University of Pittsburgh

Fall 2018 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture

Project Title: **2191 - Teaching Survey Fall 2018**

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

Subject Details	
Name	ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture
DEPARTMENT_CD	ENGR
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13260
SECTION_NUMBER	1020
TERM_NUMBER	2191
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

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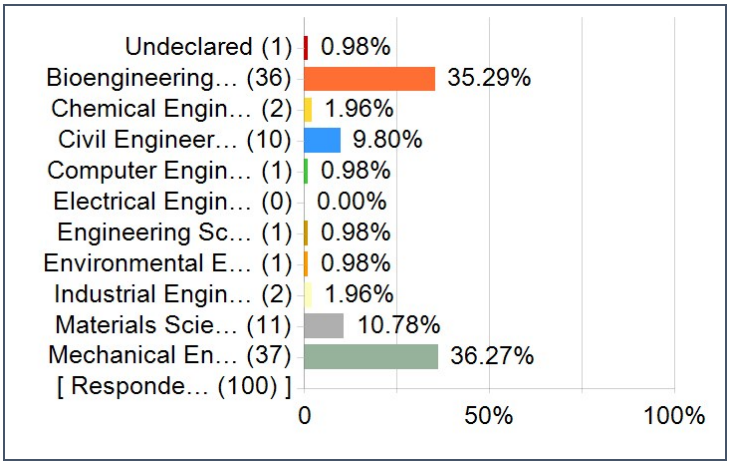
Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Saturday, February 23, 2019**

Please select the major you are enrolled in. Check at most 2 programs. If you are currently a freshman or an undeclared major, select your anticipated major from the list (or select Undeclared if you are unsure).



University Questions

Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

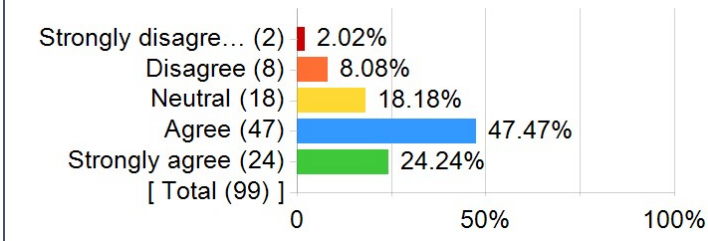
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	99	3.84	0.96
The instructor was enthusiastic about teaching the course.	99	3.16	1.24
The instructor presented the course in an organized manner.	99	3.83	1.05
The instructor maintained an environment where students felt comfortable participating.	99	3.61	1.05
The instructor maintained an environment where students felt comfortable seeking assistance.	99	3.41	1.24
The instructor provided helpful feedback.	98	3.51	1.03
Assignments contributed to my understanding of the subject.	99	4.31	0.71

Instructor's overall teaching effectiveness

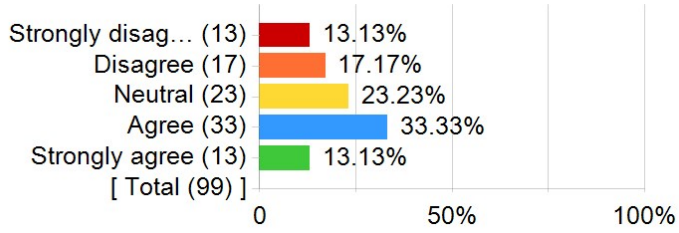
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	100	3.59	1.13

Instructor Items: Detailed Results

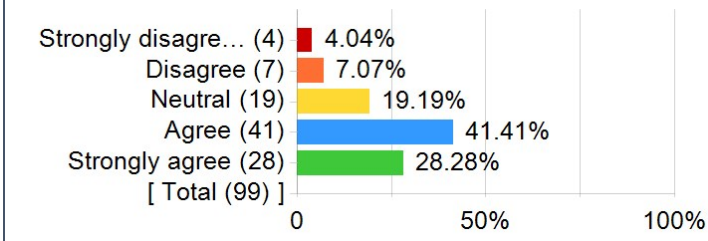
1. The instructor stimulated my thinking.



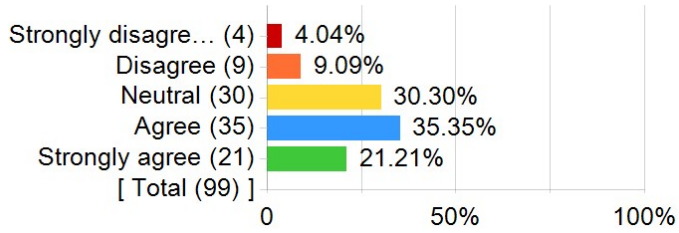
2. The instructor was enthusiastic about teaching the course.



