University of Pittsburgh

Spring 2020 - Lee Dosse MEMS 1014 - DYNAMIC SYSTEMS - 1010 - Lecture

Project Title: **2204 - Teaching Survey Spring 2020**

Courses Audience: **58**
Responses Received: **24**
Response Rate: **41.38%**

Subject Details	
Name	MEMS 1014 - DYNAMIC SYSTEMS - 1010 - Lecture
DEPARTMENT_CD	MEMS
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	15704
SECTION_NUMBER	1010
TERM_NUMBER	2204
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Lee
Last Name	Dosse
RANK_DESCR	Teaching Assistant
TENURE	NT

Report Comments

Student Opinion of Teaching Survey – Instructor Report
Report Guidelines for Spring/Summer 2020

Provost Cudd has provided guidelines for Student Opinion of Teaching Surveys for Spring and Summer 2020.

No copy of this report will be released to anyone other than the individual faculty member. If you choose to provide a copy of this report to your dean, chair, or other administrator, you may download a PDF copy to send.

Additional questions were added at the request of the Office of the Provost to surveys completed after March 23rd in order to gather student input about the remote learning experience.

Included in this report:
- Responses to Remote Instruction and Learning Questions
- Numerical results to Likert scaled items - Summary and Detailed Result
- Responses to Comments or Open-ended Questions
- Responses to additional School or Department Questions (if applicable)
- Responses to additional QP/Custom Questions (if applicable)

Collect student feedback early next term.
Read more about Midterm Course Surveys and the OMET option.

Creation Date: **Wednesday, June 03, 2020**

Remote Instruction and Learning Questions

Students were asked to provide feedback about the move to remote instruction and learning as part of the University's response to the COVID-19 pandemic.

Instructor Interaction - Scale: Strongly Disagree (1) to Strongly Agree (5)

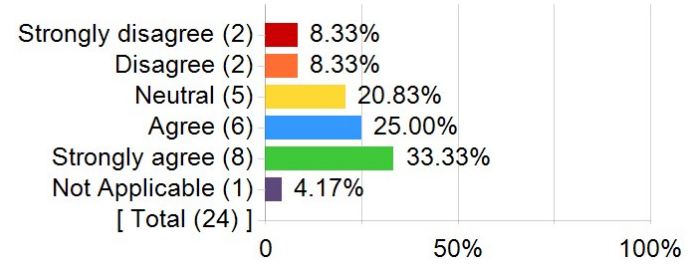
Question	Results		
	Response Count	Mean	Standard Deviation
I was able to interact effectively with the instructor after the course changed to remote instruction.	23	3.70	1.29

Course Resources - Scale: Strongly Disagree (1) to Strongly Agree (5)

Question	Results		
	Response Count	Mean	Standard Deviation
I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.	24	4.13	1.03

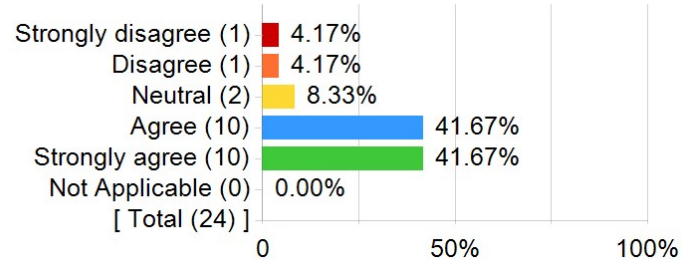
Instructor and Course Details

1. I was able to interact effectively with the instructor after the course changed to remote instruction.



Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	3.70
Median	4.00
Mode	5
Standard Deviation	1.29

