University of Pittsburgh

2251 - Teaching Survey Fall 2024

Fall 2024 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1020 - Lecture

Created **Tuesday, December 24, 2024**

Courses Audience: **131**
Responses Received: **120**
Response Rate: **91.60%**

Report Comments

Teaching Surveys

Included in this report:

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

Understanding and using student feedback:

- We have resources to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

University Questions

Summary table

Scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor stimulated my thinking.	131	118	90.08%	4.14	4	4.00	0.63
The instructor was enthusiastic about teaching the course.	131	118	90.08%	3.95	4	4.00	0.90
The instructor presented the course in an organized manner.	131	118	90.08%	4.26	4	4.00	0.73
The instructor maintained an environment where students felt comfortable participating.	131	118	90.08%	3.97	4	4.00	0.93
The instructor maintained an environment where students felt comfortable seeking assistance.	131	118	90.08%	4.06	4	4.00	0.88
The instructor provided helpful feedback.	131	118	90.08%	3.93	4	4.00	0.86
Assignments contributed to my understanding of the subject.	131	118	90.08%	4.20	4	4.00	0.77
Overall of All Questions	917	826	90.08%	4.08	-	-	0.82

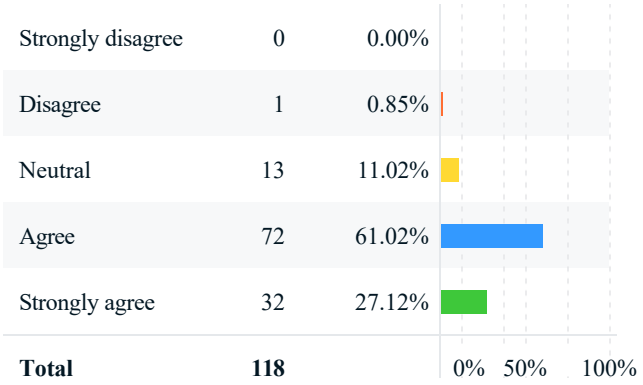
Overall effectiveness

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.	131	118	90.08%	3.74	4	4.00	0.95

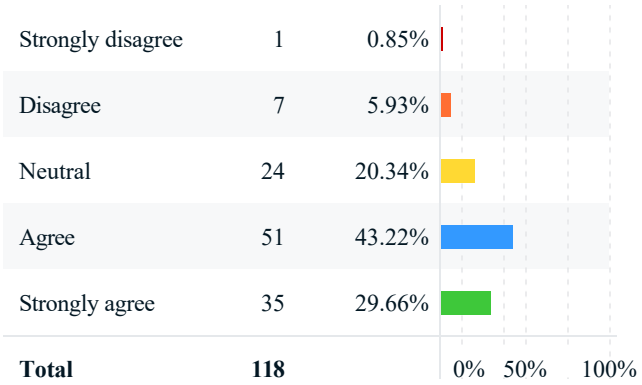
Response breakdown

1. The instructor stimulated my thinking.



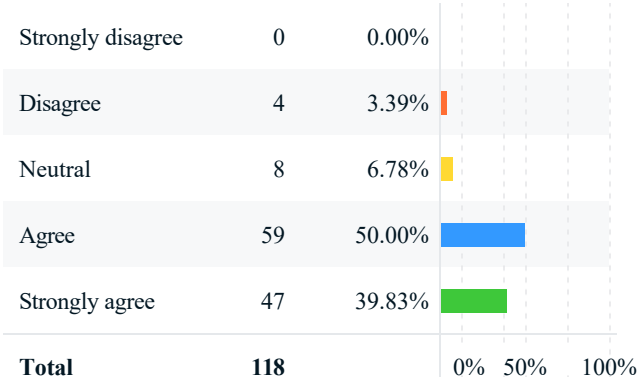
Strongly disagree	0	0.00%
Disagree	1	0.85%
Neutral	13	11.02%
Agree	72	61.02%
Strongly agree	32	27.12%
Total	**118**	

2. The instructor was enthusiastic about teaching the course.



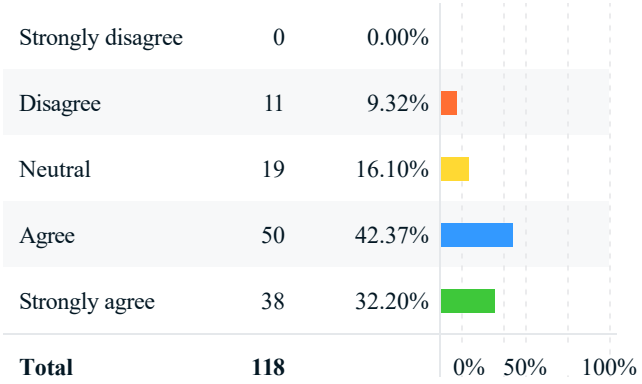
Strongly disagree	1	0.85%
Disagree	7	5.93%
Neutral	24	20.34%
Agree	51	43.22%
Strongly agree	35	29.66%
Total	**118**	

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



Strongly disagree	0	0.00%
Disagree	4	3.39%
Neutral	8	6.78%
Agree	59	50.00%
Strongly agree	47	39.83%
Total	**118**	

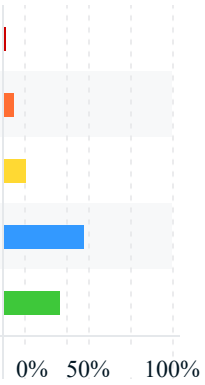
4. The instructor maintained an environment where students felt comfortable participating.



Strongly disagree	0	0.00%
Disagree	11	9.32%
Neutral	19	16.10%
Agree	50	42.37%
Strongly agree	38	32.20%
Total	**118**	

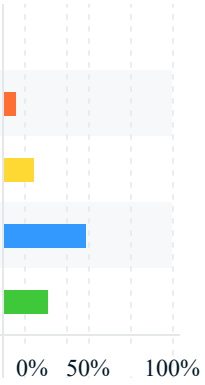
5. The instructor maintained an environment where students felt comfortable seeking assistance.