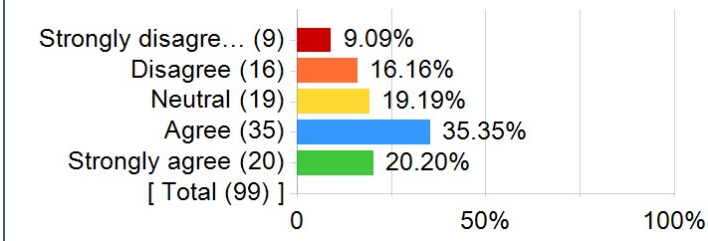
3. The instructor presented the course in an organized manner.



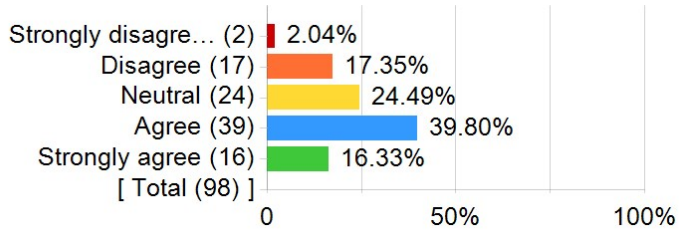
4. The instructor maintained an environment where students felt comfortable participating.



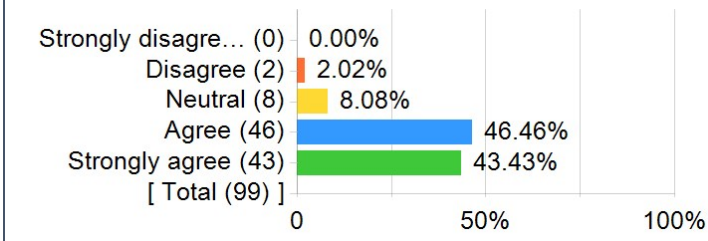
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

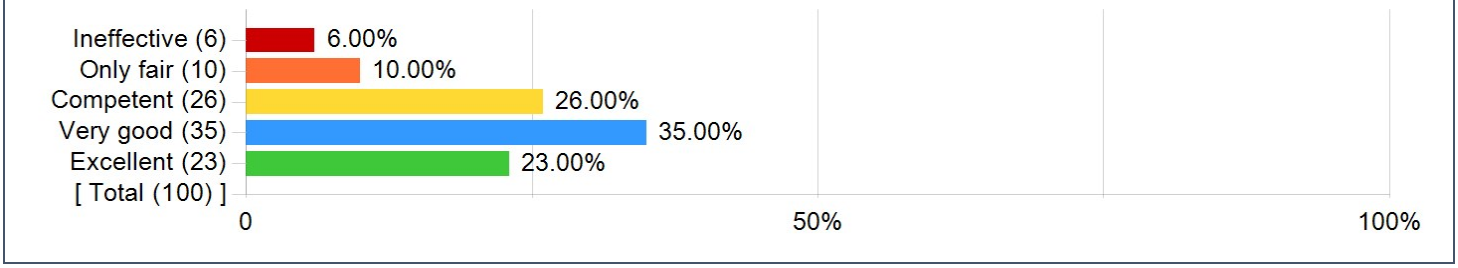


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

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



Comments

What did the instructor do to help you learn?

Comments
i liked that he posted lectures on courseweb so we could print them and write on them
– Having lecture slides be posted online – Making homework assignments that were relevant and good practice
Along with learning about the specific topics covered in statics, I learned that there are simple governing principles that can be applied across most of these topics.
Offered a lot of office hours and was available many other days and times.
I gained the most knowledge from trusses and that stuff.
The instructor utilized TopHat which was cool because I was able to go back and see live notes from previous classes any time I wanted to.
Provided good examples and study materials
Good homeworks, TopHat lectures, easy to talk to and ask for help
Talked with a lot of energy and life during lectures
He didnt
The design project helped me gain a greater understanding of the material covered in class.
The homework assignments and the slides themselves were helpful
I learned better approaches to solving engineering problems.
Provided homework assignments,projects, lecture power points, previous year assignments
Provided in class examples, relevant homework practice, and well outlined notes
Presented the material in a helpful way with thorough notes that could easily be followed along in class. The material was taught in a way that built off of each other which made it much easier to learn and understand.
Examples
Presented lectures in an entertaining and exciting way.
Provided humorous real life examples and kept the class interested with example problems
Went over examples of problems in class and provided solutions to homework and exam problems.
Posted slides for review, made homework problems very relevant to learning in class
The examples in the notes were helpful and he explained harder topics in a clear manner.
He lead us through the step by step analysis of different problems that we discussed in class. These steps further carried on to my thinking on assignments and exams.
Did some example problems in class. The homework assignments were pertinent to the exams so that was nice.
In–Class Examples
Gave some examples during class
Worked out, in class examples.
annotated notes
He made exams nearly identical to the homework which made the exams mostly predictable with no curveballs.
His powerpoints are very concise and clear. He is also very good at explaining concepts
Statics and Mechanics of Materials
Dr. Barry used tophat, which I found very helpful since it was interactive.
The instructor helped me learn to analyze the forces acting upon a static object.
How to analyze trusses
Taught Well
Using TopHat, I was able to follow along with his lecture using my tablet. I was able to go back into the lecture real time if I missed anything important.
Spent ample time on example problems
Professor Barry helped me to learn the fundamentals of calculating the components of static systems in a concise and effective manner.

