Fall 2022 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **59**
Responses Received: **53**
Response Rate: **89.83%**

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 that can help with interpreting your teaching survey report.
- Schedule a meeting with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students.
  - Request a midterm survey of your course and give students multiple opportunities to practice giving feedback.

Contact OMET

Creation Date: **Thursday, January 05, 2023**

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.	59	52	88.14%	3.73	4	4.00	1.01
The instructor was enthusiastic about teaching the course.	59	52	88.14%	3.29	4	4.00	1.32
The instructor presented the course in an organized manner.	59	52	88.14%	4.15	5	4.00	0.85
The instructor maintained an environment where students felt comfortable participating.	59	52	88.14%	3.60	4,5	4.00	1.22
The instructor maintained an environment where students felt comfortable seeking assistance.	59	52	88.14%	3.60	4	4.00	1.00
The instructor provided helpful feedback.	59	51	86.44%	3.75	4	4.00	1.16
Assignments contributed to my understanding of the subject.	59	52	88.14%	4.06	4	4.00	0.89
Overall of All Questions	413	363	87.89%	3.74	-	-	-

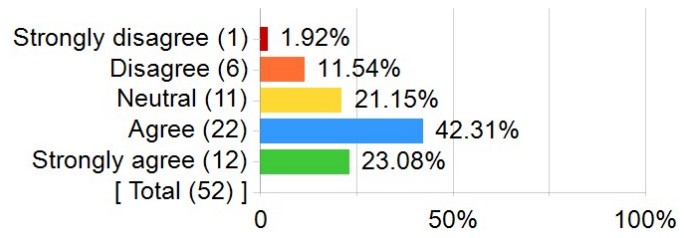
Overall effectiveness

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

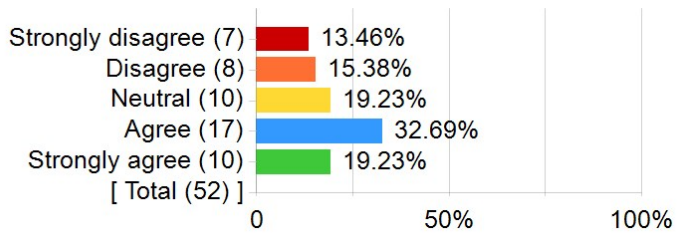
Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	59	51	86.44%	3.35	4	3.00	1.02

Response breakdown

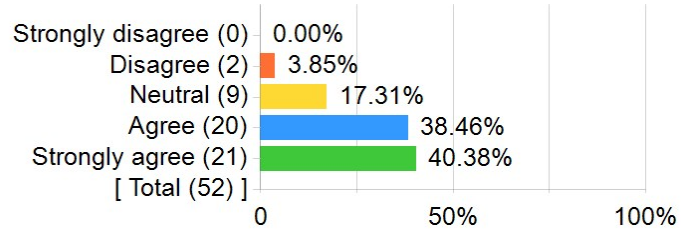
1. The instructor stimulated my thinking.



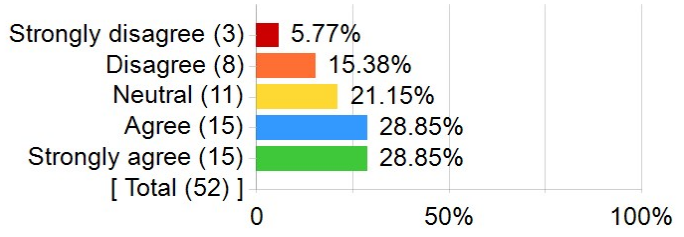
2. The instructor was enthusiastic about teaching the course.



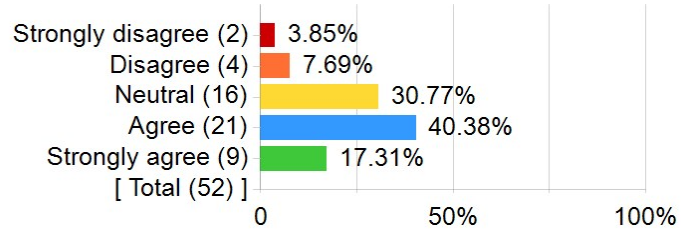
3. The instructor presented the course in an organized manner.