Strongly disagree	1	0.85%
Disagree	7	5.93%
Neutral	15	12.71%
Agree	56	47.46%
Strongly agree	39	33.05%
Total	**118**	



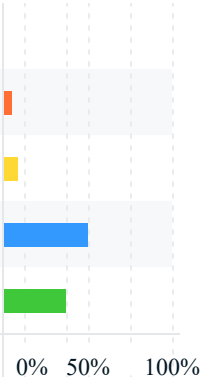
6. The instructor provided helpful feedback.

Strongly disagree	0	0.00%
Disagree	9	7.63%
Neutral	21	17.80%
Agree	57	48.31%
Strongly agree	31	26.27%
Total	**118**	



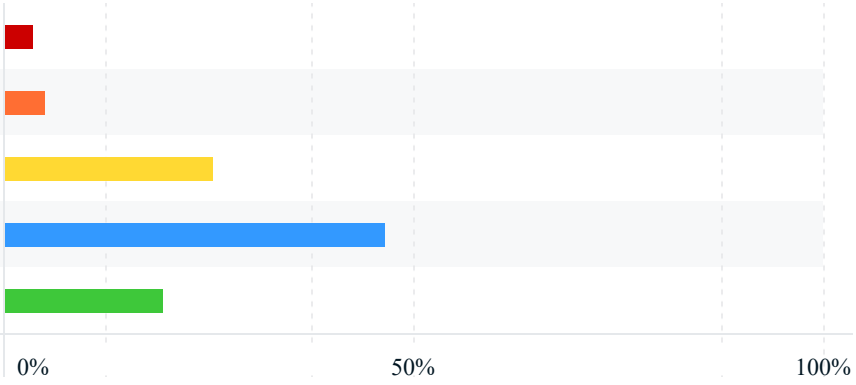
7. Assignments contributed to my understanding of the subject.

Strongly disagree	0	0.00%
Disagree	5	4.24%
Neutral	10	8.47%
Agree	59	50.00%
Strongly agree	44	37.29%
Total	**118**	



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

Ineffective	4	3.39%
Only fair	6	5.08%
Competent	30	25.42%
Very good	55	46.61%
Excellent	23	19.49%
Total	**118**	



Comments

What did the instructor do to help you learn?

Comments
Made us do examples on our own. Not being walked through every problem was really helpful for ensuring that I understood what to do.
Broke down complicated problems into simple steps
Gave many examples in class.
Provided lots of resources for students and office hours.
statics and mechanics of materials
How to navigate through certain statics problems through different methods.
The instructor provided numerous examples through homework problems and reading assignments.
Provided us with lot's of TA's, homework, and self guided text book problems.
Dr. Barry focused more on practicing topics than lecturing, which I enjoyed and allowed me to get ahead in the course when I could, and also plan out better how I could balance work for this class with other classes. I think doing practice problems as the main form of lecture practice and instruction made exams much easier and also helped me retain information, as this is the class where I feel I have retained the most information.
He presented this course in a way that felt applicable to real–world scenarios in the field of engineering.
Example problems and videos
N/A
All of the practice problems and different content that was provided helped me to see the information in different ways.
Provided many individual and group settings to work on material and collaborate. Many TA's meant more people to help students in large learning environment.
The videos were very helpful for me.
He explained topics well in class and answered questions clearly.
The instructor was always present in office hours and in the makerspace during the project and was always willing to answer questions.
He was very helpful during office hours and accessible.
Very helpful in class !
The flipped classroom material was very effective for learning the material. Doing all of the work, I found that I did not need to study much for the exams!
Made it easy to participate and would remember peoples names, which made a big difference in a large class.
Everything

Comments
The instructure helped me learn about types of stress and how forces affect a machine and how it functions.
The lecture examples were by far the most helpful part of the course, I found myself mostly confused during the readings and videos, but the in class examples always cleared up confusion.
understanding moments and forces
Dr. Barry was very passionate about students accurately learning the material. I liked how he had many TAs and office hours throughout the week.
The homework questions were a good way to practice my knowledge
Provided adequate help in class
Gave us plenty of examples and resources to learn everything in the course.
The flipped class helped especially with the worksheets in class because they were challenging and so it helped learn,
Bridge and actual application
The in–class assignments were a good means to check our knowledge and provided us the opportunity to get help if we didn't understand something.
Presented oodles of practice problems through homework/assigned reading
Very approachable and liked to interface with students.
Encouraged Attending Office hours
Reviewing the concepts and example problems in class greatly help.
He has lots of examples with videos, readings, and lecture slides all available to look back at.
He used tophat and had a lot of office hours.
show examples in class
The homework was a lot harder than the exams, and so therefore I felt extremely overprepared for the exams. Which is a great thing because that meant I was learning the material. The video lectures were very helpful for getting a base knowledge of the content before the lectures/readings, because the readings were harder to follow. Finally I think the final bridge project has been a pretty good way to engage with the material, I felt like it helped me learn.
I think the assigned reading and the homework helped my understanding of the content a lot. I also really like the midterm prep questions as they reflected the questions that would be on the exam very well.
Went over some in class examples
Dr. Barry creates a welcoming and fun environment, which helps me to learn.
Posted interactive homework and video lectures
I didn't learn much from my instructor. I really only learned from reading the textbook. The lecture videos that Barry posts are helpful, but he just reads off the slides in them. I wish he would explain more of what's going on in the slides instead of just reading them. He could definitely have been more helpful with that.
The class worksheets were a really good leanring tool

