



Fall 2017 - Teaching Survey Report for Matthew Barry

ME 2053 - HEAT AND MASS TRANSFER - 1200 - Lecture

2181 - Teaching Survey Fall 2017

Total Enrollment 19

Responses Received 14

Response Rate 73.68%

Subject Details

| | |
|-------------------|---|
| Name | ME 2053 - HEAT AND MASS TRANSFER - 1200 - Lecture |
| DEPARTMENT_CD | ME |
| CAMPUS_CD | PIT |
| SCHOOL_CD | ENGR |
| CLASS_NBR | 28495 |
| COURSE_NUMBER | 2053 |
| SECTION_NUMBER | 1200 |
| TERM_NUMBER | 2181 |
| COURSE_TYPE | Lecture |
| CLASS_ATTRIBUTE | |
| ENROLLED_STUDENTS | 21 |
| 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

University Questions

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

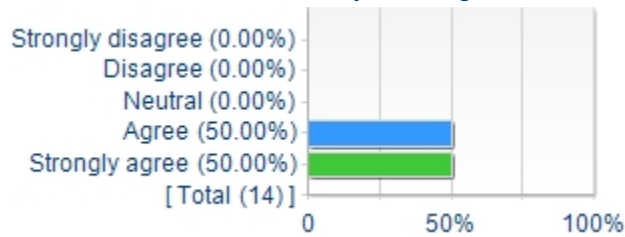
| Question | Results | | |
|--|---------|----------------|--------------------|
| | Mean | Response Count | Standard Deviation |
| The instructor stimulated my thinking. | 4.50 | 14 | 0.52 |
| The instructor was enthusiastic about teaching the course. | 4.36 | 14 | 0.74 |
| The instructor presented the course in an organized manner. | 4.50 | 14 | 0.52 |
| The instructor maintained an environment where students felt comfortable participating. | 4.43 | 14 | 0.85 |
| The instructor maintained an environment where students felt comfortable seeking assistance. | 4.57 | 14 | 0.65 |
| The instructor provided helpful feedback. | 4.57 | 14 | 0.85 |
| Assignments contributed to my understanding of the subject. | 4.57 | 14 | 0.85 |

Instructor's overall teaching effectiveness

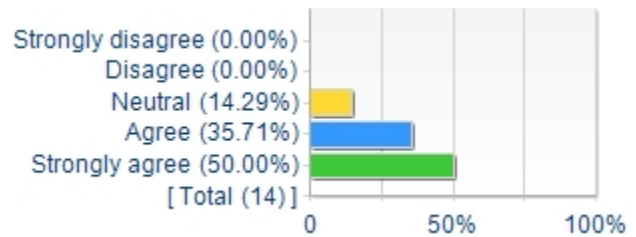
| Question | Results | | |
|---|---------|----------------|--------------------|
| | Mean | Response Count | Standard Deviation |
| Express your judgment of the instructor's overall teaching effectiveness. | 4.29 | 14 | 0.73 |

Instructor Items: Detailed Results

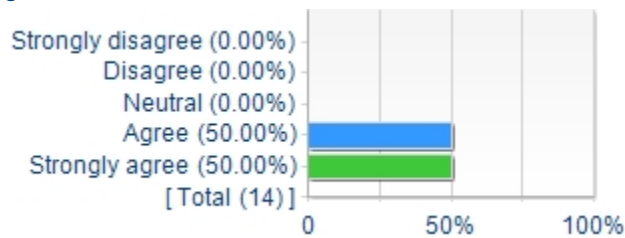
1. The instructor stimulated my thinking.



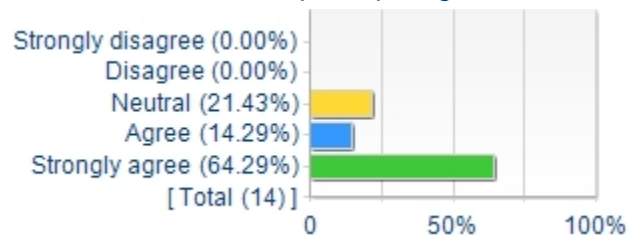
2. The instructor was enthusiastic about teaching the course.



