

## 2247 - Teaching Survey Summer 2024

# Summer 2024 - David Pabst ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1010 - Lecture



Created Wednesday, August 14, 2024



Courses Audience: 12  
Responses Received: 10  
Response Rate: 83.33%

## 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](#) 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.	12	10	83.33%	4.30	4	4.00	0.67
The instructor was enthusiastic about teaching the course.	12	10	83.33%	4.70	5	5.00	0.67
The instructor presented the course in an organized manner.	12	10	83.33%	4.80	5	5.00	0.42
The instructor maintained an environment where students felt comfortable participating.	12	10	83.33%	4.80	5	5.00	0.63
The instructor maintained an environment where students felt comfortable seeking assistance.	12	10	83.33%	4.50	5	5.00	0.85
The instructor provided helpful feedback.	12	10	83.33%	4.50	5	5.00	0.85
Assignments contributed to my understanding of the subject.	12	10	83.33%	4.50	5	5.00	0.71
Overall of All Questions	84	70	83.33%	4.59	-	-	0.70

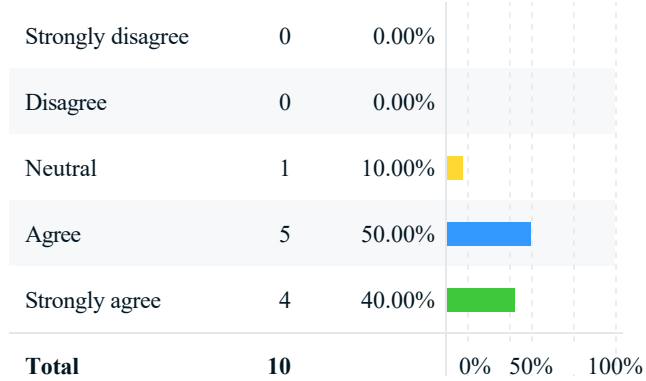
### Overall effectiveness

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

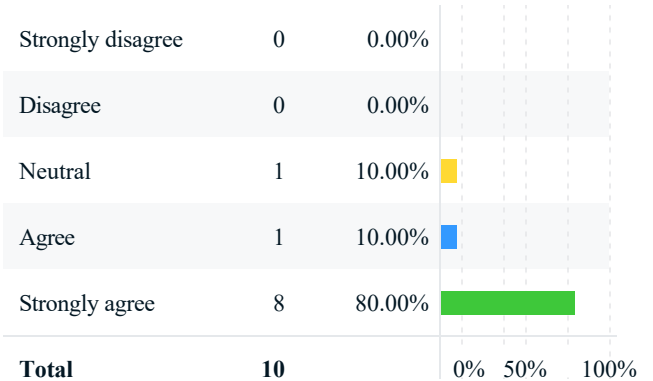
Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	12	10	83.33%	4.60	5	5.00	0.70

### Response breakdown

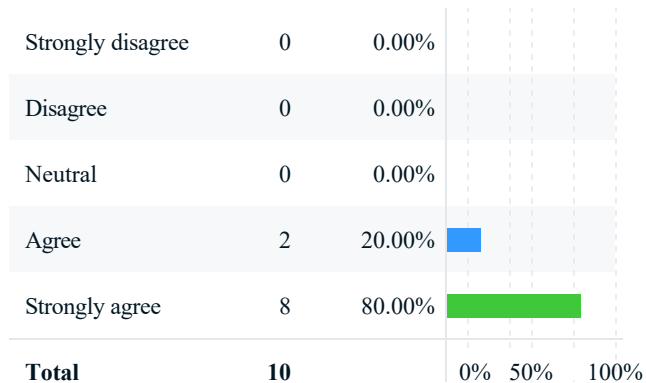
### 1. The instructor stimulated my thinking.



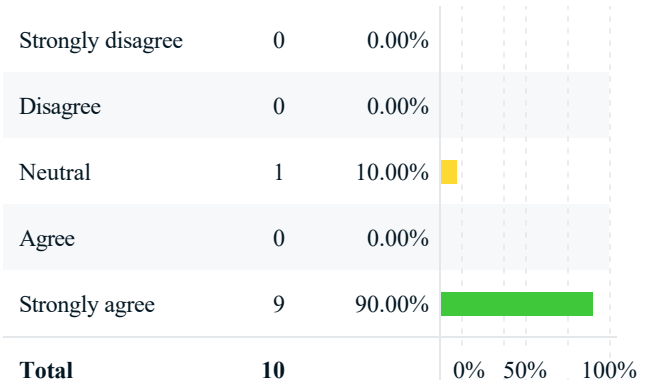
### 2. The instructor was enthusiastic about teaching the course.



