Fall 2020 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture

University of PITTSBURGH

Project Title: **2211 - Teaching Survey Fall 2020**

Courses Audience: **60**
Responses Received: **53**
Response Rate: **88.33%**

Subject Details	
Name	ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1040 - Lecture
DEPARTMENT_CD	ENGR
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13013
SECTION_NUMBER	1040
TERM_NUMBER	2211
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	CHRT
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments
- Questions about remote teaching and learning

Interpreting OMET Teaching Survey Reports

A guide to interpreting OMET teaching survey results can be found here - https://teaching.pitt.edu/omet/survey-results/.
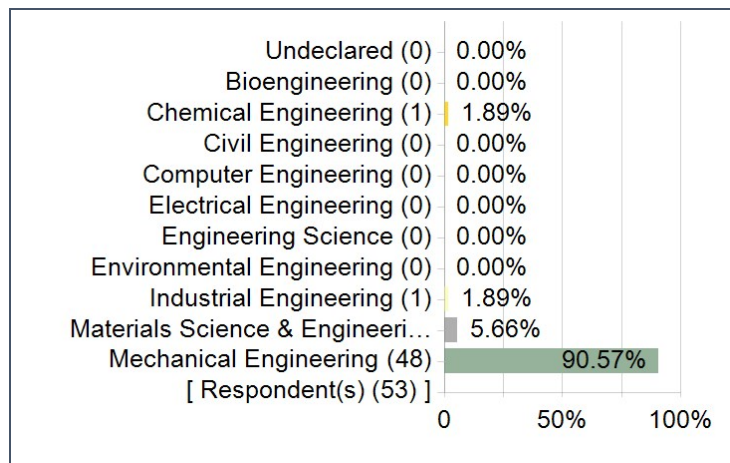
Develop a plan using your student opinion of teaching results.

- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email teaching@pitt.edu to set up a consultation.
- Plan on collecting student feedback during the semester the next time you teach. OMET offers a midterm course survey option and there are additional ways to collect student feedback throughout the term. For more information, go to https://teaching.pitt.edu/omet/midterm/
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

Go to: https://teaching.pitt.edu/omet/ for more details, references, and resources.

Creation Date: **Friday, December 25, 2020**

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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).

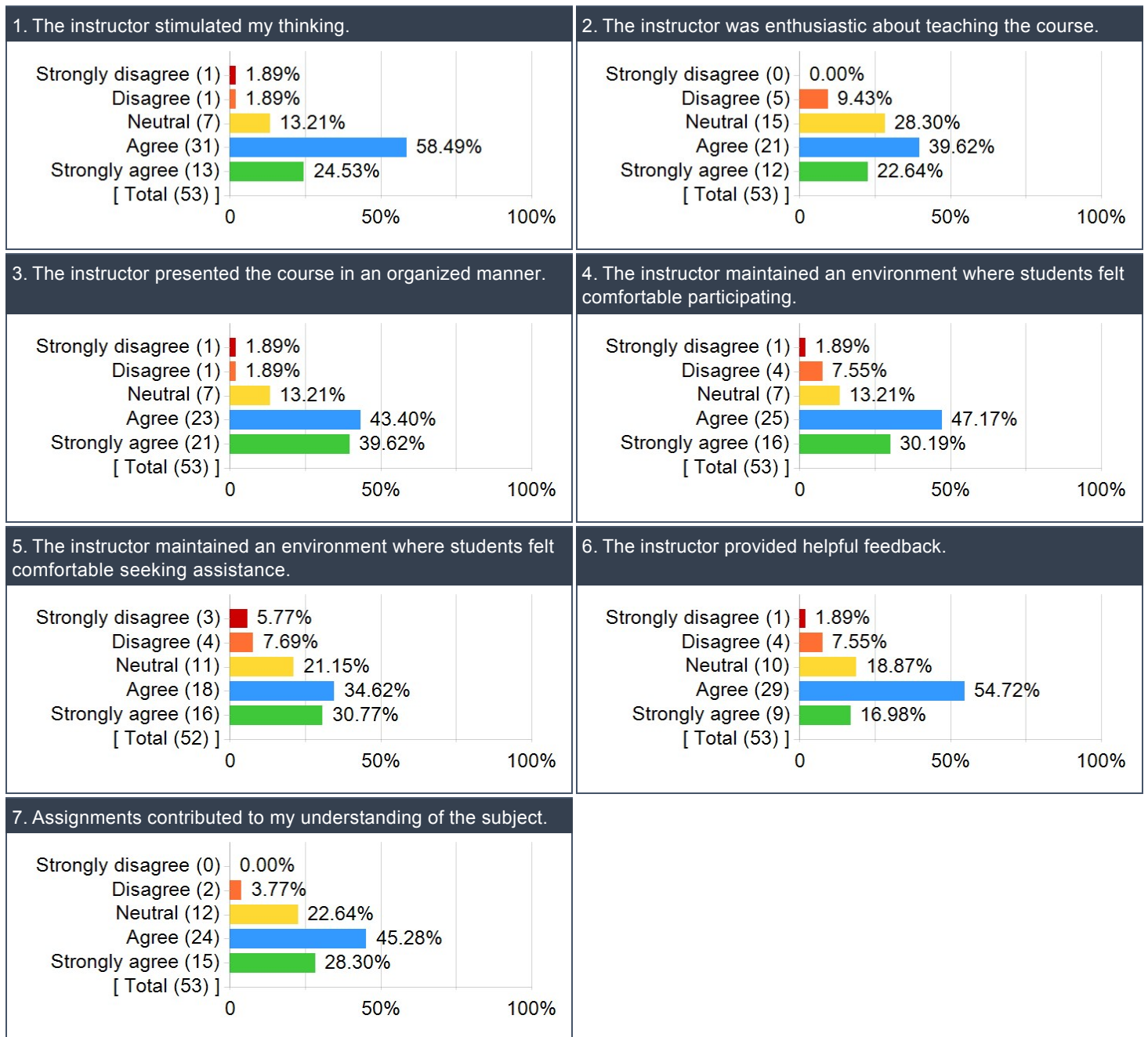| Major	Percentage
Undeclared (0)	0.00%
Bioengineering (0)	0.00%
Chemical Engineering (1)	1.89%
Civil Engineering (0)	0.00%
Computer Engineering (0)	0.00%
Electrical Engineering (0)	0.00%
Engineering Science (0)	0.00%
Environmental Engineering (0)	0.00%
Industrial Engineering (1)	1.89%
Materials Science & Engineeri...	5.66%
Mechanical Engineering (48)	90.57%
[Respondent(s) (53)]	

