

2.001 Mechanics and Materials I
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Report Includes Data for:
 Students: For credit
 Subjects: 2.001 Mechanics and Materials I - Lecture L01, Recitation R01, Recitation R02, Recitation R03, Recitation R04
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Eligible to Respond: 62 **Total # of Respondents: 56** **Response rate: 90%** **Overall rating of subject: 5.1 out of 7**

Download Set of Individual Student Responses: PDF raw data

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INSTRUCTORS

QUALITY OF TEACHING	<i>1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>								<i>1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i>
NAME	Stimulated interest	Defined goals	Well-organized presentations	Encouraged role in learning	Encouraged participation	Used good examples	Used media well	Available	Overall rating
Barbastathis, George , Lecturer (LEC)	5.1 (54)	5.3 (54)	5.2 (53)	5.2 (54)	5.8 (54)	5.6 (53)	5.8 (53)	4.9 (43)	5.3 (54)
Choi, Hyungryul , Teaching Assistant (LEC)	5.0 (10)	5.8 (8)	5.2 (9)	5.3 (10)	6.2 (10)	5.7 (11)	5.8 (9)	6.4 (11)	6.0 (12)
Hsieh, Chih-Hung , Teaching Assistant (LEC)	4.6 (7)	5.2 (6)	4.9 (8)	5.3 (8)	5.6 (7)	5.6 (9)	4.7 (7)	6.2 (10)	5.4 (10)
Buonassisi, Anthony , Recitation Instructor (REC)	6.1 (40)	6.1 (40)	6.2 (40)	6.3 (40)	6.4 (40)	6.1 (40)	6.2 (39)	5.8 (33)	6.2 (39)
Ku, Jason S. , Recitation Instructor (REC)	5.7 (16)	5.9 (16)	6.1 (16)	5.9 (15)	6.4 (15)	6.4 (16)	6.3 (16)	5.8 (12)	6.1 (16)
Choi, Hyungryul , Teaching Assistant (REC)	4.9 (15)	5.2 (14)	5.5 (13)	5.4 (16)	6.0 (16)	5.7 (15)	5.8 (13)	6.3 (16)	5.6 (16)
Hsieh, Chih-Hung , Teaching Assistant (REC)	5.2 (13)	5.3 (12)	5.5 (11)	5.5 (13)	5.7 (12)	5.6 (14)	6.0 (11)	6.4 (13)	5.6 (14)

Ku, Jason S., Recitation Instructor in Recitation R01 - Overall rating: 6.1

QUALITY OF TEACHING	<i>Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>				
	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Stimulated interest	5.7		16	6.0	1.01
Defined goals	5.9		16	6.0	1.0
Well-organized presentations	6.1		16	7.0	1.2
Encouraged role in learning	5.9		15	6.0	1.25
Encouraged participation	6.4		15	7.0	0.74
Used good examples	6.4		16	7.0	0.73
Used media well	6.3		16	6.0	0.86
Available	5.8		12	6.0	1.27

	<i>Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i>				
	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Overall rating	6.1		16	6.0	0.85

Comments on Teaching:

[Student 14938](#) - When he took over the class for a couple days, I was able to easier follow the path of conversation. Yes, it was during review, but it was easier for me to become invested in the lecture, rather than just letting it pass by. I tried meeting with him once to go over a test, but he was not there when I looked for him.

[Student 15990](#) - very well organized, clearly knowledgeable

[Student 23880](#) - Well prepared, good "let's take a step back and look at this from a different perspective" approach

[Student 32032](#) - Thank you!! This class probably would have been a lot more confusing if you weren't TA-ing it. Oftentimes I'd find the material presented in class a lot clearer after you explained it. I also really appreciated the review notes and practice problems for exams that were posted on Stellar. They were really helpful. The answer keys to these posted materials were also very well worded and clear. Thank you!! I can't say thank you enough for making this class better! :)

SUBJECT

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Lectures contributed to my learning	5.8		56	6.0	1.41
Recitations contributed to my learning	5.3		56	5.5	1.33
Electronic materials accessible	5.3		54	6.0	1.37
Textbooks and other readings accessible	5.1		53	5.0	1.6
Electronic materials effective	4.9		53	5.0	1.61
Textbooks and other readings effective	4.3		54	4.5	1.67

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Exams measured what I learned	4.9		56	5.0	1.61
Problem sets helped me learn	5.3		56	6.0	1.54
Feedback on assignments was helpful	4.0		51	4.0	1.64
I have a good understanding of the concepts	5.4		56	6.0	1.09
I can apply the concepts	5.4		56	5.0	0.98
I learned a great deal	5.7		56	6.0	1.24

Rating Scale: 1=Too Slow, 7=Too Fast (4 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Pace slow... fast	4.3		56	4.0	0.86
	AVG		RESPONSES	MEDIAN	STDEV
Avg hrs spent per week in class	3.5		56	3.0	0.87
Avg hrs spent per week in lab	1.5		55	2.0	0.77
Avg hrs spent per week on homework	5.9		56	5.0	2.24

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Graded fairly	4.6		56	5.0	1.3

Rating Scale: 1=Too Light, 7=Too Heavy (4 is best)

	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Workload light... heavy	4.3								55	4.0	0.6

Rating Scale: 1=Very Poor, 7=Excellent (7 is best)

	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Overall rating of the subject	5.1								55	5.0	1.23

Comments on Subject Content:

[Student 5080](#) - Could be more organized (a little disjointed at the moment, content only became more organized in exam reviews) Should introduce more conceptual questions

[Student 5295](#) - Really interesting class and it made me excited for more advanced course 2 classes.

