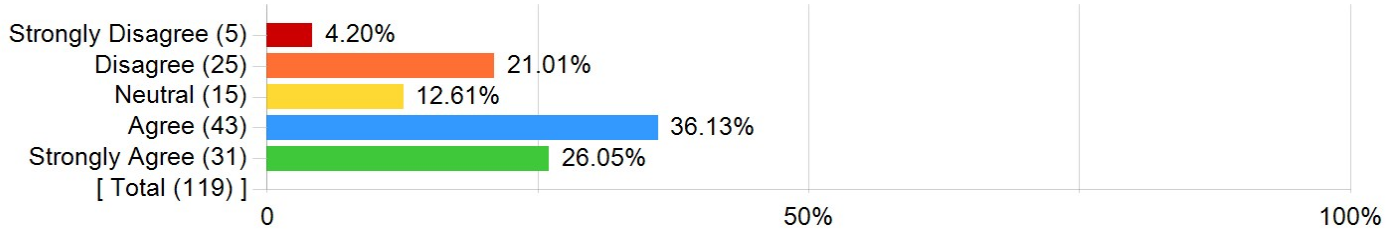
When I encountered a homework problem that I could not complete, I consulted classmates to aid in the completion of the problem.




| Statistics | Value |
|---|---|
| Mean | 4.31 |
| Standard Deviation | 0.71 |

**When I encountered a homework problem that I could not complete, I consulted on-line resources to aid in the completion of the problem.**

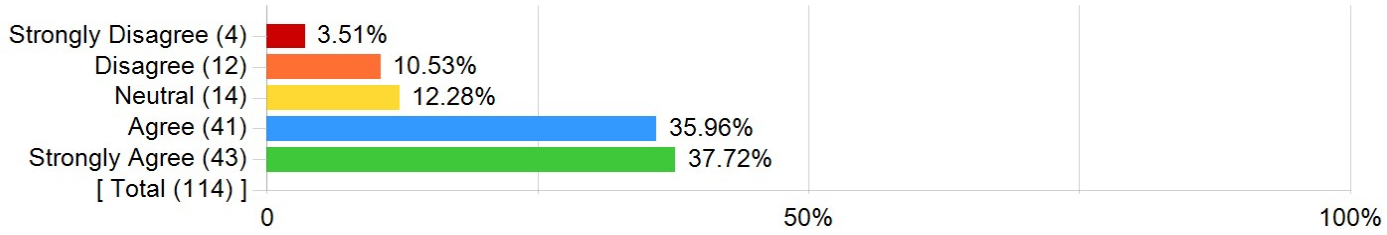
When I encountered a homework problem that I could not complete, I consulted on-line resources to aid in the completion of the problem.




| Statistics | Value |
|---|---|
| Mean | 3.59 |
| Standard Deviation | 1.20 |

**When I encountered a homework problem that I could not complete, I consulted TAs/tutors to aid in the completion of the problem.**

When I encountered a homework problem that I could not complete, I consulted TAs/tutors to aid in the completion of the problem.




| Statistics | Value |
|---|---|
| Mean | 3.94 |
| Standard Deviation | 1.12 |

**On average, how many hours per week did you devote to this course, outside of class instruction?**

| Comments |
| --- |
| 6 |
| 10 |
| 10 |
| 16 |
| 10 |
| 10+ |
| 6 |
| He recommends 30 hours per week, which, with 15 other credits and sleep, is physically impossible. |
| 15 |
| 8–10 |
| At least 15 hours. |
| 10 |
| At least 10 |
| 4 or 5 |
| 30 |
| generally 5–10, although a couple had quick homeworks so only 2–5 then |
| 12 |
| 10+ |
| 4 to 5 |
| About 10 hours |
| 10 hours |
| At least 9–10 |
| 5 |
| 12 to 15 |
| 5 |
| 10 hours |
| 6 |
| A lot |
| Too many. Far FAR more to the bridge project than actual homework, but I still spent three or four hours on the homework a week. |
| 8 |
| 10–15 |
| 10–20 |
| 10–15 |
| 4–6 |
| 10 |
| 6–8 hours |
| 9 |
| 9 hours |
| at least 10 hours |
| 10 |
| 6 |
| 7 |
| 10 |
| 8 |
| 5 |

