University of Pittsburgh

Fall 2018 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture

Project Title: **2191 - Teaching Survey Fall 2018**

Courses Audience: **55**
Responses Received: **54**
Response Rate: **98.18%**

Subject Details	
Name	ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture
DEPARTMENT_CD	ENGR
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13263
SECTION_NUMBER	1050
TERM_NUMBER	2191
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

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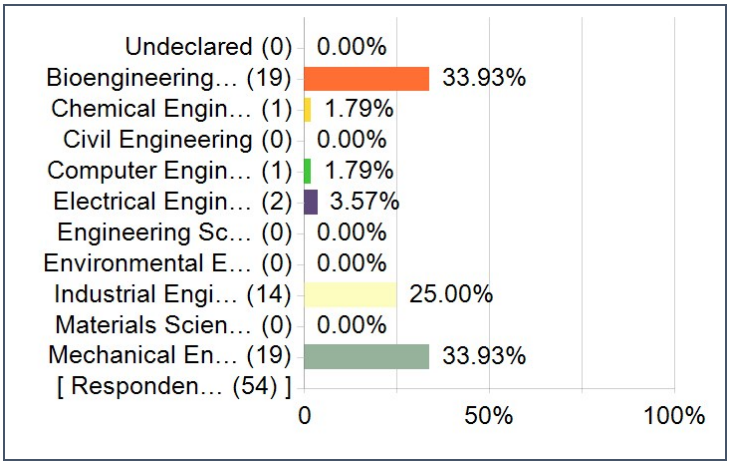
Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Friday, February 22, 2019**

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)

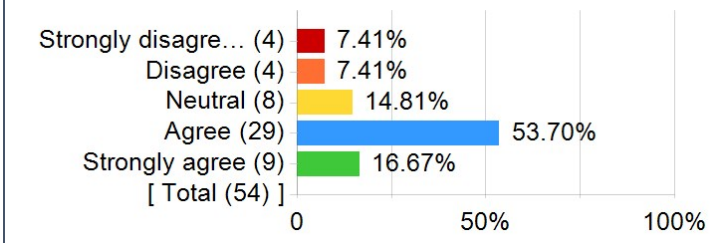
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	54	3.65	1.08
The instructor was enthusiastic about teaching the course.	54	2.96	1.13
The instructor presented the course in an organized manner.	54	3.80	1.02
The instructor maintained an environment where students felt comfortable participating.	54	3.94	0.92
The instructor maintained an environment where students felt comfortable seeking assistance.	54	3.74	1.05
The instructor provided helpful feedback.	54	3.74	0.89
Assignments contributed to my understanding of the subject.	54	4.02	0.92

Instructor's overall teaching effectiveness

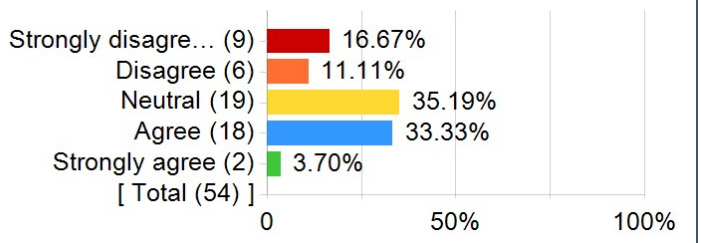
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	54	3.43	0.88

Instructor Items: Detailed Results

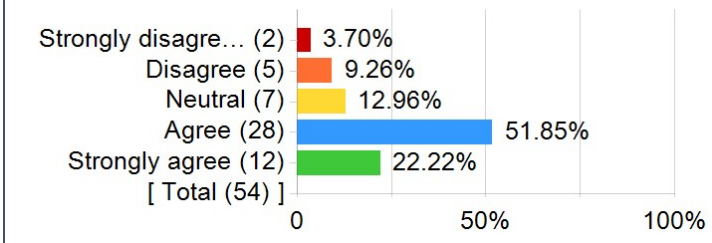
1. The instructor stimulated my thinking.