Comments
The lecture videos and textbook examples were helpful in providing assistance for more complex problems.
He answered genuine questions and if a question was asked he already answered he would let you know in his own way where to find the answer
He gave a lot of practice problems.
High quality teaching
Explained complicated problems in a clear and coherent way
I liked how lectures took place. It allowed for greater learning on my end. I liked how we had to read before class, then he taught a little more in depth, and then we tried on our own but had help right in front of us.
posted videos and slides
Most chapters very clearly explained the necessary steps to perform the required operations and judgements.
He helped me to learn the material of Statics of Materials 1
Assigned homework every week which helped me stay on top of the course material.
He gave us lecture videos and slides. He also gave us the oppurtunites to seek help from the TA's and most of the time it was very helpful.He was very approachable and at the same time, he made us feel comfortable even to stop him in lecture and ask a question.
A lot of resources were provided for extra help, should the online learning format not be conducive to growth
I thought the examples he left for students to complete were very helpful in advancing knowledge on the subject.
There were plenty of practice problems in class that we could work through and get help at that time. Also, homeworks could be challenging, but they helped me better learn how to navigate through a problem of similar nature later on. Also, there were plenty of office hours so I knew that if I had a question, someone was sure to have an answer or help me work to an answer.
I felt as though the flipped class helped me better understand the material. Having the opportunity to go over examples both on my own and as a group in lecture helped solidify my understanding of the material.
He provided office hours and had practice problems before midterms. He is also lenient on making up exams, which makes the midterms significantly less stressful.
He went over detailed examples in class which made it easier to understand concepts.
He posted videos and slides
the instructor was effective in teaching me the concepts of the course
Dr. Barry provided us with plenty of office hours to ask any questions that we had. He also organized the topics and information well and gave us a bridge project so we could practice applying the topics we learned.
The instructor helped me understand the concepts of statics and physcis beyond what I had initially thought.
Between the lecture videos, textbook reading, and in class lectures, I appreciated the many different ways that Dr. Barry presented the material. I also appreciate that there were plenty of office hours each week that we could go to for extra help. I found the office hours to be very helpful.
Dr. Barry provided a lot of assignments which was helpful to reinforce learning, and also the textbook was very clear, easy to understand, and free for students, which was super helpful.

Comments
He was there to help with in class assignments
The flipped class was a good setup for me personally, so that made learning easier.
The homework and book were very helpful, with simple explanations and step–by–step instruction on how to perform problems. The bridge project also provided hands–on experience with the concepts being taught and greatly aided in my understanding of the material.
We had a lot of applied learning (building a bridge) that helped increase my understanding of the subject matter.
I liked the videos and notes they were greeat
his flipped format made it easier to learn and revisit content
worksheets
He was enthusiastic when teaching this course. He made the course enjoyable to learn and easy to pay attention to
Went through detailed examples in class, and was always available for questions and gave helpful explanations.
Professor is so passionate in class that everyone is willing to dedicate themselves to the classroom.
He went over examples in class and used Tophat which was very helpful in enhancing the lesson.
All the material was posted online.
Gave a lot of examples in class
Shared his real life engineering experiences
tophat textbook questions, and lecture videos
He presented the class in a very organized way by using tophat and pre–recorded videos and being clear with his expectations.
The course was very organized, and Dr. Barry is very knowledgable, so asking for help was always useful.
Lectures were helpful, and office hours were covered at convenient times of the day
I thought the way the flip lecture was utilize was very effective and the inclass counterpart examples and worksheets helped me learn a lot.
Going over example problems helped me learn.
The use of in class worksheets was very helpful and reflected what we learned as well as prepared us well for our exams.
balance between graded homework and completion based homework – it felt like you got an opportunity to learn/mess up before being graded on knowledge
Dr. Barry's lectures and notes were extremley organized, it made learning the content as well as going back to review old notes far easier. The shear amount of office hours that were offered was by far my favorite part. I completed a majority of the homeworks during office hours with the help of the TA's, and they were very helpful in providing feedback . While he is a tough person, Dr. Barry also takes time in his office hours to help you understand the content and problem, and provides great feedback to make sure you understand. The amount of extra credit he offers as well has been incredibley helpful to boosting my grade, he really does hand them out "like Oprah".
Made the concepts seem super easy and very manageable

Comments
Kept the class organized and reinforced new subjects through in class worksheets and daily readings.
There are very good Canvas videos that help if you are stuck or prefer watching videos to reading a bunch of textbook pages.
Very organized and has contagious enthusiasm.
During class would do questions asked by students about the material we learned before heading into the lecture.
the worked through in class examples were very helpful
I liked how involved everything was and how the him and the TAs felt like a community. It was a fun learning environment.
He gave us lots of practice to do to master each topic through Tophat. Whenever he did the example problem in class each lecture he made it fairly simple rather than complicating it like other teachers simply would.
taught with detail and precision.
He went over lots of complex examples and explained them in full detail.
he helped me understand the basic concepts of statics
For me, the online textbook was very helpful to learn. I found the textbook to be easy to understand, and easy to navigate. Sometimes, when I forgot certain topics (like formulas for different stresses), it was easy to navigate to the formulas and understand the derivation of the formulas. Additionally, the abundance of office hours and review sessions helped me as it allowed me to ask any questions I had about the homework. Also, since the office hours were in an open place, I could sit in and understand the concepts better by listening to the TA's explain other people's questions.
Heavy on the bridges
In class tophat worksheets were helpful to encourage collabaration between classmates, TAs being available were also very helpful
1. He provided extra problems in the homework that weren't for points, and I used these problems to prepare for exams 2. I appreciated the example–based textbook, because it helped me contextualize the content in realistic situations.
Did problems in class to help with grasping the topics
Flipped classroom kept me constantly working on the course material, making it easier to follow along than regular lectures.
Dr. Barry provided a wealth of practice and example material both during lectures and as online material/homework, which I think is more than necessary for an engineering–physics course like this.

What could the instructor do to improve?

Comments
I think that everything was already pretty good.
More problems on midterm practice
Format class different. Not flipped classroom structure.
Make sure TOPHAT is more easily accessible, posting the material sooner.

