

Course Survey Essay Question Responses

16.010/020 Unified Engineering I & II

How effective are the teaching and learning strategies in helping you understand the subject and achieve the learning objectives?

Participant Index

- 3 Professors Waitz and Hall made very effective use of PRS.
- 11 For different areas, different approaches are more effective than others which reflects the teaching style of the professors.
- 12 The mud-cards aren't really effective, because most of the times the student doesn't know what his weaknesses are until he attempts the questions in the problem set. Hence, straight after lecture, it is ineffective to ask for mudcards. Mudcards should be handed in after the lecture and the problem set.
- 13 none
- 16 Many times, if the lecturer is good, we need not consult textbooks to understand the conveyed concepts. An excellent lecturer teaches the subject rather than refer his students to a textbook.
- 17 working on psets in groups
- 23 Help Sessions before exams or when many students are having difficulty are very helpful
- 37 PRS is not a valid way to grade participation and do not contribute to my learning.
- 43 Anderson especially proved to be a very good book in terms of making clear the material taught in Fluids lectures.

What difficulties, if any, did you experience when using MS Flight Simulator?

Participant Index

- 7 The computer in the mezzanine was nice in that it had an actual yoke, but the computer was not powerful enough to properly run the program and thus was jerky almost to the point of uncontrollability, making accurate data collection extremely difficult. Also, there was no printer there and Prof. de Weck didn't make clear the fact that we needed to print our flight track immediately after the flight's completion until later on after my partner and I had already done our flight. I tried out flight sim on my nice personal computer and it worked much better, although I had no joystick to use, making it somewhat difficult to control. It would be nice if we could check some joysticks out from the dept. for the purpose of completing flight sim based labs if there are more of them in the future.
- 8 None
- 9 did not record ground track/altitude profile.
- 11 I want to learn much more about flying, but flight simulator doesn't seem that helpful. I learned it best through the flying tutorial, but would like to know more, such as what should be my approach vector, speed and altitude for landing. And, where can I find the information for the different airports?
- 12 the airplane was too sensitive to the keyboard. Flying with Joysticks might make life easier.
- 13 none
- 15 none
- 19 landing
- 20 I had no flight experience and therefore had difficulty controlling the plane.

What difficulties, if any, did you experience when using MS Flight Simulator?

Participant Index

21 lack of joystick made it hard to control, but I guess that was my fault as I could have gone to the lab.

22 None

23 Getting the altitude readout to show completely.

25 The yokes in the Building 33 mezzanine are extremely sensitive to movements of the controls, and it is difficult to tell whether a given movement is actually actuating the sensor.

Systems Problem 8 directed us to find several pieces of information using the MS Flight Simulator libraries that could not be found in the libraries---because the problem suggested that it would be there, a great deal of time was spent looking here before going to other sources.

Upon crashing my first landing, MS Flight Simulator apparently deleted all data from my flight, so that I was not able to save and print my flight trajectory and altitude profile as directed in SP8.

26 very touchy controls

27 not too many, but I am also a pilot so I knew most of the procedures

31 none

35 It took a lot longer to do the flight simulator exercise than Professor DeWeck said it should.

36 Controlling the plane was somewhat difficult.

37 On the computers in the mezzanine, the graphics were choppy when they even worked making completion of the lab very difficult. I had to do the lab at home without the yoke making it a little more difficult.

38 It was hard to maintain a steady vertical climb rate. It was difficult to turn without going too far.

40 There were difficulties getting the final plots of location and altitude.

42 Not really any...I was kind of surprised.

43 I do not believe that all terms used were actually defined, which made learning about craft difficult.

44 None, really.

What improvements would make MS Flight Simulator a better learning tool?

Participant Index

7 Making the questions correspond to the data collected would be a good start. In the flight sim SP, there was one question that involved figuring out the structural loads on the airplane during a high speed maneuver, yet there was no G-meter in the aircraft we were told to use, thus requiring us to make up the estimated G-load for that part of the lab. Also, it might be cool to use flight sim as part of doing another mock accident investigation.

