Fall 2022 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1050 - Lecture

Project Title: **2231 - Teaching Survey Fall 2022**

Courses Audience: **36**
Responses Received: **30**
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 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: **Thursday, January 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.	36	30	83.33%	3.87	4	4.00	0.86
The instructor was enthusiastic about teaching the course.	36	30	83.33%	3.63	3	3.50	1.13
The instructor presented the course in an organized manner.	36	29	80.56%	4.21	4	4.00	0.77
The instructor maintained an environment where students felt comfortable participating.	36	30	83.33%	3.90	4	4.00	1.09
The instructor maintained an environment where students felt comfortable seeking assistance.	36	30	83.33%	3.70	4	4.00	1.24
The instructor provided helpful feedback.	36	30	83.33%	3.80	3,4,5	4.00	1.00
Assignments contributed to my understanding of the subject.	36	30	83.33%	4.10	5	4.00	0.92
Overall of All Questions	252	209	82.94%	3.89	-	-	-

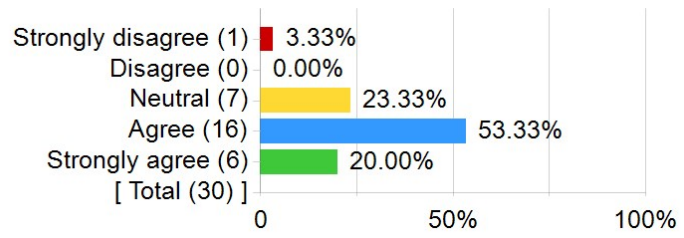
Overall effectiveness

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

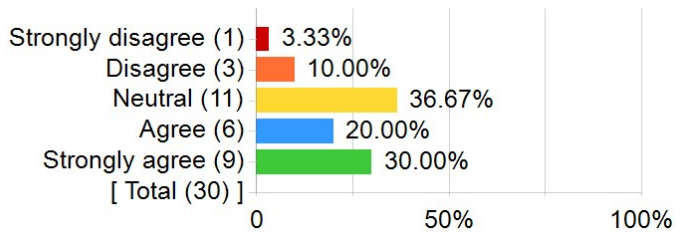
Question	Invited Count	Response Count	Response Rate	Mean	Mode	Median	SD
Express your judgment of the instructor's overall teaching effectiveness.	36	30	83.33%	3.80	3	4.00	0.96

Response breakdown

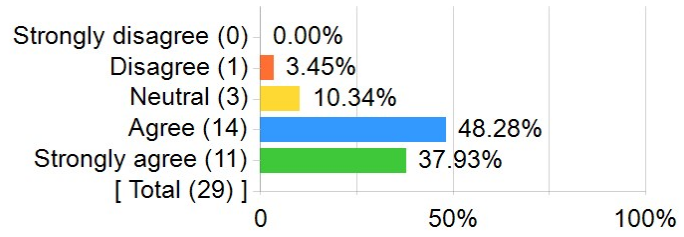
1. The instructor stimulated my thinking.



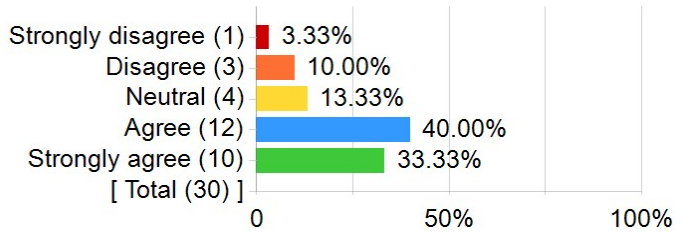
2. The instructor was enthusiastic about teaching the course.



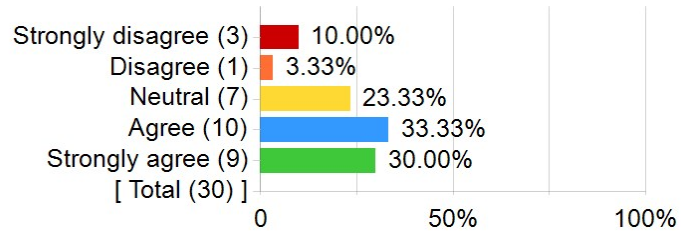
3. The instructor presented the course in an organized manner.



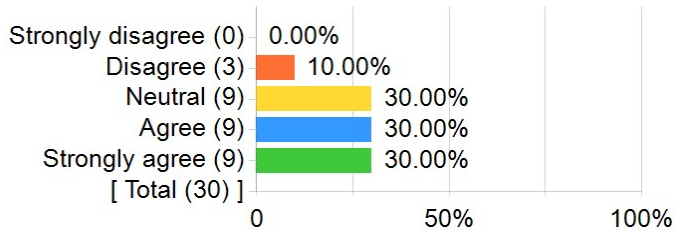
4. The instructor maintained an environment where students felt comfortable participating.