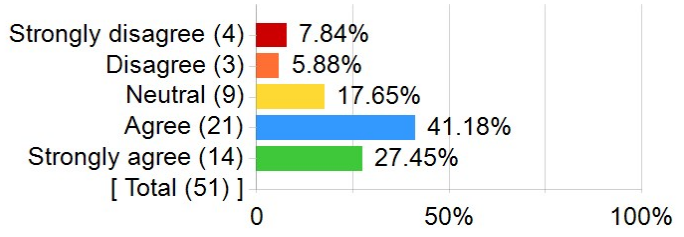
4. The instructor maintained an environment where students felt comfortable participating.



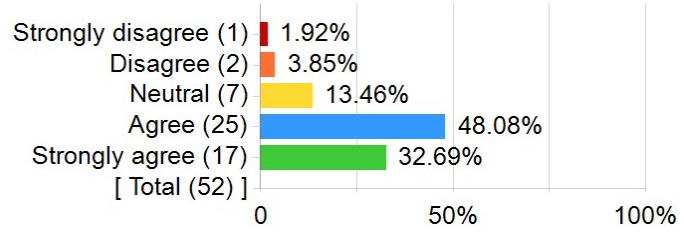
5. The instructor maintained an environment where students felt comfortable seeking assistance.



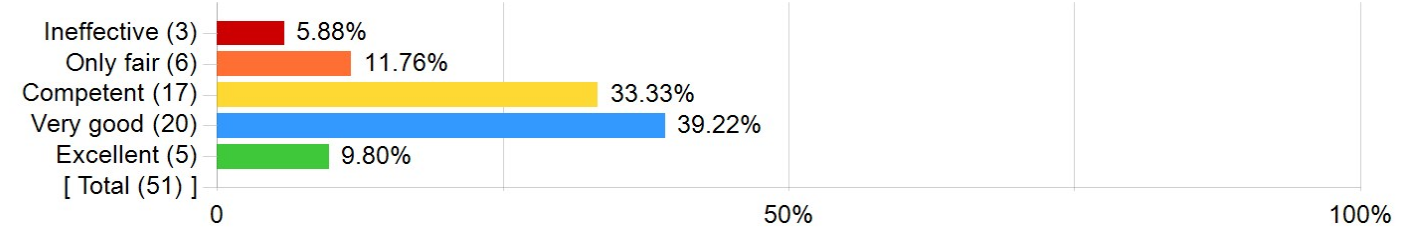
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



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



Comments

What did the instructor do to help you learn?

Comments
There were definitely lots of resources to learn the material between the lecture videos and the book.
In class examples
he presented the material in a interesting manner to keep us engaged
moments
He would answer any questions asked and would take time to make sure everyone understood the content.
Working on a range of problems that focus on the same concept.
Dr. Barry would assign relevant practice questions that helped me learn.
keep the class interesting with the way he speak
Gave great examples during class, and provided helpful feedback
To help me learn the instructor went through problems during class, that were relevant to what we were learning.
The flipped classroom provided different mediums to learn topics for students who have different learning styles.
The overall organization in the class was helpful. It pressured you to actually know the concepts, and provided decent material to do so.
Office Hours
Used practice problems and homework that went in–depth with the material learned; although hard to solve, one was bound to have a good understanding of the material by the end
His in class examples were helpful in my learning.
Instructor provided assignments to complete.
Barry worked through practice problems in front of the class and articulated him thought process in a way that was really helpful. He was funny and kept the class engaging while still making it informative. Bringing Shadow to class made me excited to show up on Fridays
Having a flipped class and being available to answer questions helped me to learn.
Provide examples in each lecture which help me a lot to understand.
I thought it was helpful that the textbook was integrated into Top Hat along with all of the assigned work and problems. This made it very simple for accessing resource regarding the material we would be learning in class as it was always in one place.
Nada.
The flipped classroom design allowed me to just take my own notes the first time instead of sitting through an hour of jumbled lecture and having to retake notes anyway.
Went over examples step–by–step in class.
Taught the class
He wouldn't tell me the answer when I asked for it, instead he encouraged me to spend some time on it in order to get it right.
The stuff he did in class was sometimes helpful.
I do like all the practice problems that we get
Posted everything, went over it in class, and answered questions.
We had the bridge project to utilize the skills we learned throughout the course in a real–world example. We also had quizzes every week, watched videos, and did practice problems in–class.
Gave slightly too much homework every week to complete.
Very organized lecture. He provided examples that help to enhance my understandings of the topics covered in lecture.
He created TopHat readings, video lectures, in–class examples and worksheets, HW, and weekly quizzes to help learn the topics.
He gave guided reading assignments before the lecture so that we could spend time during the lecture doing examples which are more useful for learning.
Engaged each student during class
I enjoy having online video lectures because I can go back to them at any time. The choice to have weekly quizzes was nice as well since they forced me to stay on track with learning.
He gave us constant homework assignments and readings to help us become more familiar with the content we were learning.

