University of Pittsburgh

Spring 2018 - Matthew Barry ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1010 - Lecture

Project Title: **2184- Teaching Survey Spring 2018**
Total Enrollment: **40**
Responses Received: **40**
Response Rate: **100%**

Subject Details	
Name	ENGR 0135 - STATICS & MECHC OF MATERIALS 1 - 1010 - Lecture
DEPARTMENT_CD	ENGR
CAMPUS_CD	PIT
SCHOOL_CD	ENGR
CLASS_NBR	13188
COURSE_NUMBER	135
SECTION_NUMBER	1010
TERM_NUMBER	2184
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: **Thu, Sep 13, 2018**

University Questions

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

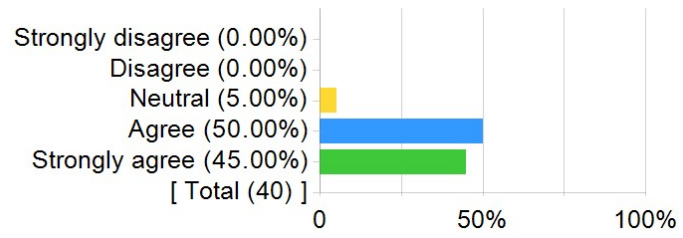
Question	Results		
	Response Count	Mean	Standard Deviation
The instructor stimulated my thinking.	40	4.40	0.59
The instructor was enthusiastic about teaching the course.	40	4.00	1.06
The instructor presented the course in an organized manner.	40	4.38	0.84
The instructor maintained an environment where students felt comfortable participating.	39	4.67	0.53
The instructor maintained an environment where students felt comfortable seeking assistance.	40	4.60	0.50
The instructor provided helpful feedback.	39	4.59	0.59
Assignments contributed to my understanding of the subject.	40	4.58	0.55

Instructor's overall teaching effectiveness

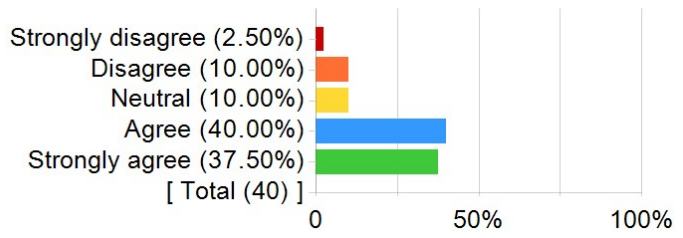
Question	Results		
	Response Count	Mean	Standard Deviation
Express your judgment of the instructor's overall teaching effectiveness.	40	4.40	0.74

Instructor Items: Detailed Results

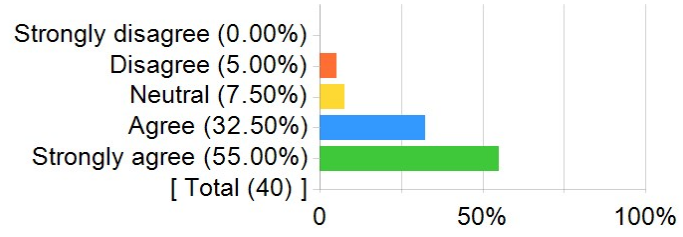
1. The instructor stimulated my thinking.



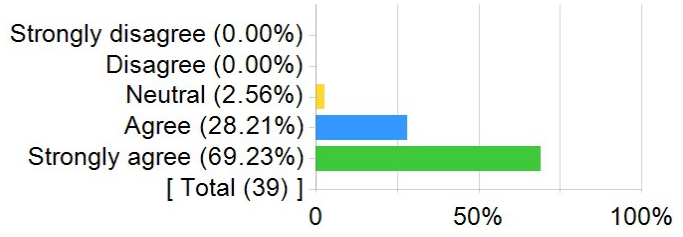
2. The instructor was enthusiastic about teaching the course.



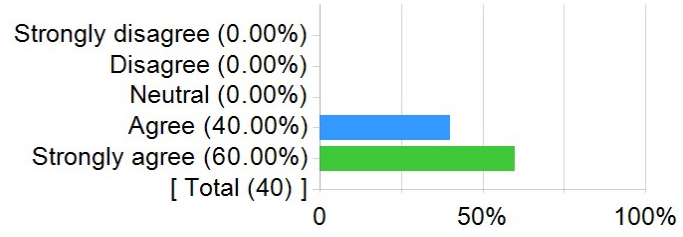
3. The instructor presented the course in an organized manner.



