University of Pittsburgh

Teaching Survey Spring 2024

Spring 2024 - Matthew Barry MEMS 0031 - ELECTRICAL CIRCUITS - 1050 - Lecture

Created **Sunday, May 05, 2024**

Courses Audience:	**67**
Responses Received:	**67**
Response Rate:	**100%**

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 to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- 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.	67	67	100.00%	4.25	4	4.00	0.80
The instructor was enthusiastic about teaching the course.	67	66	98.51%	3.23	3,4	3.00	1.21
The instructor presented the course in an organized manner.	67	66	98.51%	4.17	5	4.00	0.95
The instructor maintained an environment where students felt comfortable participating.	67	66	98.51%	3.83	4	4.00	0.94
The instructor maintained an environment where students felt comfortable seeking assistance.	67	66	98.51%	3.94	4	4.00	0.94
The instructor provided helpful feedback.	67	65	97.01%	4.00	4	4.00	0.97
Assignments contributed to my understanding of the subject.	67	64	95.52%	4.33	5	4.00	0.69
Overall of All Questions	469	460	98.08%	3.96	-	-	0.94

Overall effectiveness

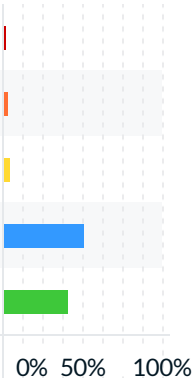
Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)

Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	67	66	98.51%	3.86	4	4.00	0.99

Response breakdown

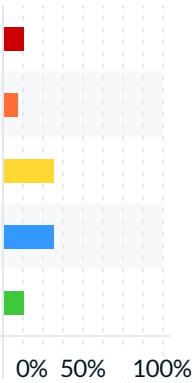
1. The instructor stimulated my thinking.

Strongly disag...	1	1.49%
Disagree	2	2.99%
Neutral	3	4.48%
Agree	34	50.75%
Strongly agree	27	40.30%
Total	**67**	



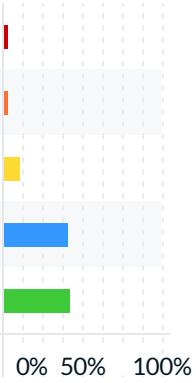
2. The instructor was enthusiastic about teaching the course.

Strongly disag...	9	13.64%
Disagree	6	9.09%
Neutral	21	31.82%
Agree	21	31.82%
Strongly agree	9	13.64%
Total	**66**	



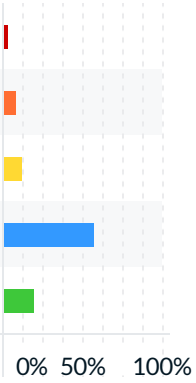
3. The instructor presented the course in an organized manner.

Strongly disag...	2	3.03%
Disagree	2	3.03%
Neutral	7	10.61%
Agree	27	40.91%
Strongly agree	28	42.42%
Total	**66**	



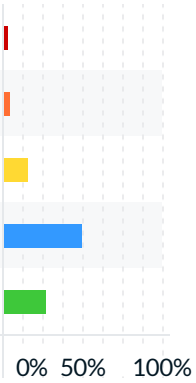
4. The instructor maintained an environment where students felt comfortable participating.

Strongly disag...	2	3.03%
Disagree	5	7.58%
Neutral	8	12.12%
Agree	38	57.58%
Strongly agree	13	19.70%
Total	**66**	



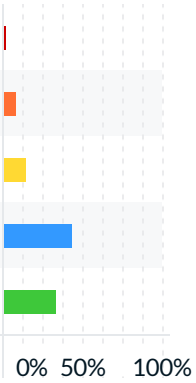
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disag...	2	3.03%
Disagree	3	4.55%
Neutral	10	15.15%
Agree	33	50.00%
Strongly agree	18	27.27%
Total	**66**	



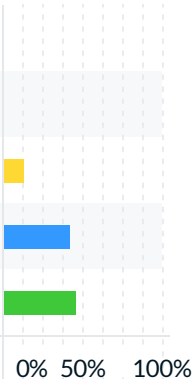
6. The instructor provided helpful feedback.

Strongly disag...	1	1.54%
Disagree	5	7.69%
Neutral	9	13.85%
Agree	28	43.08%
Strongly agree	22	33.85%
Total	**65**	



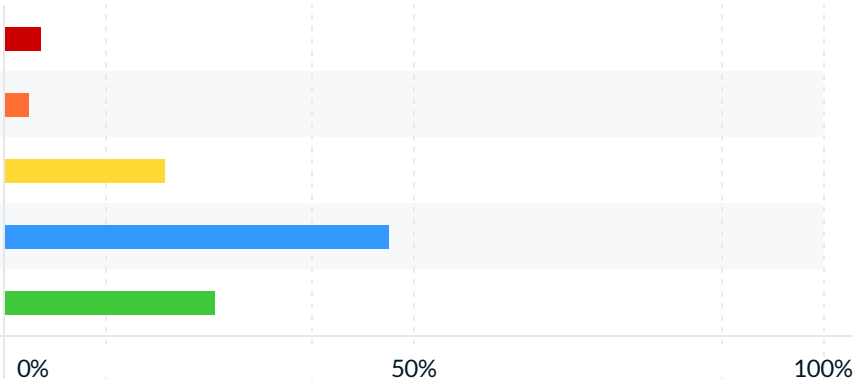
7. Assignments contributed to my understanding of the subject.