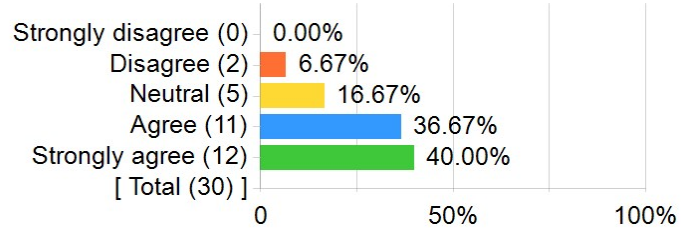
5. The instructor maintained an environment where students felt comfortable seeking assistance.



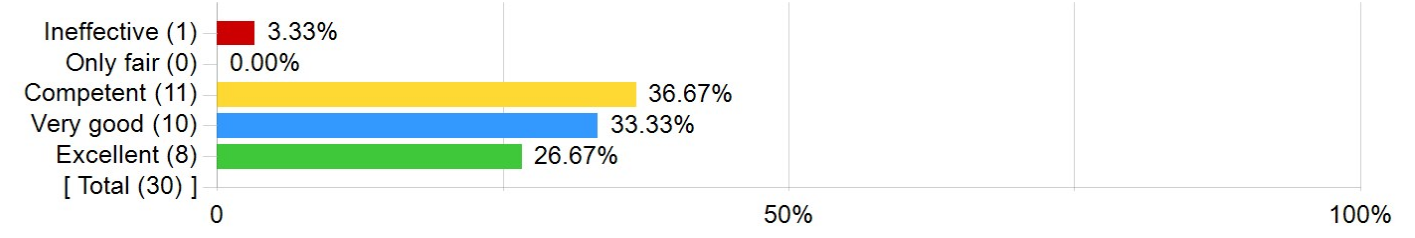
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



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



Comments

What did the instructor do to help you learn?

Comments
Dr. Barry and his tactics of presenting class information through multiple formats was extremely effective for my learning.
Lots of practice problems, lots of resources.
Statics and the general processes that lead to a solution.
Lecture videos and tophat questions were helpful. In class problem solving also improved understanding.
Barry presented material well in class and the information on our recorded slide lectures was always concise and helpful.
The videos are very useful for the material.
Very useful in–class examples
N/A
Hybrid teaching methods using several different teaching and homework methods to help better ingrain the principals we were being taught.
The textbook that was used was very helpful, going over example problems in class also really helped strengthen my understanding of the content
The instructor offered the material for the class in multiple different forms, including videos, readings, and in–class questions. The instructor also was very involved in class and made sure any questions we had were answered.
Dr. Barry had use learn the material several different ways (videos, reading, and in class problems). This really provided an excellent way for students to learn the material.
He made the Tophat, which was the entirety of the class.
flipped course so watching videos and then going to lecture helped
Applied Physics topics
Class was able to teach me some material but it was confusing
Allowed time in class to work on homework while providing assistance with TA's.
He taught the class in a way that made sense, reviewing the old assignment first and then doing relevant practice problems and a relevant in–class assignment that made me more confident about the material.
He did super well! He told me how to think about all the question
Office hours+ emails
Kept class entertaining with real life examples and a little but of humor
The in–class worksheets were a great help in reinforcing the material.
The integrated textbook
Walked us through problems
In class examples

What could the instructor do to improve?

Comments
I think I would have benefitted from a more consistent schedule towards the end of the year in terms of MakerSpace availability. Also, if times did change, it would be helpful to get Canvas announcements about the times we could expect to see him in the MakerSpace.
More variety of practice problems.
The professor/TAs become borderline unavailable after class ends. Keep lectures after the material is over just as like an optional space to work on the bridge project. The rubric is also vague in some areas. Ex – No material properties given for balsa wood, no units for PI, no information given about the second design review.
Maybe some real life demonstrations during class to make class more fun and engaging. Also, the in–class problem solving seemed very redundant and tedious, since most people knew how to solve basic questions. I think it would be more helpful if, instead of solving in–class problems, we solved some of the previous week's homework problems that people had difficulty with. Also, I don't know why we used latex instead of google docs or microsoft powerpoint because that just made an already impossible–seeming task feel even more impossible. Additionally, we weren't showed how to use solidworks or overleaf in class, and only mechanical engineering students know how to use these software. I think the statics project was a poor idea considering we weren't provided all the necessary resources.
Barry, rather than explaining topics much in class, kind of just went straight into examples and often times felt easy to lose track of.
More real life scenarios for homework.
The one lecture per week section was not ideal for learning and retaining info.
N/A
Very little, there is very little I could even thing to alter to improve the course.
N/A
I think the instructor could communicate the expectations better regarding the project at the end of the term. It also felt like he became much less available to our section when the bridge project began, given that we weren't actually building the bridge.
N/A
Communicate more with the students.
have more availability after classes end especially for the night section since there is less time that we meet in a week so our understanding of the material is affected
n/a
Could be more enthusiatic and care about his subject material
Display requirements for projects more openly when they are announced.
I would make the quizzes a little more relevant to the examples that we do in class, rather than something so difficult that I don't even know where to start and feel unable to even turn in a quiz.
Have review material for the final other than just doing the quizzes we already did
I hope the homework and the quiz could be a little more even in terms of difficulty. Sometimes I felt the homework would be super easy and the quiz would be super confusing.
To go over each step before going to the next because it seemed like he pulled variables out of nowhere sometimes.
Less angry at life
Easier quiz grades or more grades to balance quiz

