University of Pittsburgh

# 2247 - Teaching Survey Summer 2024

## Summer 2024 - Matthew Barry MEMS 0031 - ELECTRICAL CIRCUITS - 1070 - Lecture

Created **Tuesday, August 20, 2024**

**Courses Audience:** 27
Responses Received: 26
Response Rate: **96.30%**

## Report Comments

Teaching Surveys

**Included in this report:**

- Summary of responses to scaled questions
- Response breakdowns
- Student comments
- Results to instructor added custom questions (if applicable)

**Understanding and using student feedback:**

- We have resources to help you interpret and use results including our faculty worksheet with guided prompts and space to record summaries of feedback, actions, and outcomes.
- Members of our Pedagogy, Practice, & Assessment team are available for consultations and can help with:
  - Interpreting OMET results and developing a course of action if necessary.
  - Exploring various methods of assessment to improve teaching.
- In the future:
  - Discuss, teach, and model giving meaningful feedback with your students and give them multiple opportunities to practice giving feedback.
    - Gather important information about students at the beginning of the term by giving a pre-course survey.
    - Check in with students half way through the term by giving a midterm course survey.
- The Teaching Center offers multiple resources to support teaching and learning.

Office of Measurement and Evaluation of Teaching (OMET)
Contact us

## University Questions

### Summary table

*Scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)*

| | Invited Count | Response Count | Response Rate | Mean | Mode | Median | SD |
|---|---|---|---|---|---|---|---|
| The instructor stimulated my thinking. | 27 | 26 | 96.30% | 4.35 | 4 | 4.00 | 0.56 |
| The instructor was enthusiastic about teaching the course. | 27 | 26 | 96.30% | 4.31 | 5 | 4.00 | 0.79 |
| The instructor presented the course in an organized manner. | 27 | 26 | 96.30% | 4.65 | 5 | 5.00 | 0.49 |
| The instructor maintained an environment where students felt comfortable participating. | 27 | 26 | 96.30% | 4.50 | 5 | 5.00 | 0.65 |
| The instructor maintained an environment where students felt comfortable seeking assistance. | 27 | 26 | 96.30% | 4.35 | 5 | 4.50 | 0.80 |
| The instructor provided helpful feedback. | 27 | 26 | 96.30% | 4.23 | 5 | 4.00 | 0.76 |
| Assignments contributed to my understanding of the subject. | 27 | 26 | 96.30% | 4.54 | 5 | 5.00 | 0.58 |
| Overall of All Questions | 189 | 182 | 96.30% | 4.42 | - | - | 0.67 |

### Overall effectiveness

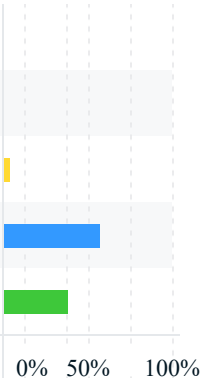
*Scale: ineffective (1), only fair (2), competent (3), very good (4), excellent (5)*

| Question | Invited Count | Response Count | Response Rate | Mean | Mode | Median | SD |
|---|---|---|---|---|---|---|---|
| Express your judgment of the instructor's overall teaching effectiveness. | 27 | 26 | 96.30% | 4.31 | 4 | 4.00 | 0.62 |

### Response breakdown

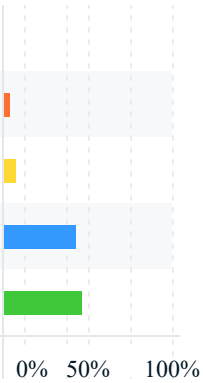
## 1. The instructor stimulated my thinking.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 0 | 0.00% |
| Neutral | 1 | 3.85% |
| Agree | 15 | 57.69% |
| Strongly agree | 10 | 38.46% |
| **Total** | **26** | |