Strongly disag...	0	0.00%
Disagree	0	0.00%
Neutral	8	12.50%
Agree	27	42.19%
Strongly agree	29	45.31%
Total	**64**	



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

Ineffective	3	4.55%
Only fair	2	3.03%
Competent	13	19.70%
Very good	31	46.97%
Excellent	17	25.76%
Total	**66**	



Comments

What did the instructor do to help you learn?

Comments
The lecture videos allowed me to spend more time learning content I didn't immediately understand and he worked through example problems during class.
The flipped class is fantastic. Along with the step by step processes for each problem. Circuits was my favorite class this semester and that had a lot to do with feeling like I understood the content.
Basic circuit analysis and the proper method to use in each scenario.
Dr. Barry made a genuine effort to try and teach us the content, not just memorize the information and half–ass it, but really understand it and be able to apply it, he went out of his way to provide us with the resources and information we needed to succeed, with excellent study guides, where to find resources, plenty of practice problems, even outright telling us what question will be on an exam. Dr. Barry took responsibility when things didn't quite work out fir the students in terms of grades on some exams, but I honestly feel that a lot of the fault is due to a large number of students just not showing up to class or not doing the practice problems provided. The practice problems were extremely helpful.
I enjoyed the way he taught the content. I found it much better than the circuits stuff from physics 2. I liked how we did a deeper dive into the meaning of all the concepts
lots of variation in practice problems– a good amount to build up to hard ones
Dr. Barry provided students with pre lecture videos and follow up questions to engage students and teach topics before lecture. During lecture, we walked trough one or two examples together and then completed a worksheet in class. Each week, we were assigned homework for further practice. Around the time of exams, the TAs and Dr. Barry would create example questions so we could practice for the exam.
In class examples
Dr. Barry assigned homework through Tophat and the introductory problems walked you through the problem step by step which really helped me learn the problem. It was also very convenient that office hours were an open door policy, and both Dr. Barry and the TAs were always willing to help and walk you through any problem. Any time I went to Dr. Barry's office hours, it was very helpful and effective. Although the format of the class is a flipped classroom which requires more time and work, it did prove to be effective for me since during class time we would work on example problems and in–class worksheets and I felt more knowledgeable after doing example problems.
The in class worksheets. they were a good review and application of the new material. seeing the same concepts repetitively was helpful. The top hat homework is definitely nice because of the multiple attempts and feedback. The hints are helpful when they aren't intuitive. Sometimes the guided homework is broken down so much that I lose sight of the over arching question and get confused. The solutions are helpful when they are detailed / explain any assumptions being made.
He was approachable and funny so it made the class more enjoyable to learn.
made many real world references to make it clear what we were learning had many applications
used a flipped classroom so that we could do example problems in class
He was always attentive to us and what we needed. Dr. Barry is also very engaging with the class which I thoroughly enjoy, it makes class better.
The content was organized and set up in a way that I knew what to expect weekly. The exams weren't horribly unfair, though they did have room for improvement, especially considering the tricks on the second exam.

Comments
He gave students multiple exposures to the material.
Office Hours; examples; in class examples and worksheets that walked through the problems step by step because its hard to go from A −−> R but to break it down into smaller steps so its more managable.
I thought as far as lecturing goes, Dr. Barry is effective. He is very knowledgeable and is able to explain material well. I enjoy when the top−hat homework gives hints and explanations when submit an answer.
He sometimes gave hints on the homework in tophat if you got an answer wrong. Also the videos were pretty helpful.
Explained things well in class.
Copious in−class examples and explanations of real−world applications. The tophat review questions were very valuable and were good practice for the exam.
Dr. Barry is a professor who is going to challenge you. the way Doctor Barry sets up his course requires you to be present during lectures and have some sort of value in each lecture which I enjoyed. His flipped lectures were also some of the best that I have seen. videos were short and to the point and got home to the point
Barry has a very spear and direct system for success and learning in his classes.
He demonstrated Examples in class
Make a lot of things virtual
Video lectures and TopHat assignments to supplement
He did examples in class which I found is very beneficial.
The review questions posted on Top Hat were a very helpful for learning new content as well as studying content leading up to exams.
He relates the content to real world examples frequently, which really helps me learn. He also makes class relatively fun, which helps me stay engaged.
I liked the way he organized his flipped lectures
Fun
Extensive office hours, is willing to help with most things, most times
I like using TopHat, especially because it is free and easy to use (at least on our end). I appreciated the hw problems being classified by difficulty level, and having the problems broken down more step by step. I also really appreciated having 5 tries on the problems, as sometimes I would make small mistakes with units or +/− that were easy fixes. The hints were more useful for some problems than others, but for the most part they were great. It was also great when lecture slides were uploaded, especially the in class worksheets. It's much more useful to have those as a reference and also not need to copy the entire circuit down before you start the problem. The board can he hard to see, mainly when it comes to resistors or other components labeled with numbers in a tiny font.
Try to be organized take notes definitely come to lectures do the assigned homework and especially do the practice exam problems because you have to know all the content to be ready for his exams
He taught, that's really about what I can say. He actually get's up and lectures in a way that is competent and clear. That's more than I can say for some professors
circuits
The top hat pre lecture video and questions were incredibly helpful and made it very easy to be organized in the class. The questions helped with the fundamentals and the in class work sheets helped gain a deeper understanding of how to approach problems.

