University of Pittsburgh

Spring 2019 - Matthew Barry MEMS 0031 - ELECTRICAL CIRCUITS - 1050 - Lecture

Project Title: **2194 - Teaching Survey Spring 2019**

Courses Audience: **92**
Responses Received: **91**
Response Rate: **98.91%**

Subject Details	
Name	MEMS 0031 - ELECTRICAL CIRCUITS - 1050 - Lecture
DEPARTMENT_CD	MEMS
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	14804
SECTION_NUMBER	1050
TERM_NUMBER	2194
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Matthew
Last Name	Barry
RANK_DESCR	Assistant Professor
TENURE	NT

Report Comments

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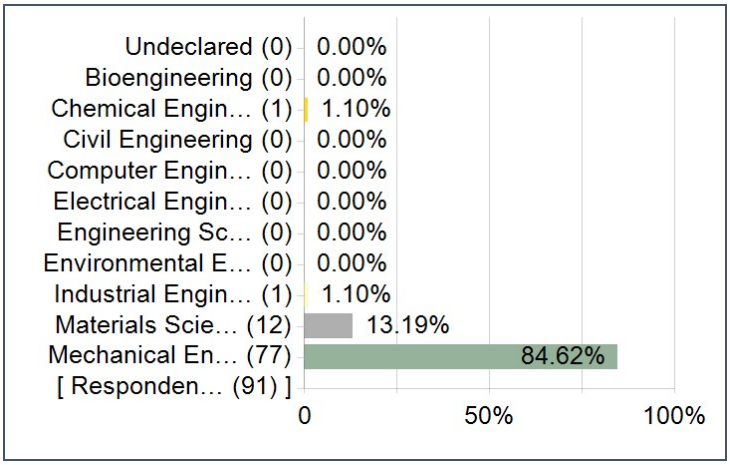
Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: **Wednesday, May 01, 2019**

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).



University Questions

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

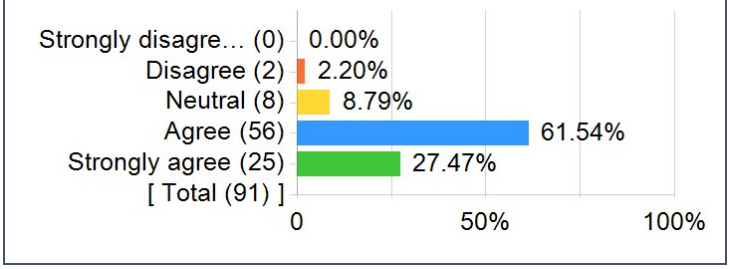
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	91	4.14	0.66
The instructor was enthusiastic about teaching the course.	91	3.73	1.10
The instructor presented the course in an organized manner.	91	4.31	0.71
The instructor maintained an environment where students felt comfortable participating.	91	4.00	0.89
The instructor maintained an environment where students felt comfortable seeking assistance.	91	3.86	1.04
The instructor provided helpful feedback.	91	3.86	1.00
Assignments contributed to my understanding of the subject.	91	4.26	0.68

Instructor's overall teaching effectiveness

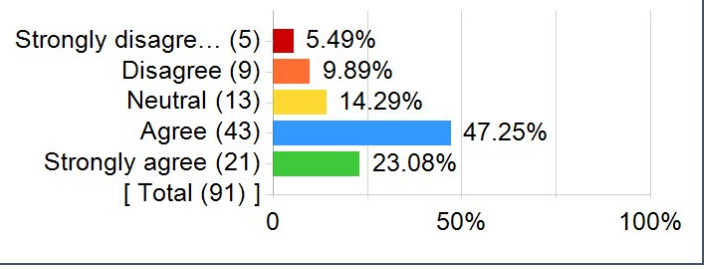
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	91	3.88	0.87

Instructor Items: Detailed Results

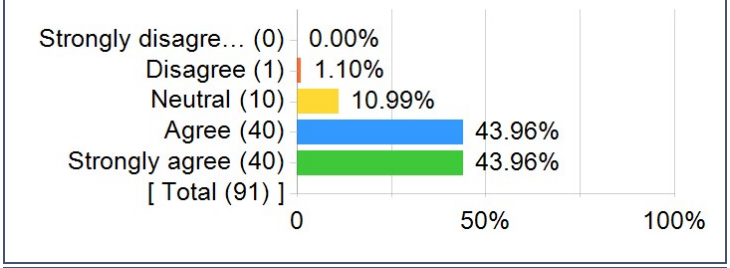
1. The instructor stimulated my thinking.