Comments
nothing
The instructor could explain concepts more thoroughly during lectures.
I personally do not like the flipped classroom format as I learn best when I can ask questions right as the material is being learned. I also struggle to hold my self accountable to learn material and end up falling behind. I also believe giving us partial credit for the multiple choice exams would also be beneficial as even one small mistake can cost a lot of points.
I think during class Dr. Barry could be more perceptive to answering student questions, as sometimes his responses are a little demeaning, and I have heard this sentiment expressed by other students as well, which often causes them not to ask questions or they have to wait until office hours to seek help.
His "bed–side" manner could be a little bit easier–going for some new engineers, but I prefer to have a taste of what bosses and other coworkers may be like in the field.
Nothing
N/A
More time for final project.
Maybe some harder in class problems
The flipped classroom affected my learning and I found that the videos did not help until after topics were explained in class. He could improve by just teaching the material in class with optional extra videos.
Give more time for in class assignments.
Bring the dogs in more often
Be more enthusiastic about the subject, and make less difficult exams.
I would have liked more practice multiple choice questions before exams.
Nothing
The instructor could do more review of the outside of class lectures when in class.
lean more into practice problems and examples, maybe post organized worksheets that may simulate test problems beyond the practice exams and tophat questions
nature of lecture and possibility of a recitation
Although students like a professor that jokes around and has fun in class, Dr. Barry lacks professionalism and emotional intelligence. His frequent outbursts when the internet crashes or when a student asks a "dumb" question makes his class uncomfortable. Dr. Barry has a sense of humor that does not resonate with everyone, which is ok, but he needs to create a more comfortable place for his students.
The exams were all multiple choice, so correct answers were valued more than proving your knowledge.
It was good
Lecture more. Its hard to watch videos before class.
I feel like in office hours I would ask a question and he would shoot me like the dirtiest look ever for not understanding and then is very helpful and nice about it. Also like he tries to hard to not answer obviously its better to guide then to give the answer but like I feel like there gets to a point where it helps to give the answer,

Comments
have more actual application
Don't do collective punishment for the actions of a few students.
Maybe more welcoming with students
Some of the canvas content could have been more streamlined.
With so many TAs, the tests should be in a more reasonable format than an odd amount of multiple choice questions.
While I understand the point of a flipped classroom, sometimes I feel it wasn't the most effective way to learn the material. I would suggest less emphasis on the readings and videos, and instead focus on teaching the material more in class. Reducing the size of the in–class worksheets, and using more of that time to review the material would be great!
Some of the in class assignments seemed a little much to be done with in class.
Take a vacation or just to rest. He needs to take care of his health.
He doesn't have to be rude, and thinks he is smarter than everyone.
I think that the flipped classroom works, however I think more of the class should be dedicated to professor run examples, instead of the 15–20 minutes of time dedicated to in class worksheets. I feel as if I wouldve benefitted more from seeing more in person step by step examples.
I think something that could be done is the take out multiple choice problems on the assigned reading and the homework. I feel like it made it easy for me to guess rather than take the time to actually learn what was going on.
Teach more on understanding the problems and topics rather than just going over one example per topic in class.
Provide more detailed information on the bridge project.
Make more use of the class time to cover information. Most lectures ended halfway through the designated timeslot.
From a students perspective, he needs to change his exam format. It is horrible. The idea of multiple choice is fine, but we should be given partial credit for our efforts in solving the problem through our work shown. The fact that there is no partial credit given for an exam with only 17 questions in absurd and makes it extremely frustrating to get an overall good grade in the class. I have to put in 150% of effort studying every detail in hopes to get at least a 75% on the exam because my work may be entirely correct but one missing negative sign will deduct me 6% of my overall exam score. It's exhausting and a poor grading system that doesn't give us the credit we deserve.
Have a better mindset about teaching
Spend more time doing applicabe examples during class in order to better prepare students for exam problems and homework questions.
Have bridge project start earlier
The workload would be incredibly overwhelming, sometimes to the point that I felt that it wasn't helpful. I think that giving the same work, but just less of it would help so that students have the ability to take the time to understand it.
More organization for the end of semester bridge project. Its a mess
n/a
Nothing that I know of.
assign less homework

Comments
Certain chapters were incredibly Matlab heavy and didn't contain a clear explanation of how to proceed by hand.
I cannot think of anything at the moment, he taught the course very well.
Have the homework questions be more like the ones that are on the practice exam/midterm review.
I think that there is so much material in the first midterm but so little in the second one.Which makes me think that he should split the material in a better way.
make the textbook teachings work, and/or make them explain better when some questions are wrong.
N/A
I feel as though when questions would be asked, they weren't always given too clear of an answer. I really like the bridge project and do not think it should be thrown out in anyway. However, it has been a lot of work crammed into the time in the semester were we already don't have too much time. If there is anyway that it could be started earlier to give more time that would be nice. Also, I know the survey was meant to help split people up into groups that had varying skills, but it seems as though in my group, I am the only one confident enough or know enough to use Solidworks and LaTeX. The problem is that I could throw this off to someone else, but if they don't know how to use it, then forcing them to learn could result in work that is not up to my standards given my skills. If it already isn't made clear that the report must be done in LaTeX, that would be a nice thing to make known earlier on.
The only thing I see to improve on is making sure parts of the online book are posted on time.
I felt the format of the class made it like a cyber class, where students learn initially by reading the textbook and the lecture functions as a review session. I personally feel this should be reversed, where concepts are introduced in lecture and explained, and can be reinforced by the textbook readings.
He could space the timing between the second midterm and bridge project a bit more efficiently. He could also add an open ended aspect to the midterms.
Teach more so in person and assign less homework so that I don't just rush to the answer to get it done.
Be more professional during class and in his announcements on canvas
I thought the course was structured great, and the only minor issue I could think of is the homework's occasionally having wrong answers.
The instructor could improve on being available during exam to answer any general questions a student might have.
I did not appreciate the timeline of the bridge project. Most of the bridge deadlines coincided with statics midterms and the final, along with the four other finals that I have for other classes. While I appreciate that the bridge project is meant to be a fun interactive thing, it was a huge added stress during finals week that took away time towards studying for the exams.
Dr. Barry is doing pretty good, but there were a considerable amount of errors in the homework which was sometimes frustrating.
Provide more information in lectures
I am not a fan of multiple choice exams in classes that are physics and math related, where one slip up can throw off the entire problem, even if all of your methods are correct. I think partial credit is important to these sorts of classes, and should be considered on exams.
The organization of the class was a little lackluster towards the end of the semester, with the concept of torsion being abruptly postponed for teaching until the very end of the course.