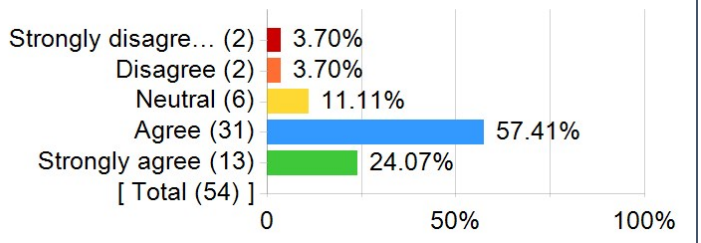
2. The instructor was enthusiastic about teaching the course.



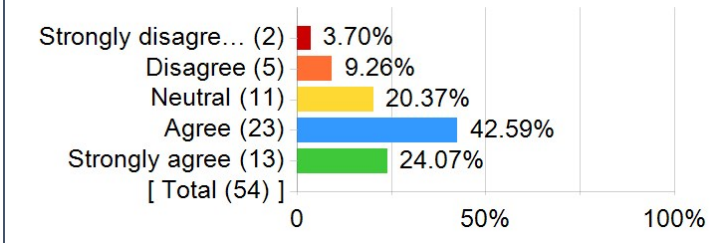
3. The instructor presented the course in an organized manner.



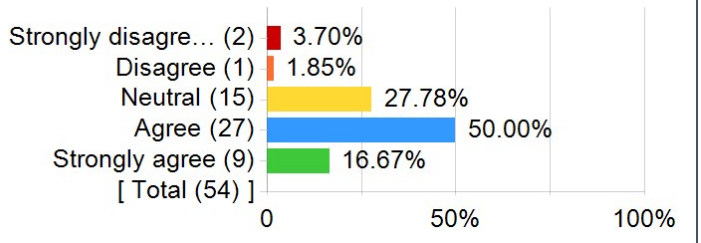
4. The instructor maintained an environment where students felt comfortable participating.



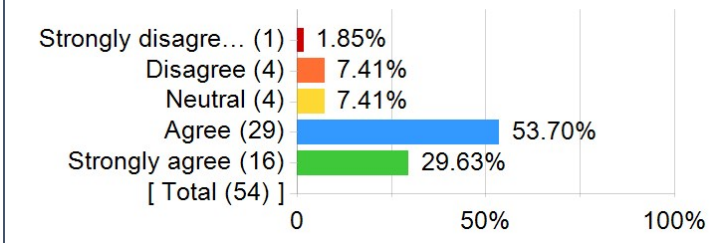
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

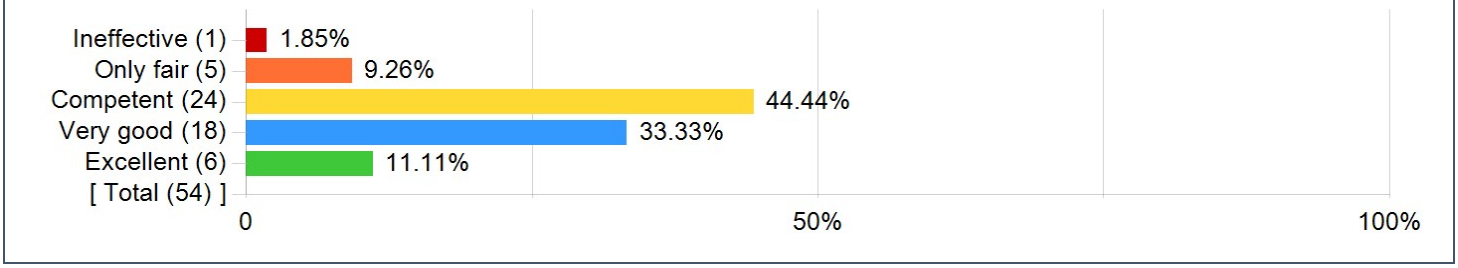


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

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



Comments

What did the instructor do to help you learn?