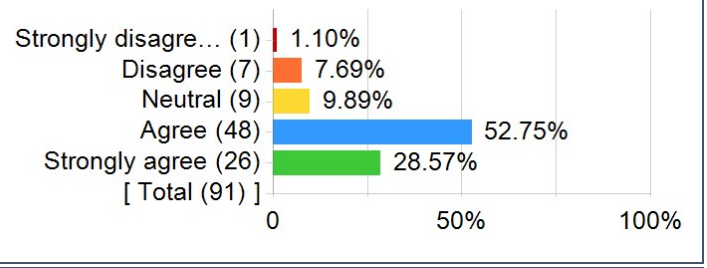
2. The instructor was enthusiastic about teaching the course.



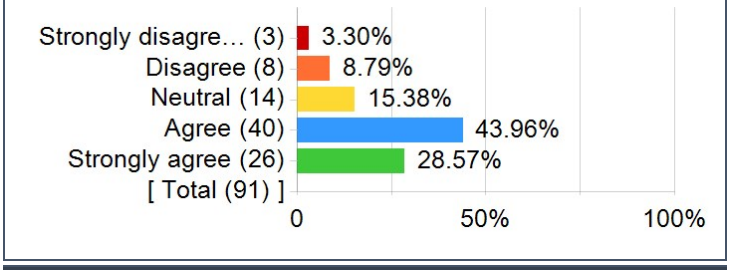
3. The instructor presented the course in an organized manner.



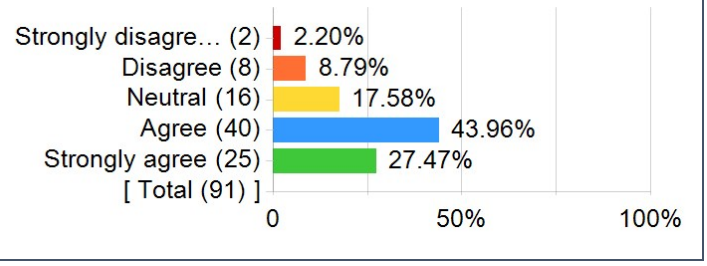
4. The instructor maintained an environment where students felt comfortable participating.



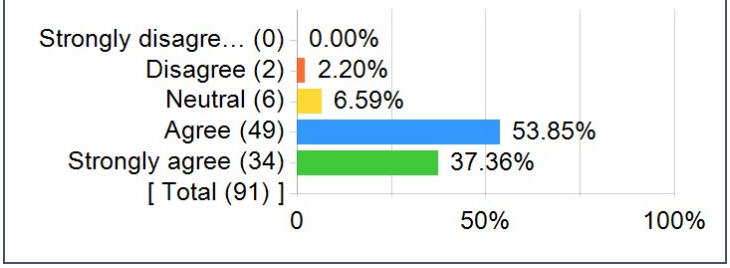
5. The instructor maintained an environment where students felt comfortable seeking assistance.



6. The instructor provided helpful feedback.

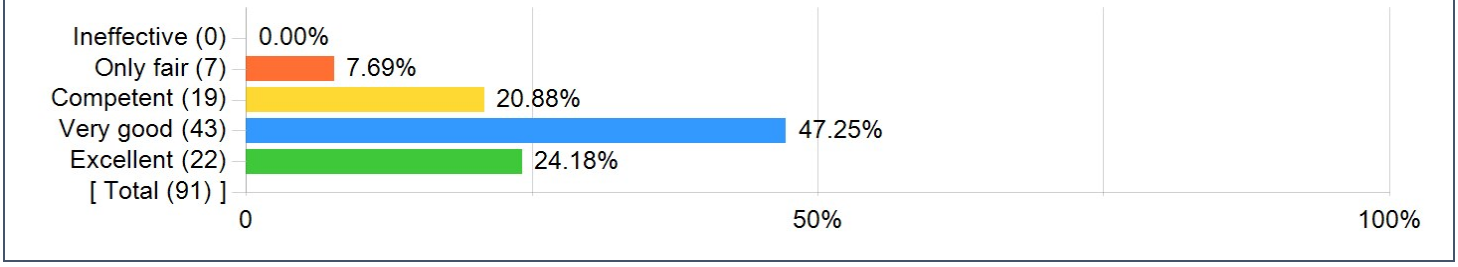


7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:

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



Comments

What did the instructor do to help you learn?