Comments
Dr. Barry provided a lot of good resources such as exam practice problems, challenging homework's, and lecture slides. I also found that he broke problems into formulaic and intuitive problem solving processes.
the main idea of circuits and how they work
Very in depth explanations that related to real world examples
In class examples I felt helped more than the pre−lecture videos
OHMS LAW!!
the course set up on top hat was very helpful, being able to go back and see all of the lectures whenever i'd like helped immensely.
Dr. Barry's lecture videos are very good. They are the perfect length and effectively cover the basics of the material. Also, the in class lectures provided good examples of problems.
I liked the homework assignments in general and thought they were effective, although some problems seemed weirdly difficult compared to other weeks.
Make his class disability friendly and exam practice questions
color coded nodes
Organized lecture videos, plenty of examples to refer to for the homework and tests. Review before exams was very helpful.
The basics to advanced circuits.
He offered a lot of helpful in office hours after class. His in class examples were also very engaging.
Flipped lectures were straight forward
he organized the flipped class in such a way that it allowed me to learn the concepts and then work on in class examples, without sticking me with 5 hours of extra video watching per week.
Top hat is phenomenal. Some people hate it, but I love it. It's by far the best online homework source
Explained each topic in a series of steps to solve it
TopHat worked well, and encouraged in−class performance / attendance
For the top hat questions: −I really liked the guided homework problems. It was nice to have an introductory approach to a problem to understand the functionality, then challenge us with a similar problem. −The hints and solutions were mostly helpful. −I liked having the questions on top hat a lot. I was used to the functionality of top hat due to Statics 1, and I think it made the homework procedure decently easy. −I didn't see many downsides to top hat, so yes it did greatly outway having to pay for another service.
basic concepts of circuits, got lost when harder concepts came along
Lots of in class examples
Provided concise videos on the content and many practice problems in form of example videos, in−class examples, and homework and exam review problems.

Comments
The top hat system was well organized and the lecture videos used along with the accompanying questions were presented in small and easy–to–digest parts. Also, he was never afraid to answer anyone's questions when they didn't understand the material. Furthermore, the in class worksheets served as a an effective way for us to practice the concepts in different problems.
Worked through examples in class and explained concepts
Top Hat review before the exams, homeworks, solutions for homeworks.

What could the instructor do to improve?

Comments
Update the lecture videos, some lecture videos contained methods that we were told not to use in class while the proper methods were not covered. Lecture videos as failed to go indepth which resulted in some homework problems being very difficult. Towards the end of the semester the course became very disorganized and it made the learning experience much more difficult.
Somehow get more TA's. I also think that Barry would get angry at us for not trying, but my friends and I have always been putting in the effort. And I understand that he also likely got mad at us for just a lack of help and being overwhelmed with all the classes he had to teach. However, it was honestly kind of shitty to be on the receiving end of that frustration when I was putting in the work and I like his instruction.
Sometimes questions are answered very briefly and not always made super clear.
If the practice problems had been given a week or two earlier then that would've been extremely helpful. Having more hands–on type experiences with the class would've helped understanding for me atleast considerably.
I think the class would have been much better if the instructor kept a positive attitude towards the class
more practice problems instead of cutting class early
The only improvement I can see is to leave out some of the tricks on the exam. It is really disheartening to study for an exam and feel very confident in the content and then get questions wrong on the exams because they were purposeful tricks. Engineering is already a complex and difficult major and it's disapointing to work so hard for the exam to be full of tricks instead of a true test of our knowledge.
More in person lecturing
Dr. Barry could make sure to post things on Canvas in a timely manner and to post all blank lecture example problems. I fell behind in any class when the example problem was not posted, and I had to redraw the circuit while also trying to understand what was going on. Also, I believe it would be more fair to have partial credit on problems for the exams. Since the exams are multiple choice, you can't get partial credit, even if, for example, you just missed the answer due to whether the answer was a positive or negative value. Also, I do wish that Dr. Barry could try to respect IE's a little more, but I guess that is just the usual MechE arrogance.
Not skip intermediate steps when a new concept is being taught, at least the week following, don't skip the steps and assume we know what happened (i do not know)
Not much the course is fine the way it is maybe just make the scheduling of it 3 day not 2 but that's not the instructor
find a way to incorporate weekly or bi–weekly physical components to the class. I think that if we worked with a circuit it would really help out understanding of what is going on rather than just on paper
more complex video analysis
He's awesome already.