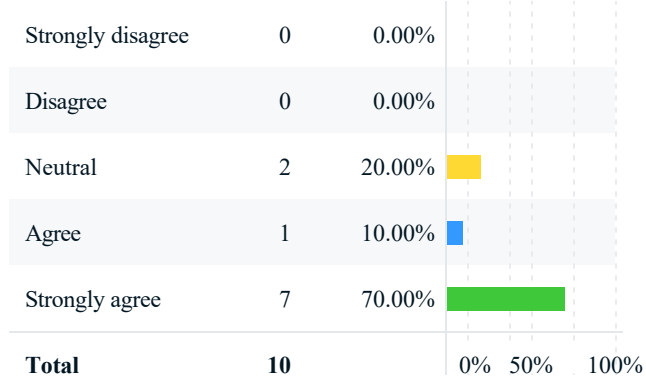
### 3. The instructor presented the course in an organized manner.



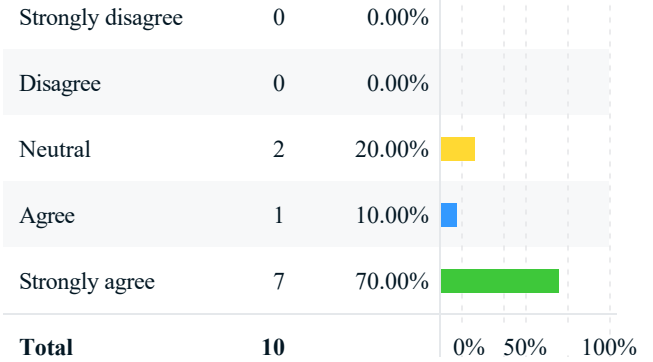
### 4. The instructor maintained an environment where students felt comfortable participating.



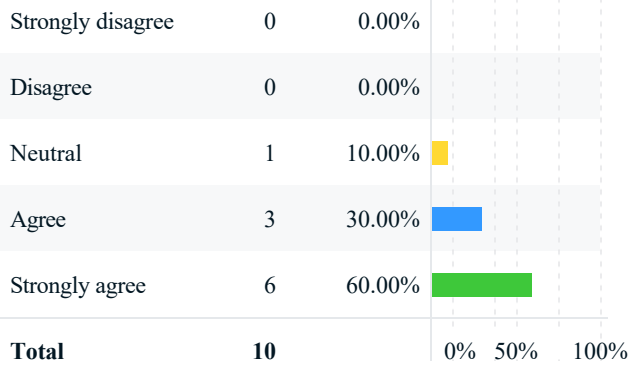
### 5. The instructor maintained an environment where students felt comfortable seeking assistance.



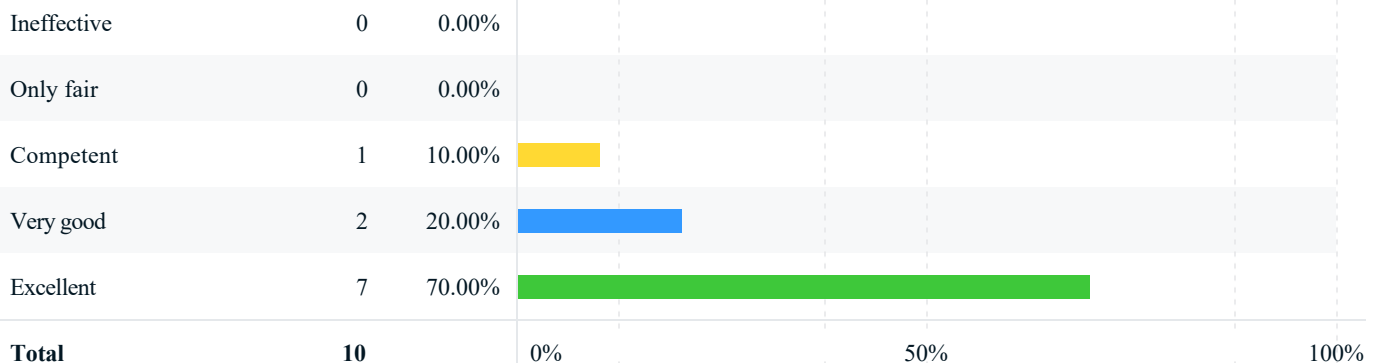
### 6. The instructor provided helpful feedback.