10 I would like to see a more precise way of collecting data, perhaps a flight recorder of some sort?

11 I do not know how applicable Flight Simulator is to the core curriculum of unified; but, I really enjoyed using it for the system problems. It helped me to understand how different systems on aircrafts work. I would like to use it more in this sense, but cannot see how flight simulator would relate to subject areas such as thermodynamics.

12 explain or give a brief lecture, for example, on the physics and engineering behind flying an airplane lies

What improvements would make MS Flight Simulator a better learning tool?

Participant Index

- (in terms of fluids, thermo, materials and dynamics). Explain things like what a phugoid is , etc.
- 13 It works fine as is. If anything I'll get a basic idea on how to fly.
- 15 a better interface for analyzing flight path, etc., but this is Microsoft's job.
- 18 be careful to ensure that all students can perform their exercises with the same realism settings, especial flight dynamics
- 20 I think that more time should have been spent in class teaching us how to control the plane, how to read the instruments, how to use the trim wheel, etc. With all of my other work, I did not have enough time to really learn to use the program, and students with flight experience (real or on the simulator) had an advantage over those who didn't.
- 21 -
- 22 Allow students to work together on the flights, but make the students each turn in their own write up, so that everyone learns all the material.
- 23 Make a list of common problems and post it on the web (sort of like an FAQ) that way students could reference it in case they ran into technical trouble.
- 25 I was not able to find a way to open multiple views of the aircraft at the same time --- it would be useful to be able to have the map view open in one window, look at the aircraft from the side in another, and still have your cockpit and instrumentation visible and flying at the same time.
- 26 providing more computers with yokes to practice on
- 27 if you actually felt the G-forces like being in the cockpit, but that is a borderline impossible
- 31 If we were given a little more depth as to how a plane flies (i.e. what the different parts of the plane do) then the MS Flight Simulator would have probably been a better learning tool.
- 36 There isn't much that can be changed.
- 37 In the flight analysis it would have been useful to have some better plots about different stats about the airplane and flight, ie fuel consumption and/or horizontal and vertical velocity plots. Those would have helped with our lab
- 38 The controls should have a force-feedback mechanism.
- 42 Maybe clearer explanations. I don't think that I would have understood how to work it if it hadn't been for my partner already knowing how.
- 43 A means of looking at the appropriate buttons to control the craft at any time would be most useful.
- 44 It would be great if, in MS Flight Simulator, there were various flights where something wrong occurred in the middle of the flight, such as a pitot tube gets clogged or a bird flew into the engine of the aircraft. This would help pilots using the simulator to gain experience in how to solve problems that go wrong during flight. In addition, with this, at the end of the flight, there can be a "post-flight" discussion of what went wrong, why it happened, and common ways to solve the problem. This would definitely add more value to the simulator.

How effective are the assessment strategies in measuring your progress and achievements in this subject?

Participant Index

How effective are the assessment strategies in measuring your progress and achievements in this subject?

Participant Index

- 6 Each of the tests was fair. I do not, however, that they accurately measured my apprehension of the subject. I felt as though I knew each subject well but failed to express that on each examination.
- 13 none
- 16 The PRS concept questions can be very helpful too.
- 27 I don't perform well on tests....I often feel like I know the material better than what is reflected in my gradess
- 37 PRS in lecture questions are not a valid way to measure my understanding.

What are the best parts of the subject?