Comments
He had long office hours which really help out!
Was very responsive when students asked questions and helpful when posting to blackboard
Show us slides that often had errors and do problems on them
I feel comfortable with all material covered in this course.
I like his demeanor, but he seems like he doesn't care. It's amusing, but not an effective teaching style
Provided prior examples that aided to tests
Homeworks are comprehensive/force you to understand the material, posted slides after class for review
He provided useful practical example for the material we learned in class
The instructor helped me learn how to take problems and figure them out on my own.
He was very organized providing lectures to top hat as well as providing a map of the course through our syllabus and sticking to it. He also provided a supplemental text which I've never had an instructor do before along with assisting me during office hours and providing clear examples in class.
He was very clear in lecture. The homework, although long, was very helpful when studying for a test.
TopHat worked very well, especially having access to the annotated lectures.
This course taught me how to think like an engineer. I'm a dual major in physics now, and seeing how to think about things from a design perspective really stimulated my thinking.
Made the annotated powerpoints available on tophat
He shared real life stories from insustry that inspired a reason to learn the material. Often times the material itself is not fun to learn, but when you know what you can do with it and make these interesting connectioms learning is fun and then easy.
Uploaded slides after classes. Annotated slides during. Previous assignments and exams uploaded for practice. Book for reference and practice problems.
The homework and projects were the most helpful of all the material. Too bad they were so scarce. Dr. Barry's structure of the class was helpful for my understanding of the material. Each topic built off of the previous one.
The tophat system helped me focus and keep up with notes in class
Dr. Barry provided in class examples which he would walk us through to help with learning solving similar problems.
The program TopHat was very helpful while teaching the class and after. The homework’s were not too large and covered everything important.
Went over examples of problems that would appear on the tests.
The basics of statics.
The fundamentals of statics
Homework questions were well selected. Quality over quantity
The many examples in–class and problems on the homework assignments were very helpful in understanding the principles of this course. The homework and past homework assigned was all very helpful in preparing for exams and reflected the material on them. I feel like I am very comfortable with the material now that I would be able to apply it in future classes and in the field.
He gave a lot of "easy points" for the class.
The instructor's lectures were an effective summary of material. The instructor created homework problems that greatly contributed to my understanding of the material.
He did the examples in class that were posted on Tophat afterwards. Those helped me study for the exam.
Statics and mechanics of materials
The assigned homeworks did help me learn. He also used a different text than the other professors, and I do not know if that will be beneficial to me on the departmental final.
–
He was very clear and concise in class.
I really liked how you broke everything down by introducing the subject, talking in detail/giving applications about it, and then go through some practice examples.
Dr. Barry provided lots of practice materials.
I appreciate the use of PowerPoint notes that are posted on CourseWeb before class, so we can print and mark up the notes as we go along. Also, having the information organized in powerpoint lectures is a lot more effective for learning.
Presentations and homework assignments
I personally learn best when the professor is taking the notes with you and working through examples in class which Barry did. In

Comments
addition he was always available via email if I had an questions outside of class.
The instructor posted the annotated slides after class
He put the lectures on top hat
Simulating a real world design project.
A lot of the material was review.
He went over a bunch of example problems
His teaching style was engaging considering the material
The homeworks were very good indicators of how much knowledge you should have about the exams. I would tend to get lost at the beginning of lectures which would spiral out of control since concepts build off of previous ones, but the homeworks helped me review everything that I should know and helped me prepare for the exams.
He taught us and gave difficult homework's that required us to apply everything we learned.

What could the instructor do to improve?

