University of Pittsburgh

Fall 2017 - Teaching Survey Report for Matthew Barry

ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture

2181 - Teaching Survey Fall 2017

Total Enrollment 37
Responses Received 35
Response Rate 94.59%

Subject Details	
Name	ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture
DEPARTMENT_CD	ENGR
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13370
COURSE_NUMBER	135
SECTION_NUMBER	1050
TERM_NUMBER	2181
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	41
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

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

Creation Date Fri, Jan 12, 2018

Powered by blue®

University Questions

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

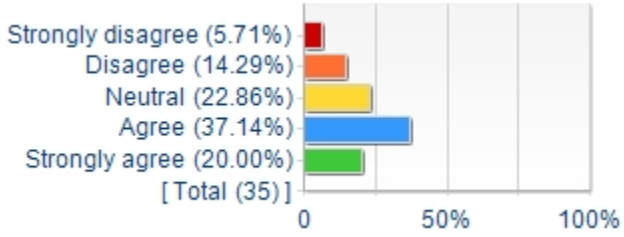
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor stimulated my thinking.	3.51	35	1.15
The instructor was enthusiastic about teaching the course.	2.94	35	1.24
The instructor presented the course in an organized manner.	3.83	35	1.04
The instructor maintained an environment where students felt comfortable participating.	3.80	35	0.83
The instructor maintained an environment where students felt comfortable seeking assistance.	3.83	35	1.01
The instructor provided helpful feedback.	3.60	35	1.12
Assignments contributed to my understanding of the subject.	3.94	35	1.06

Instructor's overall teaching effectiveness

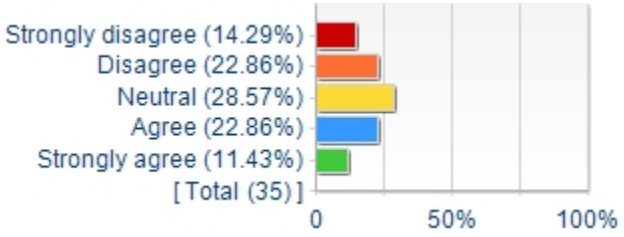
Question	Results		
	Mean	Response Count	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	3.49	35	1.22

Instructor Items: Detailed Results

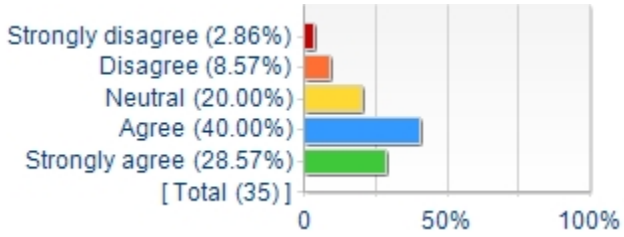
1. The instructor stimulated my thinking.



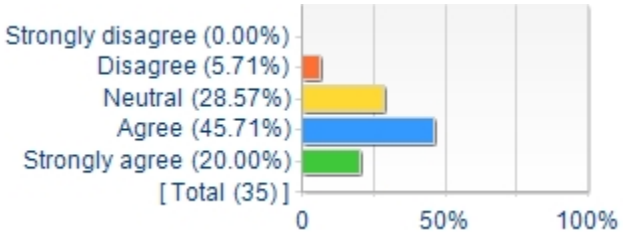
2. The instructor was enthusiastic about teaching the course.



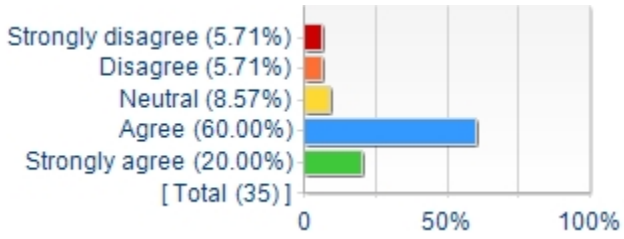
3. The instructor presented the course in an organized manner.