Participant Index

- 2 Systems Lectures and Systems Problems are the most worthwhile and interesting parts of the subject, as they provide a context for how people actually go about doing engineering in the real world.
- However, due to constraints on students' time, systems problems should probably be allocated a larger fraction of the hours per week, or have their most time-consuming parts (construction, debugging) scaled back slightly.
- 3 The content of the system problems are often very interesting.
- 4 Fluid Dynamics
- 6 The application of knowledge to the real world. It is fascinating and helpful to see what I am learning will be used for.
- 7 Anything that involves airplanes is good, but I especially like thermo and fluids.
- 8 It's cool to be exposed to many different engineering disciplines over the course of the semester. The lab where we had to develop a flight model for the water rockets was very interesting and instructive. I particularly enjoyed the thermo and dynamics parts of the course, as they presented new and interesting material.
- 9 the organization of the class is very good. things run smoothly.
- I also feel like most of the professors care about helping students learn.
- 10 Having professors that actually care about student's performance, and who are willing to tailor their teaching to the needs of the students.
- 11 The system problems. Though they take much longer and the amount of time spent on them compared to problem sets, etc. is not proportional to the percentage of our grades, they integrate the various topics and allow us to apply our knowledge.
- 12 The best parts concerns the fact that it incorporates different engineering areas. These are learned via lectures, problem sets and laboratory experiences.
- 13 I'm learning about the different aspects of aerospace engineering. Being exposed to the windtunnel was rather fun, and the materials lab was fun as well. Working with others that have the same passions and interests as me makes the subject enjoyable.
- 15 The wide range of topics we study in depth, skills we learn, learning to get along with everyone in class, getting to ask questions about engineering to many professors who can answer them

What are the best parts of the subject?

Participant Index

- 16 Thermodynamics and Signals and Systems were the most clear subjects taught. That may have been because the subjects were easier than later ones. Also, System Problem Labs are fun to do, but often horrible to write up.

The best part of it all of course--doughnuts!
- 17 prs turn to your partner exercises, systems problems, organized office hours that encourage folks to work together: all of these make learning fun and build community.
- 19 The teachers show that they really care; The question and answer sessions at the end of each unit have been very helpful. Donuts on Friday are an integral part of the learning experience. In conclusion, unified is great, keep up the good work.
- 20 Office hrs are good - it's nice to have one-on-one time with the profs in a more casual setting. The TA's are generally very helpful - although sometimes they don't know how to do the probs.

I enjoyed the more hands-on labs, such as the gliders and the water rockets.
- 21 organisation, jumping from one subject to another when you start saturating!
Prof. Waitz and Hall
- 22 the student community, the uncompetitive grading system
- 23 The professors, Students, and the material. The material is really interesting, and I feel like Unified in general is one gigantic community that is very linked to each other.
- 26 building the balsa glider and 2 liter bottle rocket
- 27 The content and the people...I love rocket science and we have a great department
- 28 The best part of the subject was the beginning. Professor Hall and Waitz really seemed to love what they were doing and knew how to do it well. They utilized all of the unified resources to the fullest. It has also been good to watch Van Schoor fit in. He started out roughly but is really doing a good job now.
- 31 I think the lectures are well run and probably the best aspect of Unified.
- 33 The Professors are awesome and so are the Graduate TA's
The subject matter is also very very good.
- 35 The material is very interesting, especially the subjects that I hadn't learned much about before (e.g. thermo, fluid dynamics, materials/structures)
- 36 The professor's willingness to meet with you outside of the class room. That is what really makes this class work.
- 37 The systems problems that seem applicable (rocket) and apply to things we have learned. It also gives us a glimpse of some of the coolest things in engineering.
- 38 The system problems.
- 39 building stuff. interesting labs
- 42 I think Professor Waitz and Professor Hall made thermodynamics and signals & systems the best portion of unified.
- 43 Teamwork
Anderson
Time spent one on one with professors

What are the best parts of the subject?

Participant Index

- 44 All the material is extremely fascinating. I enjoy learning about the various concepts. Many of the TAs are great to work with, and I am definitely going to use them more next semester.

What would improve the subject?