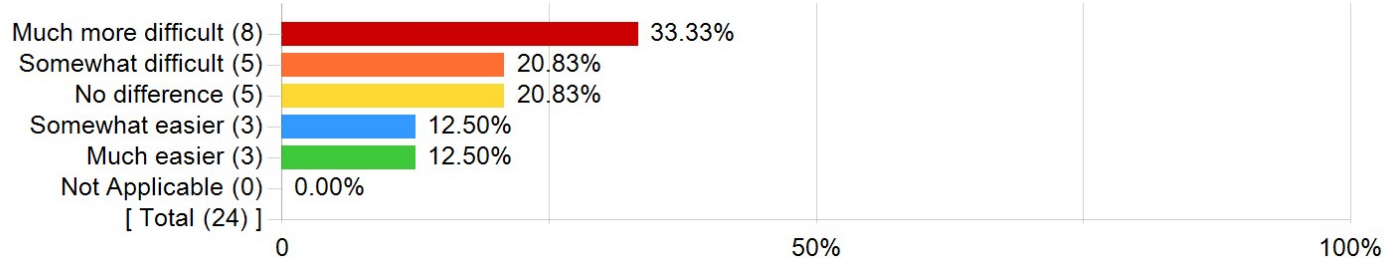
2. I had the resources I needed to finish my coursework when the course was changed to a remote instruction format.



Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	4.13
Median	4.00
Mode	4, 5
Standard Deviation	1.03

Move to the remote environment - Scale: Much more difficult (1) to much easier (5)

Moving to the remote environment made it (blank) for me to learn.



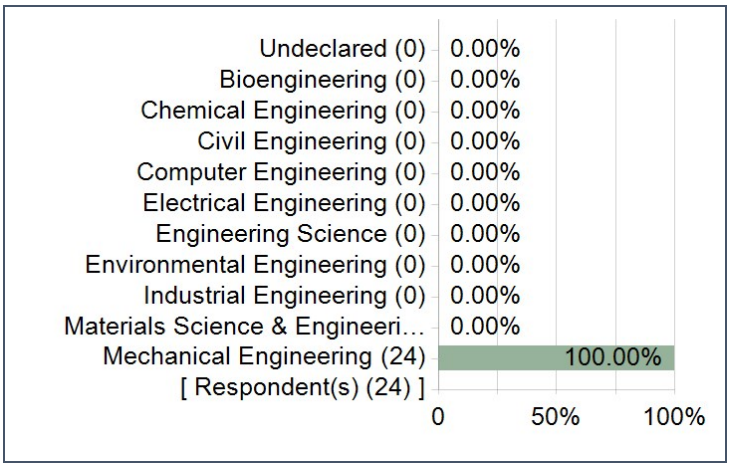
Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	2.50
Median	2.00
Mode	1

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

Comments
Some teachers need to understand that it takes more than 2–3 minutes to scan every page and wait for the document to be emailed and submitted. Wifi problems occur sometimes. There is also a lot of background noises/events going on that can be very distracting in a shortly timed environment.
I ended up learning more from a take–home test than I would have studying for a timed closed notes exam.
I think the university should consider making more classes online/flipped. I have found that I can learn more efficiently from the online lectures.
The 2 day exam over the weekend did not go well. The professor was not reachable by email during the exam and in order to compensate for it having so much time and the internet and our notes, the exam was way too difficult and the professor hadn't done a solution key himself yet because he kept sending out corrections. His prerecorded lectures are going well though
This class transitioned well to remote learning
Remote lectures are much less engaging. Hard to stay focused on lectures as a result.
The creation of a slack was very useful and though under utilized, it was very well intentioned. I liked the prerecorded lectures much more because I could learn at my own rate. The exam was difficult, but I learned a lot from taking it, and it seemed most realistic for real world application. Office hours were useful, and professor was very helpful.
Nothing
Removing time requirements from things like quizzes and exams does a great deal to reduce the stress that comes from having to upload work, as often the submissions get clogged up from everyone trying to submits at once.
This class did prerecorded lectures, which is nice to some extent but at the same time it was very challenging to apply the prerecorded lectures to homeworks and especially the exams, which were very challenging in my opinion.
Online learning is personally incomparable to physical in class learning.