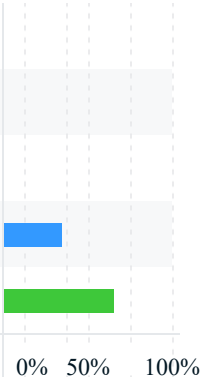

## 2. The instructor was enthusiastic about teaching the course.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 1 | 3.85% |
| Neutral | 2 | 7.69% |
| Agree | 11 | 42.31% |
| Strongly agree | 12 | 46.15% |
| **Total** | **26** | |



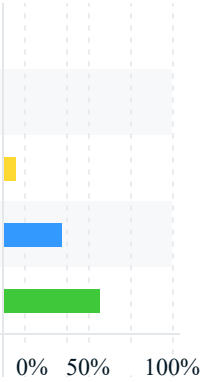

## 3. The instructor presented the course in an organized manner.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 0 | 0.00% |
| Neutral | 0 | 0.00% |
| Agree | 9 | 34.62% |
| Strongly agree | 17 | 65.38% |
| **Total** | **26** | |



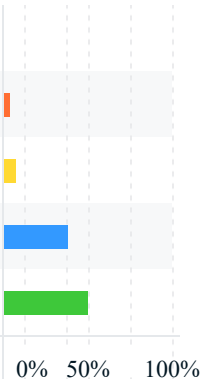

## 4. The instructor maintained an environment where students felt comfortable participating.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 0 | 0.00% |
| Neutral | 2 | 7.69% |
| Agree | 9 | 34.62% |
| Strongly agree | 15 | 57.69% |
| **Total** | **26** | |



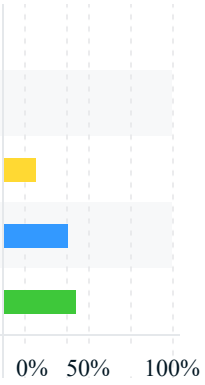
## 5. The instructor maintained an environment where students felt comfortable seeking assistance.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 1 | 3.85% |
| Neutral | 2 | 7.69% |
| Agree | 10 | 38.46% |
| Strongly agree | 13 | 50.00% |
| **Total** | **26** | |



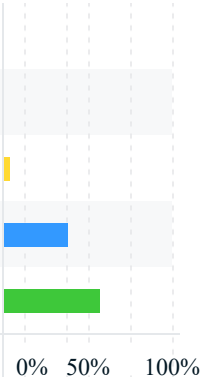

## 6. The instructor provided helpful feedback.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 0 | 0.00% |
| Neutral | 5 | 19.23% |
| Agree | 10 | 38.46% |
| Strongly agree | 11 | 42.31% |
| **Total** | **26** | |



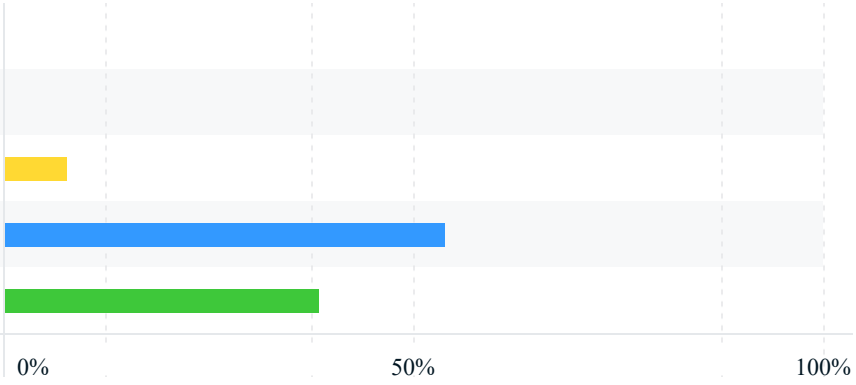

## 7. Assignments contributed to my understanding of the subject.

| | | |
|---|---|---|
| Strongly disagree | 0 | 0.00% |
| Disagree | 0 | 0.00% |
| Neutral | 1 | 3.85% |
| Agree | 10 | 38.46% |
| Strongly agree | 15 | 57.69% |
| **Total** | **26** | |