[Student 6666](#) - Some subjects were covered too briefly and others for too long. Problem sets hardly ever matched up with material being covered.

[Student 7524](#) - I felt the material we learned was extremely interesting, but I feel that it could have been presented in more manageable chunks. Oftentimes, I got overwhelmed with the methodology of doing certain problems. I feel that having a class or two specifically on problem-solving strategies (or a recitation for that matter) would be really effective, because it seems that one of the most important things we should get out of this class is how to tackle mechanical engineering problems with a certain problem-solving mindset that we should gain from 2.001.

[Student 15990](#) - by "electronics" I mean stuff available online that's still reading - the roadmaps, old exams, etc

[Student 22561](#) - Nice approach to solving problems.

[Student 32032](#) - Material is useful and relevant. Lectures could have been a lot better.

[Student 46384](#) - The content was interesting, but the class helped me realize that I am not interested in Mechanical Engineering.

[Student 48034](#) - Material itself was fairly interesting. I am interested to see how much I will use this material in the future.

What additional constructive feedback can you offer the instructors which might help improve the class?

[Student 913](#) - I really liked the interviews. They forced me to figure out whether or not I actually understand the concepts rather than just the procedure.

[Student 2956](#) - Very good teaching!

[Student 5080](#) - Graders need to read responses more carefully

[Student 5295](#) - Match psets and lecture example more closely. More advanced examples would help me understand the concepts better.

[Student 6281](#) - Have the psets align better with the lectures.

[Student 7480](#) - The problem sets did not exactly match up with the material. They always used the same concepts but we often had to apply them in ways that were different and more difficult. I would give slightly different examples in class that are more similar to the problem set questions.

[Student 7524](#) - I feel that having office hours before class would be helpful for us to ask our questions from previous classes and then transition into the new material presented. Also, it will give us the incentive of looking over the material for the coming class in advance and then asking some preliminary questions in the office hour before class. This could also help make the lectures more effective because then you will know what we are struggling with beforehand, and can thus clarify our misunderstandings in advance not just to us but to the entire class during lecture.

[Student 9079](#) - The difference between the difficulty level of the problem sets was much higher than the material we encountered in class. Although I can see why this is the case, it'd be less frustrating to be able to do the homework without being walked through it all the time. The labs didn't seem to be particularly helpful in analyzing concepts and really only served to illustrate the basic ideas. I don't feel like they helped me prepare for the tests at all. I realize that the concepts are such that it is difficult to be flexible with the lecture schedule, but it would be beneficial to go over the main points of each lecture before and after just to reiterate what exactly we were supposed to be learning. Concept questions would be great for this.

[Student 10809](#) - Either don't put so much weight to the interviews or grade them on a larger scale.

[Student 15990](#) - obviously a bit slower and a bit more organized would be awesome, but the class was great just as is

[Student 16582](#) - Better Lecture ppt, for review reference.

[Student 22561](#) - Please make the Roadmap available earlier, it was really helpful. Also, I feel not enough information was covered during lectures to do the problem sets.

[Student 26498](#) - The grading for the tests was very cryptic. Try to have a more defined weighting system for the points

[Student 28278](#) - The instructors need to do more challenging example problems in lecture and at a faster pace.

[Student 32032](#) - I think since the problem sets were so different from examples given in class and oftentimes a lot more complex, it would be more fair to grade them on a PDF basis. I have found that classes that do this oftentimes encourage learning and students to try because it brings the focus of the problem sets to understanding the concepts behind each problem instead of fretting over calculator and sign errors.

[Student 46384](#) - I prefer the interviews to the exams because I feel like they reflect what I know better than the exams. The exams were graded strangely in that I got the correct answers on questions but got multiple points off for calculus that was not necessary to get the right answer.

[Student 47292](#) - There never seemed to be any solid definitions. Even after half the semester was over, people were still asking the difference between deformation and displacement.

[Student 48034](#) - Maybe it is because I am a sophomore and have been spoiled by a semester of 0/1/2 or P/D/F style homework grading, but I think the homework system should be restructured. By grading it out of 100 I think it encourages people to seek out the solutions and just copy them in order to get the grade on the top of the paper. The homework questions are hard enough and require enough extension of the material used in class that I would think office hours or solutions would be required to consistently get a score over 80%. I actually think it is pretty embarrassing as an instructor to award people 100% on problem sets and then have those same people show up to a lab exercise that is 10x simpler and see them struggle with it. Whereas a student in my situation who does all the problem sets on his own accord and actually learns the material is awarded a lower grade. I guess it will all catch up on the exams/recitation interviews and is the reason why those are weighted substantially more, but these are just my two cents.

SUBJECT SPECIFIC QUESTIONS - 2.001 *Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)*

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Hands-on labs helped me learn the material	5.0		56	5.0	1.57
understand and apply fundamental ideas of mechanics	5.6		55	6.0	1.0
in-class concept question exercises helped me understand the material	5.4		45	5.0	1.21
subject improved my ability to identify, formulate, and solve engineering problems	5.8		55	6.0	0.96

<i>most important mechanism which you learned the subject material</i>	<i>SELECTED RESPONSES</i>	
lectures without hands-on learning	14%	8
lectures with hands-on learning	27%	15
recitations with problem solving	14%	8
recitations with labs	14%	8
homework	20%	11
reading assignments	7%	4
discussion with other students	4%	2

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