University Questions

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

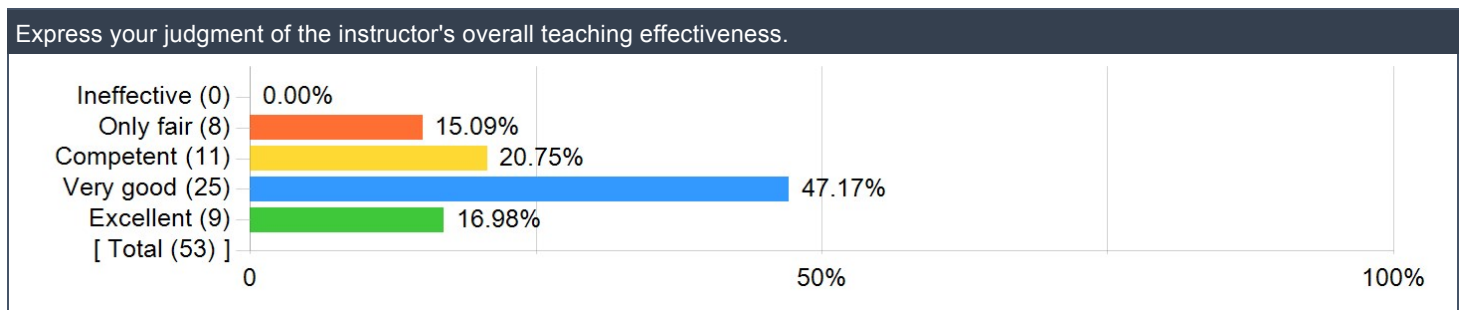| Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	53	4.02	0.80
The instructor was enthusiastic about teaching the course.	53	3.75	0.92
The instructor presented the course in an organized manner.	53	4.17	0.87
The instructor maintained an environment where students felt comfortable participating.	53	3.96	0.96
The instructor maintained an environment where students felt comfortable seeking assistance.	52	3.77	1.15
The instructor provided helpful feedback.	53	3.77	0.89
Assignments contributed to my understanding of the subject.	53	3.98	0.82

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	53	3.66	0.94

Instructor Items: Detailed Results

1. The instructor stimulated my thinking.

Strongly disagree (1) 1.89%
Disagree (1) 1.89%
Neutral (7) 13.21%
Agree (31) 58.49%
Strongly agree (13) 24.53%
[Total (53)]

2. The instructor was enthusiastic about teaching the course.

Strongly disagree (0) 0.00%
Disagree (5) 9.43%
Neutral (15) 28.30%
Agree (21) 39.62%
Strongly agree (12) 22.64%
[Total (53)]

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

Strongly disagree (1) 1.89%
Disagree (1) 1.89%
Neutral (7) 13.21%
Agree (23) 43.40%
Strongly agree (21) 39.62%
[Total (53)]

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

Strongly disagree (1) 1.89%
Disagree (4) 7.55%
Neutral (7) 13.21%
Agree (25) 47.17%
Strongly agree (16) 30.19%
[Total (53)]

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

Strongly disagree (3) 5.77%
Disagree (4) 7.69%
Neutral (11) 21.15%
Agree (18) 34.62%
Strongly agree (16) 30.77%
[Total (52)]

6. The instructor provided helpful feedback.

Strongly disagree (1) 1.89%
Disagree (4) 7.55%
Neutral (10) 18.87%
Agree (29) 54.72%
Strongly agree (9) 16.98%
[Total (53)]

7. Assignments contributed to my understanding of the subject.

Strongly disagree (0) 0.00%
Disagree (2) 3.77%
Neutral (12) 22.64%
Agree (24) 45.28%
Strongly agree (15) 28.30%
[Total (53)]

Instructor's overall teaching effectiveness:

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

Ineffective (0) 0.00%
Only fair (8) 15.09%
Competent (11) 20.75%
Very good (25) 47.17%
Excellent (9) 16.98%
[Total (53)]

Comments

What did the instructor do to help you learn?