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

| | | |
|---|---|---|
| Ineffective | 0 | 0.00% |
| Only fair | 0 | 0.00% |
| Competent | 2 | 7.69% |
| Very good | 14 | 53.85% |
| Excellent | 10 | 38.46% |
| **Total** | **26** | |



# Comments

## What did the instructor do to help you learn?

| Comments |
| --- |
| The instructor provided helpful videos as well as examples to help my learning. |
| Lots of office hours which helps when you have questions about problems |
| Flipped structure helped and honesty about the usefulness of different procedures was extremely helpful. |
| Dr. Barry gave ample example problems, review problems, and feedback on these problems to help me strengthen my understanding. |
| Dr Barry was very available during office hours and responded to emails very promptly. |
| flipped class was very helpful. I find that doing problems together is more helpful. |
| Lots of practice problems helped me understand the topics. |
| Calculating current and power |
| Very helpful during the many office hours provided. Encouraged participation and asking questions. |
| gave in class worksheets and videos and a lot of practice questions |
| Engages with class |
| Went through in class examples, and provided lots of examples on top hat with feedback. |
| dr. barry provided a lot of practice and examples that really help with understanding the dense material of the class |
| provided many office hours |
| The theories of circuits |
| great lectures! |
| Provided helpful examples in lecture that made information learned in lecture videos easier understood |
| Provided many materials that allowed me to effectively study for the exam. Encouraged us to complete non–required materials, because you have to to get a good grade in the class. |
| used flipped classroom effectively. |
| Yes |
| Had amazing videos online that we could watch at home before having the lecture in class. This really helped me understand what we were learning even better. |
| Provided videos and examples that could help explain/breakdown the material, in addition to lectures . |
| how to think like an engineer |
| in class worksheets we did together |

## What could the instructor do to improve?

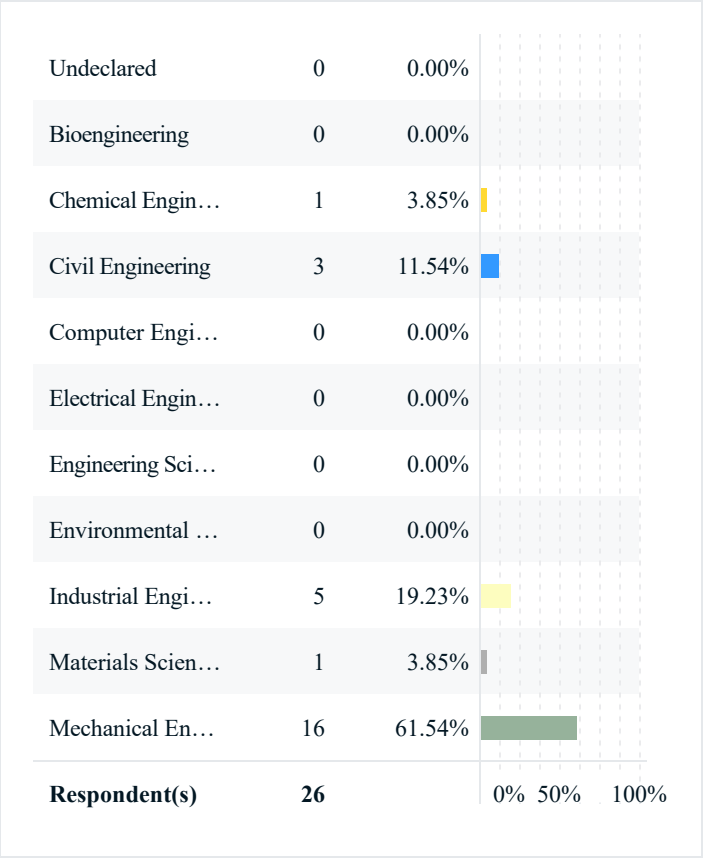
| Comments |
| --- |
| N/A |
| Not much |
| Be more open to students who are inexperienced and/or not MechEs. |
| Not much! I think this course is presented and paced very well. |
| Providing more practice problems that are fully worked out on canvas. |
| More example problems done applicable to homework |
| be slightly nicer |
| Try and approach a problem differently when the class is not understanding |
| Tell the top hat creator to make some updates to the app |
| n/a |
| go over material quickly in the beginning of the lecture |
| Nothing |
| nothing |
| More practice questions for exams – i had wished there were as many as there were for Thermo for the first midterm in this class. |
| Prepared a little better for the FE exam style exams |
| better videos. |
| The online lectures were not always helpful, but extra material is useful |
| n/a |
| nothing |
| making homework questions more like exam questions for better practice |