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

Comments
I think if the Methods of Joints and Sections was presented earlier in the year and the Bridge Project was assigned earlier, it would make the end of the year less stressful and I could work on the assignment over the course of the semester.
I really enjoyed this class. Lectures were interesting and the material/assignments felt more like actual engineering than any of my other classes. However the class format and the materials posted can be counterintuitive.
I'd say the course was fine for the most part, the only problem was the bridge project lacked much guidance. Attending many many office hours was basically the only way to keep up. In retrospect, the project was actually not that difficult, however the lack of guidance and explanation initially essentially just left our group with no idea what to do. Weldments is a software nobody I knew in the class had ever used and the videos linked did maybe only half the job of helping students learn. It was only until weeks of personal research and experimentation that I was able to understand why my simulations weren't working. I think, rather than ending all classes for the rest of the semester weeks early, it would be much more helpful to extend the material period of the course and implement some time in class to better explain the software, goals, and procedure that should be generally taken to complete the project.
N/A
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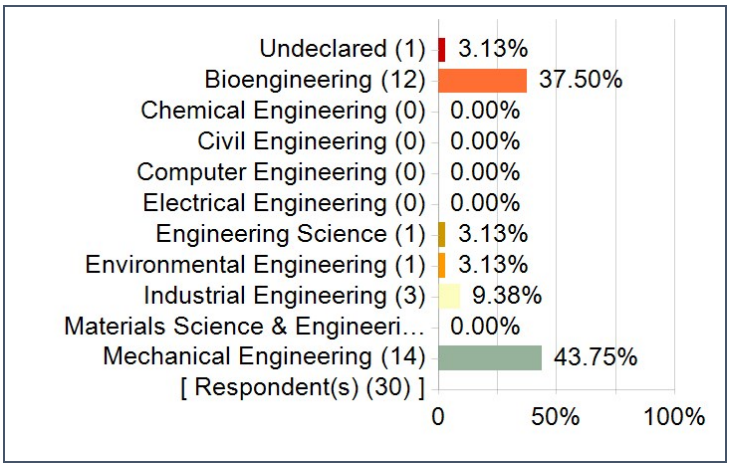
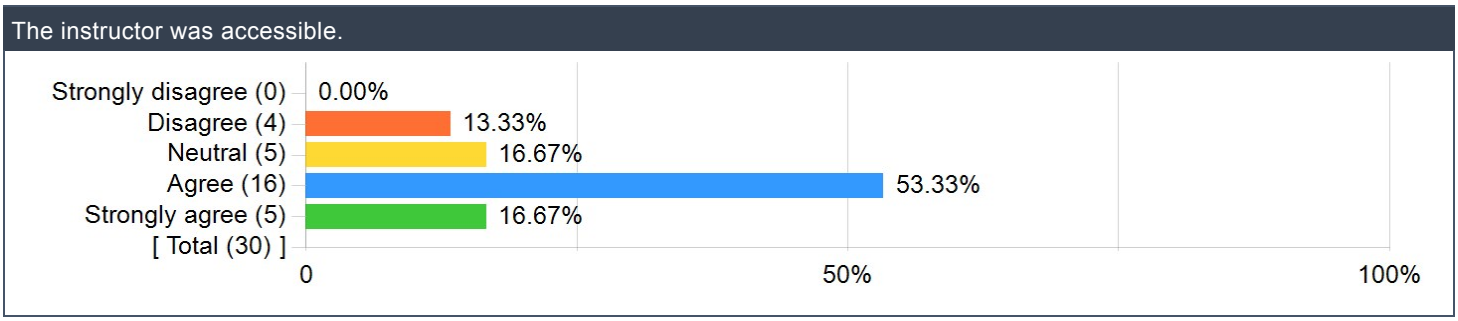
no
Dr. Barry is a very good teacher that actually teaches the material. It is difficult material but he teaches it effectively.
Shadow is adorable.
your class was very fun but having a final on top of a project with vague instructions was tough
the online textbook and work activities is very beneficial to my participation and understanding.
You were one of the best professors I've had at Pitt thus far!
I think making the worksheets harder and putting people together in groups to solve them could be helpful as well.
no
I liked having lots of problems that we were walked through, so the problem–solving process was easier to learn
Great format for class

