Summer 2022 - Matthew Barry MEMS 0031 - ELECTRICAL CIRCUITS - 1070 - Lecture

Project Title: **2227 - Teaching Survey Summer 2022**

Courses Audience: **15**
Responses Received: **14**
Response Rate: **93.33%**

Report Comments

Included in this report:

- Responses to numerical questions
- Responses to instructor added questions (if applicable)
- Student comments

Understanding and using student feedback:

- We have resources that can help with interpreting your teaching survey report.
- Meet with a Teaching Consultant who can help you interpret your results and develop a course of action if necessary. Email teaching@pitt.edu to set up a consultation.
- In the future, discuss, teach, and model giving meaningful feedback with your students. Give them multiple opportunities to practice giving feedback. We have several resources that can help guide the discussion and options for gathering student feedback throughout the term.

The Office of Measurement and Evaluation of Teaching (OMET)
Contact us with questions or visit our website to learn more about teaching surveys and collecting student feedback .

Creation Date: **Wednesday, August 24, 2022**

University Questions

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

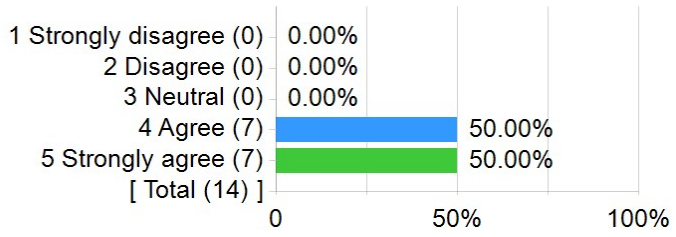
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	14	4.50	0.52
The instructor was enthusiastic about teaching the course.	14	3.93	1.14
The instructor presented the course in an organized manner.	14	4.14	1.29
The instructor maintained an environment where students felt comfortable participating.	14	4.43	1.09
The instructor maintained an environment where students felt comfortable seeking assistance.	14	4.29	1.14
The instructor provided helpful feedback.	14	3.71	0.99
Assignments contributed to my understanding of the subject.	14	4.57	0.51
Overall	-	4.22	1.01

Instructor's overall teaching effectiveness

Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	14	3.93	0.73

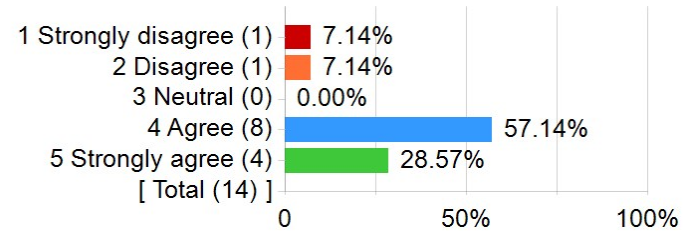
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.



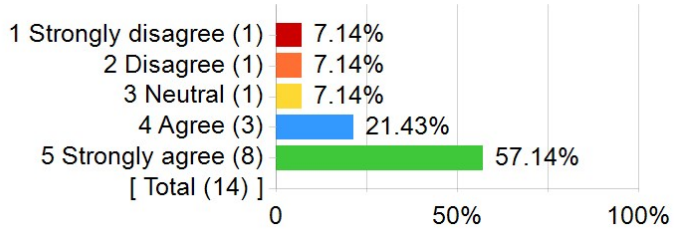
Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	4.50
Median	4.50
Mode	4, 5
Standard Deviation	0.52

2. The instructor was enthusiastic about teaching the course.



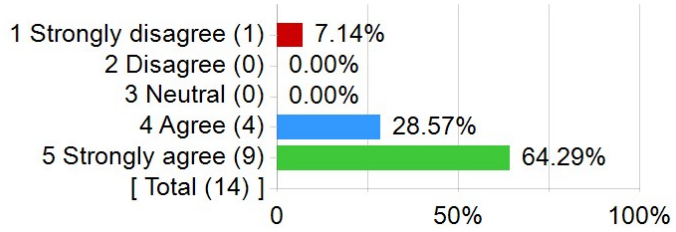
Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	3.93
Median	4.00
Mode	4
Standard Deviation	1.14