Comments
maybe keep slides neater when he writes on them
– Stick to your schedule, it was drawn up really well – Stop the Penn State jokes, at least after the first three – Know how long your lectures are; stay within the 50 minutes – Stop cancelling class – Stick to your schedule – Communicate to your class earlier what assignments are being moved/cancelled
More practice exams and review material
Not use Tophat in lectures. It was nice to follow on my phone but it never worked correctly when he tried to write on it which made the slides really messy and hard to follow.
I know how to take a cross product when presented with the numbers. Pulling them from a word problem is much more difficult. I like how he would have a step–by–step for some problem solving techniques and I think it would be beneficial if he had one for cross product word problems.
It seems like he was bored with the class because he probably has extensive knowledge beyond statics 1. He didn't seem interested in teaching the course.
Let us build the bridge
Not much
Follow the chapter order of the other static’s professors, made studying with students in other lectures kinda hard
Thats not my job
Explaining the design project a bit more in class.
I wouldn’t use TopHat anymore, seemed to frustrate both you and students with all its crashes
Sometimes the presentation of material is hard to follow. Possibly doing basic examples then working up to more intense problems would be useful.
Make sure to stay on pace with the syllabus and do more examples
Be clear on when homework would be assigned and if we were going to have a quiz that week since on the schedule we had 11 homeworks scheduled but were only assigned 5. This left an air of confusion and uncertainty about what was going on in the class.
Be more enthusiastic, be more organized, be more approachable
Provide more practice problems.
clarify projects and homeworks more by utilizing the announcement function on course web
Make test questions clearer to help issues of not knowing what exactly needs to be solved in a problem
Making it clearer which sections of the alternate textbook corresponded to the normal textbook. Wasn’t easy to figure out and I ended up reading wrong sections before class
I wish there were more examples in the notes.
He had shown us some examples from real world application of our topics. If he had shown even more it would make the class that much more interesting.
He could explain the material better. Give more example problems in class. Give more practice sheets.

Comments
Finish examples in class, stick to the syllabus or give regular updates throughout the semester
Be more enthusiastic about the course and do more examples to help prepare for the exams.
More example problems in class, instead of just deriving formulas
give recommended practice problems from the book
He could be more approachable.
Be more consistent with the syllabus
More quizzes and homework for feedback before exams
Dr. Barry could not improve on anything, for he is my favorite professor who could do no harm.
The instructor is not a terrible communicator, but not necessarily a good one. He could work on communication.
Be a little more clear when answering questions. Sometimes they answers were a little ambiguous. Not sure if he intended it that way or not.
Keep lectures engaging
Become more approachable.
Stop being sarcastic and rude when people ask questions because it discourages others from asking for help. Also, stop re–drawing parts of the diagram that are already there, you just make them even harder to read and it's redundant.
Perhaps notifying students earlier and more directly regarding any changes in the course study and assignments.
3 lectures a week and start the design projects on time. Also building a bridge like the evening class would have been way more interesting.
Provide more theory based explanations
Provide more examples for students to practice techniques taught in lecture.
Assign more frequent assignments but shorter in length
Nothing
1) If you're going to make a big deal about the schedule and being organized, do that. 2) Don't be a dick to students
Read emails, even if they are long and boring (and I promise to read long and boring emails you send in return)
Stick to his plans? I gave up looking at the syllabus a long time ago. I thought it was very organized, but now it doesn't matter how great the plan is if you don't stick to it.
N/A otherwise maybe more examples but I felt like it was good
Stay on track with the incredibly detailed syllabus like he said he would, have a better attitude about the class
Provide more variations of examples and less time doing one specific example
The powerpoint lectures were very dry. Students would learn more if the class was more exciting, though I understand that this may be difficult with the course material.
The instructor could do a better job by not putting students down when they have a less than proficient answer or question, I know sometimes they can get bad since I've even rolled my eyes at some of them but if you want students to participate it would be helpful to explain why they are wrong without belittling them.
Discuss in class problems that are not explained in the book.
Bring assignments out faster.
I may suggest some problems from the text to try, because it was difficult to do all the problems in the book when a few may have been more beneficial just for practice.
Do not approach the class with such a negative attitude. The leaders spirit is extremely contagious. If you do not like the class, we do not, and it is very important to enjoy learning on some level to do it effectively. Include more class participation. You have a beautiful setup with TopHat and the technology today to involve the student, but you fail to use it. Daily clicker questions are an absolute must to gauge class understanding and encourage active learning in a fun way. I made this suggestion to you in person early in the year but I saw no change in the lecture. I fear you, Dr.Barry, are too lazy to rewrite the slides to include clicker questions. Please please please prove me wrong. Assign us homework. For some reason you stopped assigning us homework midway though the year and gave me the justification, "You guys don't need it, right?". I disagree. I believe you should have assigned us homework just as you did previous classes so we could practice the martial and ensure we are focused in our study. Again please don't let me come to the conclusion that you are simply lazy and do not want to write a homework. I may consider you my mentor in an apprentice–mentor relationship

