

2251 - Teaching Survey Fall 2024

Fall 2024 - Matthew Barry MEMS 0071 - INTRO TO FLUID MECHANICS - 1020 - Lecture



Created Tuesday, December 24, 2024



Courses Audience: 115
Responses Received: 113
Response Rate: 98.26%

Report Comments



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.	115	111	96.52%	4.23	4	4.00	0.76
The instructor was enthusiastic about teaching the course.	115	111	96.52%	4.22	5	4.00	0.82
The instructor presented the course in an organized manner.	115	110	95.65%	4.33	5	4.00	0.73
The instructor maintained an environment where students felt comfortable participating.	115	111	96.52%	3.86	4	4.00	0.98
The instructor maintained an environment where students felt comfortable seeking assistance.	115	110	95.65%	3.92	4	4.00	0.97
The instructor provided helpful feedback.	115	111	96.52%	3.82	4	4.00	0.97
Assignments contributed to my understanding of the subject.	115	111	96.52%	4.26	4	4.00	0.79
Overall of All Questions	805	775	96.27%	4.09	-	-	0.87

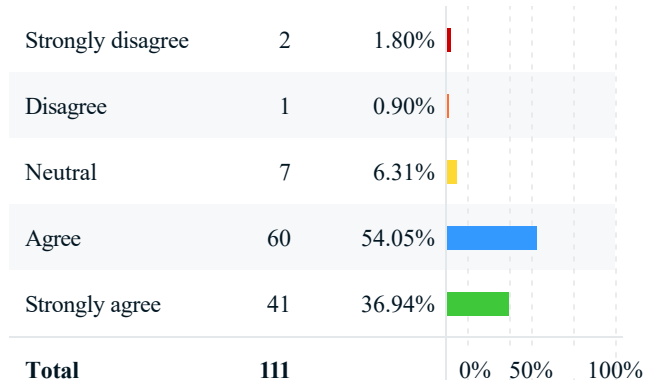
Overall effectiveness

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

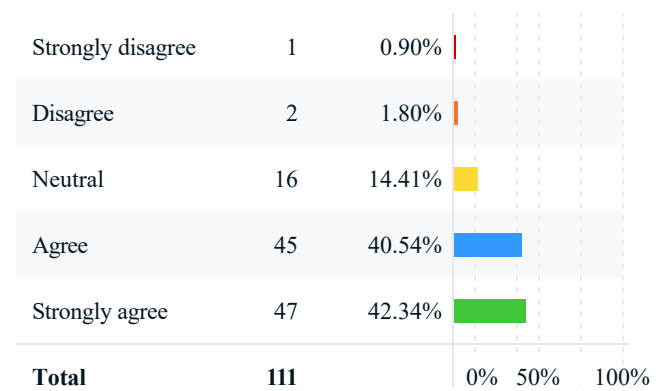
Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	115	111	96.52%	3.95	4	4.00	0.85

Response breakdown

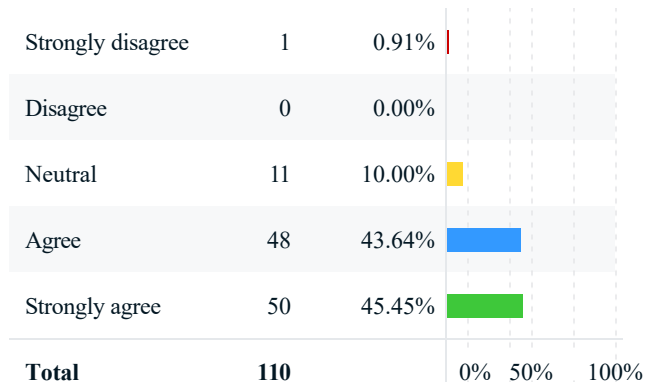
1. The instructor stimulated my thinking.



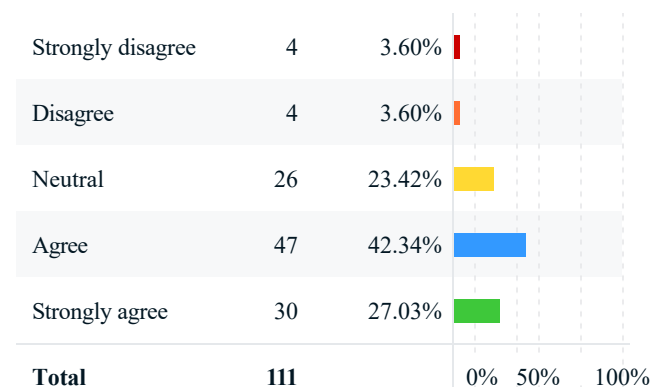
2. The instructor was enthusiastic about teaching the course.



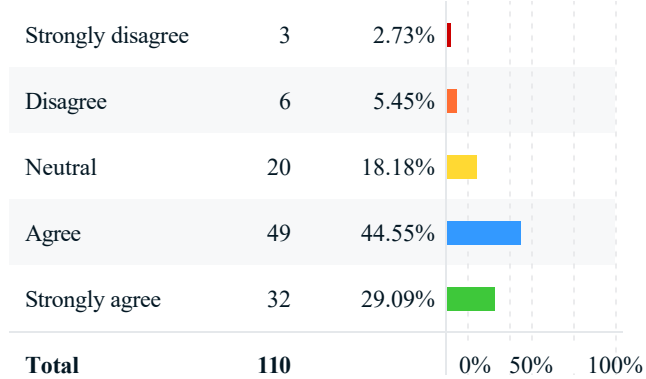
3. The instructor presented the course in an organized manner.



