Summer 2022 - Matthew Barry MEMS 0051 - INTRODUCTION TO THERMODYNAMICS - 1030 - Lecture

Project Title: **2227 - Teaching Survey Summer 2022**

Courses Audience: **17**
Responses Received: **17**
Response Rate: **100%**

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- 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.
- 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.

The Office of Measurement and Evaluation of Teaching (OMET)
Contact us with questions or visit our website to learn more about teaching surveys and collecting student feedback .

Creation Date: **Wednesday, August 24, 2022**

University Questions

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

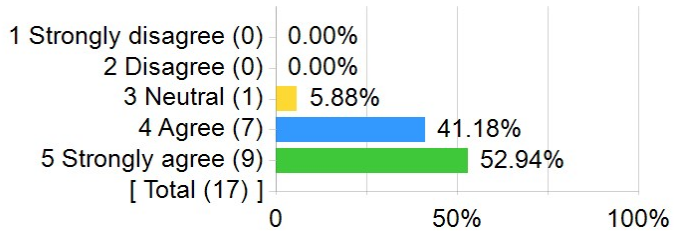
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	17	4.47	0.62
The instructor was enthusiastic about teaching the course.	17	4.12	1.11
The instructor presented the course in an organized manner.	17	3.76	1.20
The instructor maintained an environment where students felt comfortable participating.	17	4.47	0.62
The instructor maintained an environment where students felt comfortable seeking assistance.	17	4.18	0.73
The instructor provided helpful feedback.	17	3.94	1.20
Assignments contributed to my understanding of the subject.	17	4.59	0.51
Overall	-	4.22	0.92

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	17	4.00	0.87

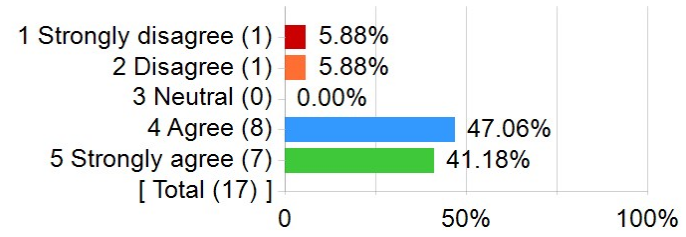
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.



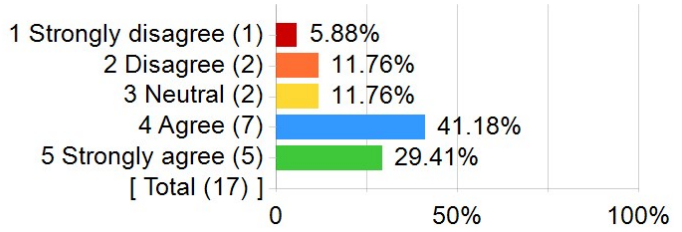
Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.62

2. The instructor was enthusiastic about teaching the course.



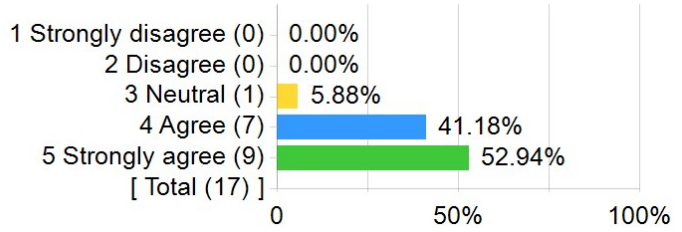
Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	4.12
Median	4.00
Mode	4
Standard Deviation	1.11

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



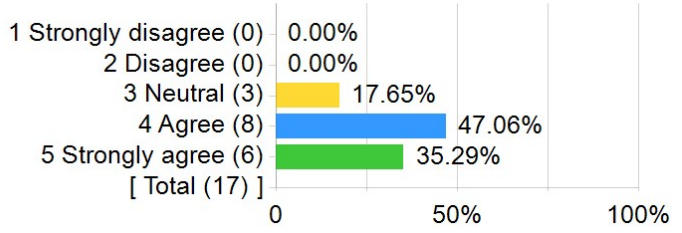
Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	3.76
Median	4.00
Mode	4
Standard Deviation	1.20