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



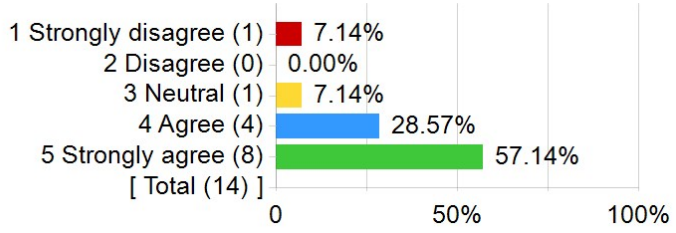
Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	4.14
Median	5.00
Mode	5
Standard Deviation	1.29

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



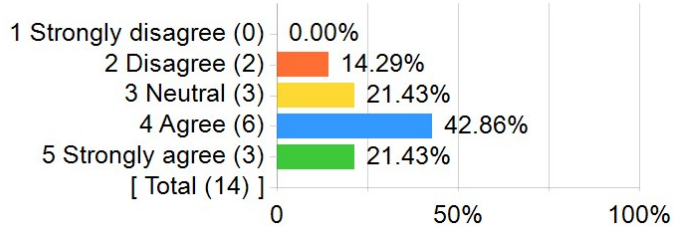
Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	4.43
Median	5.00
Mode	5
Standard Deviation	1.09

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



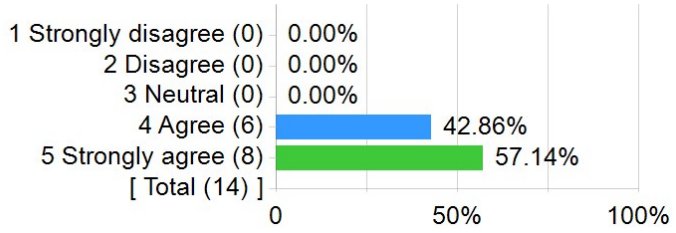
Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	1.14

6. The instructor provided helpful feedback.



Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	3.71
Median	4.00
Mode	4
Standard Deviation	0.99

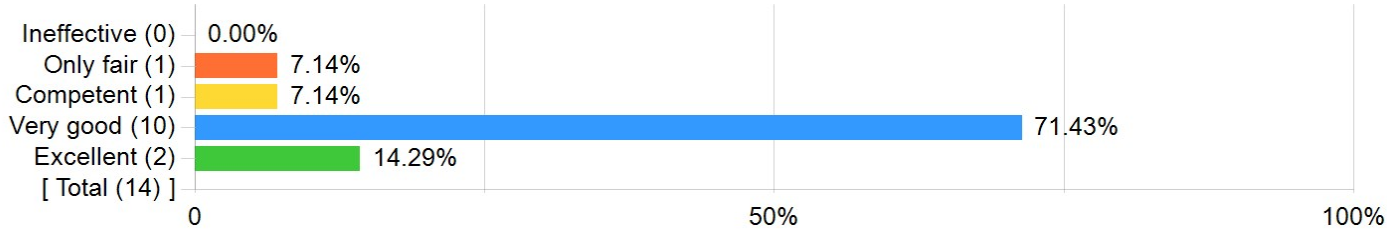
7. Assignments contributed to my understanding of the subject.



Statistics	Value
Invited Count	15
Response Count	14
Response Ratio	93.33%
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.51

Instructor's overall teaching effectiveness:

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



Comments

What did the instructor do to help you learn?