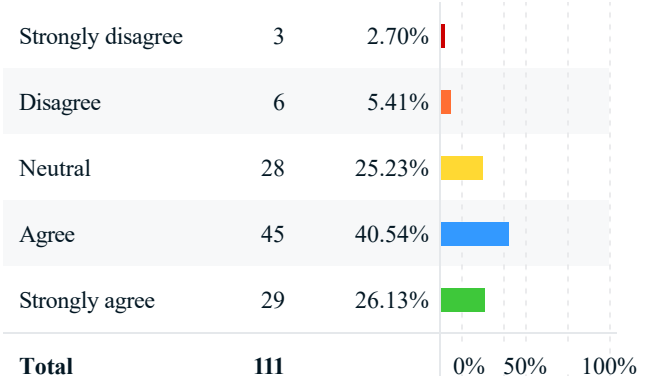
4. The instructor maintained an environment where students felt comfortable participating.



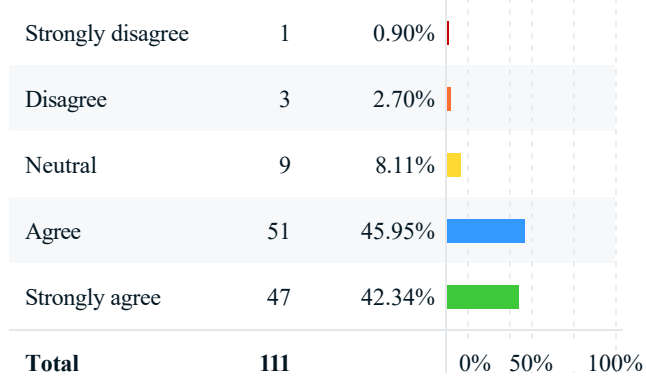
5. The instructor maintained an environment where students felt comfortable seeking assistance.



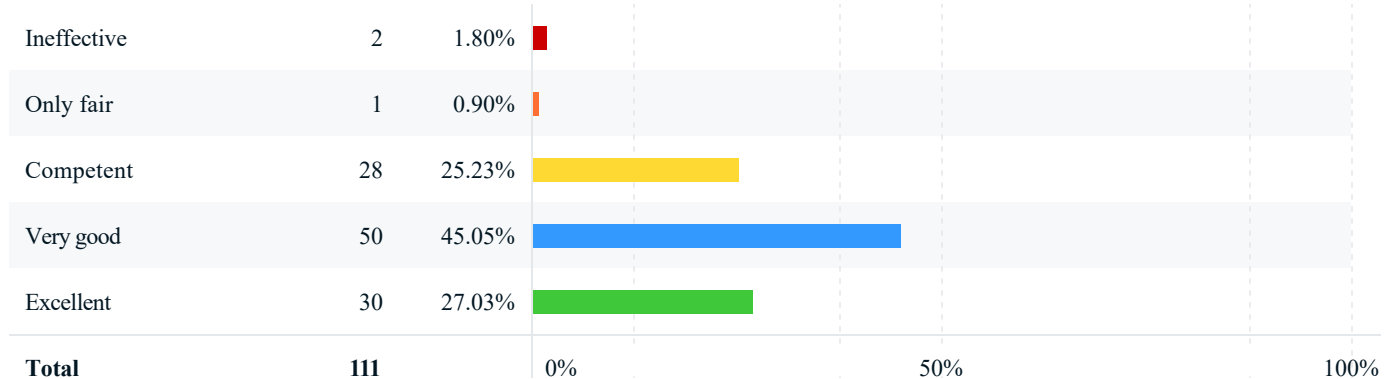
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



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



What did the instructor do to help you learn?

Comments
It helped when he went through example problems on the board
Went over helpful examples in class.
Provided useful examples in class and for homework.
I think the powerpoint slides made for the class were made really well and helped my learning. The top-hat questions were also well made and prepared me for the exams. I think he also taught the class in a way that was easy to understand.
good examples
I liked the practice exams, FE textbook problems, and multiple choice homework.
I like the fact that you use skeleton notes and use an ipad to fill out the notes because it is more engaging than reading off slide and by going through it in class makes it easier to understand.
Interactive lecture notes
He helped me learn the topics of fluids, and I liked the on board lectures with NV. Having the notes pre written and going along and then finishing with an application example was very helpful.
He was just passionate about the class in general. It was cool to see in the beginning how Dr. Barry really cared about the class.
Provide detailed HW hints and solutions
Dr. Barry's lectures were very informative and helpful, and the homeworks reinforced my knowledge of the concepts.
Assignments on TopHat did a good job reinforcing course content. I appreciate that you receive instant feedback while doing assignments on TopHat, and the feedback you receive is usually very helpful. Lecture slides are well made.
Having example problems that we would walk through during class along with the homework on TopHat. Also, having the notes was nice. Even though I found it better for my learning to write out the notes as we went through them compared to printing them out, being able to have them on my phone to follow along was nice. This also made it easy to study later on. I could scan through the notes and go back to mine for any extra details if need be.
Also, I liked it better when you wrote stuff out on the board, like with the Navier Stokes stuff.
Dr. Barry provided very good notes through Canvas, and he also taught the class on a whiteboard. His teaching on the whiteboard was very good. He went over the work flow and processes of how to solve problems very well.
Working through examples in class and guided homework problems
gave out the notes before class
pointed out students name in class to ask questions. Helped me feel actively engaged even on days I hate to.
He provided clear notes with instruction that was helpful to follow along.
Provided example problems that helped my understanding.