Comments
Office Hour
The entire course was laid out well with basic steps to solve the problem. A stupid person would do fine in the class.
Lectured
Example problems were very helpful.
The learning through practice method that this course employed worked for the topic.
Was extremely clear about what was expected of us
Examples
Example problems and example videos
Provided me with challenging homeworks
memes
He usually made lectures very helpful for understanding the method enough to do the homework problems
KCL Examples finally made circuits click for me from physics 2
He was very available and helpful
varied way of teaching
His slides were clear.
memes
Examples, having the slides to take notes on, and solution algorithms
provides helpful slides before lecture. test review and prep is helpful
Great at explaining things
the lectures is really helpful
The instructor gave a detailed syllabus discussing what would be covered in the course, when it would be covered, and the sections of our textbook that we could find these topics.
Great teacher
Encouraged us to think outside the box and actively problem solve rather than just follow formulas or steps.
Posted homework solutions and lecture videos
How to analyze a circuit
Made me struggle throughout the entire semester so I would struggle slightly less I’m future classes
Comprehensive and extensive answers to questions, before, during, and after class.
Showed applications to real world, helped us learn methods to solve different circuit variations
Pretty much everything I know about circuits and their components
Provided a lot of examples in class
How to approach any circuits problem in an organized manner.
they give a lot of example problems and goes through them thoroughly which.
Dr. Barry's lectures, while dense at times, are clear and easy to follow. His teaching style is very methodical, which helps in approaching new problems.
Provided good in class examples.
Explain concepts
He has clear organized lectures
Had very organized and helpful lecture slides with in depth and applicable examples.
Very organized. Layed out the steps to approaching and solving a problem very clearly.
He really helped me understand how to implement ohm's law to solve complete circuits.
He created an environment that not only encouraged learning but required much effort (in a good way) in order to get the most possible knowledge for classes in the future.

Comments
Nothing really
Straightforward, organized, clear and concise explanations
Provided good examples in class and had very organized lecture notes.
Had good notes and an effective teaching style.
Provided notes and examples that were very helpful and aided in my understanding greatly.
– Video Lectures helped – doing numerous examples in class – Review sessions for exams
In class examples
He gave us plenty of examples and organized the topics.
He taught us how to think like an engineer and not just blindly follow equations plugging numbers into them not knowing why.
Very straightforward, yet engaging.
He went over topics in class
He always did examples in class to make sure we understood a concept
The lectures were organized well and many examples were given.
did lots of examples
The homeworks were beneficial to learning the material as well as the in–class exercises
Answer my questions. Go through lectures and examples in class.
presented very organized lectures
Informative lectures
examples
Organization of powerpoints was very helpful
Lots of examples
He used slides in class that allowed us look back at notes after class
How to resolve different aspects of a circuit. Also a little bit of linear algebra
Example problems
Practice problems.
Did examples in class.
Learn the electric circuits that is helpful to analyze
Taught in an organized way (through powerpoints) and explained concepts thouroughly with examples in class
Showed examples of how to solve circuits in multiple ways.
He presented the material very well and properly prepared us for the exams. The lecture slides are fantastic and the homeworks are also very helpful. The book is also very helpful and he pushes us to solve problems and he helps us understand the material.

What could the instructor do to improve?

Comments
Be more accessible during office hour.
Post more lecture videos, they are good for comprehension before exams
He makes you feel stupid when you go to his office for help.
Post the notes earlier so we can copy them down/print them before class. Be on time to office hours.
His teaching style is condescending to the point where I feel uncomfortable asking for assistance or clarification.
During an exam, create a more positive environment rather than telling the students beforehand that they are likely to do poorly.
Maybe have review sessions outside of class
Nothing
Provide more studying material for exams
Be a bit more of a fair grader; failing half the class isn't a right.
more memes