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



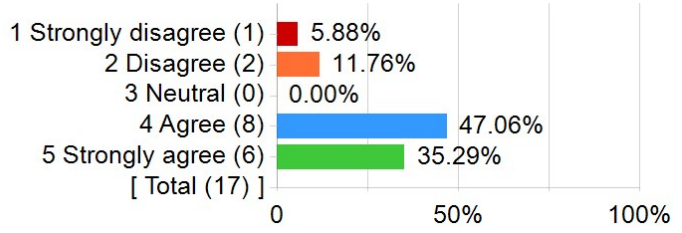
Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.62

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



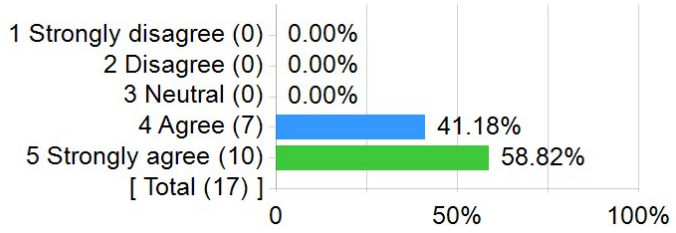
Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	4.18
Median	4.00
Mode	4
Standard Deviation	0.73

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	3.94
Median	4.00
Mode	4
Standard Deviation	1.20

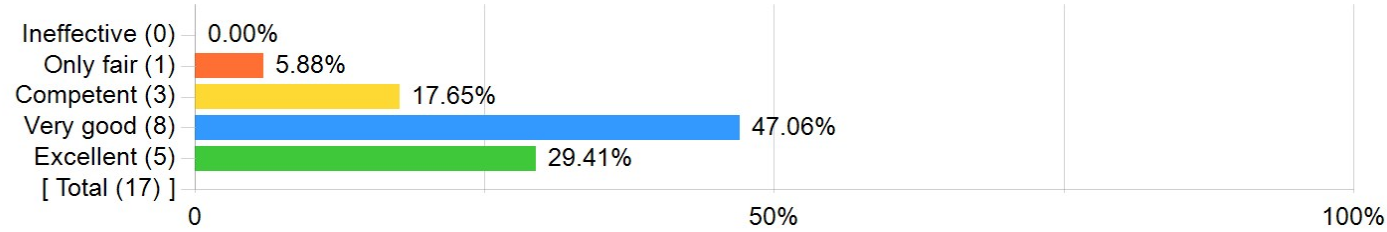
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	17
Response Count	17
Response Ratio	100.00%
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.51

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
He was open to meeting, helping and answering questions, but he told us to use an email address that wasn't his. So for half the class, I would email him and just never get a response. However, when I used the email I found on the Pitt website and once I had the right email and was able to contact him, he was very helpful in making sure I completely understood the material.
Good organization of lecture materials and helpful teaching.
He went over lots of examples and made sure we were well prepared for assignments. He also showed us real world examples of why we needed to know what we were learning which greatly improved my enthusiasm and desire to learn.
Pre–recorded lectures
Important concepts of thermodynamics
Taught me about real world interesting things along with the theory
Dr. Barry seemed to enjoy the subject so it made it easier to learn from him. He uses though provoking examples and assignments.
Dr. Barry was an enthusiastic professor who really stimulated the otherwise potentially dry lectures with interesting topics.
Provided helpful lecture videos, past assignments, and was very accommodating.
Provided useful examples in class and related them to concepts in the real world.
The recordings online were fantastic for the main lecture, and example focuses for the class. I can always go back and refer to the videos when I need, and class time feels productive.
He gave us access to materials from past years that were very helpful in studying and completing the assignments.
Plenty of inclass problems
The concepts and idea behind thermodynamics
I like the way Professor Barry set up this class and many of the other courses he teaches as well. I think the assignments correspond well with what we are taught in lecture and help the learning process. I think the lectures are straight forward and it is nice to have the option to re–watch lectures in case I want to walk through an example again to help me with my homework.