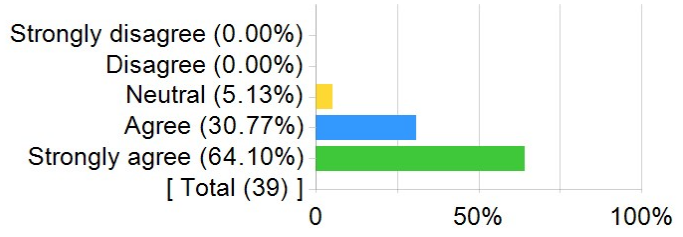
4. The instructor maintained an environment where students felt comfortable participating.



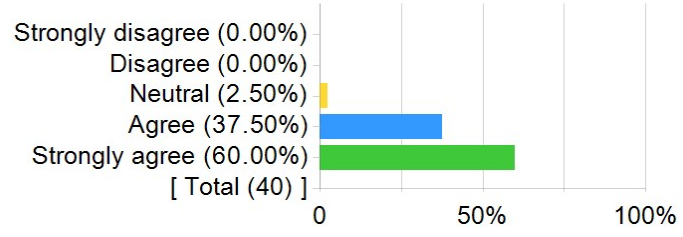
5. The instructor maintained an environment where students felt comfortable seeking assistance.



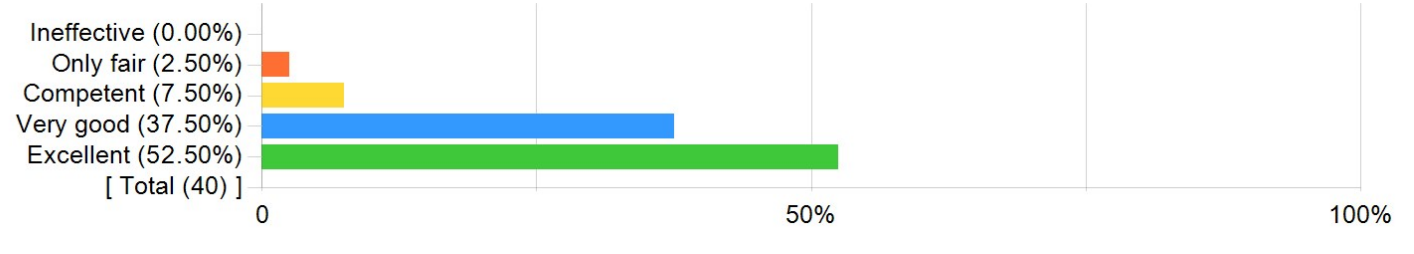
6. The instructor provided helpful feedback.



7. Assignments contributed to my understanding of the subject.



Instructor's overall teaching effectiveness:



Comments

What did the instructor do to help you learn?

Comments
Gave fair quizzes and homeworks, and the exams had similar questions. The design projects were difficult, but helped us learn the material more.
Spent time with me after class
He was always willing to answer questions and he was easily accessible (office hours, email, etc.)
Examples
applications of physics in real systems
Great notes, funny in class
Spent time re explaining topics to me in his office hours, bringing up tangible examples.
He made learning fun and interactive, and the slides were very detailed.
He posted notes before the classes
Prof. Barry helped to simplify the material. He provided a methodology for solving each type of problem for the corresponding section, and relayed the content of the course in terms of real–world applications.
Everything related to Statics 1.
He was very engaging.
Lectures were very clear, and easy to understand.
He made it simple enough to understand the material of the course. He tries to make the course easy and fun, even though the material is bland.
He was very clear in his teaching and presented information well.
He provided help in his office hours.
Very good at coming up with on the spot real world examples
Although Statics is a very dry subject, his sense of humor made the class bearable and possibly even enjoyable at times.
He used slides and used lots of pictures of the structures we were analyzing. He also used quizzes and difficult examples to help us understand the concepts better. He was also available for office hours often.
Gave plenty of example problems and solved them through. Gave applicable problems for various majors.
Dr. Barry kept the mood in the room comfortable and simple. I never felt overwhelmed by the information he gave us as he walked us through step by step and kept things very conversational. He was a very personable professor which, in my experience, makes a world of difference (for the better) in my ability to learn from him.
He was very approachable and clearly did his best to make statics exciting. Which is hard because statics is literally just the boring parts of physics.
In class examples were good
Good and helpful useful lectures
He provided very detailed PowerPoints which we go over in class. They have very helpful formulas, diagrams, and worked out solutions to example problems. He also went over very many problems in class which helped us all understand the concepts and learn better.
Provide excellent examples of material.
He was very helpful when offering help outside of class. I asked for help with the design project, and he went out of his way to provide a lot of input to make the project turn out well.
Worked out problems in class to provide students with detailed examples. Provided solutions to homeworks and midterms for students to review.
Provided lots of examples & tricks for various problem types in class. Stayed as enthusiastic as possible for a statics 1 course.
Statics? I think?
physics 1 on crack
Lecture slides were very helpful.
Helped me easily understand the material in the course.
In class Examples
presented examples clearly
Be the GOAT