Comments
I think the situation with quizzes is a little unorganized
If Dr. Barry could upload all his lectures at the beginning of the semester similar to Dr. Slaughter
Not much
I think more time should be spent addressing concepts. Lots of emphasis was spent on developing procedures for solving circuits, but I found trouble applying them when working with an unfamiliar circuit configuration. If my conceptual foundation was stronger then I think it would be easier to tackle complicated circuits.
consistency of exams
Go over more examples that help towards the homework.
please be more gentle with grading...pls
Give past years' tests for practice. It was frustrating studying and not knowing what to expect for the test, especially for topics that we didn't have homework on. Also maybe post lecture slides before ~20 minutes before class
Nothing
follow the syllabus
I would have liked to build an actual circuit to see how they operated. I feel that would have helped me obtain a better understanding of how different elements work as opposed to equations.
Upload lecture slides with the written in example work filled in (a lot of times I miss something while taking notes the first time and then I can't double check).
N/A
A little more pep in your step
Idk man this subject is hard
Felt slightly uncomfortable asking questions during class, just slightly less sarcastic when answering those questions unless it’s rstablished they are comfortable.
Easier grading
Exam difficulty consistency
Not much. He's consistent with most things.
Not give incredibly hard tests that make you feel like your trying to be failed. Also after saying they need to fail more people.
Dr. Barry often makes assignments that are beyond the scope of available resources to solve. Lecture notes do not provide enough information to successfully complete homework assignments. This would be fine if Dr. Barry did not make a point in the first lecture to say that he is the last person to contact in event of an issue on homework assignments. This discouraged me from attending his office hours or making appointments with him. Also, I've taken Dr. Barry before, and I've noticed the pattern that he makes the first exam in a course exceedingly difficult, only to throw points at the students later in the term to make up for poor results. I don't believe this is beneficial to learning. His classes become a scramble to make up for poor grades instead of an opportunity to engage with material.
Could post clearer online notes/guidance
Reviewed material before exam
Have fairer exams
He could be more willing to communicate with students and instead of creating a flow chart with him as the last point of communication for help. Also be less condescending.
I thought the homework was much tougher than the in–class examples. I would have liked to have a couple tough problems in class to help guide with homework. I also would have liked more explanation for "intuitive" aspects of the course (where current flows, voltage drops, etc.).
He give more example problems during lecture that pertain to the hw. The difficulty in class versus hw is pretty extreme.
not sure, he really helped me learn the material well.
Go over the concepts ib class instead of examples so I can apply them better
Nothing
be to his office hours on time
Not tell us things are fair game for the midterm and then not test us on it and put it on the next midterm. I think it would benefit students to clearly tell them what is on each exam. For example, I spent hours learning chapter five in time for the first midterm, then we weren't tested on it. Granted, learning that material then helped in the future, but I could have done that after the exam and focused more on the chapters that were being covered in the exam.
More and complex examples

Comments
less intense grading
Get tests back sooner before finals
Post some practice exams so students know what questions would look like.
N/A
After the first exam, close to half the class failed. Since someone in the class got a 100, he didn't curve the exam, which makes total sense. But since that many people didn't do well and there wasn't a curve, there wasn't any bonus or "buy–back" points offered. He should have offered something for the people who didn't do well to at least have a chance at passing the class.
Not grade the tests so harshly
hand our hw back better, please give partial credit.
post lectures earlier than 30 minutes before class
Put some review extra problems before each exam.
There is probably nothing I can say about Dr. Barry that hasn't already been said before. I really don't understand why he is a professor. He is clearly a very intelligent person, but he seems so disinterested in actually fostering a positive learning environment for his students. He seems more interested in giving students the impression that he is intimidating than actually being a teacher and being supportive of helping students learn. I never once went to Dr. Barry's office hours, not because I didn't have questions about the material, but because I was worried he would be rude and disrespectful and make me feel stupid for seeking assistance. Many times when students ask questions in class, his response is flippant and dismissive. The real shame is that I think Dr. Barry could be an excellent teacher if he wanted to be. I really think he has the ability to teach a course in a way that is organized and understandable. I feel deep down that he could really be a TEACHER in the true sense of the word and share his knowledge with his students rather than just presenting material. At times he shows flashes of enthusiasm in describing course material and making connections between different concepts and applications. Dr. Barry takes the time to get to know his students' names, which I can't say for any other professor I've had thus far. I of course heard feedback from other students that have taken courses with Dr. Barry in the past, and I really wanted to give him a fair chance, but I will never take another course with Dr. Barry if I can avoid it. While it is important that the professor is knowledgeable about the subject matter for the course, it is more important to me that professors that are respectful to their students and create an environment where students feel comfortable asking for help. Every student has their own story and their own hardships that they had to overcome to get to where they are now. I do hope that Dr. Barry reflects on the way he presents himself and treats his students because I think he could be a great teacher and a valuable resource for the department. Practical suggestions for improvement: – Provide lecture notes farther in advance so we can review and annotate them prior to class – Explain course material in a less formal way that is more practical and understandable – More consistency in the schedule, especially for quizzes – Return graded assignments and exams in a more timely fashion
At least try to pretend like you want to be there and want us to learn something. Don't call yourself an "asshole" when it comes to grading exams. It lowers our respect for you. If you care about us passing this class, we are more likely to care and try harder.
create a better environment in lecture where students feel more comfortable participating and asking questions
Practice exams
there's no partial credits for quiz on tophat
Give us back our exams?
Give a little more time to write down problems before starting them
Better reviews before exams
N/A
Homework assignments could have reflected lecture material better.
Circuits sucks there isn't much you can do. Maybe cancel class every once in a while so we can go to Hem's.
Adjust the difficulty of the exams. The exams were very tight on time for how difficult the problems were. I went into each exam feeling completely prepared to use all the material we had learned and knowing how to do all of the homework problems and found it nearly impossible to finish the exams in time. It felt like my grade was completely dependent upon how fast I could work rather than what I knew about the material.
Write more clearly on the lecture
Can't think of anything
If possible, I would like the lecture notes to be posted, rather than just the slides.