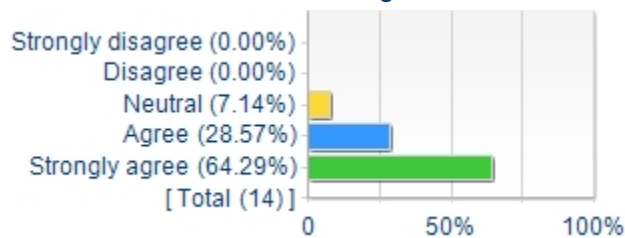
3. The instructor presented the course in an organized manner.



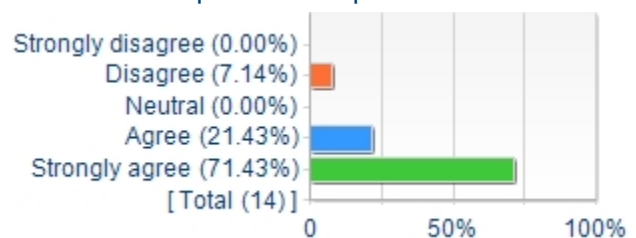
4. The instructor maintained an environment where students felt comfortable participating.



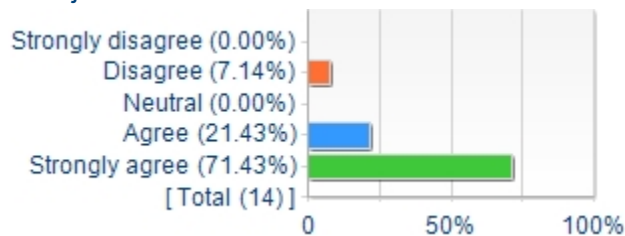
5. The instructor maintained an environment where students felt comfortable seeking assistance.



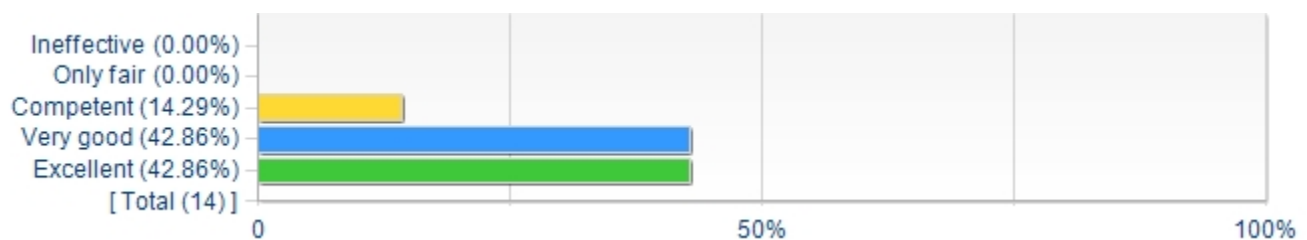
6. The instructor provided helpful feedback.



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 |
|---|
| Although he's lecture is very hard to follow, but he do summarize things well and would give us different accesses to understand and solve problems. |
| Provided in class examples with real tools such as ISEM, CFX, and Matlab. Dr. Barry would assign homework which would require these tools and this assisted me in learning how to use them along with the procedure of how to the hand calculation and comparing the too. Learning how to do heat and mass problems in this manner was extremely effective. |
| Write comprehensive notes in the class |
| Mr. Barry explains the steps clearly especially in ANSYS ICEM. Before this class I have no idea how to simulate the heat transfer plates or bar with different boundary conditions. |
| The professor aided in the learning process by providing context and real world applications to the theory. I am also grateful that we were introduced to ANSYS CFX software. |
| The class was a decent overview for conduction and convection. it was helpful to see methods in numerics and analytics. |
| Help me clearly understand heat transfer process and also how to use ANSYS. |
| some assignments and instruction of ANASY |
| specific equation explanation |