Comments
Be slightly more organized, and present the bridge project information in an easier to understand way (more details on what is expected of us, especially for the report).
Sometimes the HW felt very unmanageable and even with the use of all of the resources I will still not able to complete them
i think he should post more content for midterm review because i felt like the hw and practice midterm were not enough content
make the reading not as long
N/A
Nothing I can think of right now.
I liked the flipped class schedule and the many examples provided.
I think that's enough for me
Nothing.
Post more of previous year’s exams because they are very helpful for practice.
Could explain the concepts a little better
The wording of the exams makes it very difficult to arrive at the expected answer. "Which is most closest to" means that none of the above should never be an answer choice without a specified error allowance.
Not a flipped lecture
give harder homeworks, i felt like the homeworks didnt prepare me for the exams.
Not really sure.
Walking through the in class problems might be helpful so that everyone knows how to do them. They serve essentially as a participation grade, so it would be nice to have everyone be on the same page, especially if it is a topic students are struggling with.
The amount of work for this course is quite high. Consider making the reading or the videos optional, both is a lot.
I thought sometimes doing harder problems inclass that are equivalent to the hard homeworks.
He could at least give some sort of overview in class before he starts the example problem.
At first the structure of the class was a little confusing with all the different top hat modules, but I slowly got accustomed to it. It would have been nice to better understand the different due dates with a clear explanation on how the course is structured at the beginning of the semester.
post the homework sooner, it got harder to learn the material if only a couple of days were given
The multiple choice exams are very tough, with only 17 questions even only a few wrong and my grade can drop significantly. The bridge project is also extremley time consuming, it takes up so much effort during one of the most stressful portions of the semester. The amount of energy is requires feels exhausting at times, at least compared to the projects in other class. He can also be sarcastic and harsh at times.
More top hat review

Comments
I don't think there is much to improve on, the class is well structured and he provides a lot of opportunities for bonuses and incentives, the one thing is maybe spend a little more time for explanation/clarification in class, but that's nitpicky considering there are a multitude of videos and textbook chapters.
Not sure if this is something that can change but I really don't learn well from flipped classroom style classes.
To not use top hat.
I think the lecture videos leave a lot to be desired. It is usually reading slides verbatim,and often the slides are working through an example so half the lecture video audio is just purely reading through plug and chug. I would love if things were explained in a more intuitive– whats actually going on here– way,and not a rigid textbook wall of equation symbols way. Like for method of joints it would be more useful to me (and fast) to say "add up all the x compenents and y components of the forces and set equal to 0 (and maybe call out a common mistake or something) than to spend 30 seconds reading through each force's angle and magnitude. It just felt like concepts weren't explained in intuitive ways that would help me to gain an understanding,they were explained with equations.
Not do flipped lectures. This is only my personal opinion but I believe flipped lectures to hurt my chances of learning, rather than help. I like to get the information in during lectures and then practice outside, as opposed to the opposite.
The instructor’s exams could be improved. The exam format is perfect however partial credit to the exams I believe are necessary because the course is called Statics. The point is to learn statics not to be punished by mathematical mistakes no the exam. If a student clearly understands the material on one of the exam questions but clearly just calculated the answer wrong I believe partial credit is necessary.
n/a
Instead of doing lectures online he should try to do them in person to give students more incentive to go to class. Also, I prefer learning in person instead of watching a short five–minute video on the material.
maybe editing the exam type, there is no way for partial credit
Not have a flipped classroom
N/A
At times he would imply that a question was stupid or that the problem for which a student had a question was an easy problem, which sounds to the student like he's belittling them, which doesn't foster an environment where students feel comfortable asking questions.
The problem we walked through at the beginning of class was done super fast which made it hard for me to fully grasp what I was doing as while trying to make sure I didn’t miss anything
Improve technical glitches in the TopHat software
Dr. Barry did not keep students very engaged during class time.

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

Comments
No.
none

Comments
N/A.
no
not really
I also believe that we should have the option to choose our teammates for the bridge project simply because of the chance to be partnered with someone who does not care about the project at all.
None.
None
N/A
None
no
We get it. You don't like Penn State.
No
No
Please investigate a way to add more information to the top hat videos ; sometimes I need more information that just what is on the slides !
I feel that often, students were scared to ask questions during class because the response back from Dr. Barry seemed slightly condescending; however, on the other hand, I appreciated how hard Dr. Barry is on us since he is preparing us for the real world of engineering industry by providing students a realistic perspective of engineering overall!
More anecdotal examples.
No
No.
no
It’s unitless.
no
very funny guy he is.
very enthusiastic
I have immense respect for how much of a hater you are.
N/A
No.
no