Comments
as I do most of my teachers. In this relationship learning can flow much easier if the apprentice views the mentor as a proper authority on the topic and is humble just as a child is to their parents. If the apprentice questions the authority of his mentor he will not absorb information as willingly. This is common and praised in our culture— to find the weakness in our leaders and expose it. We do not let power go unquestioned so easily. It is our democratic spirt. You must be a strong leader in the face of this culture. Do not show weakness. Command respect from your students. Do not appear lazy. Your students will respect you, be humble and they will absorb the material much better even on a subconious level.
Keep consistent with the syllabus or change the syllabus to reflect what actually will happen in class. Be less sarcastic and caustic towards students that underperform in the class as to not alienate them.
ORGANIZE. PLAN AHEAD. BRACE YOURSELF FOR THE WORST. It seemed like little things would throw Dr. Barry off completely, and we had class cancelled several times, no homework when we were supposed to, and rushed lectures to cover the material. Hopefully next year runs more smoothly for you, sir.
Organization
N/A
Be less sarcastic, more enthusiastic, more approachable
More TopHat questions in–class that aren't graded to keep everyone engaged and maybe help someone who is confused but isn't sure what to ask about.
Include practice problems to review before tests, especially toward the end of the semester.
Not canceling classes so often and showing more enthusiasm towards teaching, although I did enjoy his humor.
I thought the homework assignments would have been better if they were on sapling and covered more material from the textbook.
Discuss homework questions after submission
The way he talks to students and presents the information makes others, who may not be as comfortable with the material as the advanced students in the class, feel intimidated to ask questions whether it be during lecture or in office hours. For example saying that a topic is "easy" or "remedial" would discourage students who may need help from getting it.
He could be more accessible through email.
Be consistent with the course schedule. Dr. Barry cancelled 5 classes and cut the number of homework assignments in half. This proved to be great detriment to my learning, and created a lax atmosphere in the class.
A better schedule. It said we were supposed to have homework throughout and we didn't have any. A better explanation of the projects.
More memes
This is going to be long, and I hope he reads this. I'll try to organize myself. Dr. Barry has been a pretty bad professor. He really seems to have little to no interest in the learning of his students. He does claim that he wants to make us good engineers so that our failures are not on his conscience, and he does a couple of effective things to that end, but overall he fails to teach us to the quality that he espouses. First, is organization. He claims to be very organized and I will give him that he did have a very detailed plan for the course laid out from the start. However, this is the extent of his organization. He did not keep to his own schedule at all. Granted he did miss a day due to illness, but, the following week, instead of trying to catch up, he called off class pretty much without explanation. It seemed to me that he just wanted to look cool. It didn't work for me. Also, we were so behind that we did not get to a few crucial things that were going to be graded. There were supposed to be two group projects and one was turned into filling out this survey because we ran out of time in the class. Then there is his grading. He seems to take off arbitrary amounts of points. I made one arithmetic error in one homework and I lost 30 percent. Then, when I asked him about it, he told me to write a formal grievance to see if he would grant me with a couple of points if he truly made an error. This appears to be a scheme to decrease the amount of time that he has to interact with his students and actually do his job of teaching them. Even if a student is wrong, and they deserve to lose those points, I think it is a learning opportunity to confront the professor about it. Also, it decreases the amount of homework he has to re–grade, because it is much less likely that a student will ask for a re–grading if they have to write a formal report about it with a cover letter instead of having a 5 minute meeting with a professor(this report is detailed in his syllabus). I will continue in the next box, because I do not have enough space here.
Perhaps provide more practice examples for better understanding
Explain the project better and stick to the course syllabus a little better.
Not much, the class was very laid back, but we still learned a great deal throughout the semester.
Give more practice problems, spend more time on the material.

Comments
There are many things the instructor could do to improve, and many of them are not too difficult to ask for. For one thing, it would be greatly appreciate if the instructor did not cancel so many classes. It would also be appreciated if assignments were posted to Courseweb according to the syllabus. We are currently three homework assignments behind, and that means we are missing out on practice problems and reinforcing the important concepts. It is not even that we haven't gotten to the material yet, we have, the instructor just doesn't post the assignments anymore. I would appreciate if all the work on the lecture notes were correct. There were many times I studied with the book, and found a lot of mistakes in the notes or examples in the notes we skipped over. The instructor could also be more approachable, rather than being defensive or abrasive to questions in–class or outside of class. I actually care about the class and want to learn, but the instructor makes that very difficult to do.
more practice problems to review for the test
For our group projects in my Mech–E Design class, we have CatMe surveys which pair you with people for group projects. I wish we would have done something like this for our first design project because I was the only one who knew SolidWorks, though I was still learning myself, and none of our schedules matched up so a ton of the work fell on me all at once. It was no one's fault, but I think it could've been avoided if we were matched with people based on things like schedules and classes taken or something.
Better attitude, assign more review material for exams
More top hat
Encourage questions.
Do a lot less review of physics 1, the first 8 weeks were review then 3 weeks were interesting then the rest was review. Also the class is very slow.
N/A
Be more organized with teaching plans and post changes to the schedule to courseweb or email.
The quizzes were not very good ways to test knowledge. The timing caused pressure on us so we messed up kind of often just because 5 minutes was not enough to complete the quizzes.
Not much
Top hat seems like a great concept but it is not well executed. I think a more effective approach would be annotating on PDF versions of the slides and use top hat only for interactive features rather than presentations.