Comments
Dr. Barry's lecture videos were very clear and easy to understand. I very much appreciated the way class was structed as it provided ample amounts of practice before students were expected to go out on their own and do problems.
Provided useful examples in class and walked through difficult problems so we could solve them individually during the homeworks and quizzes.
Dr. Barry helped me learn how to solve circuits problems. I had a great time in his class.
Used lecture to go over practice problems that were very helpful for completing assignments, and provided us will flipped video lectures that I could rewatch to clarify material. Had us participate so that we weren't just copying down whatever he wrote. Gave us similar problems to try out different methods, so that we could check our answers and work through mistakes on our own.
Reviewed circuits concepts and reinforced learns from Physics 2
Gave great examples and explained concepts in an easily understandable way and showed applications of ideas
As far as the material itself goes, I was very much able to use the teachers instructions to learn the material. I do feel that the teaching itself was very good; Dr. Barry explained the material and concepts very well and the flipped class videos had a very reasonable length. Dr. Barry did a great job explaining all possible variations or irregularities to the methods needed to solve a circuit, and had lots and lots of helpful examples, which you rarely find in these kinds of classes.
Flipped structure was a great help to be able to see problems done in front of me
V=iR
Pre–recorded lectures and in class examples
Very organized course structure, and lots of example walk throughs were very helpful
Professor Barry had several different resources for each topic that I could refer to and study from.
Helped me learn how to deconstruct and analyze circuits

What could the instructor do to improve?

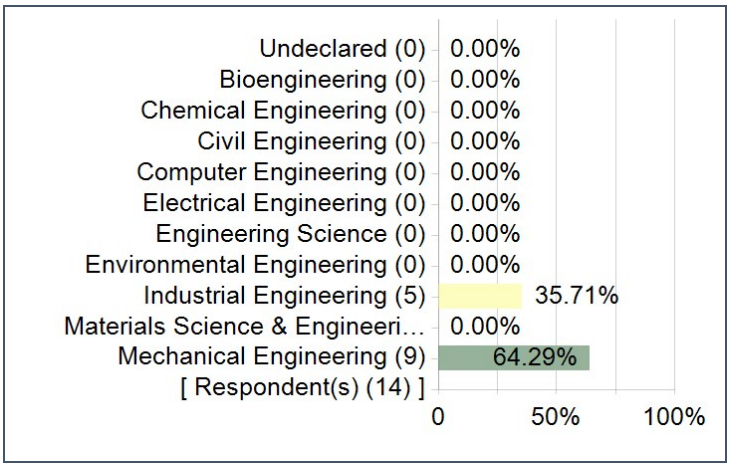
Comments
Frankly he could care more about the course. While he did a good job teaching the excessive amount of time where class was canceled led to a large amount of content not being covered. As well there were times when lectures videos/homework/quizzes were not posted as indicated on the syllabus. This lead to some topics not being practiced as much and a lesser understanding on my part.
Hold office hours, have more regimented and structured course deadlines for assignments.
Maybe predicting in advance what possible questions the students might come up with so we don't get confused.
Communication with students was a little unpredictable, but overall not bad.
More available office hours
Not be overworked with research due to a disorganized department admin
Dr. Barry is very unorganized. He is often late to upload exam/homework/quizzes, forgets about class, communicates about class chnages at the very last possible moment, and doesnt respond well to questions. Dr Barry should continue his great teaching method, but should stick to his schedule, make sure to post the documents on time, and not respond with sarcasm when a student is trying to understand all the schedule changes.
Getting things graded sooner so I know where I stand in the class
A little bit faster communication would be nice
Stricter schedule
Keep doing examples like he is
He could make the top hat videos be a little bit more in depth before talking about a subject in class.
Have more helpful resources

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

Comments
I wish we had covered all of the content on the syllabus but still enjoyed your class.
I learned a lot and am very glad I had Dr. Barry this semester!
Thank you for giving us a non–stressful summer semester. I appreciate the introduction to concepts we will cover later in dynamic systems, and feel like I learned the material in a way that I will retain a good amount of it.
Love the enthusiasm in the class
If you do get a position elsewhere goodluck
Nope
No
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.