Comments
Did practice problems during class
reinforced topics through many different mediums including videos, examples, and worksheets to ensure undersatnding
Not much
Specifically the mechanics behind deformation because that was a weird concept to me for a while.
His flipped classroom style helped me understand the material more.
Videos
The inclass examples were extremely helpful in understanding since I could look back on it later on. Laid back nature of the class and the realistic outlook of engineering professional prospects helped with both understanding of the class, and understanding what a future engineering career will look like.
Teach
Instructor helped my learn the superposition method very well.
class time was used to do example problems and we learned the material out of class
Professor Barry was my most consistent professor of the semester in his willingness to help and his overall enthusiasm about the topic at hand. Through tophat lectures and in class lectures I dove deep into the material and found a subject that I now truly enjoy looking at and going over.

What could the instructor do to improve?

Comments
Personally my only issue is the flipped style of lecture, but that in all honesty is more of my issue than Dr. Barry's.
be a bit more detailed
slow down in class
N/a.
Dr. Barry could improve how he spends class time. I feel like we could have reviewed more concepts than just doing examples in class.
provide more practice problems
I felt underprepared for the final due to the structure of the class
The instructor could provide more practice material to students.
I believe that the instructor could do a few more examples similar to those on the homework and quizzes. I think these medium level exercises would help many students bridge the gap between simple and challenging problems.
I do not generally disagree with the flipped teaching method. However, I feel that the video weren't really engaging or all too helpful in approaching the concepts when applied with very different questions. Additionally, I feel that the initial in–class problem helps summarize the lessons, I don't like how we are then left to our own devices after. I feel it would help to assist the class at a different pace, as to not leave other behind.
The bridge project and no finals preparation is great for students mental health
Not complaining to students for being held to a lower standard just because the class is set up differently than others. Along with that, possibly having a more restricted ego: cracking jokes about content is fine, but talking down to students as though they don't know anything definitely isn't
He was a little bit condescending at times.
Instructor can do more examples and do harder examples. Oftentimes the only examples provided are basic and only seem to introduce the topic instead of requiring a level of deeper understanding.
Online lectures were very helpful, but sometimes did not cover everything that is needed to complete the assignments. TAs were not very accessible.
The instructor could provide more examples.
I think it would have been beneficial to have an exam before the final, just so we would have an idea what a Dr. Barry statics exam would look like before the final. Obviously, I have not taken the final yet, so the final very well could be similar to the quizzes we took throughout the semester, in which case we have already been prepared for the final in that way. Nonetheless, I think an exam before we started the Bridge Project would have been helpful as it would give students a bench mark before there is an extended break in a standard lecture. This would give students a focus during this lecture absent period as well as quantitative feedback on subjects they need to improve on.
Literally anything.
N/A

