



Spring 2023 - Matthew Barry AT-1092(ME 2256 - APLD CMPTL HEAT AND MASS - 1010 - Lecture, MEMS 1256 - APLD CMPTL HEAT AND MASS - 1010 - Lecture)

Project Title: **2234 - Teaching Survey Spring 2023**

Courses Audience: **16**

Responses Received: **12**

Response Rate: **75.00%**

Report Comments



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](#) that can help with interpreting your teaching survey report.
- [Schedule a meeting](#) with a teaching consultant who can help you interpret your results and develop a course of action if necessary.
- In the future:
 - ◊ Discuss, teach, and model [giving meaningful feedback](#) with your students.
 - ◊ [Request a midterm survey](#) of your course and give students multiple opportunities to practice giving feedback.

[Contact OMET](#)

Creation Date: **Friday, May 05, 2023**

University Questions

Summary table

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

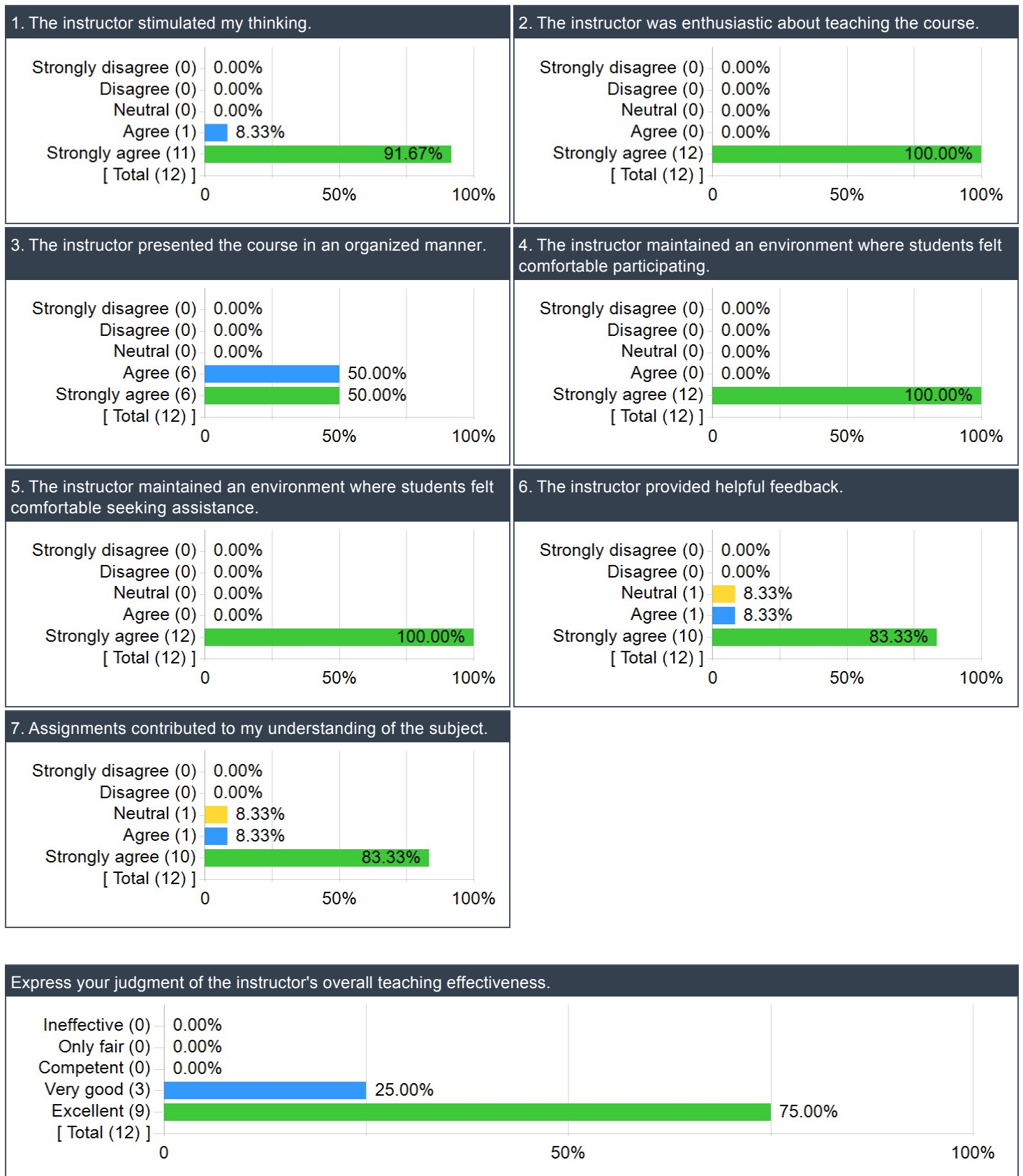
	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
The instructor stimulated my thinking.	16	12	75.00%	4.92	5	5.00	0.29
The instructor was enthusiastic about teaching the course.	16	12	75.00%	5.00	5	5.00	0.00
The instructor presented the course in an organized manner.	16	12	75.00%	4.50	4,5	4.50	0.52
The instructor maintained an environment where students felt comfortable participating.	16	12	75.00%	5.00	5	5.00	0.00
The instructor maintained an environment where students felt comfortable seeking assistance.	16	12	75.00%	5.00	5	5.00	0.00
The instructor provided helpful feedback.	16	12	75.00%	4.75	5	5.00	0.62
Assignments contributed to my understanding of the subject.	16	12	75.00%	4.75	5	5.00	0.62
Overall of All Questions	112	84	75.00%	4.85	-	-	-