Comments
great experience and he loves the class.
Navier stokes equations and fluid mechanics in general
Provided partial notes with the relevant textbook sections on each page, this really helped with my ability to follow the lecture and find extra materials when I needed them. I also really appreciated the step-by-step structure of the homework assignments with explanations for each step. This style really helped to bridge complex problems and topics and ensure I wasn't getting lost while trying to solve problems. The syllabus was very well structured so that I could find the relevant readings before and after class. I also appreciated the use of MATLAB and real-world applications/visualizations which helped me understand the bigger picture as opposed to a collection of formulas and numbers. The use of color and the legibility of lecture notes was also very useful. Office hours were also very available for assistance outside of class.
I liked when Dr. Barry did worked examples on the white board instead of annotating over lecture slides on his tablet.
He taught me how being an engineer does not mean you are good at math, but you are good at facilitating the math.
fluids
I learned basic concepts within fluids and how to use important formulations such as navier-stokes and RTT.
He did a LOT of in class examples. Extremely Helpful
The homeworks in the course were built in such a way that it applied concepts that we learned in class broken down in a way such that we could learn from it and use in studying for exams. I found the homeworks extremely helpful in checking my understanding in topics and applying concepts without making it painstakingly difficult.
Dr. Barry was helpful in office hours.
The homework on tophat helped me learn better because you can see the solutions and work on there. Also did in class examples
Gave a lot of examples
Held reviews before exams
Homework assignments covered both the quantitative and qualitative aspects of a subject.
The Navier-Stokes examples worked through on the whiteboards were really helpful, and I think it helped the concepts sink in more so than doing the same problems on the ipad would have.
Dr. Barry's lectures were very clear and helpful, especially the ones on the whiteboard.
fluid dynamics
created practice problems and study guides, did problems in class.
Give nice lectures
TopHat practice problems
The format of the top hat homework questions made it easy to understand the work flow of each problem.
The class was very engaging with students allowing for much participation from students. Lecture was a good mix of content learning and practicing/ applying knowledge through examples
Dr. Barry's notes were very organized which was helpful when studying and reviewing the topics.

Comments
The instructor helped me learn about fluid–dynamics. Main topics that he helped me learn are Navier Stokes and Bernoulli's equation.
As always, the TopHat problems and format was very helpful. Working out NS problems on the board was also very helpful. The pre–written notes were very helpful, especially when annotated them on my laptop to during class to add more detail than what was already written down.
The top hat assignments are genuinely quite helpful, I was not a very good student this semester so I did not do as many of them as I should have but when i did them they helped.
explained the function of navier stokes
Very entertaining which kept my attention locked to what we were learning.
Brought shadow , top hat hw was good
very available for office hours and homework help, taught in an effective way
i like top hat homework
I larned most of the basic concepts to good degree.
His notes done in class were clear and concise
I really liked the lecture style. Having the slides already posted was helpful for the fast paced class. I liked the style of the homework problems on topcoat. The feedback on each question was very helpful.
Posting online notes are helpful are keep my notes organized! Tophat is also very helpful bc of the hints
He was passionate about the course which helped me listen and learn.
in class examples were thorough and helpful, homeworks were applicable and stimulated thinking
Engaging content/homework
good notes
Fluids
Break problems down
I personally found the lectures in which the whiteboard was used to be much more conducive to following the content than the prepared slides, although that may be more of a personal preference.
The content of the course
How to solve fluid mechanic problems
Explained topics very well, knew the material well.
I loved the in class examples, as they really enhanced my understanding. During Navier–Stokes, I got a good understanding of the different types of 2D flow through the practice examples that Dr. Barry, and they were paced really well throughout the week with one practice problem a day.
He's a dawg
Helpful lectures

Comments
Kept the class extremely engaged by making jokes throughout the class, and knew student's names which helped create a good environment.
I thought his notes were thoughtful and organize
Provided practice material
Barry helps me learn by focusing on the fundamentals and units.
Dr. Barry helped me understand hydrostatics, Reynold's Transport Theorm, and Navier Stokes. I have a very good understanding of all of these topics.
in-person lectures and worked examples were great, thank god this class wasn't flipped. Notes made available before class made it easier for me to follow along in class since I only had to annotate the pre-existing notes instead of having to copy everything (like really long formulas) down.
The importance of fluids mechanic and how navier stocks contribute to every equation we use in engineering
Had planned out course schedule, helpful homework, and planned office hours throughout the week for questions.
The last section where problems were worked through on the board was by far when I was understanding stuff the most. The practice exams maybe were where I learned the most (for simple applications of the topics)
Examples provided and homework were very similar to exam questions
I found it easier to learn during on board learning or when he did presented notes in the notes app on his ipad. I also liked the homework on TopHat, and the practice exam problems helped to prepare for some parts of the exams.
He gave many in class problem solving examples
Provided in class and online instruction
Provide good homework assignments.
The lectures where problems/definitions were written out on the board were much easier to understand and follow than the lectures done with the guided notes. I was able to take away the most from those lectures. I also appreciated the practice questions for the exams.
tophat hw
He provided top hat homework assignments that furthered my understanding of the material, and he presented class in a clear and organized way.
I enjoyed the top hat questions
The examples provided on the homework and in class were in depth and sufficient to stimulate comprehensive understanding of the material. The TopHat material was helpful and convenient.
He explained everything clearly an kept an amazing pace.
Broke down the equations and theorems in a way that made understanding fluid mechanics much simpler than I thought it would be (of course I still get lost but the lectures make it easier than I thought to regroup and actually follow the content).
Near the end of the semester you switched to whiteboard lectures (from powerpoint lectures earlier in the semester). The whiteboard lectures were significantly more effective in my opinion.
Clarity that FE exam questions would be used helped provide targeted studying

Comments
He had very detailed notes with references to the textbook which I used to great success on the second exam and hopefully final. He and his TAs had ample office hours which made receiving help very accommodating to various schedules.
good slides, good homeworks, appreciated the practice exams
How to apply things we learn in class to future real world examples
I liked his structured slides that we could print out to take notes in class. I also liked his in depth explanations that related to real situations.