Comments
in Class examples
He taught
His office hours were really good as a resource. Due to my schedule, I couldn't attend any of the TA's office hours and whenever I had a question or wanted help on a concept, he would schedule a time with me to work one–on–one.
He provided many examples in class and in lecture videos that were not just the basics which allowed students to understand the processes that should be taken on more complex problems. Also, there were very in–depth worked out solutions for every homework and quiz that allowed us to see exactly where mistakes were made.
He and a TA wrote the whole book! Top hat, while sometimes questionable in it's reliability, was a very useful and interactive tool to learn. The in class worksheets were very helpful, but I had a good group. I could imagine students with a less interactive group could have a worse time. This class also helped me get used to scientific notation.
The pre–lecture meetings helped me expect what we would be learning in class and helped as guides for how to solve statics problems.
Set up the course in a step–wise manner so that you could progress through concepts to better understand the material.
He broke down some of the concepts in an easier to understand way. Providing worked out examples in the textbook also contributed quite a lot to my understanding. In class lectures were also helpful as well.
He did many examples, and gave us lots of MATLAB codes to check our work and make things easier. A week to complete the exam allowed me to have no stress when I set aside time to take the exam, and I performed much better than I have on 50 minute exams. Those low time exams give me a lot of stress and slow me down, and I'm very glad to see a grade that truly shows how well I did without any addition of stress. Also, the worksheet and homework solutions were extremely helpful, and I am very thankful for them.
the instructor helped the students comprehend statics in a comprehensive manner
I really liked the format of the online textbook and the embedded questions because they actually made me read the book and retain the information.
Dr. Barry was always very helpful in his office hours and always explained each problem in depth so that you understood everything
The readings were helpful to give context to lectures before we had lectures. I also think the lectures were very easy to understand in general.
The instructor had us do assigned readings before class, and then show examples in class
He explained problems very well in class.
I got more comfortable using MATLAB to solve complex problems.
Answered any questions I had in class or office hours, and explained each example in depth.
The videos that went over example problems were helpful
Gives good feedback and puts plenty of resources out for students to read and use to better comprehend the material.
In any settings that were one to one he made it very personable and invoked the desire to think through more than just a task.
The instructor created a very clear, concise, and organized course which is much appreciated! I especially liked that the professor took the initiative on the final to give his students a time and date only two weeks from the end of the semester.
Dr. Barry was patient in teaching material and would give thorough explanations when I was confused. He also communicated with the TAs for the class and was understanding about the conditions that this year has left us in.
Cleared confusion in breakout rooms
In class examples definitely helped, as well ass office hours.
Mathew Barry did a fair job teaching the material. I liked the format of going through problems as a class step by step.
Frequently used examples to demonstrate theory/etc..
I am happy with the use of TopHat as the primary teaching tool, as it helped with engagement during the semester. I also like the structure of the class periods, heavy focus on practice problems.
The way that the Dr. Barry interacted with us in a way that made him feel very much like a recent student that understood what we were going through was comforting during a strange semester.
The instructor emphasized participation in class even online which helped me engage more with the topics.
weekly assignments to make sure relevant work is being done
He would go through an example in class.

Comments
He provided a plethora of resources for us to utilize.
The instructor wrote a textbook to try and make it interactive but I felt like the actual lectures were lacking.
Made videos explaining concepts and had worksheets to practice problems.
Helped me to learn how to work in situations that are stressful, and nerve racking.
Provided all materials necessary to me to learn as much as I can.
Dr. Barry taught the class well with a very positive and upbeat attitude. The textbook and reading was helpful compared a normal textbook i would say
He was always very able and willing to clarify any questions I had in or out of class.
The lessons were very clear and the practice problems that he provided solutions to helped me learn how to solve problems.
Dr. Barry really did try to give us as much material as he could to make sure that we knew the material really well. He helped me learn by having so many office hours to go to. Also, Sami was the most helpful TA by far that I went to and was so cool about everything. She was always willing to help and it was nice to talk to an upperclassman who went through the same statics struggles that we went through. She actually knew what she was talking about as well.
Statics
Helped me learn a lot about the wonders of MatLab
Professor Barry created an organized structure of the course through TopHat and pre–lecture videos that explained the concepts well.
The homework pretty much forced me to learn the material, and the tophat assignments forced me to at least skim the textbook. It definitely contributed to motivation.
Assigned hw
Offered office hours everyday and have quizzes reflect homework.
He taught me a better way to approach most of the problems encountered. He simulated a life–like experience between an engineer and an instructor.
Provided in–class examples that represented the course material.
His in–class examples were very helpful.
Created the entire book and lecture videos while having lecture as well.
did step by step examples in class
he created a textbook which was interactive and effective in teaching me the concepts.

What could the instructor do to improve?

Comments
Top Hat sig fig issues, would rather a separate homework where sig figs are required and not have sig figs on top hat
Be less of a downer. High energy is the key to success.
I wish he didn't talk down on our school so much. I get that all this (COVID nonsense) isn't ideal but I know we still take our education really seriously and we're just trying to make the best of this.
My biggest complaint is the massive dependence on significant figures on homework and quiz questions on TopHat which means that answers would be marked wrong even if the process you used was correct, but the answer had too many or too few significant figures were taken. I believe the sig figs should be a partial credit situation where being within the tolerance for the answer is the majority of points and the correct number of sig figs is a much smaller weight.
Maybe introduce extremely hard bonus problems to really challenge students understanding. Sig Figs are also a travesty but I understand why we used them.
I felt that Dr. Barry was very organized with lectures and his teachings, however with the project beginning, I felt that we could have been given a little more guidance but it was not really an issue.
It would be nice if there were more attempts on the homework and quizzes.
It was a bit difficult to do some of the homework problems because the questions were asking the concepts to be applied in a way that wasn't hard to understand, but set up differently than lectures and class were being presented. It felt like it was always a curveball, which isn't a bad thing, it would just be a bit more helpful to get more practice with the concept first than have a problem that requires more critical thinking. What would help to alleviate this problem is increasing the quantity of the simpler problems.
Posting lecture videos may help, though the slides are posted so it's not that much of an issue. Though, once or twice, there has been a lecture where I didn't finish writing notes down, and I couldn't find the slides on TopHat. I'm not sure if it was a glitch or something, but I wasn't able to finish writing the example.

Comments

be more engaging with students on zoom, speak a little slower

I think it would be good to have more examples in the videos uploaded on the course web.