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.	16	12	75.00%	4.75	5	5.00	0.45

Response breakdown



Comments

What did the instructor do to help you learn?

Comments
Dr. Barry went through examples thoroughly and slowly and went through many coding applications that directly helped with working on the homework and contributed to my knowledge in the class.
Dr. Barry personally walked around trying to resolve problems other students had during class rather than moving on and leaving people in the dust.
Dr. Barry was very excited about this course and you can tell he really cares about the material. The class was a lot of fun to be in and the excitement was contagious. The coding approach was good and I felt like I really was making progress on creating my own codes to problems. I feel really good about the jist of FVM and that with some more practice I could continue to approach modeling these kind of systems. Dr. Barry did an excellent job stressing what numerics are all about and why numerics are not a replacement for experiments, and that computational efficiency is a big deal and important.
Dr. Barry also had some good assignments for us to do, but it really seemed like outside factors like the students in the class and the CRC really destroyed the path forward and prevented us from actually learning.
Provided very in-depth lectures, assisted when necessary, and made sure students would not be left behind if they did not understand the content or were having any other trouble.
The class was very interesting and Barry clearly enjoyed teaching it.
Maintained a level of respect among these upper level students that made me feel truly understood, respected, and a part of the class.
He was available during office hours and was always willing to pause and re-explain topics in different ways.
Go through examples applying the concepts in difficult ways
I've never been great at coding and he helped build my understanding of how modelers work while teaching me how to code in matlab
Ensuring that while coding during class everyone's code worked and if it didn't he would help find your individual problem, explain why it was a problem, and help fix it
Used a combination of deriving problems in class from fluids principles as well as coding examples to see what that might actually look like and using industry-standard software to see how that would be applied on the job. This was extremely helpful in translating problems to the real world.

What could the instructor do to improve?

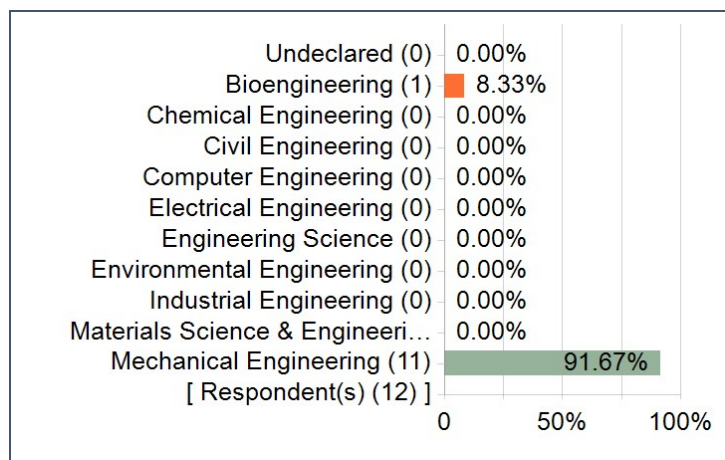
Comments
Sometimes long derivation can cause students to get lost (usually temporarily) in the content. Perhaps provide them but allow students to take a deeper dive on their own to get through more content faster.
Timeline really fell apart. It seemed like some people were completely unprepared to take this course and that absolutely destroyed the course schedule because we waited for them. At a point, it has to be sink or swim and the class would've been better served moving on without them. Not even getting to the mass part of the heat and mass course was pretty ridiculous.
Not sure
Cover more of the material by going faster
Nothing I can think of.
Set more realistic expectations for the course and what will be covered over the term.
Have the course more refined out and maybe do extra classes or recorded lectures as supplemental information to get through more
I think the course would be better if it could be broken into different sections to make it so there's time to cover everything
Nothing the only issues during class were more IT related or programs failing on us
Hold class more consistently (out of your control I understand, but I feel like I'm not getting the full content out of the class with the few absences there were)