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

| Comments |
| --- |
| N/A |
| Not a huge fan of flipped classroom, but I understand it for this class |
| I have enjoyed the class overall. |
| N/A |
| I am not a huge fan of flipped classes, but I have had a better experience in this class compared to the previous flipped classes I have been enrolled in. |
| An equation sheet would be very helpful on exams |
| Straight forward lectures. |
| I do actually watch all the lecture videos |
| n/a |
| forgive students mistakes |
| None |
| i liked this class with you significantly more than statics |
| N/A |
| N/A |
| no |
| Nope |
| n/a |
| none |
| N/A |

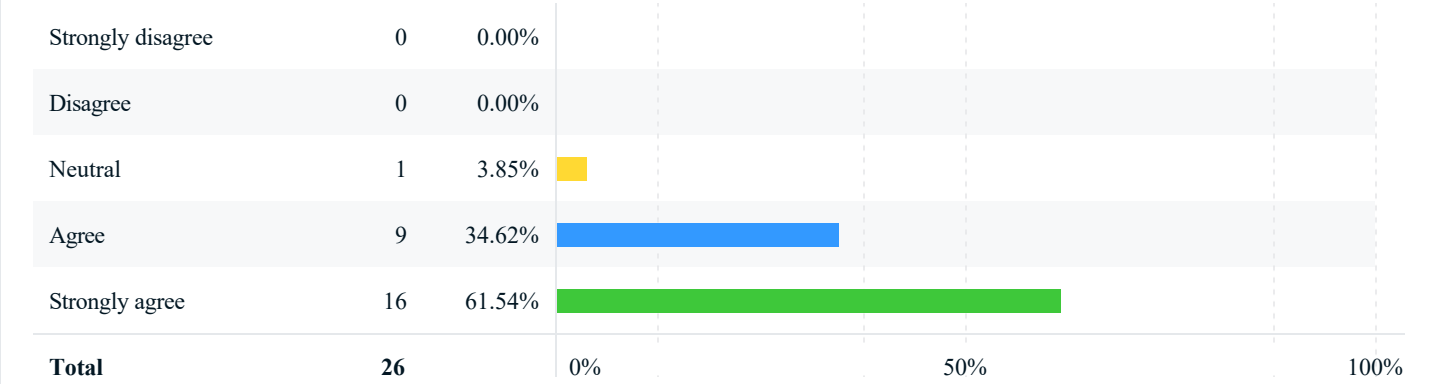
## Swanson School of Engineering Questions

### 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.

**The instructor was accessible.**



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

| Comments |
| --- |
| I could have improved my learning in this course by watching outside videos on concepts I maybe didn't understand as well. |
| Go to office hours, make sure you do all the practice problems |
| Show up to class! |
| Go to office hours! Dr. Barry will be more than happy to help you through problems and make sure you understand. Also, watch all the videos and do the questions, it will help! |
| I could have been more proactive about asking questions about certain topics as they came up and gone to office hours more. |
| Create an equation sheet as you go through the material. |
| Gone to office hours |
| Review textbook practice problems |
| Came to more office hours |
| stay on top of all work that's provided and go to office hours for help when needed |
| watch all videos 10 times |
| Do everything on top hat |
| n/a |
| in person Lecture supplements the video lectures, and neither fully takes place of the other. the in person lectures especially are much more helpful in demonstrating the work and problem solving required. |
| Do all of the studying materials |
| do practice problems |
| Speak to him about your problems and questions |
| Take a lot of notes. Ipads really help because you do not have to draw the electrical circuit out. |
| I think my learning has been excellent thus far |