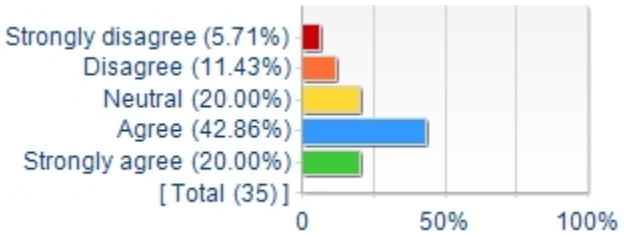
4. The instructor maintained an environment where students felt comfortable participating.



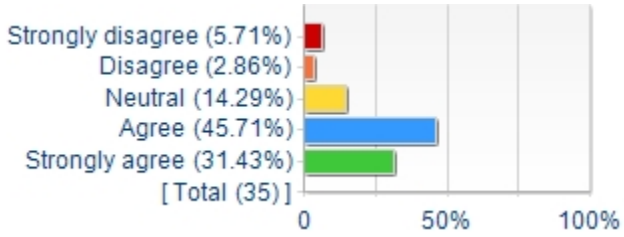
5. The instructor maintained an environment where students felt comfortable seeking assistance.



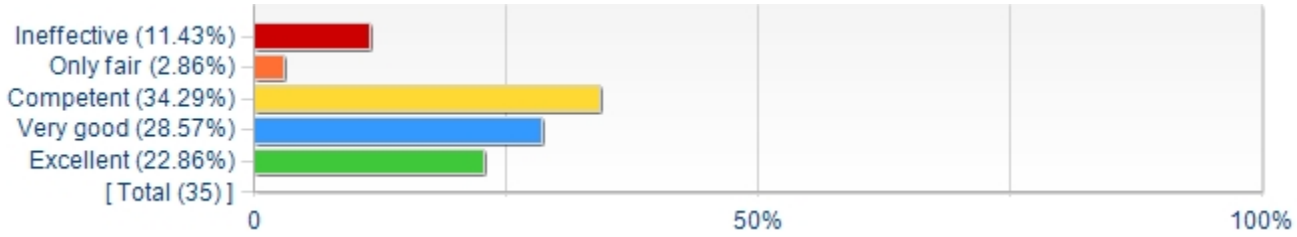
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



Comments

What did the instructor do to help you learn?

Comments
provided several in–depth example problems
gave good examples.
Nothing
Basics of static systems
Matthew is very knowledgeable in the field in which he is teaching, however, he made it very hard to learn from him because he talks really fast and in a quiet manner. Most of the class needed to teach things to themselves in order to learn the things that he thought we should have learned from his lectures. I found it difficult to learn from him because he would cancel class two weeks before an exam and expect us to teach ourselves statics in one week.
Office Hours
He made the course much more difficult than it needed to be by cancelling multiple classes and posting videos that did not work as a replacement for the lectures he cancelled.
He did a lot of drawings and went through all examples in class step–by–step.
– provided practice exams for midterms – provided solutions to homework assignments after due dates – in class examples
Notes were clear and in class examples were very helpful.
He added good outside examples from his own experiences to help us understand the material, as well as how it is applicable in real–life problems.
Gave plenty of examples, and made it clear what concepts we were responsible for.
Professor Barry had us work in groups, which seemed to be helpful for learning from each other, and put all of the lecture slides up on courseweb after the lecture so they were accessible to study
The design projects were the best way for me to learn and I wish there were more of them
I like that he posted the lecture slides on courseweb.
He made himself available during and outside of office hours to help me understand subjects better.
Explained examples well and helped with visualization
Gave practice exams that were of equivalent difficulty to the actual exams.
Many examples that were pertinent to the course as well as practice exams which assisted greatly in preparation for tests.
Statics
Provided lots of examples and was very available during office hours; very willing to explain any misunderstandings.
Worked through examples well that helped to clarify confusion
The lecture slides were well put together.
EVERYTHING
Provided real–world examples
I liked the examples relating to racecars and automotives in general
Able to to show how to do sample clearly.
Helped learn solving methods through examples he did in class

What could the instructor do to improve?