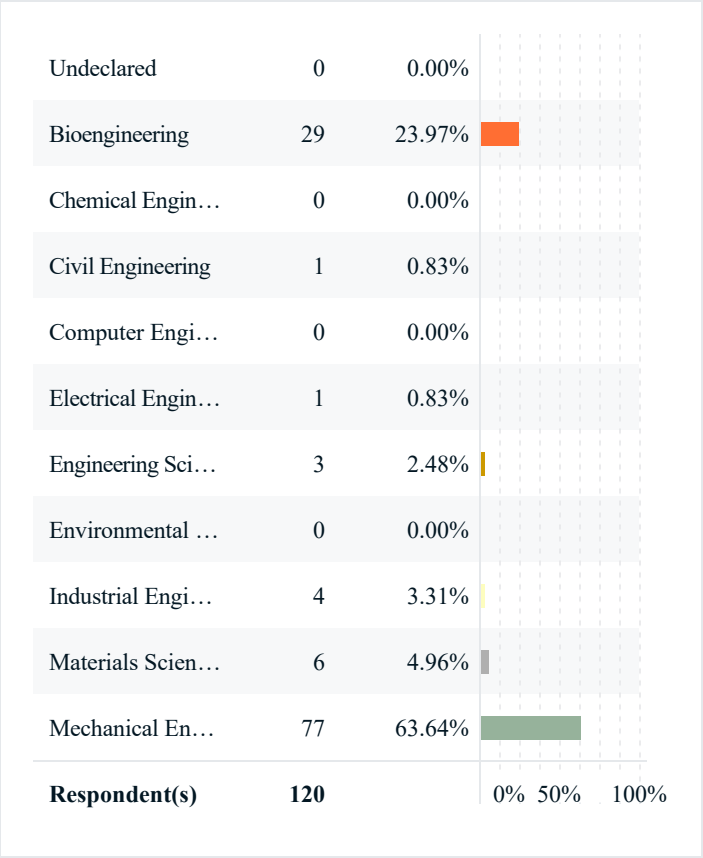
Comments
No
I do not.
No.
the things he says and comments he says don't make him look good.
I think a lot of people consider prof Barry to be a hard teacher. I dont think this is true at all. Your exams were extremely fair in both content and quantity of questions. Your homework and reading, while a bit much, were not too difficult either. And you employ a team of pretty great TAs to help us on literally everything. You teach the class with high expectations and thats how it should be, we are engineering students.
There should be more examples in the textbook because it is pretty lackluster. Most textbooks for other classes have so many example problems that help your understanding while the textbook for this class has one general example and that's its. The textbook is really bad to navigate as you have to click on each lecture folder to go to a different part of the textbook instead of having a dedicated place to scroll through the whole textbook. The table of contents is pointless because you have to try to find which day the topic was gone over which makes the textbook hard to use and pretty pointless, since there aren't many examples in it. The homework questions are better for understanding.
I feel as if assigning a little less on Top Hat could be beneficial to comprehension. I was overwhelmed with the amount of assignments and was just doing them to get them done at first.
No
You should work on making less unnecessary comments. Throughout the corse, you made lots of small, rude jabs at your TA's and other people you've met in your career. These are just little comments insinuating that whoever you're talking about is stupid. I understand that they could be jokes, but they are rude. Little things like that make you seem less approachable. I feel like if I were to come to you for help, you would just be judgmental. That is my perception of you based on comments you've made towards others. This makes me less encouraged, and rather fearful, to go to your office hours. Please work on that so future students feel like they are in a more accepting environment when coming to class.
N/a
He was an interesting person
Great teaching
n/a
I like that the bridge project allows us to use our knowledge and is given almost similar to an exam. I think it teaches us what it's like to see our work become real life.
no
Thanks for helping me learn!
no
No.
no
N/A
N/A

Comments
N/A
n/a
The amount of homework mixed with the switched lecture schedule was overwhelming. Teaching some of the lecture with the additional time of class that we don't do anything would be useful. I'm unsure how effective a flipped lecture is because I did every assignment and watched every video and got a C on both exams. On the other hand, my friend didn't watch any video or go to any review session, but he got 100 on both exams.
no
N/A
NO.
Thank you for teaching this class, Dr. Barry.
n/a
The bridge project is interesting and fun, but the timeline being so close to finals is a bit too stressful.
The TopHat site had some issues in which it would occasionally fail to load, and the search function specifically had a strange bug in which clicking on a searched term would kick the user back to the first page of the book after a minute of showing the correct page. This problem frequently made the search function cumbersome and meant the alternative was paging through content manually, which was exacerbated by TopHat's slow loading times.
N/A
Nah
N/A
no
N/A
Not that I can think of right now.
N/A.
No
No.
N/A
I liked the fact that he wanted to learn all of the names of all the students in the class
N/A
No
no
Please add scheduling information to the CATME survey so scheduling meeting is easier for groups.

Comments
No
no.
N/A
no
I feel like there could be some greater clarification on how each homework question is weighed. I didn't realize the harder questions were worth more of the overall grade until I was informed by the TA.
Nope
N/A
Top hat is terrible.
nope
The statics bridge project is the most fun I've had in school in a long time, and I think you should keep it exactly that.
Although your exams were harsh, keep being you and keep making fun of Penn State!
n/a
No
he was very reachable which was very helpful
N/A
No
Although this course has had a steep learning curve, I have enjoyed it extensively, especially the bridge project.
N/A

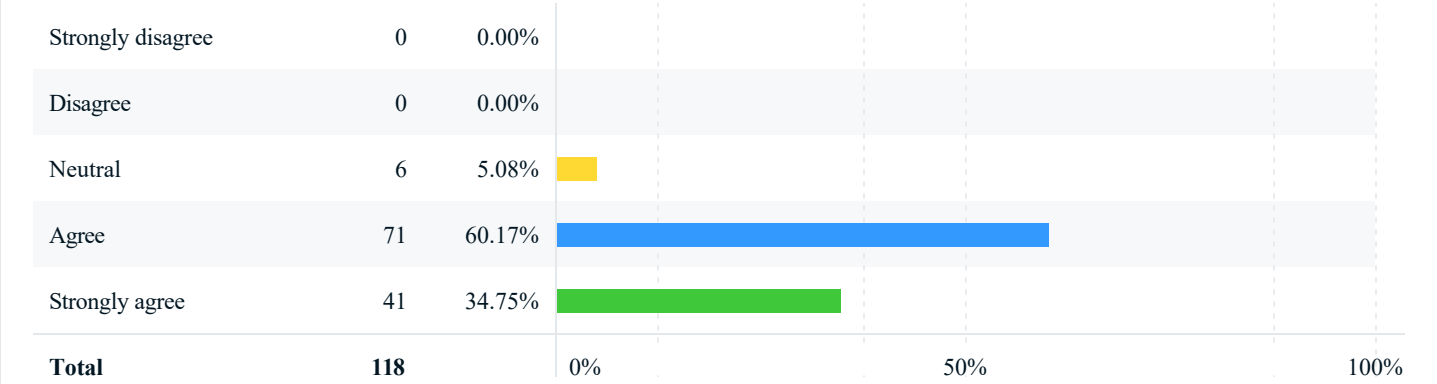
Swanson School of Engineering Questions

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.