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



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





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

Comments
He was always available to answer questions. He also answered questions and worked through problems very thoroughly.
Put a lot of effort into making sure I knew the material and answering my questions
David was always available to help and answer questions when I got.
The course was structured in a way that helped my learning. It was nice to do the lectures and reading before class and work through examples together in class.
He was very thorough, accepting, great at explaining things, always made sure everyone understood the content, was very available and accessible if students needed any help on had any questions, he took his job very seriously, he was organized, fair, helpful, basically just all around super solid.
In class examples were always well explained. Videos combined with the reading were very helpful as well. Always willing to help which was great and time to work through some difficult problems in class.
David was excited to show up to class everyday. He was very thorough in his in-class examples. Quizzes were challenging, but fair. He was easy to access and meet with.
I liked the in-class examples, followed up by the in-class worksheets. It helped reinforce the concepts that we learned effectively, and the in-class worksheets were typically similar to the homework so that helped as well.
In class examples

## What could the instructor do to improve?

Comments
Can't think of anything.
He's good
N/A
Some topics that appeared on quizzes were skipped over or not covered enough in in-class examples.
Nothing! David Pabst is fantastic and needs no improvement! He's honestly probably better at teaching and takes his job more seriously than any of the professors I've had at Pitt so far, as great as many of them were, so I have no notes!
Handwriting was occasionally rough and hard to follow (im sorry). At the start of the course the definitions/conceptual aspects could be more important (i didn't take them as seriously as i should have). Understanding those concepts makes things easier when the material gets difficult. The main concepts I struggled with were the one from that really bad quiz, sometimes couples, and later on determining which direction to put forces in for the global diagrams and local.
Some problems don't need to be fully worked out. If it's a simple integral remaining, just provide the answer. I personally get drawn out of the problem when we spend minutes working on simple math that people can do independently.
It would be nice to give more information about the bridge project. I don't think that we need much more, the project is well made, but I would like to see an example of a report paper from a high-scoring team, rather than just the LaTeX report template.
Give feedback on the quizzes, not just marking them wrong but explaining frequently missed questions

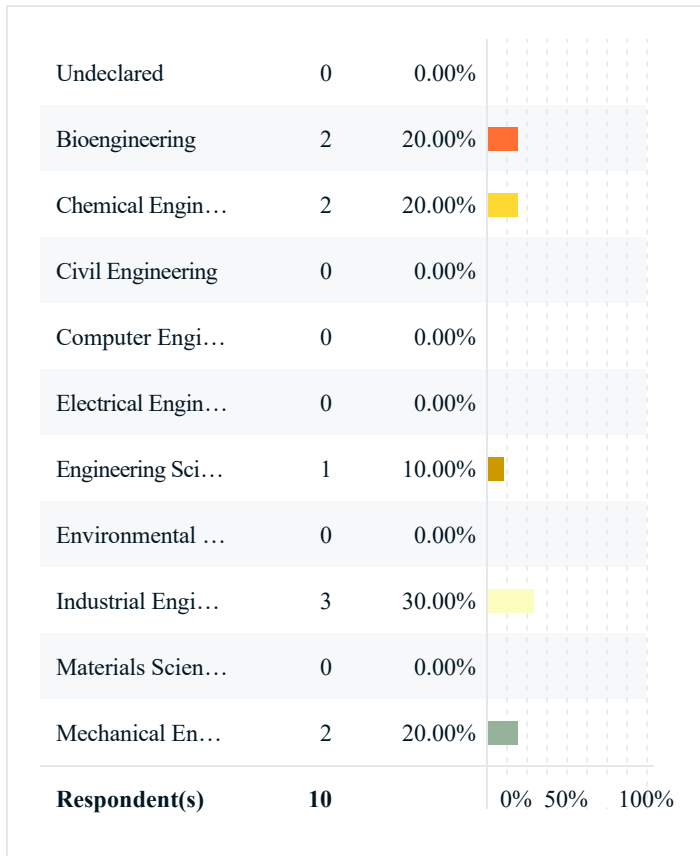
## Do you have any other information that you would like your instructor to know?

Comments
Nope.
Nice guy
N/A
Nope! Thanks for a great semester!
It's nice having a teacher who seems like they genuinely enjoy the topic they are teaching
<p>Edit:</p> <p>I wrote the following paragraph weeks ago. I now feel differently about the grading. It's still a little dumb, but if you put in effort to designing and building bridges, it really shouldn't be too hard to reach the limits. It is still scary to look at starting the project though. However, I still think no Solidworks tutorial is crazy. I don't know what the fall classes look like, but I imagine there's 100+ students who have never worked on Solidworks before. Telling them to go figure it out and not providing any good help is just straight up rude and lazy. If you're going to require something as a TEACHER, maybe you should TEACH it even if it's just basic online videos. posted to Canvas. They don't even have to be created by you. Just find some good ones and post them instead of having me watch a random guy from India do your job for you.</p> <p>I really hate the bridge project, especially in a summer session with very few mechanical engineers. I think the grading policy for it regarding meeting the limits is asinine. The fact that if you fail testing so bad that you don't have to do the report as you're already guaranteed a 0 is simply astounding. It's obviously not something I aim for, I just think it's funny. I'd understand not meeting the limits giving you a design grade of 0%, but having it cut into the final grade is unnecessary. Also, having students work with Solidworks is fine, but not providing any tutorial, even just simple videos on Canvas, is also quite dumb. Personally, I would have preferred if the last two weeks were spent learning new material instead of bridge building (something I will not do in my career), but I do appreciate the other skills from it like project management and Solidworks experience. Just once again, the grading policy for the project is bad and should be reexamined by someone with a heart and a brain.</p> <p>Besides my problems with the project, the rest of the class was great, extremely helpful, and fun to be a part of. David will be a great professor and has a bright future ahead. Thanks!</p>
Not much, the class is pretty good.
N/A