What could the instructor do to improve?

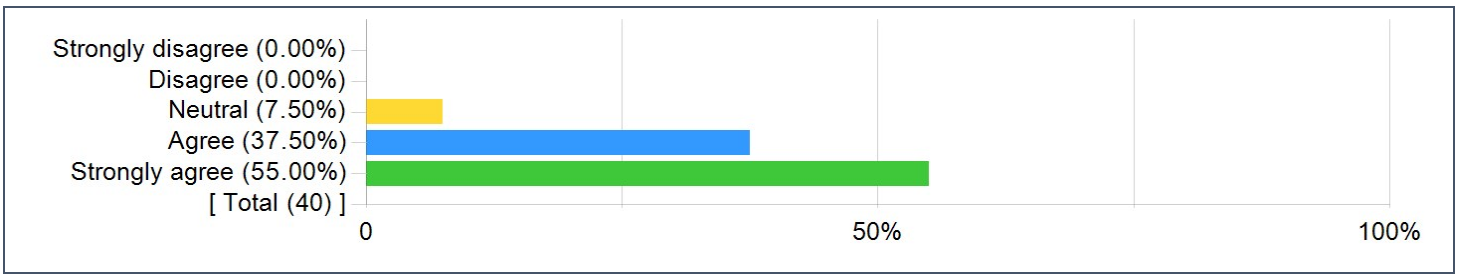
Comments
Maybe upload the slides to courseweb after he has written on them.
Respond to emails quicker
I would recommend posting the lectures the day before lecture.
Nothing
more examples in class
Nothing
N/a
N/A
In addition to the posting notes before class, also post his copy of notes after class, with his work done on them
Improve the textbook, more in–class examples.
Dr. Barry presented and explained all of the course material very well. I found that times the order of the course was a bit confusing to repetitive though.
He’s the boss.
The class was cancelled and delayed more than a few times. A more consistent curriculum would be great.
Nothing, keep doing you.
Make different problems that cannot be found online. Make course a little bit more difficult
I enjoy doing the practice problems in class but I feel like I would like to talk about the conceptual parts so I can tackle any problem.
Try to stick to the schedule, or push changes out on courseweb
I like the idea of reorganizing the course. Something like 2D first then 3D at the end.
Nothing much.
I'd prefer a more set syllabus and set schedule.
Post notes with his annotations after each lecture. I fell behind in days that I was unable to attend because I am anal about absorbing all information and if it wasn’t exactly what he had written down, I didn’t know if I could trust it coming from someone else!
Switch subjects?
Take the class more seriously. I felt like I really understood some things but then it seemed like things were glossed over and it makes me unsure if I am ready for statics 2.
It's not his fault but the organization of material didn't make any sense
Nothing I can think of, maybe provide free food?
Homework feedback, perhaps.
He could implement the ideas he was saying about changing the order of the course content.
Class structure is slightly disorganized, provide examples in class more relevant to homework problems, or make homework less involved.
Speed up the beginning of the class. Move indeterminate problems to the end of the course. Do all the 3D equilibrium subjects together? Book sucks at this.
More office hours.
Give a better study guide.
I think posting the worked out answers to the examples done in class would have been helpful studying outside the class.
I feel like the textbook used was very poor.
Consistent schedule and updating syllabus
Hold more office hours