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
Doing the TopHat and focusing on the videos prior to lectures is incredibly beneficial to your understanding in the course.
Going to office hours is extremely helpful, as is actually watching the lecture videos.
Use units on the quizzes
do the homework problems, quizzes, write down all the formulas for the final exam.
Become friends with the TA's asap. The second you feel behind in this class, it will snowball. Being able to quickly find a TA and get back on track is crucial or you will feel completely lost. Also useful for the bridge project as they will pretty much be the ones who teach you what is actually expected of you for the project.
Go to the TA's office hours so you can learn the concepts better and learn how to do problems.
Go to office hours
Keep a schedule of when everything is due, and do every single thing that is provided in the course to get the best chance of doing well in the course.
Dr.Barry is invested in making it such that his students understand the content of the course he's teaching, which means as a student if you are not invested in actually learning the content you will not be compatible with with him or his course, you will struggle. The key to success is to make an honest effort.
I felt fairly comfortable with the course material, but only because I stayed on top of everything. I always watched the lectures before class and went to office hours when necessary.
Spend a little more time before lecture going over the material.
Take tophat seriously.
make sure to complete the top hat assignments even just guessing, make it all count
Attend office hours more frequently
More practice examples
Prioritize learning what is on the quizzes every week in order to reinforce your knowledge of the subjects.
I could have spent more time on the pre–class assignments and asked questions where I got stuck, rather than just accepting the lost point here and there.
Do better on your quiz!
Seek assistance from TA's
Go to office hours to get help
Go to office hours
spend time doing the problems from the book
Ensure I can do the review problems in class

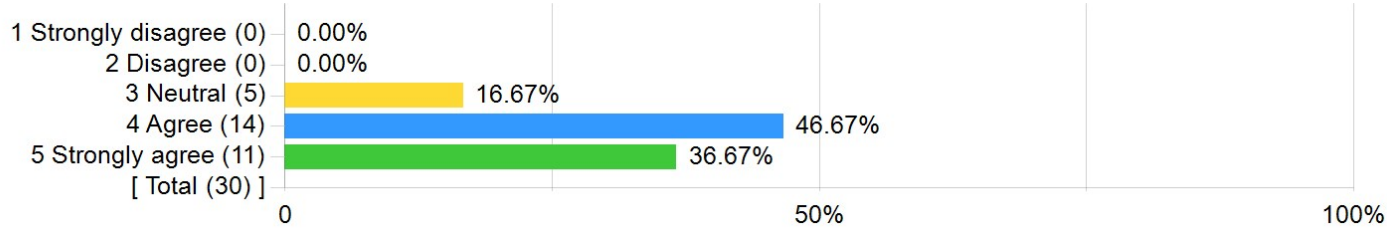
Engineering Undergrad Courses

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.	30	3.83	0.83
Your ability to identify, formulate, and solve complex engineering problems by applying principles of science.	30	3.53	0.82
Your ability to identify, formulate, and solve complex engineering problems by applying principles of mathematics.	30	3.80	0.71
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	30	3.20	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).	30	3.17	0.91
Your ability to apply engineering design to produce solutions that meet specified needs with consideration of environmental and economic factors (i.e., sustainability principles).	30	3.20	0.81
Your ability to effectively communicate verbally with a wide range of audiences.	30	2.73	1.05
Your ability to effectively communicate in writing to a wide range of audiences.	30	2.63	1.00
Your ability to recognize ethical and professional responsibilities in engineering situations.	30	3.40	0.86
Your ability to make informed judgments that consider the impact of engineering solutions in global and societal contexts (i.e., sustainability principles).	30	3.17	0.91
Your ability to make informed judgments that consider the impact of engineering solutions in economic and environmental contexts (i.e., sustainability principles).	30	3.03	0.96
Your ability to function effectively on a team whose members together provide an inclusive environment, collaboration, and leadership.	30	3.57	0.97
Your ability to function effectively on a team whose members together establish goals, plan tasks, and meet objectives.	30	3.57	0.97
Your ability to develop appropriate experiments.	30	3.37	0.96
Your ability to conduct appropriate experiments.	30	3.37	0.89
Your ability to analyze and interpret data and use engineering judgment to draw conclusions.	30	3.67	0.92
Your ability to embrace new learning strategies to independently acquire and apply new knowledge to solve engineering problems.	30	3.63	0.96

Diversity and Inclusion

The instructor creates an inclusive learning environment for all students.



Statistics	Value
Invited Count	36
Response Count	30
Response Ratio	83.33%
Mean	4.20
Median	4.00
Mode	4
Standard Deviation	0.71