The instructor was accessible.



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

Comments
Actually read the textbook. I watched the videos and did all the reading questions, but I did not actually read it. It's definitely helpful and would suggest reading it if you are struggling.
ask questions early
Complete all TopHat questions. Watch the videos provided as instructed(don’t push them off).
Make sure you actually do and understand the homework, textbook problems and especially the in class worksheets, they really set you up well for the exam.
study and go to class
I could have spent more time before lectures to understand the topics we would be learning.
Do the work he gives you and when you don't understand something go to office hours.
Make sure to go to TA office hours as soon as you have questions and make sure to hold yourself accountable to the information you have to learn outside of class.
I think going to office hours and working with other students can be helpful, but a lot of this course is just dedicating time to do the work. The material is not complicated, and you have done it all before if you've taken Physics 1, so if you are just dedicated to maintaining a good schedule and getting your work done in a timely manner, the course is not very difficult and is actually enjoyable in some instances.
Do not let the harsh exterior full you. I was definitely scared to go to him for help on homework or advice with class because I didn't want to "feel stupid", but once I realized he genuinely wants to see us all become future engineers, I felt more comfortable asking for help.
Watch all the videos
N/A
It's very important to stay on top of the content and go to office hours if there's any confusion.
Utilize the dozens of office hour opportunities given to you and go to exam review sessions.
Actually read the book. It sounds easy in the beginning but when you get work for other classes you start to just put in random numbers for the participation.
Don't watch the videos. He explains it in class and if you have questions you can go to office hours.
Make sure you really pay attention to the readings and videos, it will make the in class assignments, worksheets, and tests easier.
Go to office hours!!
Please find an outside resource and make friends with the TAs. They will be your best guide !
Watch all of the videos and take notes (or read the textbook and take notes), do all of the problems assigned. Doing all of this work intentionally minimized studying for this class! Also, there are plenty of TA's to ask questions! All of the TAs were super helpful overall especially when clarifying aspects of the bridge project!

Comments
Start the homework early so you can ask questions about the problems and not the answers because it’s due and go to office hours.
Study ig
Understand how best you understand new material, whether that be watching and video or reading the textbook in order to understand which mode of learning is more effective for you.
Practice practice practice, practicing is the only way to get better. Pay attention to the in class examples and start with your bridge group early, they can be a wonderful source when your stuck and help you get more practice in for the later material
Make sure you watch all the videos atleast before going to class and while in class make sure to follow the instructors method of solving problems very detailly
I would actively participate in the lectures! You will mainly learn through the textbook and lecture videos. Do not slack on these videos; you will fail.
Actually read the textbook, there are so many things in there that will be on the exams that you wouldn't expect.
Pay attention, ask for help. Do well on the bridge!
Watch more of the online videos.
dont second guess on the exams, ask questions, reqatch lecture vids because they go over less complex examples that are more specific which is similar to exams. Go to office hours with questions its actually a psychotic amount available.
practice more
Don't be intimidated by Dr. Barry, he's actually quite approachable.
Actually read the book earlier on
Pay attention in lecture and ask questions.
Attend lots of offic hours, and pay attention to announcements on Bonus.
My best advice would be attend office hours when you're unsure. Dr. Barry/ the TA's hold a lot of office hours, so ask for help when you need it.
Definitely would have gone to the extra credit opportunities. I kept forgetting we had them as options.
Provide more practice exams.
have a set schedule for the modules, shouldn't have to be wondering when my hw will be posted.
Go to office hours. They are more than willing to help even the most lost of students. Never feel embarrassed with them.
I would take the time to read and learn the content rather than do guesses on the multiple choice.
Spend more time in office hours and going over homework and worksheet problems.
Provide more details on the project.
Go to review sessions, review the course homework thoroughly.

Comments
Read every detail of the textbook if you want to get good exam grades. You need to understand everything as much as possible because no partial credit is given on exams. Watching the lecture videos is very helpful for understanding the overall course material, but reading the textbook is crucial for understanding the exam material. The exam material is much more in–depth than what is taught in the lecture videos.
Spend as much time as possible engaging with the material outside of class as there are not many opporutnities to look deeply into the course content during lecture.
Don’t be scared of him he is always willing to help, i should’ve went to him more
Keep up with the readings and videos. Also, going to office hours more frequently and more regularly.
do all pre work on tophat
Do all of the reading and watch the videos
Truly understand the material and take time on the homework and do practice problems.
do homework
Attend office hours
N/A
Make sure to actually read the textbook when doing the reading questions.
I think watching the videos and taking notes on them is very important.I think also trying to breakdown each equation that is being thrown at you and understanding it thoroughly is very significant as well.
Office hours are a life saver!
Go to more help sessions and office hours since there are plenty of timeslots.
I could have paid more attention to the videos that were provided. Just like everyone says, start early on hw, studying, etc.
Make sure to read the textbook and take the practice problems seriously.
Attending office hours in the beginning rather than waiting for the midterms would reduce the stress levels of the class. Also, I would recommend students meet their groups for the bridge project as early as possible, and volunteer to do work rather than wait for others to complete it.
I would read the text book carefully and attend the ta's office hours more frequently
I don't know
Do all the assignments because it will help you learn the material
I would tell future students to make sure they learn the concepts well instead of just learning the math. It's very easy to get through the first year without understanding the concepts in each class, but understanding the concepts in this class is extremely important.
I could have managed my time better by watching the videos before classes to have a grasp of what is going on during class.
Actively take notes on the textbook reading and lecture videos! Those notes will be a helpful reference later!
If you are struggling, go to office hours as soon as possible.