Swanson School of Engineering Major/Program Area

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



University Questions

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

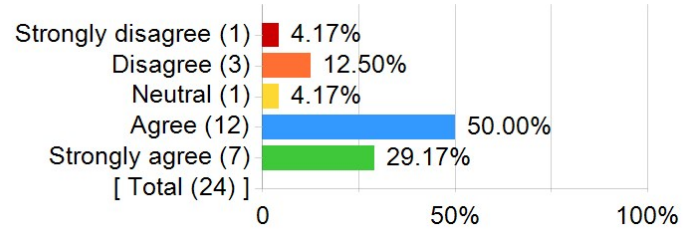
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	24	3.88	1.12
The instructor was enthusiastic about teaching the course.	24	4.08	1.06
The instructor presented the course in an organized manner.	24	3.88	1.30
The instructor maintained an environment where students felt comfortable participating.	24	4.25	1.15
The instructor maintained an environment where students felt comfortable seeking assistance.	23	4.04	1.22
The instructor provided helpful feedback.	24	3.63	1.21
Assignments contributed to my understanding of the subject.	24	3.79	1.32
Overall	-	3.93	1.19

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	24	3.38	1.24

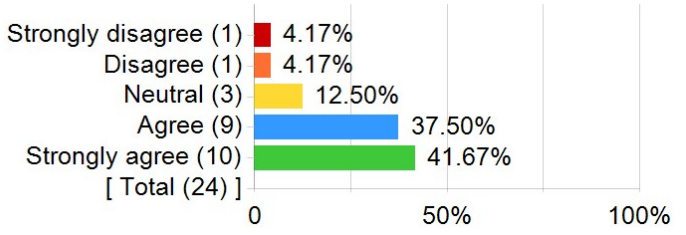
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.



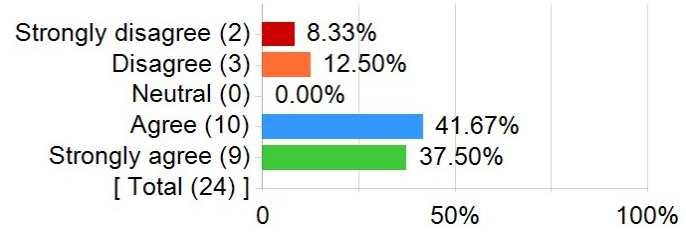
Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	3.88
Median	4.00
Mode	4

2. The instructor was enthusiastic about teaching the course.



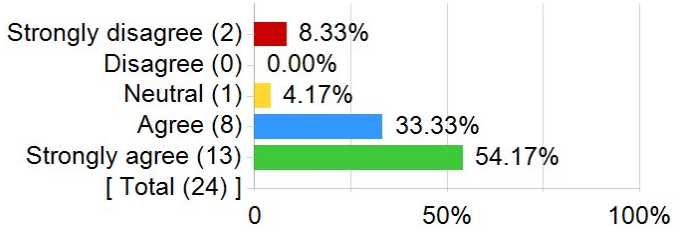
Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	4.08
Median	4.00
Mode	5

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



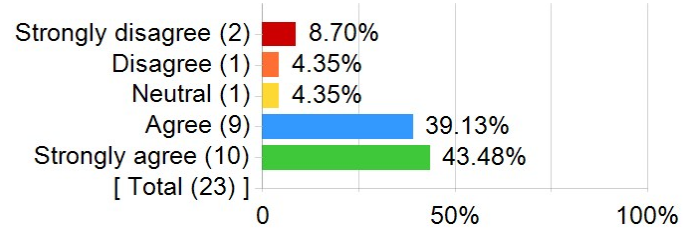
Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	3.88
Median	4.00
Mode	4

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



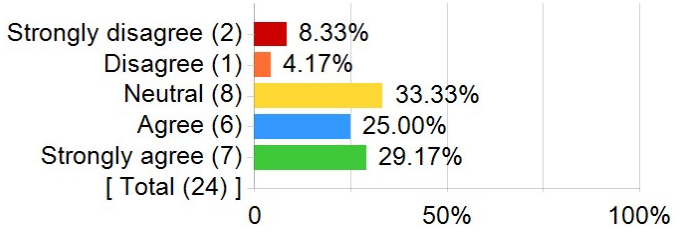
Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	4.25
Median	5.00
Mode	5