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

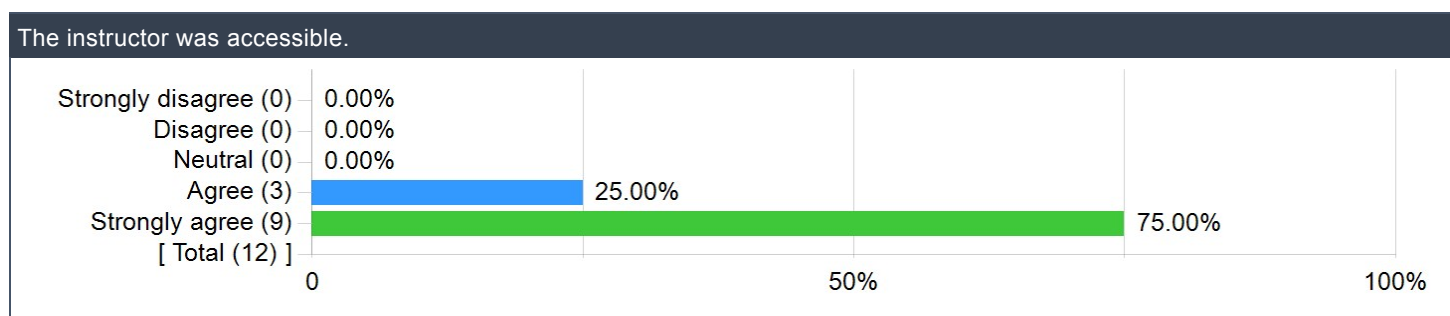
Comments
One of my favorite instructors at Pitt throughout my whole time here.
Your tough love approach to teaching was the primary molder into me becoming who I am today both as an engineer and as a person. So thank you.
Thanks Barry
It was a great semester and I learned a lot. I'm glad I took this class
I feel that I learn more from classes with Dr. Barry than other professors in Swanson and I try to take his classes
This class was my favorite one of the semester because of the way you engaged the students and encouraged communication during classes, and that made me really look forward to coming to class! I was genuinely sad when a class had to be cancelled because it was the highlight of my day (and I just came from a welding session before, so the bar is pretty high!). It's a somewhat complicated subject but your patience, enthusiasm for the subject, and energy made it less frustrating to understand. I also appreciated your patience with assignments as long as we got it done and learned what we needed to.

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 the homework and try to follow along with code in class. Make sure to utilize the desktops provided in class because sometime your personal computer can have difficulty with using CRC.
Don't take this class if you don't know how to code. You shouldn't be learning how to write simple things like for loops in a graduate level computational class. You should know that by now.
Ask questions when you need to. Start homework assignments when they are assigned.
This course includes many complex topics but if you're interested in learning a bit more about computation and get more practice in Matlab this is an excellent course for that.
Read the textbook and additional resources as much as possible
Start your homeworks early and make time for them.
Everything you need for this course learning wise Dr. Barry provides for you. Just show up to class and pay attention
Doing what you can of the homework then going to office hours when you have questions was a very effective method to learning. Go to classes too! Skipping makes it very hard to learn.

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.	9	4.33	1.00
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	9	4.11	1.17
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	8	4.75	0.46
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	8	3.63	1.60
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).	8	3.63	1.60
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	8	3.75	1.58
Your ability to effectively communicate verbally with a wide range of audiences.	8	3.88	0.99
Your ability to effectively communicate in writing to a wide range of audiences.	8	4.00	1.20
Your ability to recognize ethical and professional responsibilities in engineering situations.	8	4.13	0.99
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	7	3.43	1.13
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	8	3.75	1.16
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	8	3.25	1.58
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	8	3.38	1.60
Your ability to develop appropriate experiments.	8	4.50	0.76
Your ability to conduct appropriate experiments.	8	4.50	0.76
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	8	4.63	0.52
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	8	4.88	0.35

Diversity and Inclusion