Comments
Work on his joke delivery and get more jokes.
Be more organized about the bridge project requirements and class schedule. It would also be helpful to know about the flipped class structure before enrolling in the class, as it doesn't particularly work for me.
Bridge project requirements are a bit confusing as to what we are actually supposed to do sometimes.
A lot. The workload for this class is comparable to all of my other classes this semester combined. The flipped classroom structure doesn't mean much when it feels like it actually translates to spend a couple hours doing three long sets of two concept quizzes, do an hour or so's worth of homework, do an hour long quiz, make a bridge while your big machine is in full swing, and then go to class and do an example problem. This amount of needing to be self taught in this class is frustrating. The stuff in the textbook is also often confusing and makes things more complicated than they need to be. For example, the way we project vectors in this class is way more complicated than how we do it in Linear Algebra. Sometimes example questions in the assigned reading have a new element that wasn't on the sample problem you did before and it's hard to figure out how to do your problem. Furthermore, it'd be nice if the online textbook would say the concepts in the chapter in the menu instead of just giving us chapter numbers so if you want to find a specific concept, you have to guess where it is through trial and error. It would also probably be good to have a proper class on weldments and LaTeX, LaTex especially, as both are just fairly confusing. Lastly, I don't know how else to put this, but Professor Barry is just sort of a jerk sometimes.
I feel like the videos could be more engaging. I think that you talking off of a slide and not adding onto it makes it very hard to focus on what you are saying.
I felt like we needed more materials and instructions for the Bridge Project. I wish we still had normal lecture and you taught us the Solidworks and Overleaf.
The instructor could make it so there is more of an incentive to learn. There were no tests so I felt no urgency to learn, my grade did not necessarily depend on me completely understanding the subject. Also, there was a three week gap from our last lecture to the final, which makes it difficult to remember things.
Not be as condescending and vague to his students when they ask for assistance.
Nothing
I wish that the final bridge project had more guidelines– I haven't received a grade yet but I am worried that we will lose points for not having things that we didn't know that we needed.
Be more helpful in reinforcing concepts that we have learned.
nothing
I think tophat questions should be reworked so that there is incentive to not just guess and check. the way they are now I could get away with not reading the section and just spending like 3 minutes clicking on the multiple choice until I got them all. I think you should either reduce the number of attempts on multiple choice questions or just have more open ended ones, though I think they could have simpler calculations to compensate.
More jokes
Make bridge project more organized and include more resources for material.
He could be less robotic in videos and slow down sometimes to really teach the material
Give more help outside of class, assign more practice problems
The last 2/3 weeks did not have lecture in order to work on the Bridge project. This left a lot of ambiguity about the final and preparing for it. I would have preferred an optional class meeting during the normal lecture time and place to help facilitate preparation for the final
There are times when it's hard to ask him a question because he has a naturally smug, condescending look on his face. It makes you feel dumb for asking the question.
The instructor could improve the style of the class. The in class problems seemed boring and slow and many times I wouldnt go to class because I thought it was a waste of time.
Show the mechanism(like in the quizzes) actually moving so that I can understand what is happening
Updating material in a more timely manner, and responding to student questions via email more reliably. It wouldn't need to be immediate, but eventually. Also, please look after your own mental well–being, professor has said slightly concerning things at points.
I don't know
More days with Shadow
the bridge project needs a little bit more of an intro and a demonstration of all of the resources that are needed for the project such as Solidworks modeling and the different simulations. More than just online videos because some of them are outdated and are hard to translate to the new editions.
I believe that some of the video questions and the tophat questions overlap extremely. I understand that people learn in different

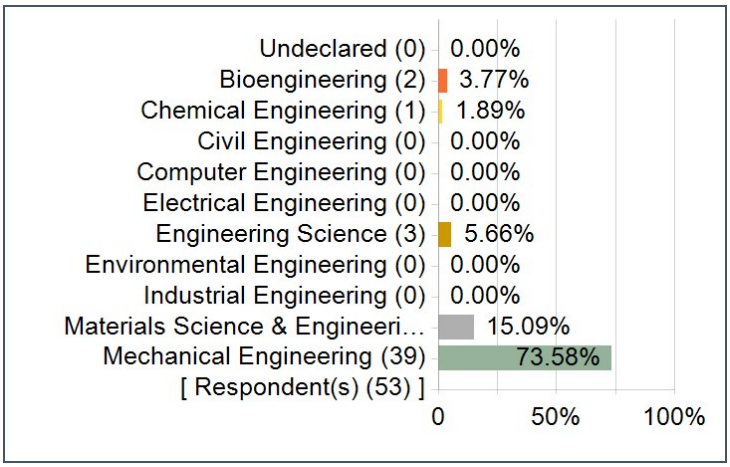
Comments
ways, video, reading etc. but some of the video questions were directly out of the reading and found myself skipping around the videos simply because I answered the reading questions first and knew the video question answers from that.