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

Comments
Video lecture is well made.
Pretty good
You are better than Qing Ming Wang. I couldnt understand a word that guy said.
The tests are generally all–or–nothing, to the point where someone with a B–level understanding of the content could easily get a D or an F.
Exams feel as if they are essentially pass or fail.
V=IR
No
He's a good guy
N/A
you are a cool dude
Be more available at office hours.
The first test seemed to but a jump in what you expected the students to know with home works.
Nope
i hope the ratio for quiz and homework could decrease
No
N/A
You're doing great
It wasn’t as bad as thermo
Thanks for being a good prof. Even if I fail the classes I feel like I actually understand a lot of new material
n/a
N/A
Nope
I enjoy his lectures, and I believe he is a thoughtful and well meaning educator, but his approach in structuring undergraduate classes, most notably with grading, is not beneficial to my learning.
None
Grading our though process rather than a right or wrong answer helps us learn better. We are not professionals so we should not be treated as such on exams.
I appreciate the effort put into teaching the class. No one can ever get a group of students excited or talking, so don't think lack of participation means lack of appreciation.
i gave you a 0 for thermo but i actually like you as a professor so i'm giving you a 100 on this one
I really enjoyed you as a professor. Only if it wasn't this class I would have been more involved, I'm just not interested in this topic at all.
n/a
No
No
Appreciate that you want us to succeed by applying what we've learned in challenging yet fair ways to ensure we become good, capable engineers.
no
Jokes are funny
He is pretty cool and My favorite professor
N/A
I liked you better when you taught statics
Overall good professor
No
nope

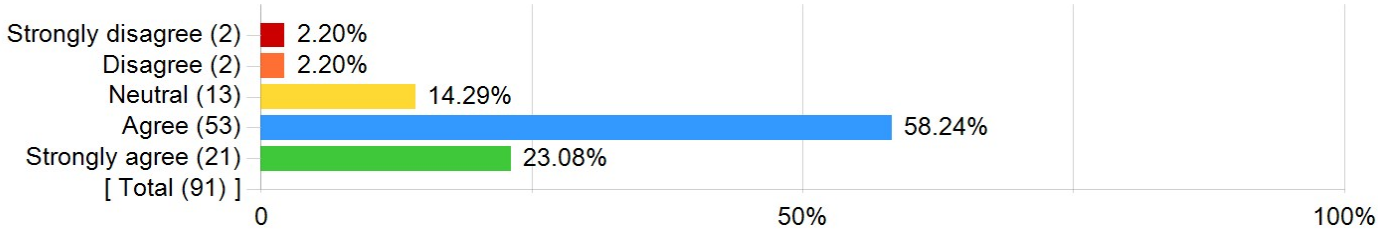
Comments
none
The amount of examples was very good. I liked that you didn't dwell on the stuff that was clearly easy to understand and jumped right into examples
N/A
Could use some more time during exams to panic.
NA
No
No

ENGINEERING

Swanson School of Engineering Items

The instructor was accessible.