Comments
I think if he pretended he cared more about the content it would help us want to learn the material. I also think that if the video lectures were a little longer that would be helpful. Sometimes the content just can't be explained in a video under 5 minutes and I would rather have longer videos where I understood the content versus shortened condensed videos where I have to find other sources to try to understand. The guided homework was helpful but sometimes the it felt too easy with some of them, to the point where I could guess and get it correct. This wasn't that helpful to my learning, and I think it would be helpful if it was similar to thermo where there are other difficult practice problems that aren't for grading that are slightly different so we can use that to complete the homework. This way we have more practice and we aren't being too spoon fed. Although this style of introductory question was really helpful for understanding into the formulaic content such as learning how to do KVL, KCL, and mesh loop analysis, I think if they were tapered off as we learned more content that it would be more productive to learning. I think the solution and hints were helpful and useful to my learning, I also like the immediate feedback. I definitely prefer TopHat to WileyPlus or any other homework service we've used in our courses up until now.
Not sure.
Some way to actually visualize current. I can analyze current say mesh current or voltage but if there was a way to compare potential to something more tangible such as height potential its easier to conceptualize so maybe incorporate that
It often feels defeating when you are confused in class and Dr. Barry tells you the material is super easy and you should understand. I would rather you understand this is the first time we are seeing most of this material and it is difficult.
I think he could keep his anger with the school out of the classroom.
Include a more hands on portion of the class.
Being a little less condescending during lecture and office hours, not continuously remind students that the topic is unenjoyable, and not assume that students just know how to do a problem and skip it. I found that having as much practice as possible was quite helpful.
While he does care about the students who show up and put in the work he is often very upset with the majority of those who don't. He often puts that on the entirety of the class and constantly talks about his displeasure teaching the course and how much he regrets being there. He seems so drained as if he is just above everyone here and often makes comments unrelated to the course and his displeasure for the administration, other staff members, and other irrelevant information. Dr. Barry is a great teacher of knowledge holds a high standard for his students and can the best out of those eager to embrace that. However, his Incredibly arrogant personality can make those discouraged students far more uncomfortable and unwilling to buy in. In short, If he can stop being such an Asshole I do think it would help him connect and engage more students.
Influde more real world examples
Not have a flip classroom style along Have HW line up with what we are doing in class instead of alternating weeks
Make more things virtual
More worked out problems, the guided TopHat was very helpful
I think the Top Hat homeworks work well for me because the are heavily guided and not to hard. It would also be nice if the videos were recreated because they kind of suck.

Comments
Dr. Barry should overall have a more positive attitude towards his class and his students, as it would go a long way. His blatant hypocrisy is very unmotivating. He started the course off by telling us how much he hates it, and also admitted that he struggled with it during his time in college. However, throughout the course of the semester, he was shocked and angered when students were disinterested or struggling themselves. He preaches that he only tolerates perfection and that he will not accept "half–assed efforts" but then consistently makes errors during class and even made significant errors on the 2nd midterm exam. He takes every opportunity he can to berate his students, which is incredibly discouraging. He very obviously promotes the false narrative that anyone who struggles is lazy and unintelligent. He constantly mocks his students for poor midterm averages, as if it never occurred to him that a failing average reflects poorly on the instructor in addition to the students. Questions are often met with a rude or condescending responses. Furthermore, he openly discusses his hatred for Pitt and talks about his intentions to find a new job elsewhere. Then, after chastising his students and the university that they attend, he tries to flip the narrative and make his students feel bad for him, by asking them not to leave him negative OMET reviews as he already hates himself and his course, or that his students failed him on his birthday. Lastly, while some of his Top Hat problems are very helpful, some of them are not helpful and provide no useful feedback. For example, many of the problems had no hints or explanations, or had incredibly useless hints/explanations such as "beep boop". He states that students are to learn by practicing on Top Hat, but it is nearly impossible to do so without helpful feedback.
Sometimes he can come off pretty negative, which doesn't necessarily motivate me to improve or pay attention in class.
post more material for review. (more in class worksheets)
Life
I don't know, I'm no teacher
I liked having the hw problems broken down step by step, but I think that format would be useful applied to the in class topcoat problems more. Having a bit more guidance on the in class problems, which are our first introduction to the problem type without you guiding us, would be more useful. I love having the guidance on the hw, but if I had to choose, I think it would be more useful to break down the in class worksheets more (not the ones we work thru together, but the ones we answer on tophat in class.) Also, I know you mentioned adding a hands–on component to the class, and I think that would be very useful. I've talked to people that have taken the ECE version of this class, including MEMS majors with ECE minors, and the hands–on lab part of their class seems to make a big difference to their understanding of the material. If you want to restructure the class, maybe looking at the ECE version of the class would help as I've heard good things about it. My friends have said that they didn't understand much of what they were talking about until they were able to do the hands–on part of the unit, and I think that would make a big difference in the class. I also think that if there are certain sections that are not covered in the lecture videos that you expect us to check out in the textbook YOU SHOULD TELL US THAT ON TOPHAT OR IN THE LECTURE VIDEO. Don't just get mad at the entire class for having the same question and say we should have known to use the textbook that we haven't actually needed all year. If the entire class didn't know to check the textbook, then maybe that just was not communicated to us. The point of the lecture videos is for you to teach me the content outside of the classroom so we can work thru the problems together in class. At least tell us when we need to use outside resources like the textbook to cover content not taught in the lectures. I know my parents pay good money for me to just color here, but they also pay for you to teach me, not a 20 year old pdf.
Helped me attack problems in an organized fashion by breaking them into steps.
He makes an effort to make jokes to be relatable and approachable but some of the jokes achieve the opposite effect. He sometimes comes off as vaguely insulting to those who are not doing very well in the course that can cause embarrassment and make people who are struggling more resistant to seek help.
The timing of the class, 3 times a week
Commit to the Tophat all the way through the semester. I honestly stopped watching the videos when they stopped being posted to top hat.