Comments
In office hours and in the Makerspace, he was patient and willing to help guide students through problems.
The first design project was great practice in understanding the difference between theory and equations and practical application. It greatly enhanced my perception of the concepts, even though it was time consuming and frustrating.
hands on projects, applicable homeworks
Did in class problems on Top Hat so his notes were saved and students could go back and look at them.
He went over examples in class that were focused on the topics that we were learning.
Many examples in class and I enjoyed the class project
Allowed us to ask questions during lecture, provided the class notes online
Went over lots of examples in class which was helpful.
The homework was helpful to practice the material.
Not too much.
Not much
how to sum forces
Provided useful examples during lecture and homework that reinforced concepts covered in class
Use the tophat platform.
Provided in–depth analysis when working through examples
lots of in–class examples
Overall, Prof. Barry made the course enjoyable through humor and lightheartedness.
Plenty of example problems that helped.
To apply the class to outside sources
He is very open to helping you get a better grade.
He gave us effective homework and many examples in class that help a lot for me to understand the material.
He was always frank about what we actually needed to know how to do.
The design project was very helpful for getting hands–on experience with the concepts and math explored in class.
Had the annotated notes online.
The real world examples helped a lot.
Went through problems on the board.
Dr. Barry was one of my least favorite professors in college.
He did a hands on project that allowed us to realize some of the methods we had learned in class.
The instructor helped me learn to analyze static equilibrium problems as well as how material will effect a design.
He did example problems during class as well as posting practice HW's and the slides
Went through examples in class
The homework assignments helped me a lot and building the bridge was fun and helped me.
Explained and took detailed notes
Long office hour
Created a relaxed environment that was easy to feel comfortable in.
Gave good examples and explained topics well.
He had some pretty good notes and slides for us to use in class
The homework, midterm, and final from previous years that were uploaded at the beginning of the year were the only real thing that helped me learn the concepts of this class
provided sufficient examples and had us do a project in which we could take what we learned and bring it to real life.
Dr. Barry was very good at explaining topics in terms that we can understand.
Statics
Dr. Barry provided examples that were productive in class and the notes provided were extremely organized, which helped with

Comments
understanding and the learning process.
Using the Makerspace to build a bridge was very beneficial and I enjoyed doing something that was hands–on
Posting solutions to homework problems was helpful because it allowed you to find places where you might've made a mistake or have been unsure
Classes were easy to follow despite my lack of interest in the subject. Good use of examples. Homeworks were helpful and fair.
Was very helpful in office hours and design project 1 was a huge boost to my confidence in the class, while also obtaining some hands on experience.

What could the instructor do to improve?

Comments
In class, we spend most of the time watching him do basic algebra for examples on top hat. I'd like to have this information available, but watching these examples does nothing for my understanding.
Communicating assignments and when they will be assigned. It is not good to be checking courseweb every day seeing if an assignment was posted.
more practice problems
More example problems to make students more ready for homework assignments.
Give more practice problems and a homework for every section!!
Keep up on the assignments. You were doing great in the start of the semester with giving us homework assignments that got us used to the types of problems we would be seeing on the exams. After Design Project 1, we haven't had any homework. This means that we have had no practice on the topics that were covered in the latter half of the semester. This makes me feel super unprepared for the final exam because I don't know what to expect.
N/A
Maybe slow down a bit while teaching?
Instructor displays apathy toward teaching and being here in general. He made a point that he didn't care about how well we did.
Be more specific about what would be on exams and have practice material we could use to study from.
Give consistent homework, not be condescending, actually do the examples in class, teach.
It is useful to see him write out the examples on top hat and have them available to us after class to go over, but the Top Hat notes are very messy and sometimes hard to understand. I also felt like I did not have enough materials to prepare for the exams. I also thought the design project was unorganized, I wish we had more instruction and that it was more clear when people would be arround to help test/buy wood from.
he seems to not like statics
could be more organized and provide homework on a consistent basis
More in–class questions for the students.
Assign homework more consistently
Some of the homeworks were more challenging due to inconsistencies in the problems. ie forces acting outside of the object and certain methods failing without explanation
Prof. Barry is too sarcastic and cynical at times. On two occasions his homework problems were ill–posed and I was the first person to notice the error, after wasting significant time on attempting solutions.
Some of the practice exams that we were given to study off weren't similar to the actual exam at all and I prepared for the wrong material.
Bringing the sassy jokes down just a tad
He could provide more problems similar to the exam.
Nothing really he's my favorite teacher this semester and he did really good with his lectures and exams
post homework problems sooner.
More recommended problems to work on for each topic area that is covered.
Better examples, More examples, having the notes somewhat represent the homework
He could tell the class which problems are good to do in the book.
Stop acting like statics is easy and common sense, it makes students feel stupid and discouraged if they struggle. I get that statics is second nature to him at this point but sometimes students struggle and although one on one Barry is very helpful the way he talks about statics in class is discouraging.