1. The instructor was accessible.



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

Comments
Pay attention during lecture time.
Attend class and do the homework that's about it
Make sure you study. But get ready for the last question on each test that is worth/ 40/100 points to be damn near impossible.
Have more practice exams instead of making us guess if we have a 16 loop circuit or a 2 loop circuit to study for
If you have a question go to office hours. Do the examples in the textbook. Triple check your work on tests.
do practice problems in the text
Pay attention and show up to class, do a lot of practice problems. It’s the only way to learn circuits
It’s literally just ohms law.
Nothing
I prefer writing the lectures down by hand even though he provides the lecture slides online. Do not let yourself get behind and not understand how something was done because everything builds on itself
just need to know one equation
Do the homework, come to class
Actively do problems from textbook
Study the book instead of lecture examples.
try to pay attention when he's talking, not just when he's writing stuff down
study, stay on top of homework
Nothing
reading textbook's example problems
Get the basics down, simplifying a circuit can cut down the amount of time needed to solve a problem. There are only a handful of equations you need to remember so spend your time learning the processes to use each approach and what each is best suited for.
Study! Don't learn how to just do the problems you are given on the HW. Learn the concepts
Do the homework. Just practice and you’ll realize everything is pretty easy.
Know your HW
Been smarter I guess
Be on time to office hours
Do the homeworks early and ask questions about them
Take good notes. Do practice problems from the book
Do the homework, work with other students on homework, go to office hours
Do a lot of book problems

Comments
Go to office hours even for the most basic questions.
learn every single possible trick
Despite his initial lecture about not reaching out to him, Dr. Barry seems to be approachable and friendly to students. I wish I had reached out to him more as a resource instead of the MEMS department tutoring sessions or the TA office hours.
Work ahead on the homeworks to ensure you have time to get help if necessary.
Try to keep up with the material on the go. Don’t fall back.
Remember what a supermesh is
You are better off taking your time and not finishing than finishing and having crap work. A partial answer is much more valuable than a wrong answer here.
solve problems in more than one way so you don't get stuck getting to0 comfortable using one method.
go to class
Do the hw and don't Chegg. Ask questions and go to office hours the few times ive gone he was extremely helpful.
lecture is mandatory, effort is mandatory. really grab hold of concepts early cause everything builds off of it.
I feel like I already answered this question
Just go to lecture, print out and take notes on the provided slides, do the homework
Don't just chegg the homework. Also use the textbook and its practice problems.
Do more book problems
pay attention in lecture, do the homework yourself and don't be afraid to ask questions
Additional practice problems. Staying caught up on the material
more practice material, more accessible outside of class, more examples
Do homework earlier.
practice the circuits beginning to end
Study from the book. Gives a greater understanding, more variety of questions.
Do a lot of practice circuit problems
Do all the book problems before an exam. Literally every single one so you understand how to do them quickly because when it's time to take the exam, if it looks like something you haven't seen before, you have to work fast or else you'll run out of time. Also, Josh doesn't know anything so if you have a real question, ask Barry.
Seek out study group and TA right away.
Think and practice.
Go to office hours more. He is a bit better with one on one instruction.
read the textbook, its never strictly required for assignments but it has very good information and lots of practice problems
Read the textbook
take notes
Go to office hours. Do the homework early in the week, sometimes even before you learn it in class. Improves comprehension a ton and makes you pay attention in class because you realize you need to learn stuff
If you have time do example problems from the textbook to study
Print notes. Read the book section or op–amps.
Do the homework Read textbook
Study more than once a week (when doing homework) if possible
Practice as many book problems as you can
Actually study, these classes arent easy.

ENGINEERING UNDERGRAD

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.	91	3.92	0.78
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	91	3.82	0.88
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	89	3.94	0.77
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	91	2.90	1.26
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).	90	2.81	1.39
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	90	2.71	1.38
Your ability to effectively communicate verbally with a wide range of audiences.	88	2.51	1.38
Your ability to effectively communicate in writing to a wide range of audiences.	89	2.47	1.37
Your ability to recognize ethical and professional responsibilities in engineering situations.	89	2.74	1.29
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	90	2.74	1.33
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	90	2.70	1.32
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	90	2.78	1.39
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	90	2.72	1.40
Your ability to develop appropriate experiments.	90	2.79	1.32
Your ability to conduct appropriate experiments.	90	2.64	1.37
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	90	3.54	1.04
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	89	3.73	0.94