Comments
I did not find this class enjoyable and I can understand why Dr. Barry was not enthusiastic to teach it. I just kind of think he could have done slightly more to encourage us to keep pushing forward even though some of us struggled with this course. I also partly feel this this course material did not mesh well with the FE style exams.
More time for in–class examples rather than time to do homeworks
Be more fair with expectations of his students.
Maybe do more problems but shorter like what we save on exams in class
MY OHMS LAW CAPABILITIES AND I GUESS OP ANPS
No comments
I would have really liked to see hands on projects. For example, I built a radio in my physics 2 class out of some toilet paper, wire, a diode, and aluminum foil and grounded it to my parent' s shower faucet. I was able to tune it and listen in on an NRA radio program. That was one of the coolest things I've ever built. Also, the in class examples Dr. Barry discussed such as the workings of a touch screen using the body as a conductor were super exciting and definitely helped me retain the material better, so more real life examples would be nice.
In the future he should actually show up to his own office hours instead of making me wait at the door for 2 hours and not show up. At the very least, advance notice of cancelled office hours would be nice. This has happened to me more than once, and other students I've talked to in the class. He also constantly talks about how exams are made to replicate the FE exam, however the FE exam questions only have 4 choices, and no 'none of the above' option. If the exams are meant to prepare us for the FE, then they should also only have 4 answer choices. Further, he provides constant unnecessary commentary about his life and other random topics that is not necessary and frankly distracting. I think Dr. Barry would benefit from sitting in on Dr. Slaughter's Statics 2 class, to see how he presents material clearly and concisely, without commentary and unnecessary tangents.
Quizzes we'd get back for review, not as many hw questions
make a tophat explanation for all questions
First half of the semester you were PREACHING about tophat... and criticizing us for not reciprocating. Then the second half of the semester, you gave up on it? No in–class worksheets, videos posted inconsistently, less and less homework. Weird
Op–amps got a little confusing if we were given a bread board II might have been able to gain a better understanding.
Offering even more examples before exams for students to complete.
Less trick questiony exams that are more straight forward to the content learned.
Rework the lecture videos, condense them and generally improve them.
It would help the students' enthusiasm if he didn't constantly talk about how much he hates circuits
Have more examples of FE style questions
Honestly can't think of anything right now he's pretty solid. I used to hate his teaching style, but then this semester I actually started to work hard at his material and came to every class and now I'm doing how I deserve to be.
–Sometimes the hints/solutions did not explain enough of the problem and sometimes would make it complicated. If I got a question wrong, or didn't understand the answer, sometimes the solution would not help me understand entirely.
more in class lectures about concepts
More conceptual based questions on the tests

Comments
Create more practice problems for the exam in the same FE style, or make a few questions from each homework FE style questions to help me prepare me for the exams better.
I would have appreciated if there was a component of this class where we worked with real circuits. I know that other advanced lasses and electives and such have that aspect, but I think that even this intro class would benefit from real circuit designing in order to better engage students and help them know what they're actually analyzing in real life.
Include solutions for all the problems. Bro kinda fell off and I get that, but the falstad stuff as the solution doesn't help with the math. I will say though, knowing falstad exists was helpful for checking answers when I was practicing before the exams.

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

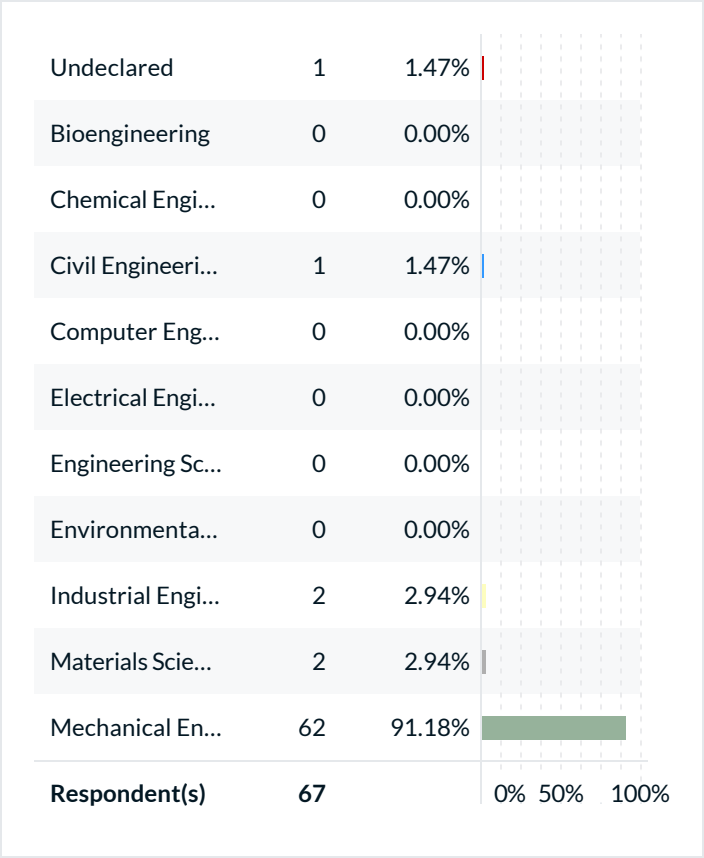
Comments
I know a lot of people might say the flipped class is the problem it is not they are idiots who do not show up to class.
I enjoyed this class
The idea you suggested in class about the Fridays being for a little maker–space thing would be extremely helpful, and I personally feel doing that would've increased my grade by atleast 1 letter grade, I also would have really enjoyed the class. I learn better when I can apply it to the real world, (example being for Fluids, I understood the content once I started doing test experiments with a gallon jug of water to measure the flow rate, to help visualize it all.), but with circuits it's more difficult to do so (safely and easily). Regarding Top Hat : I found the guided homework questions extremely helpful, I found it very helpful to be guided through an introductory and challenge problem to try and understand how each step of the process works, I felt it was useful to me when applying the principles to studying or exam questions, since I knew each step and how the concepts work. The hints helped me feel less frusterated when I was struggling. Tophat is 100 times better than Wiley Plus or anything else paid. Please keep using tophat. Having multiple attempts is very helpful, and also very helpful to have it be online, since my handwriting is nearly illegible to some people.
I found it difficult to engage in the concepts since the instructor seemed like he thought what we were working on was pointless. So why would we want to learn it.
wish we could have done the project– but posted enough in advanced to complete
I hope that you enjoy my circuits meme.
nope
Overall, I believe Dr. Barry is a dedicated professor and genuinely cares about his students and class. I recognize that formatting the class through Tophat and making those lecture videos, in class worksheets, and. example problems requires a lot of time and effort, and I do appreciate all the effort that goes into it. Although the second half of the semester he was behind on posting things, I understand that he had other classes to teach as well.
Nope. Thank you!
nah
No.
Thank you for caring. We (I) appreciate it. I don't like top hat but it is honestly a much better interface than any other paid version I've had to use. I understand why tophat is the choice for the lecture so no complaints there.