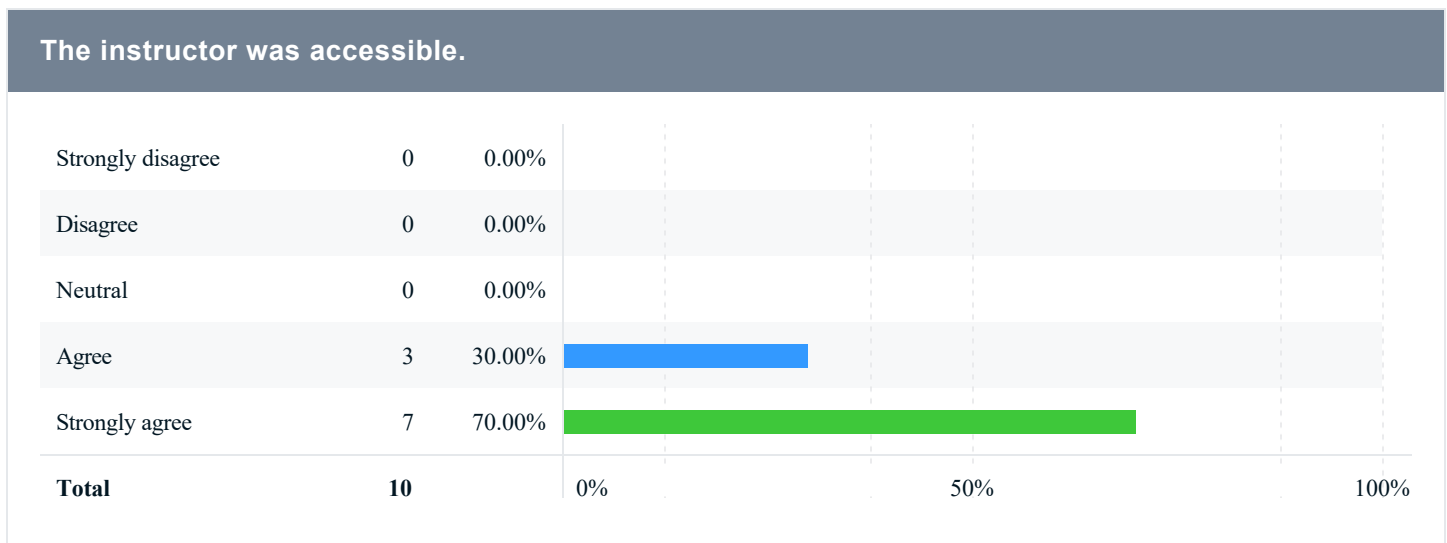


## Swanson School of Engineering Questions

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.



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

Comments
Go to office hours or ask questions after class. Read the book.
Start everything early so you can ask questions when you are inevitably stuck.
It is important to fully read each chapter and watch the lecture videos before class.
It definitely helps to review the previous weeks quizzes before the next one, as they are sometimes fairly cumulative
get those concepts down and struggle through the long problems even tho they're tedious.
Watch the lecture videos
Rewatch the videos before you take the quizzes.

## 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.	10	4.30	0.67
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	10	3.90	0.74
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	10	4.20	0.63
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	9	3.56	1.42
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).	10	3.00	1.25
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	10	3.20	1.23
Your ability to effectively communicate verbally with a wide range of audiences.	10	3.20	0.92
Your ability to effectively communicate in writing to a wide range of audiences.	10	3.20	1.14
Your ability to recognize ethical and professional responsibilities in engineering situations.	10	3.50	1.27
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	10	3.30	1.34
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	10	3.30	1.25
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	10	4.00	0.67

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.	10	4.00	0.67
Your ability to develop appropriate experiments.	9	3.56	0.88
Your ability to conduct appropriate experiments.	10	3.70	0.82
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	10	3.90	0.88
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	10	4.20	0.79

## Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.

1 Strongly disagree	0	0.00%	
2 Disagree	0	0.00%	
3 Neutral	0	0.00%	
4 Agree	1	10.00%	
5 Strongly agree	9	90.00%	
<b>Total</b>	<b>10</b>		0% 50% 100%

Statistics	Value
Invited Count	12
Response Count	10
Response Ratio	83.33%
Mean	4.90
Median	5.00
Mode	5
Standard Deviation	0.32