Participant Index

- 2 Below I have copy-pasted the text from my mid-term course evaluation, most of which I believe is still applicable:

Department of Aeronautics and Astronautics
Massachusetts Institute of Technology
16.010/16.020 Unified Engineering
Fall Semester 2002

MID-TERM ASSESSMENT

I. How may we improve communications between faculty, staff, and students?

? Overall, communications have worked well. Professors and TAs alike respond quickly to e-mail, and the MUD system seems very effective

? While the PRS system is very good for providing real-time feedback in lectures, some professors respond better to this feedback than others

II. What mathematics used in this subject, if any, is beyond your background?

? I have been rather disappointed by the level of rigor thus far in both mathematics and physics; except in thermodynamics, we have spent a great deal of time reviewing basic concepts covered in 18.02?18.03 and 8.01?8.02.

? Based on discussions with alumni, I believe the level of mathematics in Unified has been substantially reduced since the 1970s, and that this has a direct negative impact on general understanding of engineering principles among students.

? Several concepts have been introduced with little to no mention of their theoretical explanations/foundations.

III. How may we improve the delivery of our lectures?

? I have generally had little trouble following lectures?more often they have been too slow to maintain interest; however, this is probably due at least in part to previous familiarity with most of the material.

? Some general suggestions:

o Whenever introducing new terms or variable names, note that they are being introduced for the first time and clearly state how they are defined?much time in class has been spent clarifying misunderstandings rooted in definitions

o Restrict chalkboard use to (a) diagrams, (b) symbolic notation, or (c) concise text; some lectures have had lengthy pauses while notes were written to the class on the board that could as easily have been said

What would improve the subject?

Participant Index

out loud

o In 35-225, raised hands to the side portions of the seating area are often missed due to looking only at the center of the classroom?this lecture hall requires a particularly wide gaze of observation

o Always remain engaged with the class through animated speech about the material?especially in the morning hours, students are more likely to sleep during pauses than to derive any benefit from silent reflection

o Most importantly, provide context to the subject matter at hand: in addition to talking about specific problems and specific topic areas, describe (a) why this particular class of problems is important (what led us to their analysis?), (b) what the limitations of these solution methods are (what can't they solve?), and (c) where we will go from here to expand and generalize our knowledge. Students feel confusion and apathy without being able to see the structure of the tower being built and the land that it enables them to see.

IV. What is the greatest weakness in our system of grading your work? How may we correct this weakness?

? My only major complaint in this area is the loss of points due to grading criteria entirely absent from the statement of homework problems. As just one recent example of this, points were ostensibly deducted on a problem because the grader felt the equation should be left in a different (equivalent) form, which had no basis in convention or in the problem statement.

? I would advocate a policy of ?If in doubt, don't deduct points.? I have developed the impression that some graders are eagerly looking for ways to marginalize credit awarded on homework problems.

V. What are the two most important concepts that you are learning through our systems problems?

? My initial response would be:

1. When hardware is involved, multiply the initial time estimates by π
2. When software is involved, multiply the initial time estimates by 2π

? Overall, the primary frustration with the first few systems problems has been that a relatively small fraction of time is spent learning engineering concepts while a relatively large fraction of time is spent debugging and making up for equipment limitations. (**This changed substantially in the second half of the semester.***) That being said, the systems problems force students to learn much more about practical engineering (especially modeling!) than other portions of the course.

? I would like to applaud the systems lectures for being by far the most interesting and informative part of Unified Engineering. I generally learn more new material in a one-hour systems lecture with Professor de Weck than in the rest of an entire week in other aspects of Unified?sometimes even about specific disciplines covered elsewhere in the course. I feel this is primarily due to the pace, breadth, and depth of the material covered in these lectures: not only are there more new concepts and mathematical relations introduced here than anywhere else, but because they are introduced with context as to their real applications and importance, students remain much more interested and pick it up much more rapidly. I have rarely observed students falling asleep in systems lectures, and am convinced this bears only a slight relationship to the 1pm time slot.

VI. How may we improve the effectiveness of our recitation sessions?

What would improve the subject?

Participant Index

? Following the objective look at personal time usage provided by Systems Problem 2, I ceased attending recitation sessions due to their poor perceived value of time spent. This is not altogether surprising, considering that recitations by their nature are designed to move at a pace slower than that of the lectures and to review material already covered there. Reportage from other students since that time has not changed this assessment.