Comments
Dr. Barry does not make his students feel welcome. He has constant issues writing on his tablet and it is extremely distracting. Finally, we have not had a homework in four weeks. Therefore, we have no material to study for our upcoming exam, which we found out the day before we were suppose to take it, that it was a take home. Also, we were suppose to have two design projects. Due to his disorganization, this is a design project to finish this survey. And our grade for the design project, the percentage of people who complete this OMET.
He could organize the schedule a bit better. There was too much to get done in a timely manner.
We only had a few homework assignments so i would like to see more homework.
not skipping through some of the basic information
Provide additional practice problems
Use better teaching platform (not tophat)
Practice problem should be similar to exams, not just from textbook.
Give a list of practice problems. Give study guides and let us know what is actually going to be on the tests.
office hour schedule
He could give us more practice problems to use or practice. He could also be more organized about what we do for grades and when.
Actually help us through examples that are reflective of what will be on the homeworks and midterms. He should not assume that all of us love statics and would want to spend all of our time in the makerspace building a bridge. He could also improve by not being so condescending when talking to us.
Be more cheerful
I would say that many students liked knowing what was going on in the class from a very rigid standpoint and sometimes that organized understanding swayed away from the students.
Post the homeworks on time and do more exam preparation
At times, it seemed like class was non–productive and that students and professor were trying to butt heads. More structure when it comes to things outside of the class would help a lot, like giving out homework/exams, maintaining a homework schedule, giving out extra practice problems, or being consistent/reasonable with a project.
Manage time better
More organization. Seems to be off schedule often. Appreciated take–home 3rd exam but wish we were made aware earlier that it would be take–home and there would not be an in class exam 3. More than 2 days notice would have been appreciated.
More in class problems for students to do, rather than just going straight into a graded assignment.

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

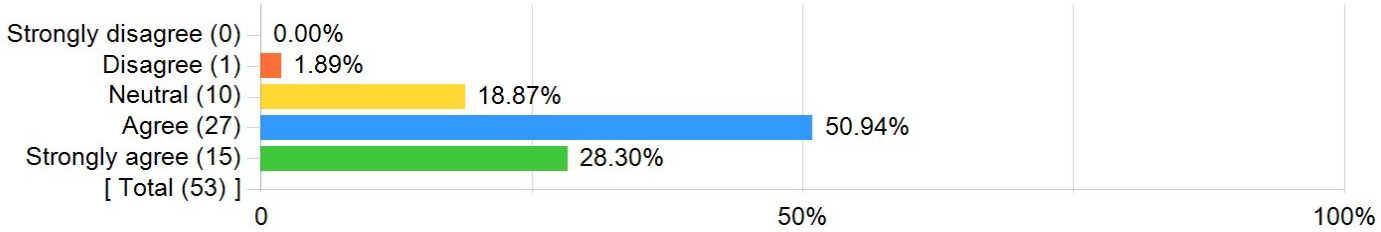
Comments
He seems indifferent to subject and the class, and doesn't seem to care if we learn or not. He also seeks to keep the class in competition with itself, which isn't an ideal learning environment.
no
I know a Monday night lecture sucks but I feel that it is important to take time to show the students all of the information that is needed and to not rush though it. Also, I know it doesn't matter all that much, but I don't think it is completely fair to put a super theoretical question on a midterm exam (question 2 on exam 2). Given the practice problems that we had available to us, I feel that I was going to get most of that question wrong no matter how much studying I did.
Thank you for an engaging course.
Try not to talk about the material like its the simplest thing in the world, because then students are just going to feel bad if they don't understand it.
He was so nice outside class, but in class he was pretty rude and definitely expected a disproportionate amount of time to be spent on his class. He definitely improved as the semester went on, but he is still one of the worst professors I've had in 4.5 years.
no
I thought the class was well taught. I think that four exams, two design projects, and 6 homeworks makes the course feel too rushed
nah
no
nope
He is one of my favorite teachers. He really helped to try and make our project succeed. Also, he is helpful during office hours and seems to care about his students. I did not like my group however.
I was always second guessing myself with the homework and exams. I really enjoyed the bridge design project
Do not treat engineers who are not mechanical as lesser in your class. Should you like to insult other disciplines, I suggest doing it to one of our respective professors, and see how they respond.
Cleveland.
no
no
No
I really enjoyed the bridge project
enjoyed my time in your course
I enjoyed class
The bridge project was a good idea on paper, but not in execution in my opinion.
He seemed like he really did not know what he was going to do next... ever. He planned for a midterm, and when we asked what would be on the midterm he was unsure. I wish he was a little more organized and kept us updated on what he was planning to do with everything from homework, to projects and midterms.
n/a
I wish we had the same schedule as the week day classes. They only had to build their bridge in solidworks while we had to physically build a bridge. I thought this was unfair.
I feel like in the end, my biggest problem was with the design project. I understood the purpose, but it also just seemed like we were doing the project so Lee could fulfill his graduate requirements rather than for us to actually enhance our learning process. I feel like in the end, I didn't gain that much out of the project and that was also disappointing – it seemed like more of an exercise into what an engineer's role looks like rather than an application of statics.
Definitely stick with using the makerspace for design project 1.