Comments
N/A
Behaviorally, this course was extremely unprofessional. He would take class time to complain to us about how much the university is paying him/ how much work they have him doing and sometimes it felt like he was taking that anger out on us. Once, he even made a comment about not writing or releasing exam review problems because we don't do the questions early enough, saying "this is a relationship, I'm not going to do anything for you if you don't do anything for me". I can understand being upset that some students wait until the last minute to use the help that they've been given, but to hold that against the entire class and make it seem like the dynamic is anything besides student and professor is incredibly unfair. Additionally, he would constantly make digs at our intelligence or performance on the exam. Making remarks like "as shown with your scores on the last exam..." and "but maybe you shouldn't trust me in this lesson, since I am obviously such a bad professor considering scores on the last exam". A lot of the students (myself included) have him for 2 different classes simultaneously, and sometimes he would reference poor grades in the 2nd class during circuits in the fashion quoted above. This was extremely discouraging as a student. To have a bad grade thrown in our faces for weeks after the event, especially from a completely different class, is infuriating. Although this may be a personal issue of mine, I would often leave this class disheartened and spiraling about my abilities as a student. It constantly knocked down my confidence and mentally, made this semester much harder for me than it should have been.
Thanks for helping me understand circuits more.
I wish the same amount of care and interest had been applied to this class as was applied to thermo. The class was not bad, but it was not as smooth.
Thanks for challenging me.
No. See you this summer lol
N/A
I like virtual
I was looking forward to the project since I tend to understand the material better after seeing or using the applications.
NA
A hands–on or in–person portion of the class would be incredibly helpful. As it currently stands, the 100% flipped structure is not particularly engaging. Additionally, multiple choice exams with only a couple minutes to answer each problem are not an effective way of assessing students.
Again, I think the real world examples are very helpful for me when I am learning. I like to be able to see concepts we are learning about when I am out in the real world.
bring shadow and Lana in more
Green
Killin it
I'm updating my OMET bc I heard you're claiming we didn't hit 100%. Please provide proof of our completion percentage so we know you're not a liar liar pants on fire :)
Maybe not putting a lot of trick questions on the exams (none of the above, zero)
I don't think so
no
I thought the class was taught really well and I like the FE style exams that can help prepare us for the actual exam.