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

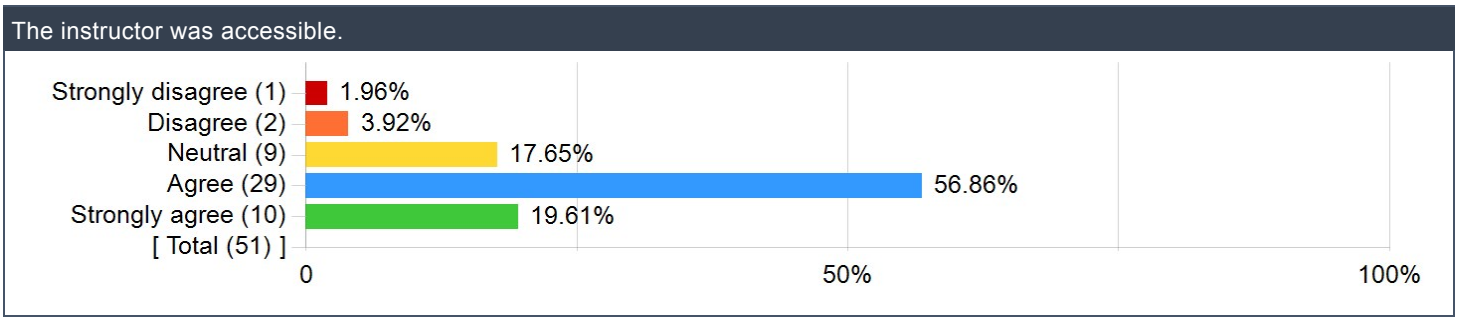
Comments
i love shadow
Towards the end of the semester things got confusing such as if we were having quizzes/homework due and the project was a bit confusing.
Natan was a great UTA! He was more knowledgeable than some of the GAs
no
Not all students are enrolled in solidworks courses, and that significantly hinders a group's ability to complete the bridge project. There is also no possible way the project is as easily completable for a group of three as it is for a group of four.
I mostly enjoy having a project at the end of the semester, but I feel like you should know that a large portion of the project requires skills that we have not acquired or developed, or in some cases have access to at all. It takes more working learning how to do the project independently as it does to do the project.
Not give up on the class before thanksgiving
N/A
I really enjoyed the class! Thank you for a great semester!
I don't have any.
Nah I'm chillen.
N/A
No
Not really
I feel like you need to be given fewer classes, you just seem to really hate teaching this class.
No.
Overall, you are an excellent professor. Steer away from expressing your dislike of teaching statics. I made in more difficult to find motivation to take the class seriously.
No.
no.
I don't think openly picking favorites in terms of class periods is a good idea. I thought it was amusing in the moment since I was in the "good class," but I could see that getting really frustrating in a "bad class." Otherwise I really ejoyed the class and I think the new class structure was pretty well–constructed.
I think the course is well designed but needs some more resources to understand material and have better organization with the bridge project
no
stop complaining
No, sir.
n/a
Regarding organized manner of instruction : when it was organized effectively, it was very good, but at points it was not organized well. But that is okay, not a personal issue, just wanted to be honest in feedback. When teaching quality was good, it was very good, but at times the quality was a bit spotty.
Not really
no

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
There is a lot of personal accountability in this class, so if you don't think you posses that or a strong work ethic to learn the material then I this might not be the class for you.
Make sure to do all of the lecture videos/ readings and don't be afraid to ask questions in class
be more proactive about work
read the textbook
Sometimes it can take up to a week for my emails to be responded to.
take time to understand the material, don't get behind.
Take notes while watching Dr. Barry's videos. I took notes while watching his videos at the beginning of the semester, however, as I became quickly overwhelmed with the number of his assignments, I stopped taking notes while watching his videos so that I would have more time to do his assignments.
take the readiness assessment seriously
Focus more on the pre–lecture reading/videos
I could have given myself more time to complete assingments
Do the readings before class and go to class. Other than that you best hope you understood because there is little chance to learn afterwards unless you heavily utilize office hours.
Go to more TA office hours
Look over quiz answer keys to study and gain a bigger understanding of the course