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

Comments
Great dude. would recommend to anyone.
I enjoyed having Dr. Barry as a professor this semester.
No
Thank you for taking the time out to help students who are in need of help or don’t fully understand Statics.
N/A
If he could make sure that due dates for homework, as well as when quizes are would be helpful, as the days on the syllabus became less accurate as the course progressed
Class was enjoyable, thanks.
Dr. Barry is a great guy. He really made statics 1 somewhat enjoyable for what it is. Any other professor could've made the class very dry and boring.
Keep doing what you’re doing.
None
I would enjoy more working out problems on the board and start out with easier problems with the topic. I feel like sometimes we started out on long, difficult problems when we just started the basics.
The jabs at IEs are funny despite being an IE.
Nope.
I’ve really enjoyed the class, not just because I love physics but got stuck in the dismal world of industrial engineering, but also because you have been a very personable and entertaining instructor. I’m going to miss this class!
Clearly actually cares about us and our grades even if he acts like it’s a stupid class. Which it is a stupid class.
n/a
I was seriously dreading this class and he made it very doable and feasible
A+ awesome professor
He rocks.
Statics is really boring but you did a nice job teaching & we had a few laughs. Enjoyed learning about real world applications of statics. Made a good effort to point out things add up to 0.
Dr. Matthew Barry is the GOAT. Hall of fame spot numero uno.
No
For me it was helpful when he related the topic back to cars or vehicles.
Good class.
bring shadow to class
Barry is the GOAT

Swanson School of Engineering Items

The instructor was accessible.



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

Comments
Nothing
Study the material a lot
A tip is to try to do the homework yourself and then work with others.
Study more
read the textbook and do more practice problems
Pay good attention in class. I am personally easily distracted but that's just me.
Studied more
Practice problems are key
Be sure to read or skim the textbook before the relevant class
Use chegg study to work out book examples.
If struggling with a concept initially, the beginner and intermediate problems in the textbook helped me understand the concepts better conceptually before applying the concepts to more advanced problems on the homework.
Do problems, keep notes you'll be fine.
Nothing
Try to do all the problems independently and do not take the easy way out.
I would stay on top and do practice problems.
Don't zone out. The material is always going to be boring, but stay focused.
Take notes along with the slides and keep up with the material
Study for exams further in advance.
Know the homework
Pay attention in class even if it hurts your brain to do so.
Uh I have no clue
Sometimes the book helps, but not really.
Briefly look over textbook before class and review PowerPoint slides. This way, you will know exactly what is happening in the class instead of seeing it for the first time in class.
Work with someone else on homeworks and start early to allow time to seek help if needed.
Don't chegg every assignment, doing the homework sets is useful & will help you do well on the tests.
Show up to class and you'll be fine
Show up to lecture
Attend every class, his examples will save you hours of banging your head against the wall trying to figure out the problems
spend more time than just doing homework, and 30 minutes studying for each test
Actually try the homework

ENGINEERING UNDERGRAD

This course has improved my:

Question	Results				
	Response Count	Mean	Standard Deviation	Min	Max
Ability to use math concepts to solve engineering problems.	39	4.36	0.74	3.00	5.00
Ability to use chemistry concepts to solve engineering problems.	39	2.15	1.48	1.00	5.00
Ability to use physics concepts to help solve engineering problems.	39	4.54	0.79	1.00	5.00
Ability to use engineering concepts to help solve problems.	39	4.54	0.55	3.00	5.00
Ability to design an experiment to obtain measurements or gain additional knowledge about a process.	39	3.21	1.49	1.00	5.00
Ability to analyze and interpret engineering data.	38	3.76	1.24	1.00	5.00
Ability to design a device or process to meet a stated need.	39	3.95	0.97	1.00	5.00
Ability to function effectively in different team roles.	39	4.00	0.95	1.00	5.00
Ability to formulate and solve engineering problems.	39	4.26	0.91	1.00	5.00
Ability to use laboratory procedures and equipment.	39	2.03	1.51	1.00	5.00
Ability to use software packages to solve engineering problems.	39	2.28	1.50	1.00	5.00
Ability to use CAD software.	39	2.05	1.36	1.00	5.00
Knowledge of professional and ethical responsibility.	39	3.26	1.48	1.00	5.00
Ability to write reports effectively.	39	3.82	1.12	1.00	5.00
Ability to make effective oral presentations.	39	1.85	1.31	1.00	5.00
Knowledge about the potential risks (to the public) and impacts that an engineering solution or design may have.	39	3.90	0.91	1.00	5.00
Ability to apply knowledge about current issues (economic/environmental/political/societal/etc.) to engineering-related problems.	39	3.10	1.39	1.00	5.00
Appreciation of the need to engage in life-long learning.	38	3.87	1.07	2.00	5.00