Comments

Comments
have more class time
Actually hold class
More interactive examples
Not cancel class before tests when the class only meets once a week Speak louder
Not cancel 8+ hours of lecture. Return the exams in a reasonable amount of time so we can review/learn from them. Consider that not all students taking the class are mechanical engineering majors and therefore the class might not be as easy for them.
He needs to say what is wrong when grading HW instead of writing the just the points received. also he needs to be more active on course web. in a one day a week class we need a lot more activity to keep the course going.
Sometimes the examples in class took a long time, and a lot of was simple math. I fell asleep during some of these.
– not gear the entire class toward sophomore mechanical engineering students – not complain about students taking a night course – further explain missed lectures due to canceled classes
Lectures that had to be cancelled were covered by poor quality videos and were posted very close to the next lectures. It is unreasonable to give us a lot less than a week for us to learn the material and expect good performance on quizzes and exams covering this material. Our last two homework weren't posted at all and were never addressed. It was clear he was not excited to teach a statics class and it was clear he was teaching to "sophomore meches". As a senior industrial engineer, I was not excited to learn the material, but I was still expected to show up and learn. Its only fair to expect this of the professor. Quite honestly it felt as though he gave up on our class.
I do not think there are any necessary improvements.
It was a 2.5 hour evening class, so its no surprise that my criticism was that it was nearly impossible for me to stay engaged the whole time. Prof Barry did not do a poor job keeping my attention, but for a class so long, if he had talked more about the applications and interesting uses of these concepts, it would have been easier to stay engaged.
He could 1. put the lectures up sooner 2. make sure the video lectures are actually audible (all the ones we got this semester were not) 3. either make his own lecture slides or his own homework so that they match up better (it felt like we weren't being taught what we needed for the homework, let alone the tests) 4. better prepare us for the tests. Apparently the majority of us failed one question on test 2. Although I appreciate having an opportunity to make up some points, I would rather have actually learned the material in class. Furthermore, our opportunity to make up the points was just to do it with our groups, but we didn't get any instruction or guidance about what we were all doing wrong or a better strategy for completing the problem, so the best we could do was muddle through and hope someone in the group could figure it out.
Not cancel two weeks of class
Practice exams with answers would be nice
Give more examples in class, maybe some interactive ones.
Show a little more interest in being there
Present the material in a more interesting and problem–based manner while also at least feigning interest in the subject he is teaching. Give answers to the practice exams so that students aren't perpetuating incorrect work.
Utilizing courseweb to post assignments in a timely manner and lecture notes at least the day before so people get a chance to print the slides.
Explaining examples better
It would be helpful to more thoroughly explain the concepts rather than more or less repeating what is on the slides. Also, grading in a more timely manner would help us have feedback about where we went wrong on our previous assignments before having to already submit the next assignment. Finally, I think it might help, at least for me personally, to have solutions to the practice exams. It does help to have practice exams, but I think it would be even better to have the solutions, or at least the answers, so we can track our progress over the course of studying for an exam.
Not teach a night class
Communicate better with the students and provide the lecture slides earlier before class.

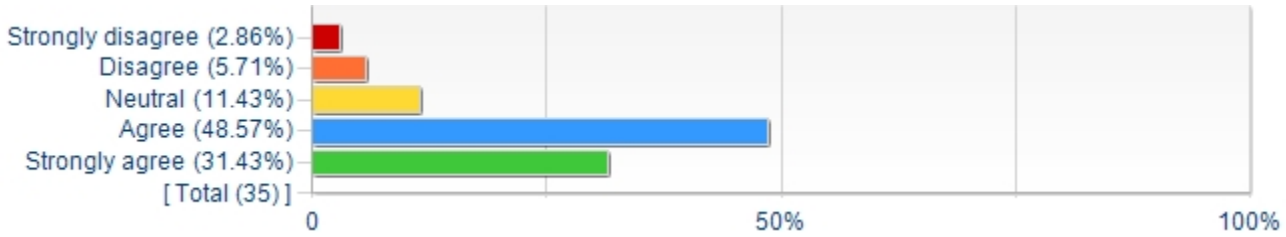
Comments
NOTHING
Encourage participation
I made a few mistakes on how I was doing my first 3 or 4 homeworks but I got them back too late to see it – otherwise all good. I know that there's a lot going on this term as well.
Remember to release homework before the due date
Make the night class a little more entertaining.
Nothing. A+
Provide more examples of worked out problems before the homework so that students have more to study from.