I would recommend assigning slightly less homework each week

The HW and the issues with top hat made it difficult to validate any knowledge we gained in class. Sometimes a right answer would be marked as wrong or the HW would contradict content we learned in class.

Ditch top hat for at least homework. Or give hand–written homework

I was not a big fan of the tophat homeworks and quizzes. It was kinda easy to mess up the problems and lose a good bit of points because there's no way to show work, and it is kind of discouraging to go through so much work for a problem and type it in to Tophat and get it wrong for a small mistake. I would not say that you should get rid of it entirely; I think it is a decently user friendly platform and worked well with the class. But I would have liked to see maybe a few homeworks or quizzes that we could scan and submit on gradescope.

The tophat is a great a way to organize homeworks/quizzes, however the problems that are done in lecuture are always much easier than what we have for homeworks/quizzes. I would like to see some more realistic problems during lectures.

Teach the course though a system that is better than top hat.

Reviews for exams to go over major concepts

I personally have not payed much attention.

While I found much of Professor's Barry's concerns and complaints reasonable, especially with people not checking canvas for information/modules/announcement, I felt that sometimes it inhibited those that wanted to ask questions in fear that they shouldn't waste his time. Again, I understand he has over 100 students and many other responsibilities so time is an extremely valuable commodity, but I think he can be more tactful when addressing the class that concerns this matter. I also think students should help him by seeking other resources first: canvas/TAs.

Give better resources for exam preparation that are more like the actual exams.

The instructor could be a little more patient with students. It is clear the instructor is consistently frustrated with the volume of emails that they get, however as students it is our option to email them if we please.

I think my main issue with the class was the online aspect of it. I have been very overwhelmed and struggled with learning through an online format but nothing Dr. Barry can control.

I wasn't a huge fan of TopHat, but that being said it was preferable to programs such as Lon–Capa and WileyPlus.

I feel like the post class breakout rooms are unproductive. I do see the value in working through a problem in smaller groups, but most classes I would be the only member of my group present. Maybe it would be possible to randomize the groups to mix it up and ensure that everyone has at least one partner.

I'm not sure how teaching during this online semester could have been improved past what Dr. Barry did, of all the professors i've had since the start of the pandemic he has handled teaching during it the best.

More Leniency on tophat questions would be nice

the different grading scale for sig figs, depending on how math is done final sig figs can be different and you get no credit for correct work

More examples.

It would be helpful if he released the pre–lecture videos earlier than the night before.

The lectures need to have more instruction. I did not respond well to reading the lesson and watching practice problems be done during class whenever I never connected well with the concepts in the first place.

Have partial credit for homework problems.

A little less passive aggression, no sig figs would help me gain understanding on the material without having to worry about these details. especially since other sections of the same class did not need to put up with these things.

Nothing, I thoroughly enjoyed all aspects of how he taught the course.

no complaints about the professor really but the having possible hints on home work questions would be awesome

The main source of course content would sometimes have issues but professor Barry was usually on top of providing a solution.

Make the homework not as long so students have more time to thoroughly examine each problem.

I was afraid to ask Dr. Barry a question honestly. I understand that students ask stupid questions, and I understand that that can be really annoying, but you also have to understand that we have more classes that each have their own page, their own announcements, their own organization, their own assignments, so please dr barry understand that we sometimes miss announcements. If we are to consider how online classes have impacted you, maybe you can try to understand where we are coming from too. We are students, we are stupid, but stupidity doesn't call for some of your aggressive comments in class. I really wanted to roast you in this because I really don't like you as a person, but I admit, you did have some really funny jokes and I think

Comments

deep down you care about your students which is respectable. I don't need to like you to admit that you teach well sometimes. But as far as improvement, I really absolutely despised stupid tophat. By far the worst program I have ever had to learn with. The textbook was great and I appreciate all of the time you and Sami put into it, but I really hated tophat. I think the assignments should be partially graded on work, and not the correct number of sig figs, but you have a ton of students so that would probably be burdensome. Tophat was so bad because I would open the website and every section and every assignment would pull down and things were really confusing. There were way too many assignments. I understand that you want to be thorough and tough for engineering students but having that many assignments decreased my understanding of the material because I couldn't focus on one thing and really learn it as I had 800 other worksheets to do. The writing on tophat was atrocious. but I do appreciate the grading scale. nice and cushiony. If I could described this class in one word: eh. So painful for my mental health, but at least it looks like I will pass. Also pls stop making fun of people who want an easy A, because in the end, I hear that I will only use like 1% of my education in the work place so I dont blame people for wanting an easy A. Thanks man but this class really killed me and sanity. But keep the test format, difficult but tons of time to do, very helpful indeed.

Improve use of tophat

Maybe the use of polls for conceptual questions could help identify some weak areas in the class, in addition, to help learn those concepts

In my opinion, the pace of the lecture can be sped up. During lecture I had hard time keeping focus on the problem that is being solved, as the problems felt similar in every lecture, this was probably due to the event that every problem took time to set up when solving.

More examples in different scenarios would be a big help.

I do better irl i feel so maybe some sort of irl office hour wouldn't hurt

It felt like the work load was too much at times with assigned readings, in class worksheets, homework, quizzes, copying notes before class, and watching the flipped videos. A lot of the time I would just be doing assignments to get them done by the due dates and not have the time to actually understand them.

Stop using tophat.

He can use an actual textbook instead of tophat.