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



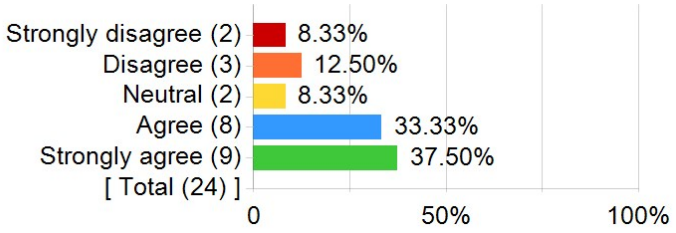
Statistics	Value
Invited Count	58
Response Count	23
Response Ratio	39.66%
Mean	4.04
Median	4.00
Mode	5

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	3.63
Median	4.00
Mode	3

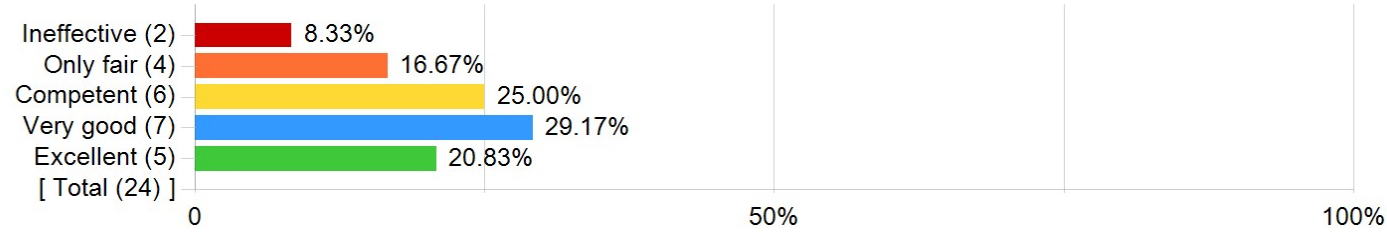
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	58
Response Count	24
Response Ratio	41.38%
Mean	3.79
Median	4.00
Mode	5

Instructor's overall teaching effectiveness:

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



Comments

What did the instructor do to help you learn?

Comments
I really like it when we related the system models to real–world applications. Things like that keep me engaged and make me want to learn the material.
He explained topics clearly in class. Asked for student's opinions and feedback frequently.
He presented challenging problems.
Good example problems
He worked through examples and drew out representations of the problems
in–class examples
Posting annotated notes is helpful in case parts of examples are missed during class.
He was very open to help and always was ready to help in office hours. His homeworks were incredibly difficult, but they were a good learning opportunity. I was glad they were for graded on completion.
He let me know how important a good teacher is.
Office hours were very helpful and homework based solely on participation was great because I was doing it to try and really work through the process of the problem and learning through doing the homework instead of being stressed that I had to get it right
Lee was generally very accessible outside of class and was helpful when asking questions about the topics covered
very clearly knew what he was talking about. Lee also obviously puts a lot of time and effort into the undergrad classes that he teaches, as I had him for Intro Thermo last summer.
He had very well put together notes, and was very good at communicating with us and explaining concepts in lecture.
Organized notes
How useless this class is for mechanical engineers. Might as well call it things that you'll never use in industry
Lee set a great pace for the class that got through material in a timely manner without feeling rushed. He brought energy and a bit of humor to every lecture that helped keep things from being too dry. He did his best to answer any questions to ensure student understanding and cared about seeing the students succeed.
Not much. The format of this class was awful in my opinion.
Uploaded notes to courseweb
Created a slack for students to interact with each other and with the professor. I thought this was a creative way to boost professor and student interaction and would be just as effective without the move to online learning.