What could the instructor do to improve?

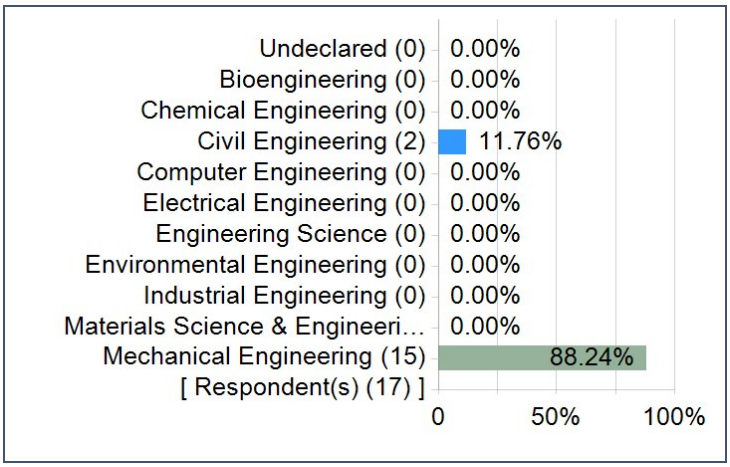
Comments
Grading in a timely manner, making sure resources and assignments are posted when promised. Having all the assignments and quizzes that are promised on the syllabus. (we had 3 quizzes when 8 were promised)
Nothing
There were certain times where it was clear that Dr. Barry did not car about the class or care to put effort into it. There was a lack of grading that happened throughout the semester and a lack office hours the were clearly made available
Release grades!
Grade papers more effienctly so we have feedback on our learning
N/A
He could maybe give some additional feedback on work, so that we know by how much we are failing
Be more punctual with uploading assignments and if there is going to be a delay let the class know.
Hold office hours, some students were confused and just clarifying through office hours would have been helpful since it is easier talking face to face with someone rather than communicating via email.
Now that we're at the end, I realize that I actually miss the lack of Top Hat questions. Not only did they keep me in check/on time, but also allowed me to practice the topics. Now there's only the homework for select topics and I have to search for relatable examples.
He could be more detailed in the lecture videos.
Grading in a more timely manner
My only complaints were the lack of grades throughout the semester and at times it was hard to get in touch with the professor. I also realize it was a summer course without a TA or grader so I understand the lack of grades.

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

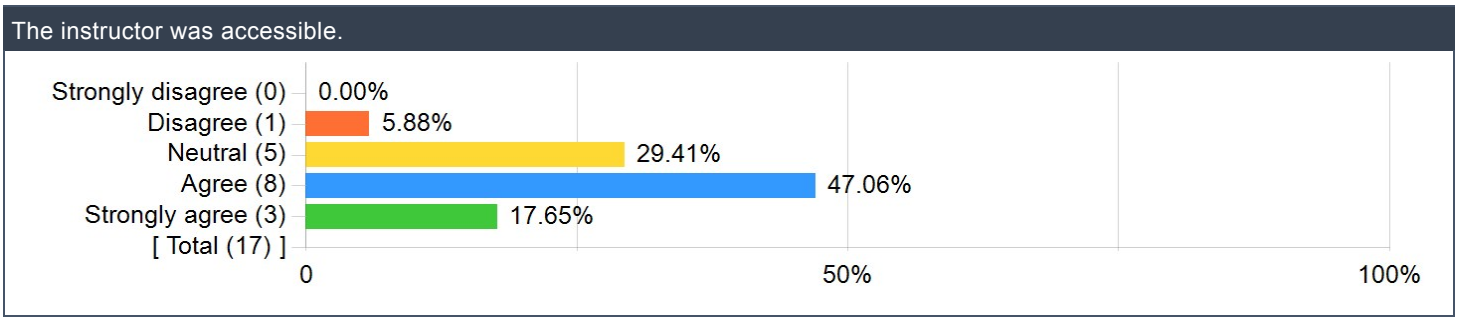
Comments
You definitely knew what you were talking about in terms of the material, but you were scattered in your organization and the logistics part of the class and it stressed me out quite a bit. Your teaching style was not my favorite and I understand this is a summer class, but I like to plan ahead and get things done early, which wasn't quite possible with how you taught.
no
I have been in the dark with grades for almost the entire semester. I am unsure how I am doing in the course!
Excellent Teacher and very knowledgeable about the subject. It is understanding that teaching comes second to research but I learned more in this class from tangents than any other class.
N/A
Thank you Dr. Barry
I enjoyed having Dr. Barry as a professor and wish him the best in the future!!!
N/A
I enjoyed the class and thought it was broken down and organized well.
I do not.