| Comments |
| --- |
| 8 |
| 10 |
| 12 |
| 6 |
| 6 hours |
| 10 |
| Around 5 hours, not including time with the TA's or tutor |
| ~8–9 |
| Probably 6–7 hours a week |
| 14 |
| 10+ |
| 7 |
| 8 |
| 10 |
| About 8–10 hours |
| 10 |
| 7 |
| 12+ |
| 10–12 |
| 5 |
| ~5hr |
| 5 |
| 8 |
| 10 |
| 8–10, sometimes for more |
| typically like 20 hours |
| 10 |
| 7–8 hours |
| On average, I believe I devoted 15 hours of work to this course per week. |
| 5 |
| 5 |
| 10 |
| 9 |
| 10 |
| 10 |
| 4 |
| 10 |
| 12 |
| 10 |
| 8 |
| 4 |
| 6 |
| 10 hours |
| 5–7 |
| 6 hours |
| 6–8 |
| 10 |

| Comments |
| --- |
| 5 hours |
| 8 |
| 20 |
| a lot, like 10 or more |
| 6 |
| 7 |
| 20 |
| 3–4 |
| 20 hours |
| A lot |
| Outside of the classroom, I would spend 6–9 hours doing homework and practice problems weekly. I felt like it was never enough and that Dr. Barry assigned too much homework such that we never had time to do many practice problems on our own. |
| 6–8 |
| 10 |
| 10 |
| 9 |
| 10 |
| 8 |
| 12–16 hours |
| 20 |
| 6 |
| 7 |
| 6 |

**On average, how many hours per week did you seek assistance through TA-led office hours and/or student-led tutoring?**

| Comments |
| --- |
| 1 |
| 2 |
| 4 |
| 3 |
| 1 |
| 1–2 |
| 2 |
| Strange times for office hours that were during other class times |
| 3 |
| 1 |
| I would average about 2. |
| 4 |
| 1 |
| 10 |
| 0 |
| 2 |
| 1–3 |
| None most weeks |
| 1 |

| Comments |
| --- |
| 1 hour |
| At least twice a week |
| 0 |
| 1 to 2 |
| 1 |
| 2 to 3 hours |
| 0 |
| 1 |
| none. None of the times worked with my super busy schedule this semester. |
| 1 |
| 0 |
| 1 |
| 5–6 |
| 0–1 |
| 3 |
| 2–3 |
| 2 |
| 1 hour per week |
| about 2 hours |
| 3 |
| 1 |
| 1 |
| 1 |
| 2 |
| 3 |
| 2 |
| 1 |
| 1 |
| 0 |
| 1 hour |
| 2 |
| About 3 |
| ~2 |
| 1 hour |
| 2 |
| 1/2 |
| 1.5 |
| 3 |
| 1 |
| Less than an hour |
| 0 |
| 1–2 |
| 3+ |
| 1–3 |
| 2 |
| ~1hr |
| .1 |

| Comments |
| --- |
| 1 |
| 1 |
| 0 |
| typically 2 hours |
| 1 |
| 1 hour |
| I rarely visited TA office hours. The rooms were too packed and that made it difficult to receive the help that I sought out for. |
| 2 |
| 1 |
| 0.5 |
| 2 |
| 2 |
| 1.5 |
| .5 |
| 1 |
| 1.5 |
| 0 |
| 1 |
| 0 |
| 1 |
| 3 hours |
| 1 |
| 0 hours |
| 0, TAs were very uninformative and often gave different answers to the same problem. |
| 1 |
| not often really |
| .25 |
| 5 |
| a decent amount, like 1–3 hrs |
| 3 |
| 2.5 |
| 1 |
| 1–2 |
| 4 hours |
| Some |
| I did not visit the TAs personally, but on average I would spend 1 hour in meetings with others discussing the homework and discussing what was covering during TA–led office hours. |
| 2–3 |
| 0 |
| 2 |
| 1 |
| 1 |
| 1 |
| 1 |
| 3 |
| 1 |
| 1.5 |

| Comments |
| --- |
| 1 |