What could the instructor do to improve?

Comments
Literally the only complaint I have is that day where we went over the Taylor–Series stuff I was so lost but it seems like that wasn't super important to the course content.
Sometimes you would write too fast to copy down. I also wish the lectures were on a Microsoft teams file, so we would not have to open so many powerpoints. I wish the quizzes were easier or not weighted so much because I found them very difficult. Some of them were a lot harder than the homework.
He could definitely work on organizing the notes better. Solving problems become messy so it is extremely crucial that they are presented in a manner where students can reference after lectures. Also after writing things down it would be helpful to take time to talk about what statements and concepts mean and also explain why you wrote what you did.
Provide more theory/derivation for what we were learning
Maybe just do a 1–hour timed exam with a zoom session occurring for questions for remote exams
presenting the course in a more organized manner; typed homework and quiz solutions and more organized lecture notes with clear approaches to solving problems – it's much easier to learn something when there's a clear–cut method to follow. I often referenced the textbook because they usually had clearer, written out approaches to problems
As far as remote learning, I had a hard time following "typed out" examples. Much preferred "hand–written" examples where they were walked through and discussed at the same time.
His lectures were done well, but often had way too much information on a slide and there was no time to copy the notes. The homeworks were too difficult to expect students to complete them without help from the professor.
I cannot say. It's out of my scoop.

Comments
Probably no take home test, but that was kind of out of his control.
I think he could change presentation his style to be more of a walk through the material instead of large leaps in chunks of clustered material into each slide. For me, it felt like through most of the lectures there was just a bunch of equations thrown at me with a brief explanation of what they were and how to use them. Specifically, slides where a bunch of general equations were presented, and some sort of circled or marked along with explanation but overall seeming somewhat arbitrary and confusing. I think including a derivation or two by hand, or at least line by line with the slides instead of just putting up the wall of algebra, would be very helpful in digesting the concepts. This was primarily difficult because as Lee taught, he would explain the purpose of the concepts, while either just having the final use case equations posted or quick derivations that would be hard to digest in addition to processing what he was talking about simultaneously. Also, this is something I tend to recommend generally, but if there's a physical concept being discussed in class, I have always found it easier to internalize when some demo is given. Be it a short 15 [s] YouTube video, or a physical prop that an instructor has taken the time to introduce to the class, these are instances I always value and appreciate when an instructor implements them in a natural way. Lee did in fact do this for a few concepts and I found it to be helpful.
A lot of times you will be solving a problem or example in class and as you progressed you would skip steps, insert equations, etc without clearly defining where they were coming from, or how you knew what steps to make. Being clear with what your thought process is for problems would help more. Also clearly defining how we solve problems. For example, at the very beginning of the semester I remember having trouble with defining systems because I had no idea what we were supposed to be solving for. I knew what a dynamic variable was, but I don't think we were told from the start that we had to be solving for these dynamic variables and putting them into differential equation form.
More study material for exams
Show more examples in lecture for SSR and transfer functions.
Be less confusing and convoluted in class. Some things feel dragged out
Only minor thing is to try and have backups in case of technology malfunctions, such as a missing converter cable for the computer.
More applicable example problems like the ones in the homework
Many things. Their handwriting is really hard to read, and many times in class he made typos when writing down his solution etc. Talks way too fast and does everything way too fast. I understand that there is a lot of information to cover in the class but I felt like it was not taught properly whatsoever. The reason most of the time we were rushing is because the instructor repeatedly arrived and started class 5–10 minutes past when it was supposed to start. This is extremely annoying because we are then forced to very quickly go through the material. I also don't like how often the instructor swears, it's distracting and annoying. Additionally, the instructor tries to use humor at times but all it does is distract me from the lecture. Concepts were not adequately explained. When we were covering fluid systems, the instructor would often say "as you've seen from X....Y Course", well not all of us have taken these classes in the past and we need more background about these concepts before jumping into challenging problems. Did not feel comfortable asking questions or for assistance because the instructor would often smirk whenever a question was asked that he expected everyone to already know. It was near impossible to follow his work through problems. The quizzes and exams were beyond unfair in my opinion. He formatted these the same way as he did for thermodynamics. One problem was always based on a previous homework problem, one was a "easy/medium" problem, and one was a challenging/very hard problem. This was extremely unfair since the problems always had some little detail or something that you needed to pick up on (detect) otherwise good luck doing the problem. No study guide or practice exams were ever posted. We basically were going in blind to the exams. This instructor needs to seriously improve. Also, I felt like I was breaking my neck trying to look at the powerpoint slides. Which brings me to powerpoint topic, this is such an annoying way to be lectured. He goes way too fast through slides and I'm so busy racing to scribble down the notes that I have to tune out what he is saying in order to be able to even get close to writing down the information. Please just write on the board the notes and everything, and take your time so we can actually follow along.
Annotate notes in a more organized way, stay on track in class, give more example problems, dont collect the homework unless its graded for accuracy
Provide a few more examples on some of the harder to grasp subjects.