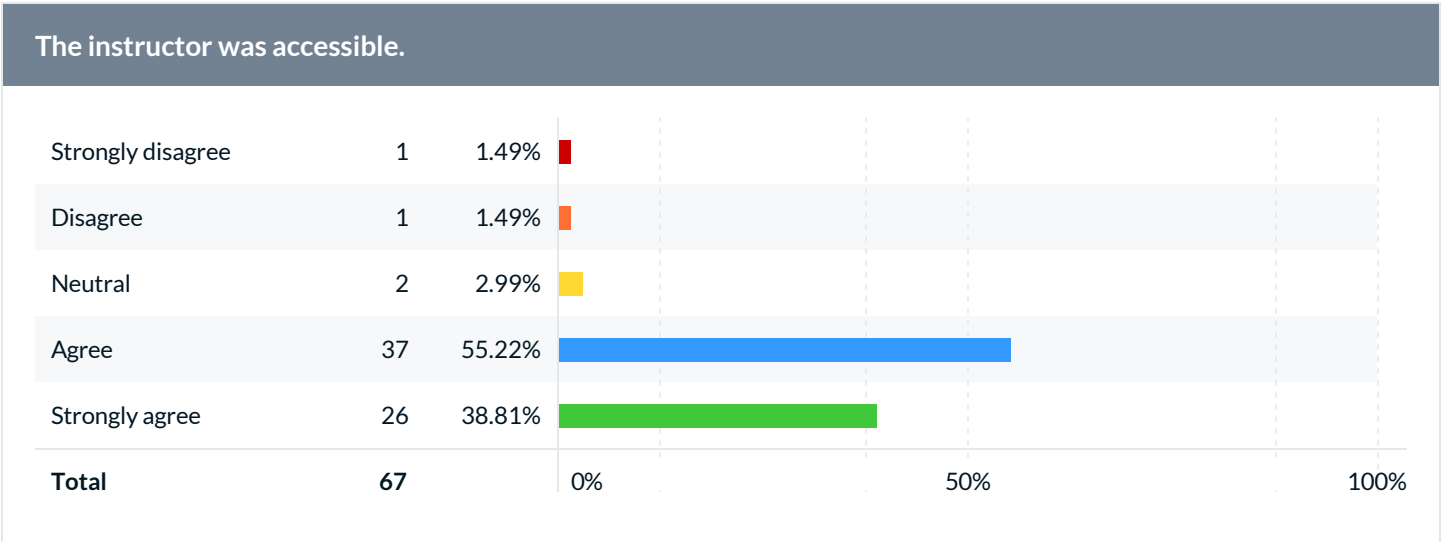
Comments
I think Dr. Barry is a great teacher, easily approachable (most of the time), and very knowledgeable. I appreciate him doing his best to teach a difficult course without being completely callus about the students' struggles.
nope
N/A
I actually enjoyed going to class
N/a
I think Dr. Barry is an excellent professor, and even though it was quite obvious that he did not enjoy teaching this course, I still think he does not give himself enough credit. Although most of the course is just practice problems and applying basic techniques, the real life applications of it are very interesting.
n/a
N/a
The passive aggressive attitude of yours was offputting and quite frankly immature and unprofessional. The consistent self–deprecating commentary got old real quick. Was annoying to listen to and sometimes just made me... uncomfortable. Keep it to yourself like the rest of us. Oh and also not only were you oddly verbal about your own shortcomings, but you also loved to talk condesending about us. Why is my professory my number one bully? Beats me. Like okay i get it you hate teaching circuits but this is your JOB. I am paying you for this service, act like it. Just because you're #OpenToWork doesn't mean you get to act this way. I was actually looking forward to this class, but unfortunately you made it genuinely insufferable. Get well soon
I enjoyed voltage division
N/A
Thank you!
na
Nope!
I thought you were very helpful when explaining the topics in office hours
Anyone who bashes his teaching isn't working to learn, they're working to pass
I think you did a very good job teaching this semester. I apologize that we made you hate teaching the class, but some of us did genuinely care.
no
Nope
no
I truly appreciate everything he has done for me in the class. He was always helpful when I was having trouble understanding material, and whenever I came to him in other times when I was struggling, he always took the time to listen and be encouraging. The people who hate Dr. Barry simply haven’t given him as much of a chance to help them as they should.
I appreciated you doing your best and caring about how the students perform on exams.

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).



The instructor was accessible.



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

Comments
Do not just watch the lecture videos, take time and actually write down the notes as it will help you understand the content better. The textbook problems will actually help you learn.
I'm honestly not sure. Circuits has been a fantastic class where I can see how all of the homework and practice problems have contributed to my understanding of this course. I think my advice would just be to watch the videos and do the homework.
Gone to office hours more
Always do the practice problems, study 21 days before the exams, and don't skip class constantly.
Go to office hours
pay attention in class
Do as much practice as you can. When taking an exam, take a deep breath, THROUGHLY READ THE QUESTION, PAY ATTENTION TO UNITS, and answer it to the best of your ability. We have had tricks on exams so don't let Dr. Barry fool you.
In person lecturing
Don't fall behind! Stay on top of watching all the lectures and understanding what is going on in each lecture. Don't be afraid to go to office hours for help or email about any questions.
Practice from the textbook, they are the same problems on the exam
Just actually do all the work and you'll be fine and come to class.
do not fall behind on videos or homework. It is very hard to catch up if you find yourself behind
stay on top of the videos, the content is not too hard at face value, however it builds really quickly so if you miss a few lessons youll fall behind very quickly
Make sure you do all the work Dr. Barry tells you to do. It actually works.
I would have put more effort into learning the content for the first exam, and I would have used the textbook more.
If you do the work, the results will come. There is a very straightforward process of how to analyze circuits and following that will almost guarantee a success. It is a hard class so try to find ways to conceptualize the concepts.
Not taken it with Barry.
Figure out early on what procedure of learning works for you. Whether it's watching lectures the night before, all on the weekend, or after the in class examples, it really helps to develop a schedule a stick to it.
Make sure you complete all assignments and material provided to you
Watch the lecture videos and complete the top–hat exam review.
go to class and do the practice problems
Do all the work do all the lessons
N/A