? I have generally heard from students that they have found recitations most useful when professors went through example problems ?from start to finish.?

VII. How may we make the ?concept questions? more effective?

? I believe the most useful concept questions are those that have (a) specific scenarios with (b) specific (preferably quantitative/semi-quantitative) answers. (a) is useful because concept learning can only really be assessed by asking students about application to a particular scenario; (b) is useful because these questions tend to be less ambiguous.

? Along the lines of these two criteria, I feel concept questions have been most effectively implemented in Thermodynamics, Signals and Systems, and Dynamics; the questions in Materials and Structures tend to ask broad questions with nebulous answers, and are hence of relatively little utility.

VIII. How may we make better use of ?active-learning? techniques in our lectures?

? For the PRS system, improvements would result from (1) consistent performance and (2) less time given for most questions

? One of the goals of the active learning systems was stated as reducing the problem of students being afraid to ask questions due to perceived pressure from their peers. I believe this would be further helped by having a very short (~10-second) click-in period at regular intervals during the lecture signifying a range from ?understand completely? to ?could you please go over that again??. In some cases, I believe this could actually speed up the pace of a lecture rather than slow it down.

IX. What should we do to build a stronger sense of community, a stronger spirit of team play?

? There is a certain amount of team spirit gained from the phenomenon of collective suffering; however, I would advocate limiting this element of community-building.

? It would be great if the professors could revive the name-card system in class?it helped students to learn the names of their peers, which goes a long way to breaking social barriers.

? I think community would be further strengthened by more systems problems which, like SP1, required students to rely on other students for other steps in their development process?much like real world.

X. How may the faculty get to know you better?

? I would personally very much enjoy closer contact with the faculty. One approach to this would be oral problems (like Professor Hall?s); however, this placed all of your personal contact in a high-pressure environment, which is not really desirable.

? One suggestion: each professor could hold one or two (non-mandatory) evening lectures sometime during the term talking not about Unified, but about the work they have done and project?s they have been involved in during their careers, followed by question-and-answer sessions with the students. This

What would improve the subject?

Participant Index

- would (a) make the professor's more approachable to the students and (b) provide students with a better idea of who they should approach to talk about particular areas of interest.
- 3 Attendance would be increased by 50% if the class met at a later time.
- 4 more emphasis on problem-solving; try to get graded homework and quizzes back and solutions posted as quickly as possible
- 6 This is a difficult question. There is an excellent support structure in place for the class. Maybe even to good. It is almost as though all the TA's and professors hold our hand through the class. But for many folks, this is a good thing.
- 7 I think I would enjoy dynamics a lot better if it were taught better - Prof. Peraire's lectures tend to be rather unclear and confusing. Also, systems problems that focus on more group work and critical analysis are better and make me learn more. That accident analysis thing was kind of cool, although it would have been a lot more interesting had there been more factors to sift through and if the wind tunnel part of the lab had been more meaningful.
- 8 I really don't think so much time should be devoted to reteaching concepts that were covered in basic freshman classes. If everything from 8.01, 8.02, 18.01, 18.02, and 18.03 is going to be retaught in unified, why not make unified a freshman class? I think way too much time was spent reviewing when we could have been learning new and interesting topics.
- 10 Give longer tests! I feel like the tests are try to put too much material into too small a time frame, or the tests leave out large chunks of the curriculum so it is not a fair indicator of what I do or don't know.
- 11 More system problems and more focus on the system problems even if it requires adding units to unified (i.e make 16.020 a 15 unit course).
- 12 Often times, the TA's are not able to help, since they havent even looked at the problem yet(sometimes they even answer incorrectly). Therefore, the student needs first half hour to bring the TA to the same state of confusion as the student, and then the TA sends the student to another TA because he doesnt know how to do it.
- 13 The combination of problem set, systems lab and test in the same week can be hectic, especially if we have things due in other classes.
- 15 More weight given to systems problems, more quizzes or more relevant questions so that one or two questions do not determine a large part of our grade for the term, clearer requirements on each systems problem, no changing requirements as due date nears
- 16 --33-225 is not a good place to take exams: People have to sit right next to each other, and the desks are about the size of my hand.
--Better organized SP Labs.
--Have a better time schedule (i.e. 9am classes are not fun), though this is probably impossible to change
--Having demos during lectures may be a good idea. This is especially true for dynamics and possibly fluids too, because it is sometimes very difficult to visualize the concepts without seeing it.
--minor issue: some parts of website is not updated very often (such as announcements, course schedule, etc)
- 17 Prof. Harris has an excellent knack of dwelling for long periods of time on trivial examples and concepts and then glossing over the tricky stuff... even when someone asks a question, he tends to stare at the board as if the answer is obvious, then restate the question back without providing an explanation. He tells us then to read the book... to which my response is: you still need to make it worthwhile for me to come to lecture! At this point, I am tempted to stay home during fluids lectures and read the book.