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

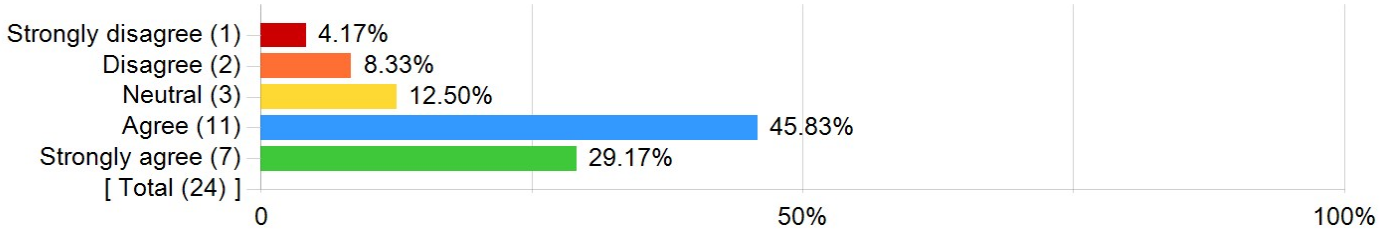
Comments
Great job teaching. I've enjoyed and been challenged by every course I've taken with you. Hope to see you again!
Great professor
I enjoy challenging problems but if they are to be graded, it would be best if students are taught how to approach harder problems first during in class examples and homework as opposed to during a quiz or exam. Also be mindful of what you are saying while solving problems. Talk through the problem as you solve them so students know what you are doing and understand why. I feel like I didn't learn a lot of concepts, but I was regurgitating steps from solved problems.
I think the class was taught pretty well!
The grading for the quizzes seems very unfair. Almost no partial credit was given for work it was only looking for the right couple of sections
N/A
N/A
Lee is incredibly passionate and I really enjoyed interacting and forming a relationship with him. He is very nice and clearly cared about his students.
You are perfect.
Overall, despite how difficult this course was for me, I found Lee to be enthusiastic and very helpful in teaching it. As a result, I found myself to be very interested in the course and have a desire to learn much more about the topics discussed.
I think it would be beneficial to provide more resources to study from. The textbook only has 10–20 problems per chapter and half of them are in our homework assignments, so I didn't have that many i could do to study. I think if you could provide more it would make studying easier. Also the quizzes were often very hard.
I thought the class was very well run, homeworks were effective, lecture was smooth. Great experience having Lee for Systems
When we switched to online learning, I tried to maintain the same schedule as in person learning. However, on multiple occasions the lecture for the day was not uploaded when I went looking for it. Your use of profanities in class seemed unprofessional and unnecessary.
At least you aren't Dan Cole
I appreciate you being personable in class and interacting with students freely. It helps make the classes feel more like a partnership in which both sides are trying to improve.
Very good at teaching
Many things. Their handwriting is really hard to read, and many times in class he made typos when writing down his solution etc. Talks way too fast and does everything way too fast. I understand that there is a lot of information to cover in the class but I felt like it was not taught properly whatsoever. The reason most of the time we were rushing is because the instructor repeatedly arrived and started class 5–10 minutes past when it was supposed to start. This is extremely annoying because we are then forced to very quickly go through the material. I also don't like how often the instructor swears, it's distracting and annoying. Additionally, the instructor tries to use humor at times but all it does is distract me from the lecture. Concepts were not adequately explained. When we were covering fluid systems, the instructor would often say "as you've seen from X....Y Course", well not all of us have taken these classes in the past and we need more background about these concepts before jumping into challenging problems. Did not feel comfortable asking questions or for assistance because the instructor would often smirk whenever a question was asked that he expected everyone to already know. It was near impossible to follow his work through problems. The quizzes and exams were beyond unfair in my opinion. He formatted these the same way as he did for thermodynamics. One problem was always based on a previous homework problem, one was a "easy/medium" problem, and one was a challenging/very hard problem. This was extremely unfair since the problems always had some little detail or something that you needed to pick up on (detect) otherwise good luck doing the problem. No study guide or practice exams were ever posted. We basically were going in blind to the exams. This instructor needs to seriously improve. Also, I felt like I was breaking my neck trying to look at the powerpoint slides. Which brings me to powerpoint topic, this is such an annoying way to be lectured. He goes way too fast through slides and I'm so busy racing to scribble down the notes that I have to tune out what he is saying in order to be able to even get close to writing down the information. Please just write on the board the notes and everything, and take your time so we can actually follow along.
Some test questions were complete curve balls that we weren't taught how to solve.....
Thank you Lee