Comments
Do all of the assignments
Do the TopHat practice exam, and go to class for the exercises done together.
See him in office hours.
It is extremely important to stay up–to–date on the flipped lecture videos and to do most, if not all, of the review problems, as you will not learn otherwise.
WATCH THE VIDEOS. If you don't watch the vids, you are going to be entirely lost.
do as much material as you can for the exam
Run
Go to class, do the homework
Improve the lecture videos.
I definitely could have stepped up my game more, watched more lecture videos, done more homework, I had a rough semester and didn't quite behave my best.
Watch lecture videos
Do the problems he gives you in TopHat and go to Office Hours. UNDERSTAND THE FUNDAMENTALS.
I think I would have made sure I completely understood concepts in and out rather than being content with just a general idea or one particular form of a problem. If your understanding of something is shaky, get help as soon as possible do not wait until the last minute.
I could of done the in–class worksheets and homeworks more efficiently
Never miss a class and study more than you think you need to.
Actually do the worksheets on tophat
Nothing.
ensure you are using the time in class to ask questions, and utilizing office hours whenever possible!
Reach out for help sooner
I found myself catching up on material right before the exam, so I would suggest learning it consistently throughout the semester.
Take a different professor if you can.
COMPLETE THE TOPHAT
Change professors.
Make sure you watch the videos.
Definitely staying on top of the lectures before class helps to make learning concepts easier.
Stay on top of flipped lectures and do the homework and exam review

Comments
go to office hours as soon as they are announced
Read the dang book when it comes time for op–amps
Go to office hours for individual topics
Go to class and do the work and ask questions whenever you feel at all behind
I would have definitely tried to read or at least reference the textbook more frequently, as that could have been a great help.
take time to do practice problems, especially before tests
Stay on top of your work
Watch all the lecture videos and keep up with the work. If you don't watch the lecture videos before class, you will be more lost and not learn as much in class. Do homeworks on time. Start studying early.
Dr. Barry often makes a point for students to focus on the steps/algorithm used whenever solving specific types of problems. That concept helped me immensely because it allowed me to focus on just the steps to solve any problem without worrying about what the problem specifically looked like or trying to recognize patterns. I should have employed that strategy much sooner in the semester.
watched more lecture videos
When I first saw that I was gonna have Barry for Statics last semester, I was worried, but one of my older friends told me he actually liked having Barry as he was a good professor, despite his abrasive personality. I honestly agree. I enjoy having Barry as a professor. He's somewhat cynical and a pathological liar, but if you don't take anything he says that's not a part of the course content seriously then he's just a silly guy teaching circuits and thermo. I feel that some of my classmates get too bent out of shape over his personality and don't see how much he actually cares about your learning, just be glad you're not taking his classes a few years ago because those were insane. If you actually pay attention in class and do the homeworks, you should do at least decent on the exams. I didn't really pay attention in class, but did the homeworks and got higher than average on the exams still. I would see this class as a character building experience to learn not to take yourself too seriously. I've went up and asked some of the stupidest questions of my life to Barry because I missed something obvious or only got 4 hours of sleep the night before and every time he'd look at me like I was speaking gibberish, but I just laugh it off and move on. I think the only reason why people hate on Barry is because they haven't learned how to do this yet.

Engineering Undergrad Courses

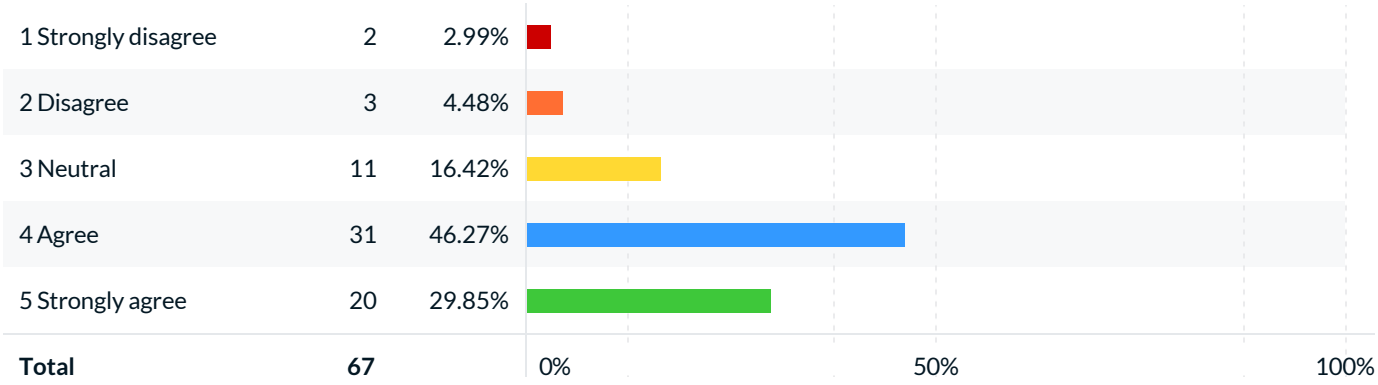
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	67	4.06	0.74
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	66	3.95	0.77
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	66	4.08	0.77
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	66	3.27	1.25
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).	66	3.06	1.33
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	66	3.02	1.35
Your ability to effectively communicate verbally with a wide range of audiences.	66	2.97	1.31
Your ability to effectively communicate in writing to a wide range of audiences.	66	2.74	1.38
Your ability to recognize ethical and professional responsibilities in engineering situations.	66	3.20	1.26
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	66	3.08	1.36
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	65	3.02	1.32
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	66	2.98	1.28
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	66	3.05	1.32
Your ability to develop appropriate experiments.	66	2.89	1.33

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to conduct appropriate experiments.	65	2.88	1.31
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	66	3.77	1.09
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	66	3.97	1.01

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	67
Response Count	67
Response Ratio	100.00%
Mean	3.96
Median	4.00
Mode	4
Standard Deviation	0.96