Record lectures to reference back to.

provide more examples and practice

i think the homework and quizzes were well made, but i think that the homework should be completion based for grading. I feel like the quizzes should be the thing actually testing your knowledge of the content, along with the midterms, and the homework should be there to make you familiar with the concepts and how the questions are asked. The way that the homework is graded now makes the nuances of the questions frustrating since that is theoretically the first time you are being exposed to that concept, and makes it very easy to lose lots of points.
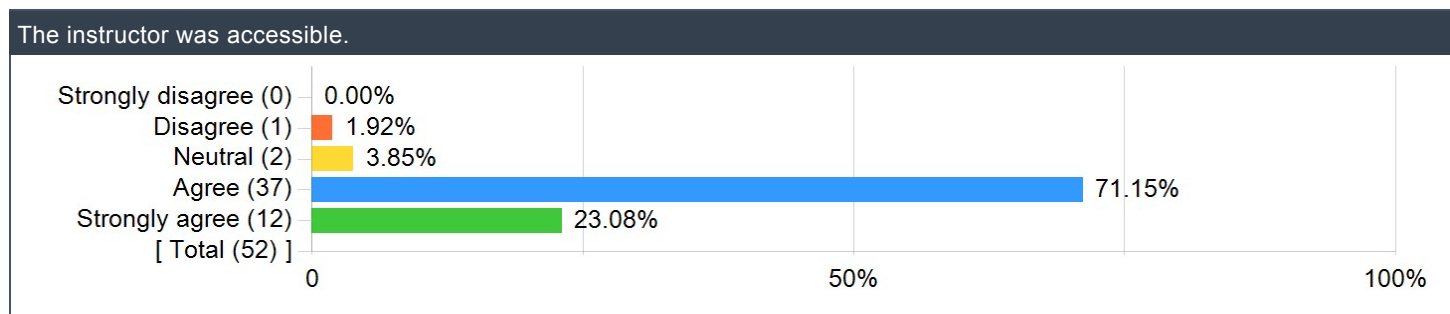
Do you have any other information that you would like your instructor to know?

Comments
:)
Just that I really enjoyed this class. He is the only professor that motivated me enough to actually attend class every week and that's a really big deal for me. So thank you for making me excited to learn something.
The class is great for people who truly want to learn the information and allows for great engagement with the professor and is overall very helpful for creating a strong base for statics understanding going into future courses.
I'd much rather have TopHat than WileyPlus. WileyPlus costs way too much, and I do appreciate Dr. Barry putting in the work to let us use a different homework software.
overall good job, just difficult as a student to stay engaged over zoom
I was very nervous coming into this class after hearing about how difficult taking it with Dr. Barry is from previous students, but I have been very pleasantly surprised. Although I don't have outstanding grades in this class I think Dr. Barry is a very good teacher who really cares about the success of his students.
nope
Nope.
No matter how much time and effort I put into the Tophat homeworks I always seemed to get similar low scores.
I think if there is an option to show if responses are correct on top hat homework and quizzes after you submit each one individually, that option should be turned on. Submitting your answers and having to wait a week or couple days to know how you did is frustrating.
no
No
I don't have much else to say. I will see you next semester.
The work you and the TAs put in to create the online book and post answers to every question was very helpful.
no
I would rather have submitted written work that required sig figs and top hat that didn't since then if you do correct work and sig figs are not the same as the solution you would get credit for it.
N/A
No
I think you guys have the right idea by making the work more intensive and thought–provoking. But it's really laboring and the result did not felt rewarding in the least. I tried really hard to learn from the book and sought out help every week but due to the online grading system, my grades are really not where id like them to be.
Nothing further at this time.
Fantastic teacher, the only one that truly adapted to the changes this semester and the only one I felt I actually learned from and not just trying to get through the class.
Sorry about 2nd midterm
N/A
No
I did not like this class at all purely maybe because it was all online (against our will) but will the resources and time you did a decent job and were understanding in most situations. Sami was great! Can't emphasize how helpful she was for this class!!!
N/A
When solving problems highlight the differences or steps that occur throughout the process of setting up the equations.
The office hours were the most helpful bits of the course, I just wish the homework was slightly less time consuming.
nope
I appreciate the way the class was instructed, it created a better learning environment. It was definitely the best method for an online setting out of all of my classes.
Please stop using tophat.
Examples that you recorded really helped.
N/A

Swanson School of Engineering Items

The instructor was accessible.

The instructor was accessible.

Strongly disagree (0)	0.00%
Disagree (1)	1.92%
Neutral (2)	3.85%
Agree (37)	71.15%
Strongly agree (12)	23.08%
[Total (52)]	

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

Comments
go to office hours
Do the Homeworks, KNOW MATLAB
I would watch the lecture videos posted on canvas before class but after the readings. I know a lot of students relied just on his live lectures but having already done examples on the concepts, I was able to understand everything better.
Be more rigorous with the practice problems and make better use of MATLAB.
Look over the examples given and read the processes to solve each problem carefully to apply it to each situation.
Put forth an honest effort to not just get the material done, but try to understand it.
Make sure to get acquainted with Canvas. It is REALLY important to know where everything is.
Writing down notes is very important. Even if you can only get a couple down concerning the reading, it will help. Once the end of the semester approaches, things get hard to focus on, at least for me, so setting aside time to do those notes will help.
i don't know if there was anything Barry could have done to improved my learning in this course, was more of a me problem
Stay on top of watching videos and doing readings, it's hard to catch back up.
Attend office hours each time for helpful homework help
Just go to TA office hours and find a good group of students to work with.
Attend all office hours
Make an equation sheet as you go through the material. It is kinda annoying to scroll back through the text in Tophat to find equations.
Get all the easy completion points. Participate in class. Go to office hours (TA's are very helpful).
Attend office hours as much as you can, the professor walks you through the homework and quiz problems which is very helpful.
Using Matlab to solve equilibrium problems is very useful
This course definitely is not easy, but as long as you are on top of things you will have a good semester.
Read the text to learn, not to just do the problems.
I encourage students to do the in–class work sheets and TRY on the participation questions/ reading questions. It can only help! Also, in this online environment I highly encourage for students to get together over zoom or in person if possible to discuss the problems and concepts in class. Its easier sometimes than to look at a computer screen for months!
Students should jump directly into MatLab and become proficient early on to help ease calculations of the class.
Stay in the breakout rooms and work through the inclass assignments with your team.
You have to be LOCKED IN. No distractions during lecture because if you miss one minute it can throw your whole game off.
Don't take this class online
Complete the assigned readings faithfully.
Reach out and get to know the professor, so that you have a better understanding of the material and what their expectations are.