Comments
Watch all the videos
Make sure to read the textbook and watch the videos prior to class if you want to get any value out of them.
The homework allows for multiple attempts to get the correct answer, but it is a good idea to redo all homework problems until you can get the correct answer without relying on multiple attempts to get it correct.
Do all of the material provided, and do it on time for lecture so you have at least a slight understanding of what's going on.
Have fun
asking question is always very helpful and i dont think i utilzed my resources well enough
Finish assignments around the time you learn the material so you don't have to go back and relearn when you try and complete an assignment the week later
Make sure you really understand every problem and practice problem, it will come up again.
I could have possibly asked more questions.
Learn the concept before class
Review the material after each class and ensure the homework makes sense for exams.
Review the textbook more often.
Explain the concepts better
Lecture during lecture time and calculations towards the end
Go to office hours with the TA
Stay on top of the pre–recorded videos and make sure you understand the videos and the tophat reading the best you can.
If I were to take this course again, I would make sure I can explain why I'm doing what math before exams instead of just knowing how to do the math because a sizable percentage of the exam questions are conceptual and not all calculation.
Go to office hours. Everything looks more complicated than it is.
Always make sure to do the videos and readings, don't just guess on the problems but actually do them.
Do the hoemwork and reading assignments and, make sure you fully understand them as you go thorugh the class.
Instead of just doing the homework just to complete it, try to actually understand it because a lot of the homework questions are similar to the exam questions.
take the reading seriously, taking notes along with reading the textbook kept me engaged and made sure i was actually absorbing the information. go to office hours, it is so helpful.
Ask the TA's as many questions as possible to ensure you understand everything. They went through this class too.
Go to office hours
Watched the lecture videos when I had questions.

Comments
Spent more time rewatching videos and reading over textbook pages, although it is time–consuming I'm sure it will greatly help you in the long run.
Spend a lot of time on it outside class.
Make an effort to learn. Stay on top of material.
the best learning in this class was from in class examples and asking questions of prof/TAs in the worksheets
I think I did everything I could’ve, which was go to all of the office hours I had time for, even if it was just a small question. That small question sometimes turned into a bigger question that led to more answers. Another thing is stay on top of the flipped lectures, and participate in the class worksheets, asking questions where needed.
I could have studied much more for the first exam and seek help although I felt confident with the material.
please try to get ahead and do plenty of practice problems
I could have gone to a few more classes because even though it is not a lecture it still helps your understanding when you go over complex examples.
dont get behind on lectures, it isn't too hard to keep up
Ask questions whenever you have them – don't wait until exams. If you have any questions, don't hesitate to ask the TA's/Dr. Barry and ask them as soon as you can.
Really spend time outside of class to learn the material before the class so that in class you are able to ask questions and understand the problems.
Pay attention while doing the homework and be intentional about learning from the homework to make exam studying easier.
Spend your time on the example problems in the textbook, rather than just skipping through and answering the questions because the reading questions are only graded on participation. Skipping through may save you time but your test score will suffer.
Take notes while doing the pre–lecture content and go to office hours
If you have a question about subject matter, go to office hours. I know this is like the general college advice, but for this course it truly does help. You can ask very targeted questions, and Barry will be able to speak to whatever you don't understand.
Watch the pre–lecture videos and practice FE stlye exams.
Just practice. Actually try to get correct answers for video/lecture questions. Just going for participation will hurt you, even if it is convenient.

Engineering Undergrad Courses

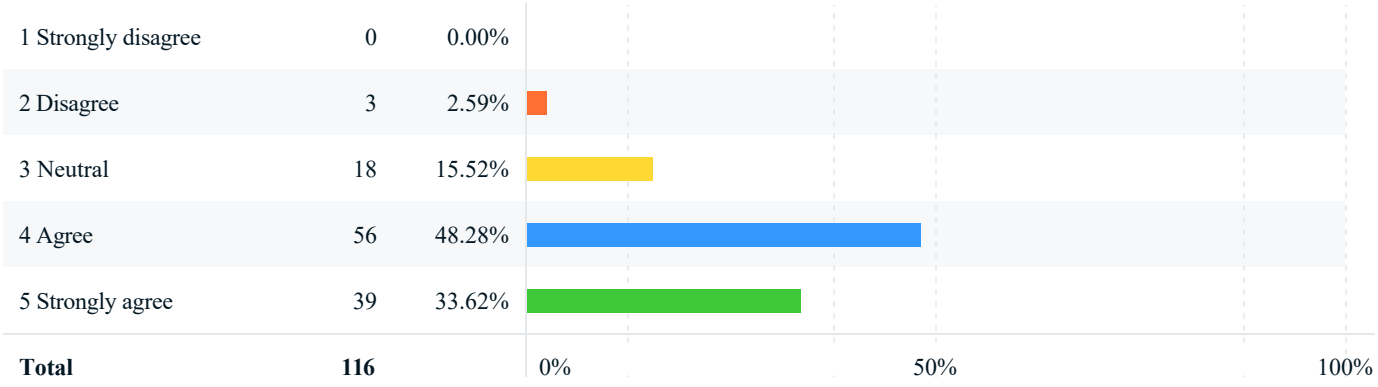
Please rate the degree to which this course has improved...

Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	114	4.07	0.75
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	115	3.83	0.80
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	115	3.94	0.86
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	114	3.51	1.11
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).	115	3.18	1.20
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	115	3.28	1.19
Your ability to effectively communicate verbally with a wide range of audiences.	115	3.23	1.23
Your ability to effectively communicate in writing to a wide range of audiences.	114	3.09	1.22
Your ability to recognize ethical and professional responsibilities in engineering situations.	115	3.36	1.20
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	115	3.17	1.24
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	115	3.23	1.24
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	115	4.02	0.84

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.	115	4.08	0.83
Your ability to develop appropriate experiments.	114	3.58	1.10
Your ability to conduct appropriate experiments.	113	3.73	1.05
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	114	3.93	0.92
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	115	4.02	0.83

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	131
Response Count	116
Response Ratio	88.55%
Mean	4.13
Median	4.00
Mode	4
Standard Deviation	0.76