What could the instructor do to improve?

Comments
It did not feel helpful just going through PowerPoint slides about simplifying an algebraic equation. It was easy to lose focus of get lost in the numbers because it was just a bunch of equations tossed on the screen. I think it would have been a lot more helpful to go through the math with the class live on the board. Also it would have helped if you made it clearer which equations were important to use VS the ones in our notes that were in between steps that were only needed to get to final form of equation. It felt like we wasted so much time figuring out where equations came from instead of learning how to use them and what they are used for. Also you paused a lot for participation from the class which I don't think was ideal. It is such a big lecture abs I do not think hearing other students incorrectly answer questions is helpful to my learning.
Provide even more examples for practice
N/A
All good
more homework
I feel like the homeworks were a little too easy. Like I could guess my way through most of the questions. I feel like having FE style question on the homework would be helpful too to prepare students for the exams. and then you won't be sad
More practice problems/more exam review
N/A
Some more homework assignments would have been nice, especially on the most recent stuff.
Teach in a more inclusive way. Kinder
Post filled lecture slides so we won't fall behind if we miss class.
More opportunity to practice course content would have been nice. Homework was sparse throughout the semester and was usually very short. I sometimes felt like the guided structure of the homework problems trivialized the need to review course material/lecture notes.
I feel like more homework questions could've been beneficial, but I also know you said the TAs were not much help so that is understandable.
I wish Dr. Barry provided more homework assignments. The homework assignments he provided were very helpful and helped me learn about fluid mechanics.
More vaiety of homework problems

Comments
post more practice problems
Board questions can be more engaging than the lecture slides. Slides were hard to keep up
More Top Hat midterm review problems/practice midterms
If he were to break down some of the more difficult topics, would be helpful especially at the rate he goes through them
The teaching style felt more like memorizing rather than learning the content. Somehow that could be fixed.
nothing
Loved the iPad teaching, was way better than the whiteboards
<p>There were issues on the provided midterm studying materials that created a lot of confusion . Specifically, there were discrepancies between the TopHat versions and the in-class solutions as well as incorrect answers given in class. I found myself getting different answers than the "correct" ones so I went to the online walkthrough to find that those questions/answers were not available or different. Some specific examples include:</p> <p>Practice Midterm 1 – Problem #15, answer was given as C (764kN) but the same question given on tophat – FE4.4 gives the answer as D (1334kN)</p> <p>Practice Midterm 2 – Problems 11, 14, and 15 answers given in class were incorrect upon calculation and comparison to the textbook: these questions/answers were not made available on tophat</p> <p>This is a small issue overall, but when I was studying for the midterms these discrepancies did lead to a significant amount of confusion, lack of confidence in my understanding, and many hours to realize the template problems are from the book and find them in order to understand why the "correct" answers given in class were actually incorrect.</p> <p>The only other suggestion I have is in regards to repeatedly saying things like "this isn't hard," "it's so easy," "how could you guys not get this," "these problems are simple, just..." and other things that minimize the difficulty of an objectively difficult class, which creates a level of irony in relation to the issue stated above. Even if some of these questions are objectively easy in hindsight with significant amounts of practice, the material is certainly not "so easy even a kid from Penn State can do it" upon an initial exposure. Personally, all these comments served to do was make myself ask the question of "am I an idiot because this is easy and I'm really struggling?" and decrease my willingness or confidence to ask questions for clarification or volunteer answers in lecture. This might be a personal issue, but upon discussion with others in class, many of us left having to reassure ourselves and each other that yes, Fluid Mechanics is indeed difficult and we are not stupid for being confused.</p> <p>Overall, this was an insightful class and I am very appreciative for the time, effort, organization, and presentation of lecture material.</p>
I think Dr. Barry should post more practice assignments(optional or mandatory) before midterms.
I think he taught them pretty well, there is a reason why I have taken his class every chance I get.
Sometimes to be honest the Tophat felt unhelpful. Sometimes I find myself guessing instead of really trying since I have 5 attempts. I kind of wish it was more "old school" and we had paper pencil hw where the content is similar to class notes. I like how Dr. Bajaj formats the hw, his method really has helped me understand the content of that class. I wish fluids was more like that where we have to solve the solutions without as much "hand holding".
I liked when you went over the reasoning behind a concept, and then did examples walking through how to apply it.
maybe more practice problems?
N/A
Teach more on the board

Comments
Dr. Barry's consistent sarcastic and condescending tone is not engaging or entertaining. He moves really fast during lectures and it's hard for me to keep up. I feel like I understand the lecture more when I study on my own opposed to hearing him explain during class. In the lectures, he has a complicated way of explaining concepts. When I google the topics, things make a lot more sense in other's words.
n/a
Post more homework practice problems
If possible, more homework questions for each topic to help with consistency and problem-solving technique.
Maybe have some of the homework problems be a bit more reflective of what problems on the exams will be like.
I would suggest adding more homework assignments
hes good i think
I like slide more than hand writing on the board, so pls give us slides instead of handwriting notes
Include more homework examples for credit.
More points aside from exams
The actual coursework itself is very good, and it he made it easy to follow along with each topic, providing students with many examples.
In the first half of class we used lecture slides but i felt when you would just write on the board rather than the lecture slides i was more engaged and learned better
If there were more practice exams, it would have been better to study.
The instructor could have given more Homework early on to help us with the topics.
I am not sure
give more practice problems for exams
Not much
Bring shadow more
Not much! I liked his teaching style.
The more advanced or in depth concepts and ideas were taught a little convoluted.
I know he's a one man team, but more practice questions
Have some more practice for the final.
I think the way he teaches is very good and there is nothing to change
less time deriving equations and more time applying the equations
Take a vacation
nothing

Comments

Nothing, Barry is a great teacher

The switch to the whiteboard at the end with Navier stokes made learning way easier and more interactive.