ENGINEERING

Swanson School of Engineering Items

The instructor was accessible.

1. The instructor was accessible.



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

Comments
Office hours were much different than the class itself, and I could have learned a lot more if I went to them more consistently. Creating algorithms for solving problems would have been a more effective study strategy for tests. Also, do everything you can to not take class at night.
previewed the lecture slides
Read the ferdinard beer textbook more.
Switched to the day time section, where the lectures were probably more manageable and on track.
Keep up on the topics that we went over in class. If Barry isn't going to keep giving the homework, then you have to make your own homework.
Test your bridge multiple times. Even if you have the best design, mistakes happen :(
Go to office hours when you have questions, he's pretty helpful
Nothing.
Do the homework throughout the week, not the day before.
Pay attention in class and write down the examples he does
more practice problems
do not take the night class if possible
Pay attention, this class actually matters a lot
Work through the examples in the notes a second time on your own instead of simply observing
Don't be afraid to reach out via email
50–minute exams are challenging. I would have loved a 90–minute exam duration. Be ready to get a C in this class...
Take good notes.
Study the homework for exams.
Try and do all problems in book. Look up examples online. Know who you are going to be in a group with. Don't pick bad group mates.
Look at his slide examples and the book it helps a lot
Go to office hours
Do a lot of practice problems — This is one of those classes where that really is the best way to get good at the stuff.
Be ready for his teaching style. The material is easy but for some reason when he is explaining it, it gets confusing.
Looked at the book more
Take a different class, night statics is a bad idea
I had to make up an exam and he postponed 4 times on me, not to mention completely not answering my emails. To improve learning in this course, I would suggest a new professor.

Comments
Practice the homework and book problems earlier
Take the daytime section.
Be prepared to work with others
Make sure to do consciously do the Hw and redo the HW before tests. As well as look over slides
Done more practice problems
Go over notes between classes, find more practice problems to do
Done more practice problems
More practice problems
Ask questions if you don't understand, even a tiny point.
Print out the lecture slides in advance
Do homework with the mech–E's
I would do as much practice as I could and give myself as much time possible on every assignment.
I wish I took this course as a sophomore or junior. Taking it 3 years after I had any physics class wasn't very helpful
Practice the problems.
Practice
Read the book!
Be prepared to put more time in than you think that you'll really need, especially if the project stays the same.
Since I was in the night class that only met once a week, it was easy to forget what we learned the previous class. Keep up with the readings and do a few practice problems to keep caught up.
Watched more videos
Take it directly after physics 1/2 or materials.

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.	54	3.76	0.85
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	54	3.48	1.02
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	51	3.55	0.97
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	54	3.37	0.96
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).	54	2.98	1.14
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	54	3.15	1.04
Your ability to effectively communicate verbally with a wide range of audiences.	54	2.72	1.17
Your ability to effectively communicate in writing to a wide range of audiences.	52	3.04	1.05
Your ability to recognize ethical and professional responsibilities in engineering situations.	54	3.06	1.07
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	54	3.04	1.10
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	54	3.11	1.04
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	54	3.85	0.79
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	53	3.87	0.68
Your ability to develop appropriate experiments.	54	3.33	1.08
Your ability to conduct appropriate experiments.	54	3.44	1.02
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	54	3.48	1.04
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	53	3.72	0.79