Comments
There were parts where I fell behind, making sure you're on top of everything would help immensely
Go to office hours more
Go through reading more thoroughly.
Ask for help faster when you do not understand something before it is too late.
I would recommend to actually do all the assignments even though they're only for participation.
Do the lessons way ahead of time if you can. Try not to get behind because it feels like a sink or swim situation every day.
Go to office hours
Unless you are extremely organized, and have a lot of time outside of class to do work, I recommend against taking this class with Dr. Barry.
Use all the material provided and the information will stick.
watching lectures helped
Make sure you stay on top of course content and focus on understanding the material.
Put more time into watching pre lecture videos and reading the text.
if i had had better notes, and better organization from the beginning, I would have had a better understanding of the material but given the circumstances, corona and everything, it was really difficult for me to get into the swing of things and I started out pretty rough because of that. Now I just have headaches every day but at least I can better manage my time
Go to office hours
I could have practiced more, my "speediness" at starting a problem and knowing exactly what to do when given a new problem could've been faster if I practiced more material.
Take the tophat stuff more seriously.
Please do your quizzes and take take with them, I rushed them a lot
Make sure to stay on top of all of your assigned readings and be diligent with team worksheets. Make sure to watch the videos before class.
Go to office hours.
Done more practice problems that is what helps you learn the most.
Don't fall behind with class and notes

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.	52	3.90	0.77
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	51	3.63	0.82
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	52	3.79	0.72
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	52	3.48	0.80
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).	50	2.94	0.93
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	52	2.98	0.94
Your ability to effectively communicate verbally with a wide range of audiences.	52	2.83	0.92
Your ability to effectively communicate in writing to a wide range of audiences.	52	2.83	1.04
Your ability to recognize ethical and professional responsibilities in engineering situations.	50	3.32	0.96
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	52	3.00	1.03
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	51	2.92	1.00
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	52	3.75	0.74
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	52	3.79	0.72
Your ability to develop appropriate experiments.	52	3.10	0.91
Your ability to conduct appropriate experiments.	52	3.00	0.93
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	52	3.67	0.76
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	52	3.79	0.91

Remote Instruction and Learning Questions

As part of the University's response to the COVID-19 pandemic, many courses continued to hold remote class meetings during all or part of the fall term. Students were asked to provide feedback about the remote aspect of the course.