I think the course could benefit from homework or recommended practice problems being assigned on a more frequent basis.

Make the homework and exam prep contain questions closer to those actually present on the exam

more consistent homework

Personally, I would love more practice problems from Dr. Barry. The textbook has a lot of practice problems, but sometimes it is hard to find out which problems are relevant to what we're studying (there are a LOT of questions, can't feasibly solve every question, but also can't do random questions in class we miss some important ones). I loved the homework questions, and they really helped me understand the concepts as they tied back to the notes. If there was at least a pdf with all the questions in the textbook that are worth solving, that would be very helpful.

I also wish the examples solved in class were on Canvas. Sometimes, in a rush I miss some things written on the board, and I cannot find the solution to the examples solved in class on Canvas.

Bring Shadow and Lana more

Give homework consistently to learn from

I like when he explains the introduction of the topic on the screen but goes through problems on the board. This is because I liked having an extremely structured set of notes to refer to and it provided minimal things to write. However, when doing long examples/problems I prefer the board because if I miss writing something during the problem it's harder to understand what I missed it was written on the previous slide. However when it's written on the board, he doesn't erase previous parts of the problem so I can just look back.

I enjoyed the top hat questions and would have honestly done better in the class with more practice problems for homework. I also thought the book practice problems were helpful though I were integrated into the course in a greater manner.

Make study guides equivalent to the difficulty of the exams

More practice problems for exams

Dr. Barry is a great professor and I understand that he has a lot of other classes to teach so I don't think there are any ways he can improve.

I would prefer if his lectures were like the lectures he did for Navier stocks because I was able to understand the materials better.

Not much— this is one of my more organized/ easy to follow classes.

—I felt topics were explained in an extremely comprehensive way, which I see merits of, but I often got lost in the derivations and wall of math symbols and would have 0 idea of what the upshot of all of this was. I wish there was more effort to say "in English" what is going on in these problems as we are going through, and not just treading through walls of math symbols.

—I think there could be a few more basic examples of concepts—for Bernoulli's there was the hurricane example (which admittedly was very cool) but as it was happening I was kinda struggling to keep up. Then on the homework I was stumped by a pretty basic fountain question. Honestly the test questions were the easiest problems of the course, but because I wasn't fully understanding more complex applications of these topics, I didn't even understand the basic applications until they were worked through in practice tests.

At some point the filled out notes stopped being posted, they were a very good resource so maybe continuing to post those

Comments
I think it would have been helpful to have slides posted to canvas after class or at the end of each week with a kind of summary of the material covered and each equation
Earlier in the semester I thought there were too many lectures where I just annotated and took very few notes
provide examples in canvas
Having the notes posted on time.
The guided power point notes are very wordy, and most of the information on there is not relevant to the exams. It is much easier to understand the problems when you work through them step by step instead of reading over the steps that are already on the power point.
post completed lecture notes
I would try to get a better textbook for this particular class if possible. I had a lot of trouble understanding the text and we also deviated a lot from the text book's methodology.
More problems
The instructor has unshakeable and obvious disappointment and dislike for the student body. The instructors attitude was very dismissive of the competency of the student body which created an environment where students often refused to engage with the professor inside and outside of lecture. If the instructor can at least adequately hide his disdain for the student body and it's perceived idiocy then maybe the student body will be motivated to engage with him and his material.
Honestly nothing, I thought the class was great!
Having more homeworks and practice materials.
<p>Whiteboard lectures were far more helpful than the power point lectures. I say this because I was forced to write along with you versus being presented a wall of text on a power point while you are talking. I had a bad start to the semester by following your directions to print the lecture notes before class. To prepare your lectures/presentations, I would recommend looking at "How to Take Effective Lecture Notes" from Stanford to regain the perspective of a student coming to class. My notes from your class were effectively useless and I generally used the textbook and youtube to learn the material after lectures. Specifically, I feel that you failed to provide context not found in the textbook on applications of the majority of topics presented in the class and almost strictly stuck to the textbook. Think to yourself: What is the point of a lecture that only includes information from the textbook if the students already have the textbook and did the reading? What benefit can I provide as a lecturer that the students otherwise cannot get from a textbook?</p> <p>Lowered emphasis on the derivation of equations would allow more time for practical examples and real life applications of fluid mechanics in alignment with ABET criterion 3.1 student outcomes: "an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics"</p> <p>There are many textbook problems that I can solve after completing your class. However, I do not feel as though I could design a real life fluid system. Over the summer I started working on a personal project that involves a liquid coolant system, and was hoping to apply concepts from your class to aid the coolant system design, but I am afraid that there was very little real world/practical application of concepts in this class.</p>
He is very enthusiastic, which is greatly appreciated, but he could come off as a little brash at times, and his humor might be a little out there for some. Also, maybe slowing down just a tad on the notes so people can catch up with writing them down (yes I understand there is limited time for the large amount of content).
practice exams didn't feel like they accurately represented what the exam problems would feel like. The practice exams were much easier and the questions didn't "feel" the same
I preferred the flipped lecture

Comments

I think it would have helped to continue using the slides instead of the board towards the end of the semester. Additionally, I think more homework problems would help us practice the topics more. Also, posting the second exam solutions.