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

Comments
thanks for teaching
Don't start the class by saying that we can't call your class "unorganized" on the OMETs because you have everything outlined on the syllabus. It took maybe a week before you were off track. It gave me a lot of anxiety when I didn't know how many more homework assignments, group quizzes, or even design projects were left. It was also a really arrogant way to start off the semester, and generally caused me to resent it when you didn't follow the schedule, while normally I'd be okay with just taking homework assignments as they come.
No
I feel like the bridge product was a great thing. Although my personal group waited last minute to come up with a design, I feel like maybe one more week to play with the best maximizable load and minimized mass could of been achieved for my group. As a transfer from a community college I thought this class was not too bad. I appreciate the hard–ass style attitude you give us. You bring a good balance between workload and challenge. All my best teachers were that way and its only to our benefit in the long run.
Thanks for a great semester!
you tried
No
N/A
I think smurfs would make an excellent building material, they're renewable and organic, thus it is very Eco–friendly. Am curious to see a stress strain diagram of an axially loaded smurf.
No
N/A
He was cool and fun to have during lecture
n/a
It was nice that his class was easy, but I wish he would have been more passionate about teaching. I think it would've helped me learn more in the class.

Comments
The syllabus was organized, the class was not.
n/a
Nope
I appreciate your humorous attitude during class.
Nah
nope
I get that you feel this job is below you but it's really sad that you feel the need to take it out on college students that are just trying to learn.
N/A
Thank you
No
This was a disaster.
The fact that the homeworks were harder than the exams allowed me to feel fully prepared when exam day came. The homeworks challenged my understanding of the material outside the Top Hat presentations and they along with homeworks from past exams were great resources.
I think he's a cool guy. Very laid back. I wish more students liked him, but I understand why they don't.
N/A
no
NA
I would like him to know I heard about his research in the correlation between final grades and OMET's which would nullify my results.
No
The typed solutions are very very nice, but for ease and speed scanned copies of written solutions would work just as well.
I really liked how you conducted the class, and brought how things work in a real engineering setting into the mix of the class.
You seem socially inept and this leads to miscommunication and misunderstanding. You come off as extremely blunt and indifferent to the issues of the student. I suggest finding ways to improve your communications skills. I use the book, The Laws of Human Nature, by Robert Green. Reading and practicing empathy help me understand the feelings of another human. To be proficient in all things we must be proficient in dealing with other humans as they are obstacles to our goals. Study them like you study any other phenomenon.
Smurfs aren't funny. Sorry. Might I suggest: anything blue that doesn't invoke the image of flesh and bones and blood being crushed and amalgamated (e.g. blueberries). The course is organized in a logical manner, but logistics are all over the place. Cancel class ahead of time or inform the class if you're going to cut class short for some reason. It's dumb that I come to class just to leave immediately when I could stay in the research lab instead. Last thing is be realistic about what you can accomplish in 1 semester. We have had half as many homeworks as we were supposed to, one less design project (because who are you really kidding here), and a take home exam. Instead of saying we're gonna get abcxyz done when you know it won't be done, just say you're going to do abc and leave it at that.
I enjoyed Dr. Barry as a professor but I just didn't learn as well as I think I should have because he seemed so detached from the class. He also did not seem approachable for questions even though he seems like a nice guy, because sometimes people would ask him questions and he would get defensive and irritable. He even got annoyed when we asked for more practice problems. I understand the problems in the book are helpful, but it was hard to navigate that book without a clear direction from you. I don't know man, maybe you could use some more seminars on how to teach.
N/A
Don't hate on other engineerings besides MechEs pls
The breaks before the actual break really changes students attitudes for the semester in the best way. Also, thanks for never talking down to us as if we’re idiots and joking around like a normal human being.
Prof. Barry made statics bearable.
–
The grading system for the course was very fair and appropriate for an engineering course.
PLEASE reply to emails within 5 days and DON'T just completely ignore student emails....
I really enjoyed your class and I thought your teaching style was effective. I did find your tests and homeworks challenging. I'm