I noticed Prof. Peraire did a little of this too, but at least he came to recitation where we could grill him

What would improve the subject?

Participant Index

- which our 'obvious questions'. I felt like he made a much better effort of being understood than Prof. Harris; he was also a lot more accessible.
- 19 more organized labs, some of the parts to the labs seemed excessive and unnecessary.
- 20 Labs could be shorter and more directly related to the subject material at that time.
It would be nice to have decisions made ahead of time - not that I'm complaining about extensions, but it's frustrating when you stay up all night working on something only to have it extended 2 hrs before the original deadline.
It would also be nice to have assignments graded more quickly (ie before the quiz - esp in certain subject where the solutions only give the numerical answers).
- 21 Not being in the morning!
Labs, if this long, should take a larger percentage in the final grade.
- 22 More PRS questions, or problems given in class or recitation for students to work together on on the spot. More consistency and clarity concerning deadlines and expectations for the systems problems.
- 23 Returning homework, systems problems, and problemsets promptly. Also, posting solutions on the web promptly (especially for exams)
- 26 plan ahead for the longer labs i.e. don't have a pset or another lab due while the long labs are being worked on (sp3, sp4)
- 27 less dynamics, lectures later in the day
- 28 Professor Harris - I feel that it is completely out of line for him to say that we are the worst class in 7 years and call us idiots. Is it possible that the blame is not all are? Had he tested our math in the early problem sets (instead of having useless questions which we just copied from the archives (due to the fact that he hadn't gone over the material in class) that had no relevance to the material we were tested on) then we would have been able to do the math on the test which he expected us to be capable of. It might be a reach but not a very large one to say that he is the worst teacher I have had since highschool. He has made unified a bitter experience.
- Other than that I would love to see the PRS questions used more. They are very helpful. It is also great when they are online for you to study.
- It might also be nice to have another recitation of two a week. I feel that they would be more beneficial to us than the systems Problems. It is great to meet with the professors one on one in a small group. The small group setting with a professor is really missing in unified. 70 is a large class size this could be made better by having more recitations.
- 31 The length of system labs are too long. If they were shortened I could focus more on the course material
- 33 Better undergraduate TA's
Clearer Grading structure
- 35 Personally, I spent a significant amount of time on systems problems, which are interesting but I feel should have less emphasis/take much less time than p-sets/studying for the main unified subjects.
- I thought the dynamics part of the course went at too fast a pace. The pace of the other subjects were good, I thought, but it seemed like the dynamics professor was always rushing through the material because he had so much to teach during the hour. Dynamics is probably the most challenging subject in Unified, and I don't think it should be rushed through. I didn't feel like I had enough time to digest dynamics material and also didn't think I got enough practice with it.
- 36 A lightened workload would benefit this course greatly. If we had more time to spend on each assignment

What would improve the subject?