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

Comments

The last few classes we have been doing problems on the board and I have found that significantly easier to follow then watching you go through things on your slides. I love when you bring your dogs with you but the one class your younger puppy really wanted to play and you kept stealing the toy which was very heartbreaking to make us watch. I also do really dislike how you take so much time in classes to call on students to answer things.

I like the not flipped classroom much better!

I believe the exams do not accurately reflect my understanding of the material or my preparation for these exams based on my results.

no

We can never have enough practice exam questions

N/A

Sorry we made you hate us for another year.

I respect your dedication to hating on Pitt.

I understand why your exams are the way they are and I will appreciate it in the long run, but I'm not a huge fan of the format.

No.

N/A

no

Bring dogs more pretty please

No

No

no

The browns suck. Thanks!

N/A

Don't let the haters get to you, you are one of my favorite professor

I really enjoyed the class being in person and not flipped. personally flipped classes never work out well for me (as seen in my thermo performance) and it was very refreshing to take a class with Dr Barry lecturing in person

Comments
I liked the slides posted in Canvas as I was able to come prepared. Typically in classrooms where the lectures are only written on the board I find myself lost however, in this class I felt engaged and as if the lectures previous had prepared us well for conceptualizing the information with handwritten calculations.
You're a very nice person, but I'm not a huge fan of your teaching style.
n/a
No
None
I liked the days when Lana or Shadow came to class.
nope
Love u
no
The jokes in class can be funny but sometimes it just comes off as a little arrogant.
no thank you for being such a great professor for the last three semesters, I really appreciate the care, time, and effort you put into educating us. Will miss you next semester– Riley
NA
no
Nope
The dogs were great
N/A
N/A
No
No
Never change – except maybe add more extra credit possibilities like sports
I preferred writing on the board rather than the published notes.
exam practice questions were peak more of them please
I appreciate the effort you put in
no
Nope!
I think whiteboard for the whole semester would make learning easier, especially for RTT
N./A

Comments
n/a
I really like the step-by-step format of the TopHat questions and the hints, but I think there could be 1–2 questions that are at the same level of difficulty as the exams.
Nope
No
Nah
Thank you!
Great job this semester!
I enjoyed the in person examples during the end of the semester.
N/A
<p>it feels very intimidating to ask a question in this class, or even hazard a guess at a question that he poses to the class. He often seems annoyed when questions are asked and makes some joke at the students expense or has a tone as if to say the answer was obvious or it was a dumb question.</p> <p>several times when working through a problem he would make a minor error(forget a – sign or not copy a variable down or something) and if a student asked if it should be different he would throw up his hands as if to say "yes obviously that should be different, do you even have to ask" and say happy? or something like that.</p> <p>the environment can seem a little hostile and as a student trying to understand new complicated material, when I don't understand something I just accept that I don't get it and maybe it'll click on a hw problem or something in the future rather than risk getting berated in front of the class</p> <p>I do like Barry as a guy, he is funny, he has a great understanding of the material, and cares about teaching. I am sure my patience would also wear thin with that many classes and students he is juggling, but it feels like sometimes he takes it out on the students.</p>
N/a
n/a
I really liked how Novier–Stokes was taught. I think doing examples on the whiteboard was really helpful and engaging. I think doing this more and having more in–class examples would be very helpful.
no
As always, I enjoyed having you as my professor this semester and I am grateful to have somebody who is knowledgeable and passionate about what they are teaching. I'm looking forward to thermo in the spring.
The people in lecture often know the answers to the questions you ask but don't say anything because they enjoy seeing your disappointment and or don't wish to risk the public ridicule the instructor often imparts on them with their sarcastic responses. The instructors disappointment with the student body is a self fulfilling prophecy perpetuated by his attitude.
LOVE TOP HAT!

Comments

Consider switching your exam structure to that of Dr. Schmidt's (6 topical quizzes and a cumulative final exam). There is a lot of material in this class and accurately assessing your students' knowledge from only 3 exams seems exceedingly difficult, especially considering that your exams are multiple choice. I also disagree with the use of multiple choice exams to assess knowledge, but understand that it is only my opinion. Additionally, including more concept based (non-numeric answers) would allow for you to examine a wider array of material in the same allotted time period versus 15–20 short calculation problems. Open response for these questions allows greater detail for assessment of conceptual understanding as well.

As much as I enjoy seeing your dogs in class, they are very distracting and should probably be left at home. We pay a lot of money on a per lecture basis, and in my opinion that money goes towards having an environment that is free of distractions for learning.

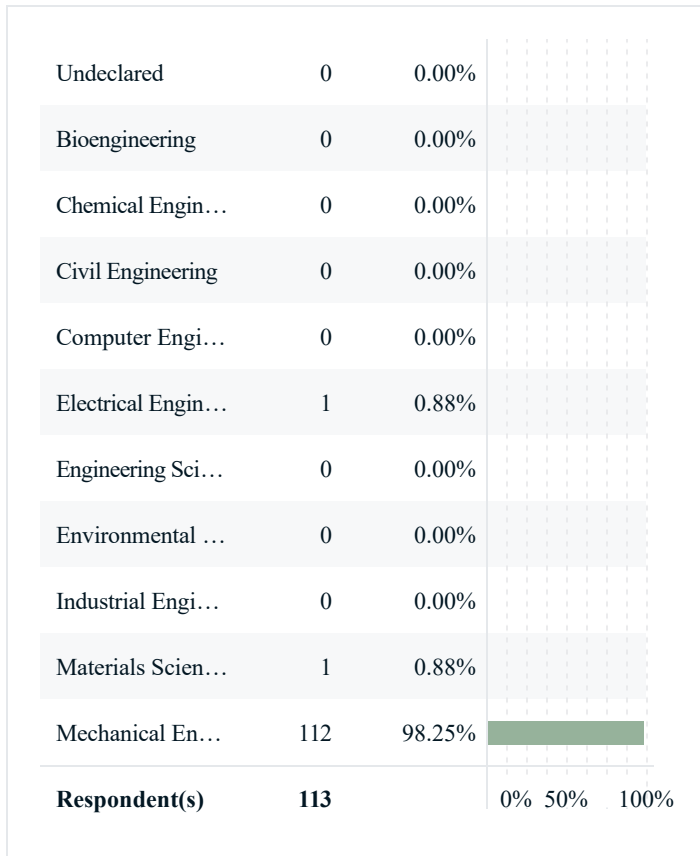
I appreciated the effort he put in to provide the resources for students to succeed in the class.