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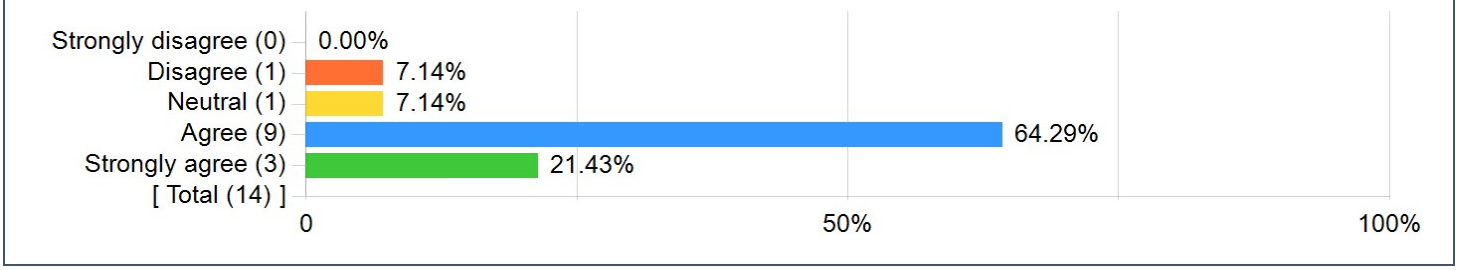


Please provide advice to future students: What could you have done to improve your learning in this course?

Comments
Make sure to practice, ask questions, and consult his GitHub for similar solutions to a problem you may be stuck on.
Complete practice problems on top hat, pay attention in class, and ask for help.
Stay on task & don't fall behind
Complete some of the TopHat questions especially for topics you are unsure about. The multiple choice questions also are helpful for quizzes and don't take a lot of time to go through.
Review concepts weekly
Do all the tophat worksheets
Just watch all the videos and come to class
Learn the fundamentals to a T!
Participation in class. Especially because of small class sizes
Use all available resources in the lectures and github
I would say to make sure you keep up with all of the assignments because the course goes quick.

Engineering Undergrad Courses

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

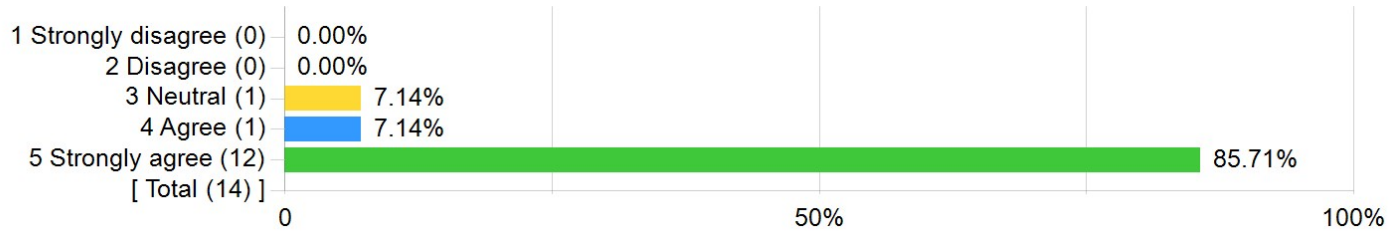
Question	Results		
	Response Count	Mean	Standard Deviation
Your ability to identify, formulate, and solve complex engineering problems by applying principles of engineering.	14	4.36	0.74
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	14	4.14	0.66
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	14	4.43	0.76
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	14	3.29	1.07
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).	14	3.07	1.33
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	14	3.07	1.33
Your ability to effectively communicate verbally with a wide range of audiences.	14	3.14	1.35
Your ability to effectively communicate in writing to a wide range of audiences.	14	3.00	1.36
Your ability to recognize ethical and professional responsibilities in engineering situations.	14	3.07	1.33
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	14	2.93	1.27
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	14	3.00	1.30
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	14	2.93	1.27
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	14	2.93	1.27
Your ability to develop appropriate experiments.	14	3.21	1.25
Your ability to conduct appropriate experiments.	14	3.21	1.25
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	14	3.93	1.27
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	14	4.29	0.83

Diversity and Inclusion

Question	Response Count	Mean	Standard Deviation
The instructor creates an inclusive learning environment for all students.	14	4.79	0.58

Details

The instructor creates an inclusive learning environment for all students.



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Mean	4.79
Median	5.00
Mode	5
Standard Deviation	0.58