What could the instructor do to improve?

| Comments |
|--|
| No |
| I would think more classes on Heat and Mass topics would be helpful. This class was awesome, but there were so many topics compiled into one class that everything felt rushed. I want to learn more about radiation heat transport and related topics for my research but it seems to be very briefly covered in this class. This isn't a problem but because they don't offer a class specifically for that at Pitt I am forced to either take it at another university (like CMU) or learn it on my own. Matthew Barry overall did an excellent job, and there isn't too much to talk about. Maybe if he does teach the class in the future have more videos on how to do the ISEM and CFX projects. |
| Use less time in deriving the formula and more time in examples and applications |
| Dr. Barry is already aware that the subject is too vast to cover in a single semester, and I believe the course will be restructured for the next batch of students. I would have liked a written tutorial for the numerical portion of the course, as the steps were too numerous to remember. |
| This class was made into a coding heavy class. This was not was I signed up for. Some people like myself do not have a background in coding and this makes assignments much more difficult and time consuming than you likely believe them to be. If you want to include computer methods for solving problems it was nice to see them done in class but you need to also provide notes or sources to reference at later times as it would be impossible to take notes and follow along. Assigning a new code over finals week is NOT okay. I know it may seem like an easy assignment for someone familiar with heat transfer and coding like you are but it simply will make things much more difficult for many, or at the very least my self, who do not have a strong back ground in coding. This last assignment will not be an accurate representation of what we have learned but rather how well we can code, which is not a fair thing to test in a class on heat and mass transfer. |
| more details about theory, not just math calculate |
| Maybe more time in teaching CFX,CFD |

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

Comments

No

I think this class had way to many topics in it (the syllabus had over 10 Topics and we got to less than half). I don't think it would be possible to go any faster, without sacrificing quality on the other topics, so if there was a way to have more classes in this specific field so I don't have to seek more classes outside of Pitt. That would be very beneficial to my research and future goals. Overall A++ job on teaching this class Dr. Barry, hope to have you again in the future.

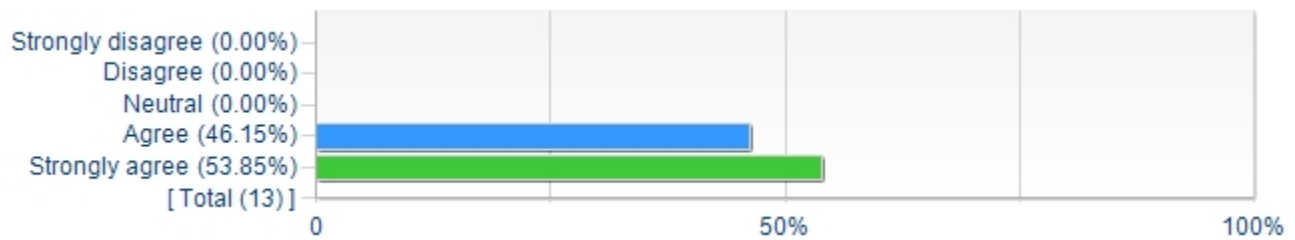
You should tell us which textbook, and which prerequisite are needed in helping us understanding. We have been dealing with the problem where most procedures cannot be understood.

Nice guy.

more examples, not just calculate

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

Don't be afraid of those horrible equations, he will get those hard things into some easy stuff.

Spend a little time out of class learning ISEM and CFX. The math is topics are straight forward but overall in practical engineering you are going to be using these tools in order to do a lot of analyses. It is very important to know how to click the right buttons to get the right boundary and initial conditions.

Patience is the most important thing that you need for this course.

The hand-writing is sometimes hard to read. But it's ok.

If ANSYS CFX is to be used for numerical validation, I would suggest that future students get more practice with the software, for the homework assignment.

Study coding as it is the sole form of assignments and required to complete them

reading textbook can help you understand the class well

don't be afraid of horrible function and equation