nope

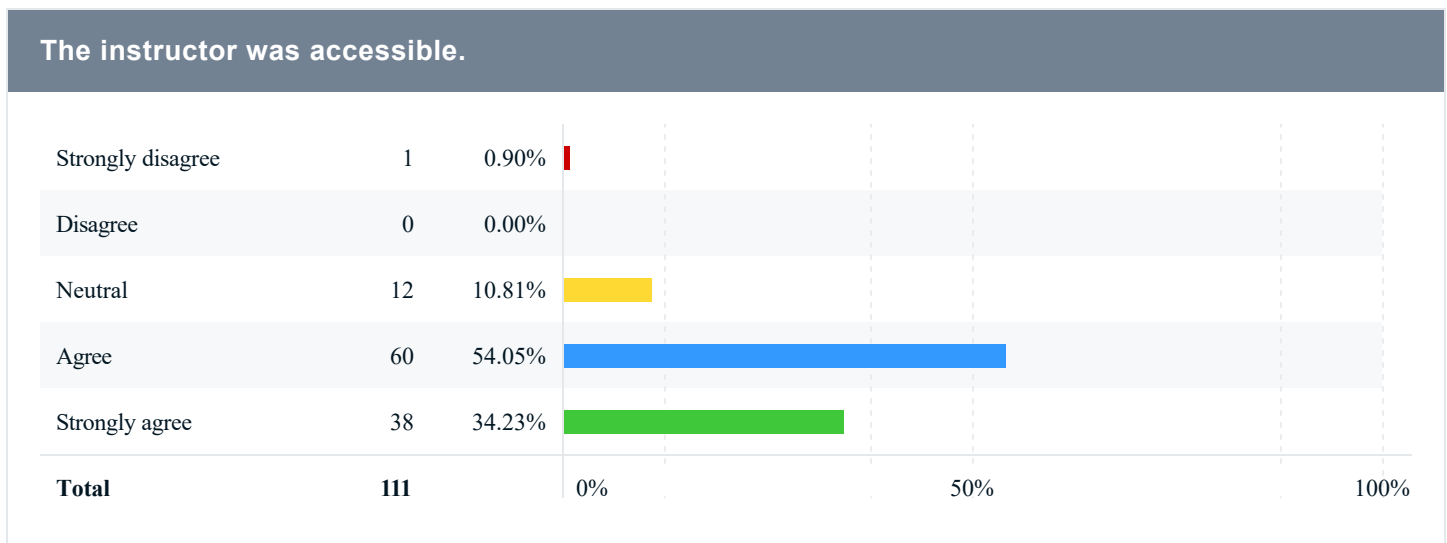
Overall, I enjoyed fluids. Thank you!

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 more studying throughout the semester vs waiting until the exams.
Practice more exam-style questions and more difficult problems than those that are provided,
don't skip lectures
Study textbook problems for exams
Just come to class everyday and participate
Attended more office hours
Not much besides keep up with the work, always go to class and print out the notes or take the notes before class then fill in parts here and there as you go along. Do all the top hat review questions too.
I would do more of the practice problems in the book to study for the tests. They really helped deepen my understanding.
Go to every class, participate
Actively participate in lecture when Dr. Barry asks the class questions.
Review content regularly outside of class, even if you don't have homework. Always come to class with a printed copy of the slides.
Make sure to do plenty of example problems that are FE style and study early.
I would go to every single class and pay attention. I would also print out his slides if you do not have a device to write on his notes.
Read through the slides before class for better understanding
being prepared for class by looking over the notes before hand
I suggest just doing bunch of questions from book
Do all the homework questions every time and make sure you can do them all consistently.
I would go through his notes before and after class but be sure to talk and interact with him for clearer understanding
Talk to Dr. Barry during office hours
Go to OH and do your work.
Pay attention during the lecture and take good notes. Ask questions early, instead of learning it all at the end.
Come to lecture having read, or at least skimmed, the relevant material before class and absolutely take advantage of the practice questions provided in the textbook. When I did not do this, I ended up having to take likely 3x the amount of time after lectures trying to understand the information.
GET AN IPAD
Study the notes rather than the practice exam for midterms.

Comments

Keep up with the homeworks and think about how to walk through the problem before starting.

reading the textbook. Barry recommends it a lot and nobody does it enough. Also show up to every class you can. Some days you really do not want to (as with every class) but fluids is the kind of class where missing 15 minutes feels like weeks so it's very important to make every class you can.

Talk and communicate properly with Dr. Barry and it will help. Spend time to actually learn instead of just formulas.

Just stay engaged. Also, try not to miss class. The in person content is actually engaging and useful.

Read the book chapters before the corresponding lecture period

Don't take this professor

Don't be afraid to go to office hours. Trying googling something to hear/read it in different words before going.

Come to class. In class examples help.

Practice.

Practice the FE style problems in the textbook

Do the homework, attend lectures, ask more questions early.