## Engineering Undergrad Courses

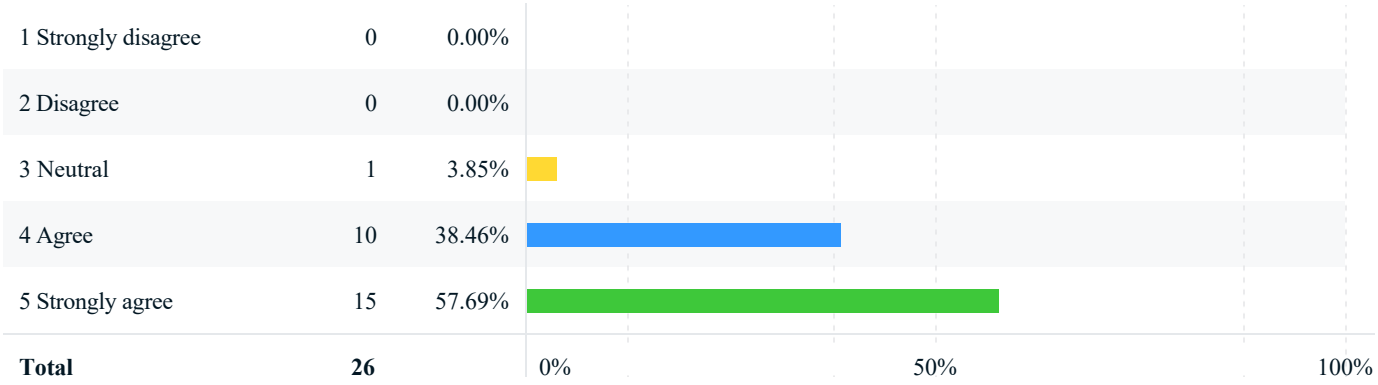
### Please rate the degree to which this course has improved...

| Question | Results | | |
|---|---|---|---|
| | Response Count | Mean | Standard Deviation |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering. | 25 | 4.32 | 0.63 |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of science. | 25 | 4.36 | 0.64 |
| Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics. | 25 | 4.20 | 0.65 |
| Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare. | 25 | 4.00 | 0.76 |
| 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). | 25 | 4.00 | 0.76 |
| Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles). | 25 | 3.96 | 0.93 |
| Your ability to effectively communicate verbally with a wide range of audiences. | 25 | 3.84 | 1.07 |
| Your ability to effectively communicate in writing to a wide range of audiences. | 25 | 3.68 | 1.25 |
| Your ability to recognize ethical and professional responsibilities in engineering situations. | 25 | 3.80 | 1.04 |
| Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles). | 25 | 3.88 | 1.01 |
| Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles). | 25 | 3.88 | 1.01 |
| Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership. | 25 | 3.88 | 1.13 |

| Question | Results | | |
|---|---|---|---|
| | Response Count | Mean | Standard Deviation |
| Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives. | 25 | 3.84 | 1.14 |
| Your ability to develop appropriate experiments. | 25 | 3.80 | 1.15 |
| Your ability to conduct appropriate experiments. | 25 | 3.84 | 1.18 |
| Your ability to analyze and interpret data and use engineering judgment to draw conclusions. | 25 | 4.20 | 0.82 |
| Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems. | 25 | 4.28 | 0.68 |

## Diversity and Inclusion

### The instructor creates an inclusive learning environment for all students.




| Statistics | Value |
|---|---|
| Invited Count | 27 |
| Response Count | 26 |
| Response Ratio | 96.30% |
| Mean | 4.54 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | 0.58 |