Swanson School of Engineering Questions

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



The instructor was accessible.



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

Comments
Do not take it over the summer while also working full time and going on two different vacations.
Check the Github and ask questions about assignments well before they are due
Release graded problems so students understand mistakes.
Use the textbook, it is helpful.
Be prepared to do a lot of work. Don't get behind on it!
Make sure you truly understand the subject and not just how to do the homework problems.
Complete top hat assignments, stay on top of concepts and assignments
* Don't start the homeworks 7pm the night of * Canvas only allows .txt files and not EES's extension. In other words, don't find this out 2 minutes before submitting at 11:59. * Don't ever in a million years anticipate Matlab not convulsing the second you ask it to do anything, despite your supposed programming expertise
I could have participated more in class.
Just watch the lecture videos aka be prepared for class
Work on as many problems as you can so that you can see many different ways to use the concepts.
Make sure to keep up with the assigned textbook material
I feel like its pretty easy to learn the material if you take the course the way the professor intends for you to. Watch the lectures, take notes, and show up to the class and you should be fine.

Engineering Undergrad Courses

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

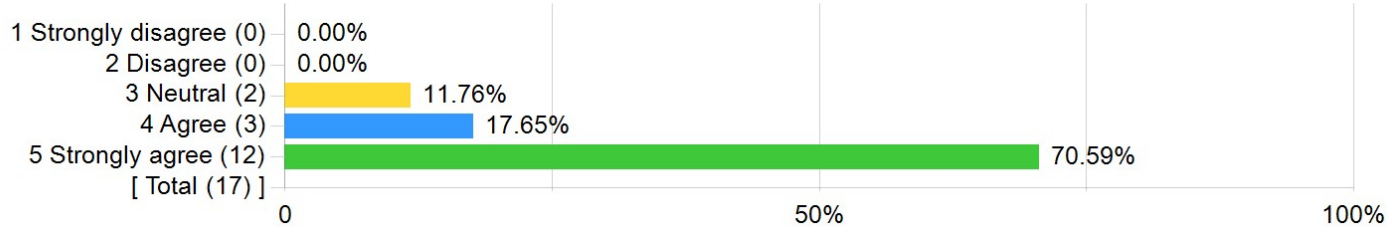
Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	17	4.41	0.71
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	17	4.53	0.51
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	17	4.24	0.83
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	17	3.47	1.18
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).	17	3.59	1.37
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	17	3.59	1.18
Your ability to effectively communicate verbally with a wide range of audiences.	17	3.41	1.42
Your ability to effectively communicate in writing to a wide range of audiences.	16	3.44	1.50
Your ability to recognize ethical and professional responsibilities in engineering situations.	17	3.47	1.28
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	17	3.65	1.22
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	17	3.47	1.23
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	17	3.12	1.54
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	17	3.06	1.39
Your ability to develop appropriate experiments.	17	3.35	1.27
Your ability to conduct appropriate experiments.	17	3.24	1.35
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	17	4.18	0.81
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	17	4.24	1.03

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	17	4.59	0.71

Details

The instructor creates an inclusive learning environment for all students.



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Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.71