Comments
Go to office hours
Be enthusiastic
Do not fall behind! Watch all the lectures and read the notes before class. The class is not that bad if you stay on top of your work
Review material more often.
Reading more and practice on examples and homeworks.
My best advice would be start the quizzes and homeworks early in the week. Even if you have not learned what they are covering yet it is extremely helpful to get those problems in your head so you can think about them throughout the week. Earlier in the semester I wouldn't look at the quizzes until Wednesday or Thursday, which was a very bad idea, as at that point I was taking the quizzes to get them done and not to learn from them. Once the quizzes got harder and were about topics I understood less looking at them earlier in the week really helped me understand the material more.
Keep up with the work and make sure you understand everything because everything builds on the previous topic.
Watch the videos and read the notes. They both have very useful information.
Complete the quizzes early in the week, as they tend to be fairly difficult and impossible to do in a single day.
Go to Daves office hours for assistance with the quizzes.
Be someone who does well teaching themselves concepts.
I think that you should really watch the videos and print out the student guides. They have all the notes condensed and then you won't forget everything after the bridge project.
Spend a lot more time in office hours to iron out things I wasn't as confident in
Take the assigned readings and practice problems seriously.
Make dedicated time to this class daily because it is incredibly inconvenient and confusing for how simple the material actually is.
Watch the videos intently and the understanding of the topics should come easily.
Do all of the video lectures and readings fully – you will fall behind if you just answer questions to get your completion points.
Go to more office hours, and start the bridge project earlier.
Ask for help if you need it
Don't take tophat for granted. It is a really good resource to help you learn but it is very tempting to just turn your brain off and guess and check.
Just make sure you do all of the work and stay up to date on the material
Take the truss/stress section of the course seriously to help you in the bridge project.
Go to more office hours
Always do the inclass assignments after the lecture. Start quizzes early
Do all of the provided methods of learning. Watch the videos and do the reading. They both help.
Keep up with the assignments. They impact your grade and you wont have to study for the final if you know what you are doing for the quizzes.
Don't blow off the homework
There isn't any advice I could suggest that would apply to people not in my own personal extremely specific circumstances, since under normal circumstances I would have been fine.
You'll do fine
Do practice problems from other classes that teach statics
make sure you keep up with work. Don't procrastinate on the bridge project
The biggest thing I did to fuel my learning in this course was to go to as many office hours trying to figure things out as possible. There were weeks when I went to the office hours of 3 separate TA's in order to figure ot the homework and have a better understanding of the process of doing the quiz.

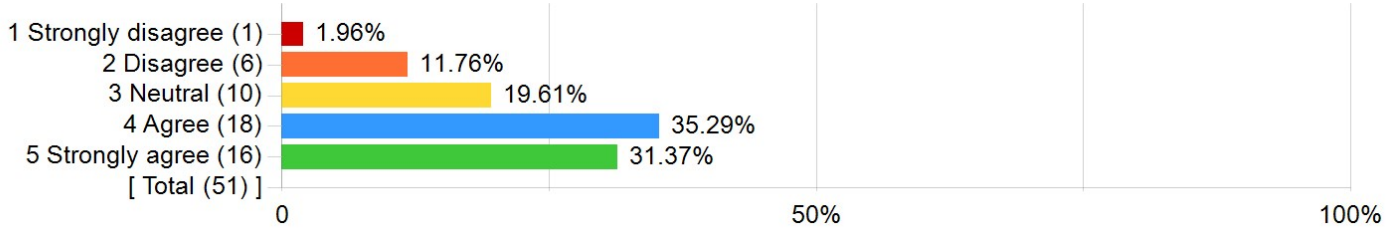
Engineering Undergrad Courses

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.	51	3.90	0.92
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	51	3.78	1.01
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	51	3.84	0.97
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	51	3.39	0.96
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, and social factors (i.e., sustainability principles).	51	2.96	1.17
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	51	3.10	1.15
Your ability to effectively communicate verbally with a wide range of audiences.	51	2.82	1.09
Your ability to effectively communicate in writing to a wide range of audiences.	51	3.06	0.95
Your ability to recognize ethical and professional responsibilities in engineering situations.	50	3.08	1.07
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	50	2.90	1.13
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	50	2.86	1.16
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	51	3.73	1.00
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	51	3.82	0.93
Your ability to develop appropriate experiments.	51	3.20	1.11
Your ability to conduct appropriate experiments.	51	3.12	1.11
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	51	3.73	0.92
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	51	3.76	0.95

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	59
Response Count	51
Response Ratio	86.44%
Mean	3.82
Median	4.00
Mode	4
Standard Deviation	1.07