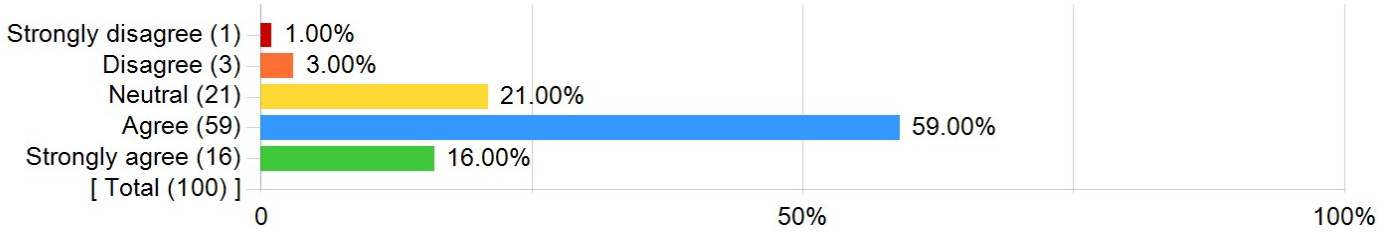
Comments
probably switching to Mechanical from Civil because of this class.
The last thing that I have the time to comment on is his pedagogy. He tries to appear aloof and cool to his students. This, I don't have a problem with, but I do when it impacts my learning. He has cancelled class a few times, I think, because he A) doesn't care about teaching us and B) because he assumes that we don't want to learn or be there. We are paying thousands of dollars to be taught by Dr. Barry. It is shameful to me that he does not respect that fact. Also, he stopped giving out homework after the second midterm. I currently do not know what I am expected to know for the last midterm, which he has conveniently made take–home so less of us will complain about the lack of examples in homework. I expect this to be another means of decreasing his workload and further avoiding this class. He also, at the beginning of the class, attempted to scare away students by claiming that his class is unnecessarily difficult. This was, according to him, an attempt to cut down on the amount of assignments he needs to grade. Basically, all of Dr. Barry's problems teaching can be boiled down to four words: he does not care. Also, in reference to the above question, he should just know that this is his job and we are his customers. And, as a customer, his performance is severely affecting the quality of the service that I am paying for from this University.
–
No
Just want to thank you for a fun semester!
When it seems like the professor does not care about the class or how students do in it, it makes it harder for us to care about how we do and to put time and effort into the class.
I am sorry if you have personal problems going on right now. But if you don't want to teach a class, please don't teach it. It not only wastes your time, but it wastes our time as well.
I am terrible when it comes to physics because I don't test well. I really appreciated the way this class was set up, how everything is weighted evenly, and the way it's all organized as a whole.
Be more friendly
Pennstate sucks
The project was a very good way to test knowledge since we had to actually apply what we learned in class and put it to the test. Maybe more of these for smaller points.
He was pretty cool and it was an enjoyable class.

ENGINEERING

Swanson School of Engineering Items

The instructor was accessible.

1. The instructor was accessible.



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

Comments
keep yourself organized when solving. majority of mistakes come from a mistake in signs or something small
– Review lecture notes on your own, follow the example calculations in class but try to do them on your own outside of class – Read the textbook – Do example problems, including the homeworks
Your homework
As questions sooner rather than later and it's never too early to start studying
Don't need the text book. If you have a Chegg account I would recommend doing practice problems in the book and then checking you answers with Chegg. That the best way to grasp the concepts for this class in my opinion.
Do the homeworks and review them for the test.
Go to student–run tutoring time.
Make sure you go to class
Study the notes, they are detailed, and do plenty of practice problems
Pay attention in class
Make sure to know how to do every homework problem (past and present) posted on courseweb before each exam.
I could have done a better job at paying attention. After a previous 3 back to back classes I was tired and had difficulty paying attention but I still should have tried
Definitely print the lecture slides and write the information as he goes through it. It is very helpful to learning the material rather than looking back at his solutions.
Do as many practice problems as possible. Use the resources the professor provides!
Practice problems and knowing basic breakdown of each system
Done all of the homework myself every time instead of Chegging a lot of it.
Read the book more
go to class. If you don't then hopefully you are a genius when it comes to statics
read the book before lectures
Asked questions in office hours. Friends who went generally for good responses. Emailing Dr. Barry generally worked very well too
Start the homework early and definitely not the night before its due
PRACTICE PRACTICE PRACTICE. Make sure you are not just solving equations but actually visualizing each problem.
Read the book. He gives you slides with info on them, but doesn't really tell you how to utilize that information.
Go back over examples that you don't understand.
form study groups for exams
Go to office hours and tutoring sessions in Benedum