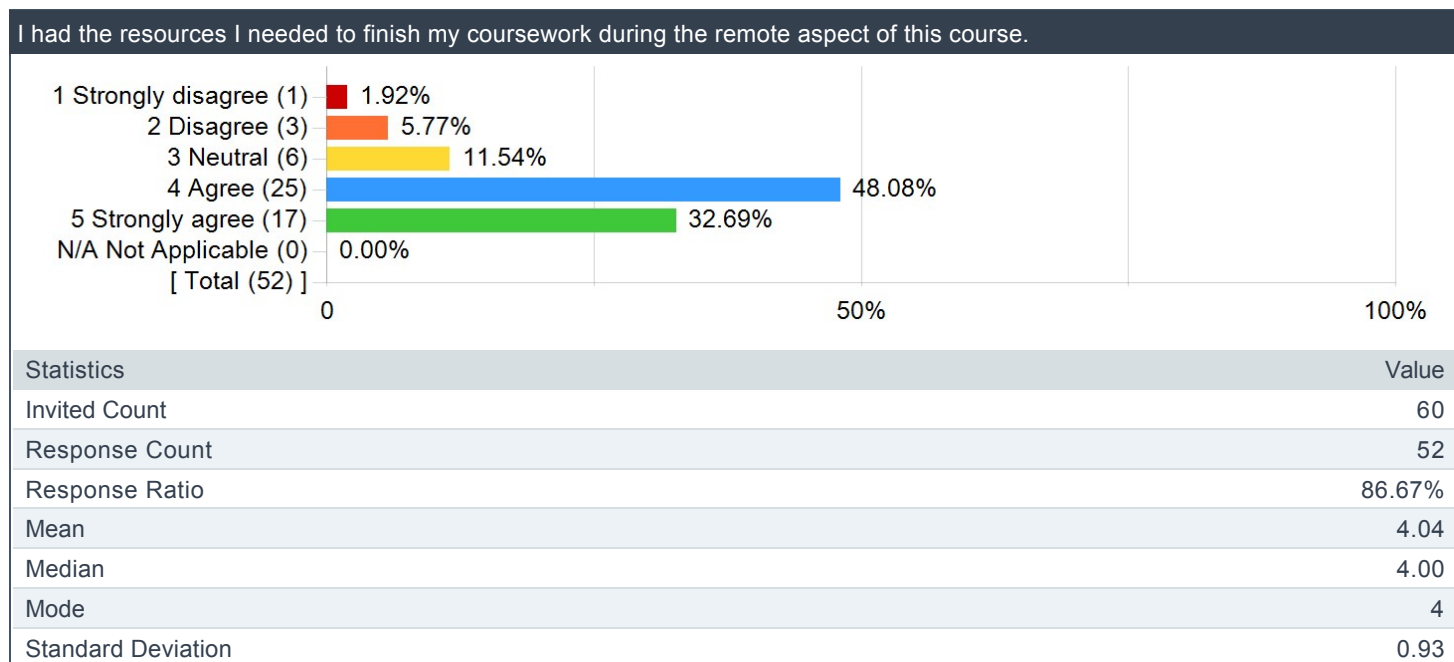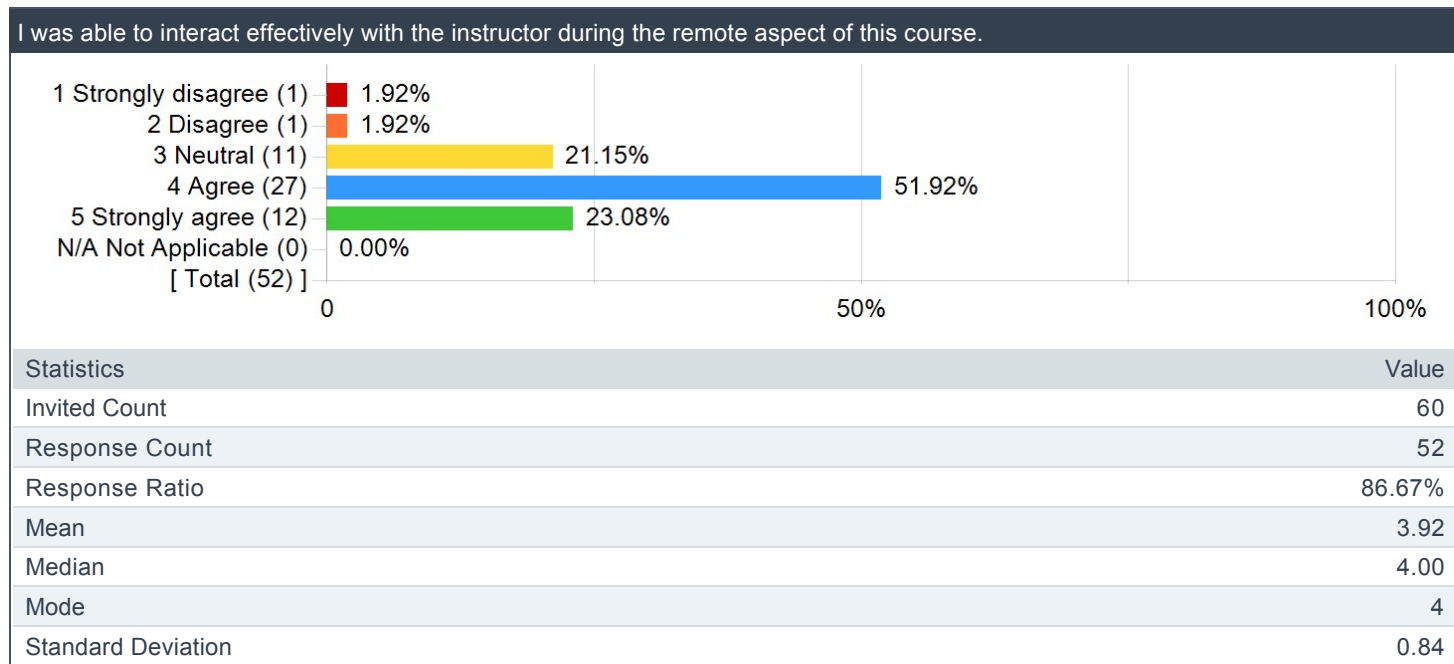### Instructor Interaction

Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor during the remote aspect of this course.	52	3.92	0.84

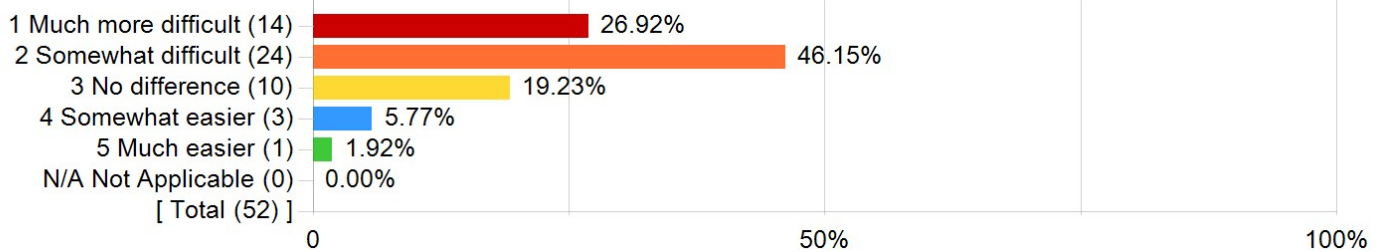## Course Resources

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework during the remote aspect of this course.	52	4.04	0.93

Instructor and Course Details

I was able to interact effectively with the instructor during the remote aspect of this course.

1 Strongly disagree (1)		1.92%
2 Disagree (1)		1.92%
3 Neutral (11)		21.15%
4 Agree (27)		51.92%
5 Strongly agree (12)		23.08%
N/A Not Applicable (0)		0.00%
[Total (52)]		

Statistics	Value
Invited Count	60
Response Count	52
Response Ratio	86.67%
Mean	3.92
Median	4.00
Mode	4
Standard Deviation	0.84

I had the resources I needed to finish my coursework during the remote aspect of this course.