Participant Index

- we could put more effort in to it instead of just getting it done like we are forced to currently.
- 37 PRS that counted only in Recitation. Hold the class later than 9 am every morning.
- 38 If it were held at 11:00am, instead of 9:00am.
- 39 less hours spent on labs and problem sets!
- 42 Overall, it's very well organized but I think some of the differences in teaching styles of the professors take away from parts of the course.
- 43 More focus on Mud cards and in-class questions would have continued to maintain the effectiveness of the class, had they not laxed at the end. Though I realize that we students handed in less mud cards, I believe more prompt responses to them and more in class questions (which allow us greater opportunity to formulate questions) would have aided that. Also, certain professors still need to focus on answering the questions posed.
- 44 It would be great if we had an extra hour of "hands-on/demo lecture" that was pertinent to the material we learned. For example, not once during our study of signals and systems did we even touch a breadboard circuit or any electronic systems. It would have been great if, every week, we could go to some kind of hands-on lab/recitation section where we could get a live demo by a professor of some concept we learned in class that week. I believe that integrating real world applications in the curriculum will greatly enhance our ability to grasp the material and see how the theory we learn is actually applied. The systems labs and problems class is great in this regard. However, what I am proposing is some type of live demo that we go to every week where a concept we learned that week in class is discussed and lectured upon during the live demonstration.

Other comments:

Participant Index

- 3 Material on tests should be covered more explicitly in homeworks.
- 12 The Systems Problems take way too much time. Its ridiculous that these System Problems count for almost nothing towards the grade, given all that time invested into them.
- 13 For the exams and psets, I like Van Schoor's approach. The psets can be hard and make you think, but the exam doesn't throw any curve balls at you.
- I've learned a lot from my fellow classmates, without them I'd be completely lost.
- 16 --Unified should have a once-a-year social gathering where everyone gets to know everyone else, including TA's and Professors. It seems like the semester is over, and I still do not know half the students names.
- A word on each professor:
Waitz--well organized, clear and succinct in teaching
Hall--very clear, but sometimes goes a bit slow
Peraire--excellent teacher, but talks extremely fast
Van Schoor--very well organized, but not enough attention to detail, often resulting in minor but irksome errors
Harris--respectably excellent in his field, but gives an air of prominence and unapproachability; also, spends too long writing agenda on board each day.
- 17 I personally thought the matlab systems problems at the beginning of the year were very useful in really

Other comments:

Participant Index

- having to understand the concepts we were modeling--and was disappointed when they disappeared later in the term.
- 21 Prof. van Schoor has gotten a much better lecturer since the beginning. I had a hard time understanding what he lectured about at the beginning, but now it's better, and I feel confident next term will go well.
- Prof. Harris is slow in class, takes too many questions, does not explain very well. His test was unfair and I am frustrated as I feel it does not reflect at all my understanding of the subject. He should not take his frustration over us in class (this last Monday) when we ask him a question he does not want to/can not answer directly.
- 22 I love this class. I am so so glad that I chose to major in Aero/Astro. Besides the content, which I love, the people in the class and the community that has developed over the last term is absolutely incredible. The professors and staff are as committed and dedicated as the students, with is a really great thing to see as a student, and reciprocate. I feel supported in the work that I do. I feel motivated by the people I am with. I enjoy the people that I am with and the class. I love the balance of lectures/problem sets, and hands on labs/design/building. I am looking forward to next term, and I am really going to miss this class when it is over. Thank you thank you thank you to the teachers, TAs, and staff.
- 28 It is not fair for Professor DeWeck to total the time for each week allotted to systems problems and divide by the number of systems problems to get the amount of time each systems problem should take. If he doesn't use the time in one week he doesn't have it for the next. That time is already gone and we still have the same amount of other work to do.
- I think that it would be a good idea for all the TAs to meet every Wednesday or so and go over the problem sets. This would mean that they all knew how to do each problem. Presently, it is also a disadvantage for those students who try to do their work early as at that point the TAs don't know the solutions or have any answers to your questions. By the time Tuesday morning rolls around it is much easier to get help but procrastination should not be rewarded.
- I am really enjoying unified. It is a great class.
- 35 Waitz is the man!