Comments
practice problems
Go to office hours and tutoring and not just ask questions in class. Don't just study previous homework because you will not know what to do if the question is worded differently. Do book problems
Use office hours
Do book problems on your own outside of class
I could have done more practice problems in the textbook in preparation for the exam.
Do practice problems!!!
Just do practice problems and you'll be good for the exams
Be more available for emails
focus more on the book.
Taken it with a different professor.
Do more practice problems after each lecture in order to understand and apply concepts
Go to class!! The lectures are the most important part
Review lecture material early and often and read ahead before lecture. Also ask questions.
Do the previous HW assignments before an exam! They really test out your knowledge and the full solution is provided.
Be on top of the homework and projects, start them at the start of the week
Take a different teacher
Pay attention in class!
Do practice problems!!!
Show up and pay attention in class. Also try on the homework and do prior ones if you are confused
Do practice problems during weeks without homework
Spend time learning material before homeworks are due, especially because there is a lot of time between them
Do NOT wait until the last minute to study or do homework assignments.
One thing I changed that helped me was you know what is going to be in the next lecture it's in your syllabus go ahead make sure you know it and come to lecture with that prior knowledge and it will make your life much easier. 50 minutes to learn new material is not enough and you know you won't pay attention for the full time so learn it on your own and come to class prepared with any questions you may have.
To prepare for a test re–do the homework that was assigned and any other past homework that was uploaded in courseweb.
Study all materials, both required and supplemental.
Read the chapters before class. It will help reemphasize topics you hear in lecture.
First and foremost, do not take this course with Dr.Barry.
Visit office hours and talk to Barry no matter how small your concern is. Ask the questions you want to ask in class, no matter how dumb it seems because all the other students are probably confused too.
I'm still trying to figure out how to succeed in this class. Study for the tests by making sure you understand your notes and do lots of practice problems (he did give us some practice from previous years and those were really helpful). Practice as much as you can to get comfortable with the material. If you freeze up on exams like I do (I had some traumatic experiences with Physics 1, so statics was a little bit of a flashback), just write out your logic as well as you can and Barry will be forgiving on grading. The material is honestly not that complicated so if you get down the basic concepts you should do well.
Stay on top of work
I could have done more review problems to better prepare for exams. Those were very helpful in mastering the material.
Not take fluids and statics at same time.
Practice more problems from the textbook before tests.
Pay attention in lecture and make sure your group members are competent at the beginning of the semester.
Use the textbook. It helps
Reading the and doing examples from the Ferdinand P. Beer text is extremely helpful.
Start homeworks early Don't rely on email as a form of communication Do examples in the online textbook he gives you
Do not trust the course schedule. Put in effort on early homework assignments and the first exam, or your grade will suffer.

Comments
I don't know if here is anything else I would've done but I printed out the lecture slides and redid all of the examples in class and on the homework. I maybe would've started the homework earlier.
Do not take any classes with Dr. Barry. He does not care. But, if they are stuck in this class, watch out for trick questions. He seems to like writing questions for his exams that are intentionally misleading.
–
Go to class and do the homework.
Do the practice HW that he provides, as it will prepare for what types of questions you could see on midterms and/or the final exam.
Do more practice on your own.
I could have done more practice problems from the textbook he gave us.
Take another professor for this course.
Go to tutoring if you can and study in groups by working through a ton of practice problems. I think my issue in the beginning was that I just didn't know how to study for physics classes but after this class I feel better prepared.
I could have went to office hours or tutoring
Look over previous exams
Do your homework and look at examples. If you understand the fundamentals you will do fine.
Make sure you do the homework assignments ahead of time. They are a GREAT way to prepare for the exams. Barry usually doesn't throw any curveballs on the exams.
Pre–reading was the relevant portions of the textbook prior to lecture would clarify much of the more challenging material.

ENGINEERING UNDERGRAD

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

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	100	3.88	0.78
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	100	3.64	0.90
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	99	3.90	0.75
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	100	3.30	1.06
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).	100	2.77	1.19
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	98	2.95	1.19
Your ability to effectively communicate verbally with a wide range of audiences.	98	2.65	1.16
Your ability to effectively communicate in writing to a wide range of audiences.	100	2.93	1.13
Your ability to recognize ethical and professional responsibilities in engineering situations.	100	3.15	1.18
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	98	2.84	1.17
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	100	2.92	1.15
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	99	3.79	0.91
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	100	3.87	0.94
Your ability to develop appropriate experiments.	100	2.85	1.18
Your ability to conduct appropriate experiments.	100	2.87	1.19
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	99	3.69	1.03
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	100	3.67	0.99