Look at the practice problems in the textbook at the end of each chapter more than I did

Make sure to learn and fully understand concepts not immediately clear after a lecture

gone to more class

do more practice problems, read textbook

Bring your honey dag to class every time, hahaha!

Study in advance

Do the homework fully and don't just guess answers. If you do guess answers, make sure to at least go back and understand the explanation after.

probably read the textbook

I should have reviewed the notes as we were learning them. Also, be sure to note the due dates for homeworks on top hat.

I could have gone to office hours more.

I think doing problems from the book could have helped, although the TopHat problems were pretty good and covered topics well.

make sure you do the homework

Go to office hours

Print or write notes before class

Start the homework early!

Comments
Go at a slower pace and give better explanation on certain areas
Make sure to pay attention to the questions in the notes
Make sure to GO TO CLASS and do all of the homework. He teaching exclusively in the class and you'll get the most out of it by going.
Take notes! Try to be a sponge and then squeeze out the information you learned on the homework
find more practice problems online and do them as this is the only way to become more familiar with fluids
Do your homework, and understand it rather than guessing
Study lots
Go to class and listen.
Go to lecture
Use the book to practice more problems. The assigned homework is not enough to become fully comfortable with the material.
Focus on getting a strong conceptual understanding of the equations used through out the course early. If you are having trouble, seek out help from the professor/TAs early.
n/a
Textbook problems!!!
Go to lecture and solve as many practice problems as you can.
Go to class
No specific advice. Probably just made sure I 100% understood the topic before trying practice problems.
DO THE HOMEWORK WITHOUT LOOKING UP ANSWERS
TEXTBOOK
Read the book more. That is all I have to say
Just spend some time actually understanding the equations that are being used.
I definitely could have looked over my notes and did more practice problems from the textbook. I probably could have read the textbook more but I feel like he explained everything on the exams really well in class so there was not really much incentive for me to read the textbook.
Come to every lecture because if you miss one you will fall behind, this is a fast paced course.
Don't fall behind
go to lectures and understand the practice tests
Understand all the examples very well
Print out the lecture notes

Comments
go to class and thoroughly understand the mechanics of what is going on in given equations
Read the textbook.
Go to office hours/talk with TAs
I would probably do the textbook practice problems and relate them to Dr. Barry's notes.
Use the textbook that was given in order to get more practice problems
Just look through FE fluid questions to study for the exam and leave the instructor to his own misery.
He gives a lot of example problems. When studying for a test, drill those.
Just continue to complete practice problems and always take notes – it is easy to miss an assumption or misinterpret an equation.
Go to class, take notes, use that to do the homework and understand how to do the problems.
Skip lecture, use the FE practice problems from the textbook, read the textbook, and watch cppmechengtutorials on youtube (they will explain the material much more succinctly and clearly than lecture will).
I strongly suggest reading the referenced sections in the textbook and also going to the office hours to ask questions.
do everything you can to learn and practice
Read the book more and Office hours.
Try and review topics that you don't understand before they catch up to you.

Engineering Undergrad Courses

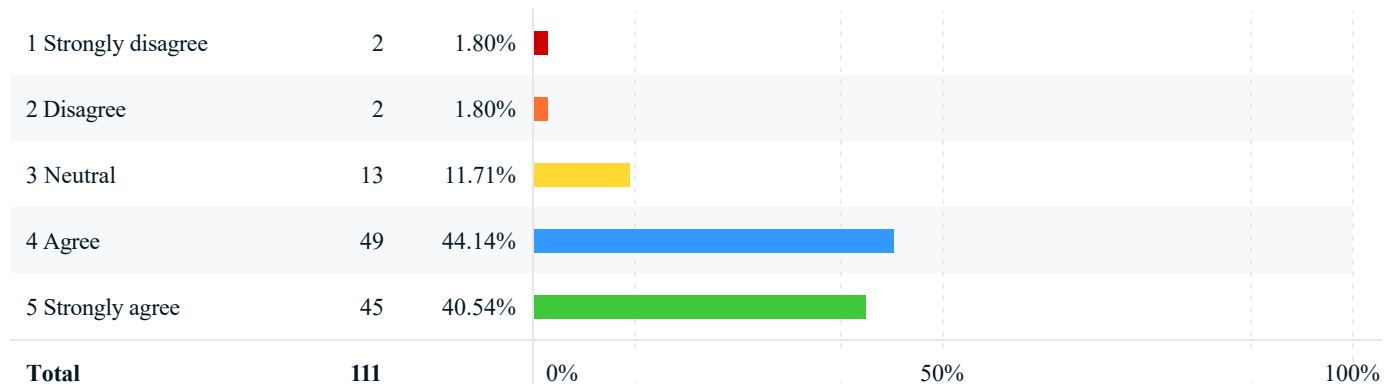
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	111	4.08	0.83
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	111	3.95	0.84
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	111	4.04	0.79
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	111	3.36	1.16
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).	109	3.25	1.23
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	110	3.27	1.22
Your ability to effectively communicate verbally with a wide range of audiences.	111	3.01	1.31
Your ability to effectively communicate in writing to a wide range of audiences.	111	2.86	1.40
Your ability to recognize ethical and professional responsibilities in engineering situations.	111	3.10	1.29
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	111	3.05	1.25
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	110	3.01	1.22
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	111	2.78	1.34

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	111	2.80	1.33
Your ability to develop appropriate experiments.	109	2.91	1.32
Your ability to conduct appropriate experiments.	111	2.83	1.31
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	110	3.50	1.11
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	109	3.80	1.02

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	115
Response Count	111
Response Ratio	96.52%
Mean	4.20
Median	4.00
Mode	4
Standard Deviation	0.85