1 Strongly disagree (1)		1.92%
2 Disagree (3)		5.77%
3 Neutral (6)		11.54%
4 Agree (25)		48.08%
5 Strongly agree (17)		32.69%
N/A Not Applicable (0)		0.00%
[Total (52)]		

Statistics	Value
Invited Count	60
Response Count	52
Response Ratio	86.67%
Mean	4.04
Median	4.00
Mode	4
Standard Deviation	0.93

Level of Difficulty

The remote aspect of this course made it (blank) for me to learn.

Response	Percentage
1 Much more difficult (14)	26.92%
2 Somewhat difficult (24)	46.15%
3 No difference (10)	19.23%
4 Somewhat easier (3)	5.77%
5 Much easier (1)	1.92%
N/A Not Applicable (0)	0.00%
[Total (52)]	

Statistics	Value
Invited Count	60
Response Count	52
Response Ratio	86.67%
Mean	2.10
Median	2.00
Mode	2
Standard Deviation	0.93

What do you think the University should know about your experience as a student in the current remote learning situation?

Students
i dont like it
In person is obviously better
Recorded lectures should always be posted afterwards to be able to go back and reinstate one's understanding of lecture material.
I found it much more difficult to stay on task and learn effectively. I prefer being in a classroom because I feel my distractions are limited and I can focus more on material. Many times throughout the semester I felt distracted on Zoom and needing to watch lectures again because I missed something important where I feel that would not happen as much if there were in person classes.
Remote learning lacks a lot of the engagement that makes it possible for me to learn. It is very difficult for me to learn things when I am sitting in front of a screen at the same place for hours and hours on end. Really made things a bit harder to sit through sometimes.
Online learning is very difficult in general, yet my professor in this course gave his students a large amount of resources, which evened out the difficulty. In general though, remote learning gets very hard towards the end, at least for me. Focusing has become very difficult. Online learning has been an interesting experience, and has required me to be very responsible for my time.
professors need to be easier on their students. we're in a pandemic
There are so many aspects that aren't conducive to good learning. Many of which feel psychological more than having access to information. Never leaving the same room for classes takes a toll on your ability to learn. Also not having access to TA's in person makes asking questions more difficult. Not always but sometimes.
In general, staring at a screen in the same room is tiring and hinders motivation.
Everything seemed like it was being crammed at the end. We had a take home midterm and didn't get to learn the last chapter in lecture, but it is still on the final. Also our bridge project is due the same day that we get our final.
Remote learning absolutely sucks, students have no motivation to get their work done and the value of our education is decreasing drastically as a result.
Worksheets in breakout rooms are hit or miss. Sometimes there isn't anything to discuss about them
I'm not sure I would consider this something "the university should know", but I am a pretty poor online learner, and I think a lot of people are in a similar situation. It would be great if the university were to re–implement the S/NC grade options that we were given during the Spring 2020 semester.
the remote learning situation for me made it a completely self learning environment where I was given all of the information and had to learn and comprehend it myself.
While online learning allows for a very flexible schedule, not being able to talk to other students about projects and the course work in general is extremely detrimental in comparison to in–person. It takes a significant amount of coordination and ingenuity to be

Students
productive over zoom for projects with questions/data/examples/etc. While this is expected for online–learning I wanted to share this with the university.
It is very difficult to stay motivated.
Remote is hard, but obviously necessary. As much as I would like to be in person, we are in a pandemic. So I have no room to complain.
Cancel classes and refund us if online
I liked Dr. Barry's approach to exam–taking, he allotted a large amount of time to complete exams, which took away the time pressure and allowed time for mistakes to be fixed.
I much prefer in person classes
While this didn't occur in this class some professors seemed to act as if not having class in person meant we have more free time outside of class when that hadn't actually changed
Nothing
Team projects are much more difficult.
It is hard.
I like the take home tests.
The workload is next to unbearable. There were MANY days where I had to decide between eating and getting my work done on time.
It is so hard to focus and stay motivated when I can't go to class in person and I am stuck at my desk behind my laptop screen all day.
I would like the university to contact students like me who come from cyber school because there are procedures and practices that we employed that helped a lot that pitt should include in their remote learning curricula
This is one of the only classes that I felt was accurately prepared for online learning environment. The rest were just "getting through it" but this was one of the classes that was able to effectively convey information.
Its just hard for me to learn remotely and not have the ability to see people in person to explain things. This professor did it much better then most do
N/A
I was able to learn despite being remote.
LEARNING REMOTE WAS THE WORST THING THAT HAS EVER HAPPENED TO ME. WE ARE COLLEGE STUDENTS, OUR RATE OF DEATH WITH COVID IS LITERALLY LIKE .03 OR SOMETHING, IF PEOPLE DONT WANT TO RISK GETTING SICK THEN THEY SHOULD STAY HOME. THERE IS A GREATER RISK OF US DYING IN A CAR ACCIDENT, SHOULD WE GET RID OF CARS? NO. i understand you are following the terrible route of society, but if you looked into the statistics and "followed science" then maybe you would realize that the school could stay open! dont make the choice for students to force them to stay home paying a ridiculous amount of money to get a below average education. Really disgusting the greed of Pitt. I am only coming here to get a piece of paper and then leaving. This semester was truly the worst thing that I have had to go through. My mental health went to garbage, my eyesight is destroyed from looking at the screen all day long, and I got pretty garbage grades because some of my teachers made tests more difficult! what a concept! really disappointed.
Week after week zoom classes are very taxing mentally
It is not as engaging of an environment for students to learn in.
Its absolutely horrific, but hey, what can you do. I honestly have no clue how it could be done better.
I hated it
It will never match up with in person instruction.
Remote learning is harder to stay on top of your assignments and stay motivated.
They should still be doing the pass fail option for the GPA.
N/A