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

Comments
Canceled lectures were inopportune but otherwise instruction was clear and effective
Canceling class as often as he did is unacceptable
No
Go back to industry
Your dog is really cute.
Not sure if he truly hates teaching the class or not. His jokes are usually about how 150 minute night classes suck.
He kept everyone focused during a two and a half hour lecture and I believe that shows tremendous skill and effort amongst his teaching.
Professor Barry is a great guy, very kind and merciful. My overall experience in the class was positive and I learned more than I thought I would.
If the majority of students can't do a problem, it's not because we are lazy, it's because you did not teach it to us properly. It's unfair for us to have to keep bad grades on a test that we were not well prepared for. This class was more stressful than it needed to be, and it was clear that Professor Barry did not want to be teaching it from the get go. Just because he doesn't care about doing more than spewing textbook–generated lectures at us doesn't mean that I don't care about learning what I need to succeed in the course.
The design projects were the best way to learn, definitely include more of them
Your dog is so cute!
Not only mechEs take this class – IEs too. In case you didn't know!
The dog in the office made my day.
G O A T
One of the nicest instructors i've had, very understanding, and i also appreciate youre dog. Youre doing well

Swanson School of Engineering Items

The instructor was accessible.



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

Comments
more example problems from the book
the book isn't necessary, but having a few more problems and examples will definitely help
Attend a different lecture
More practice and review of problems done in class/HW
Not taken the one night a week option and definitely do not take it with Matthew Barry
Don't take statics with Barry unless you are a mechanical engineer or statics is easy for you.
don't take it as a 1 day a week night class
This course is fine if you don't want to attend three 50 minute lectures for statics.
Review more example problems from the class notes
None
practice problems, practice problems, practice problems
Take it with a different instructor if possible. Study together whenever possible.
More example problems and design projects
The biggest problem was that the class was 2.5 hours long at night
The textbook is not too necessary, but do all the homeworks again before the tests to make sure you know the processes of how to solve the problems.
Practice problems just like any other course
Keep up with the assignments as the material REALLY builds on each another.
Take advantage of office hours!!!! I think I only went once, but Professor Barry is very accessible and willing to explain things if you don't understand.
Work through examples to really understand how to handle each problem situation
Go seek Dr. Barry in his office more often.
Keep up with lectures, do homework repeatedly for exams
Just be careful with small details – not so much contributing to my learning but really good for grades.
Make sure to do the homework without any help the first time. i definitely helps with learning the material.
Use online resources to get extra practice

ENGINEERING UNDERGRAD

This course has improved my:

Question	Results				
	Mean	Min	Max	Response Count	Standard Deviation
Ability to use math concepts to solve engineering problems.	3.62	1.00	5.00	34	1.07
Ability to use chemistry concepts to solve engineering problems.	1.65	1.00	5.00	34	1.12
Ability to use physics concepts to help solve engineering problems.	3.85	1.00	5.00	34	1.16
Ability to use engineering concepts to help solve problems.	3.88	1.00	5.00	34	1.04
Ability to design an experiment to obtain measurements or gain additional knowledge about a process.	2.76	1.00	5.00	34	1.48
Ability to analyze and interpret engineering data.	2.79	1.00	5.00	34	1.20
Ability to design a device or process to meet a stated need.	3.50	1.00	5.00	34	1.08
Ability to function effectively in different team roles.	3.41	1.00	5.00	34	1.08
Ability to formulate and solve engineering problems.	3.74	1.00	5.00	34	1.02
Ability to use laboratory procedures and equipment.	1.59	1.00	5.00	34	1.05
Ability to use software packages to solve engineering problems.	1.68	1.00	5.00	34	1.04
Ability to use CAD software.	1.47	1.00	5.00	34	0.90
Knowledge of professional and ethical responsibility.	2.32	1.00	5.00	34	1.39
Ability to write reports effectively.	2.91	1.00	5.00	34	1.03
Ability to make effective oral presentations.	1.32	1.00	5.00	34	0.81
Knowledge about the potential risks (to the public) and impacts that an engineering solution or design may have.	2.97	1.00	5.00	34	1.31
Ability to apply knowledge about current issues (economic/environmental/political/societal/etc.) to engineering-related problems.	2.41	1.00	5.00	34	1.50
Appreciation of the need to engage in life-long learning.	3.00	1.00	5.00	34	1.46