ENGINEERING

Swanson School of Engineering Items

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
Go to office hours if you are confused
Office hours are very important because there is a lot of confusing material relating to different courses you've taken. Making sure your background is solid is crucial.
Do homework
Make sure to really try on the homeworks even though they're only graded for completion. Study for the quizzes because he doesn't give partial credit easily
pay attention in class and do the homework; reference the book as you need it
Standard procedure: go to class, pay attention, do assignments on time.
Make sure to attend as many office hours as possible to try to understand the lectures better.
Please take other professor's course.
Book problems!!! Instructors tend to teach directly from the book, and this class is no different. Especially in this case, the book is an invaluable resource that I wish I utilized more.
Do lots of practice problems to get used to different kinds of problems
The book helps define complex topics clearly. Following a step–by–step procedure is easy to find.
Use the textbook. The content can be difficult in this class, and if I didn't get something after lecture and the homework, the textbook is very effective as a supplement. One of the few textbooks that I am very happy that I bought
Find more examples to study for exams
Either make the tests more about theory or all math. No one wants to spend 3 pages deriving a bunch of letters
If you don't understand something, ask questions. Make sure you understand the principles of what you are doing in class and feel comfortable with the processes. The exams are going to be difficult, so you can't be trying to learn the material on the day of the exam, it won't work.
Honestly, good luck. Either you will do well or you wont. His teaching style is one that I dread ever having to experience again. Study very hard, and never underestimate the exams and quizzes. There will always be a trick to the problems.

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.	23	4.04	1.19
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	23	3.74	1.36
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	23	4.09	1.24
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	23	2.65	1.27
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).	23	2.35	1.34
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	23	2.35	1.37
Your ability to effectively communicate verbally with a wide range of audiences.	23	2.04	1.07
Your ability to effectively communicate in writing to a wide range of audiences.	23	2.22	1.13
Your ability to recognize ethical and professional responsibilities in engineering situations.	23	2.57	1.31
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	23	2.35	1.37
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	23	2.43	1.27
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	23	2.30	1.29
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	23	2.22	1.35
Your ability to develop appropriate experiments.	23	2.26	1.29
Your ability to conduct appropriate experiments.	23	2.09	1.24
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	23	2.65	1.50
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	23	3.61	1.34