

## Use of Simplified FEA to Enhance Visualization in Mechanics

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### Introduction and Background

Many recommendations have arisen from national reports<sup>1,2</sup> which noted warning signs that all is not well with undergraduate education in engineering. A central one is that “Institutions of higher education should provide diverse opportunities for all undergraduates to study science, mathematics, engineering, and technology as practiced by scientists and engineers, and as early in their academic careers as possible”<sup>3</sup>. This is also recognized in the ABET criterion<sup>4</sup> that graduates must have “an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.”

Among the modern engineering tools, it is clear that computer-aided-engineering tools, for example, CAD, FEA and CFD are essential to the contemporary practice of engineering. Finite element methods, for example, have been taught for some time, with some of that experience recorded in the literature<sup>5-10</sup>. Most experience being at the upper level undergraduate or graduate level, although some departments even have experimented with having students learn the underlying basis for finite element methods in elementary mechanics courses<sup>11</sup>.

A drawback to using them is that commercial CAE packages, while possessing enormous capabilities, are extremely complex programs. Besides the complexities of the user interface, it is also true that linear elasticity, the simplest theory underlying finite element analysis as applied to continuous solids, is well beyond what undergraduate students typically learn. Yet, many such students will come to use such CAE tools as practicing engineers without further education in the underlying fundamentals. *This reality needs to be addressed.* Even with such motivations, it is still hard for many instructors to justify the introduction of commercial computer-based engineering tools into a course without a strong link to the primary learning of students in that course. Indeed, as now explained, we believe that the use of a simplified finite element program can advance primary learning in the subject in pedagogically sound ways.

### Relevant Lessons from Research on Learning

It is widely recognized now that while students learn to solve traditional physics problems (by manipulating the correct memorized equations), their explanations of observable phenomena still reflect naïve concepts of physics. Experience with the Force Concept Inventory (FCI), for example, which asks simple questions interpreting

observable phenomena through the concepts of physics, provides proof of this proposition<sup>12</sup>. Instructors in science and engineering should help students develop the ability to relate observable aspects of the everyday world to the subject they are learning.

Another view of this idea is due to Laurillard<sup>13</sup>, who contends that learning at the university level means, at least in part, working effectively with representations of phenomena of interest in the world. Moreover, as she puts it, learning includes “relating the sign to the signified.” In engineering, this means relating the variable to what it represents. In mechanics of materials, displacement and deformation of bodies are the most readily observed quantities. Thus, if students can visualize deformation, and connect that deformation to the variables that represent it (displacement, stretch, strain), and to the variables that are related to it (forces and stresses), then a student has many essential concepts of the subject in hand.

Recent work<sup>14,15</sup> has focused on teaching mechanics to take greater advantage of other sensory modalities of the student, including the senses of touch and sight. For example, to make forces real, students balance objects and themselves and relate the forces they feel to the predictions of Statics. Also to make forces real, students observe and manipulate systems that deform, both in Statics and in mechanics of materials. Being able to view the deformation produced by forces appears to play a powerful role in helping students relate the quantities of mechanics to what they actually represent. For learning bending and torsion, for example, the use of a flexible (e.g., foam) member with highly visible lines drawn on it, can be effective in class. There would be benefits in extending this idea to demonstrate a greater variety of planar deformation states, say with a thin flexible sheet, although this proves to be difficult in practice. Here, we contend that a two-dimensional finite element program that displays the deformed shape of a loaded body may be used to a similar purpose.

It is also known that rapid feedback on student efforts during learning is of great benefit<sup>16</sup>. When one can specify points at which a body is fixed and points at which forces are applied and see the resulting deformation of the body, surely this constitutes feedback. Indeed, this is termed intrinsic feedback<sup>13</sup>, or a direct consequence of a student's actions; by contrast, extrinsic feedback is the grade a student receives on a homework assignment, for example. Moreover, if a FEA program that displays the deformation of a loaded body allows one quickly to consider a variety of load cases, then the conditions are set for students to obtain rapid feedback.

### **Elementary FEA Program**

For the reasons given above, we believe it would be beneficial to make finite element analysis (FEA) accessible, conceptually and technologically, to students at the very beginning of a mechanics of materials course. We describe here an effort to do this by developing a simple, intuitive FEA program, the simplicity made possible by virtue of the absolutely minimal, but carefully chosen, capabilities of the program. A preliminary version of this program has the following features:

- features and highlights the primary steps of a commercial finite element program (specify domain, material, element type, mesh, and boundary conditions, and solve and obtain results)
- because it has limited capabilities (only 2-D rectangular domains, uniform mesh, linear elasticity, force or displacement at each node) is simple to learn and use
- displays deformed state immediately, and permits the usual quantities (displacements, forces, stresses and strains) to be evaluated at any point.

The program includes only a single screen, a version of which is shown in Figure 1. The program has been written in Java and can be run over the web.

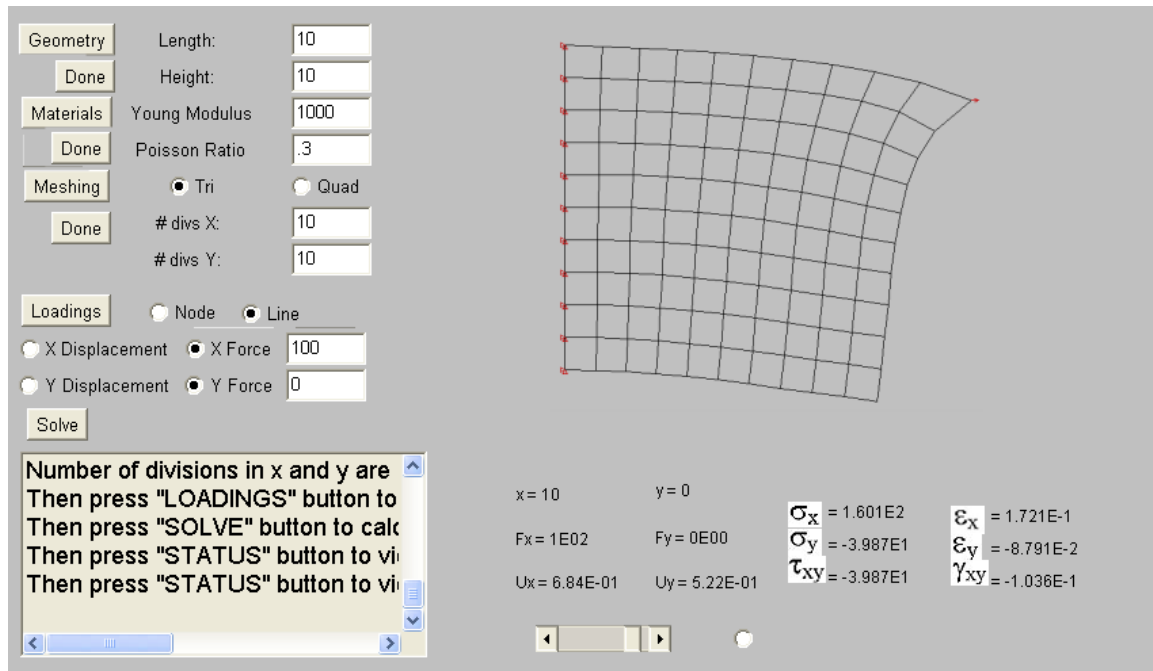


Figure 1. Single Screen Graphical User Interface for Web Based FEA Program.

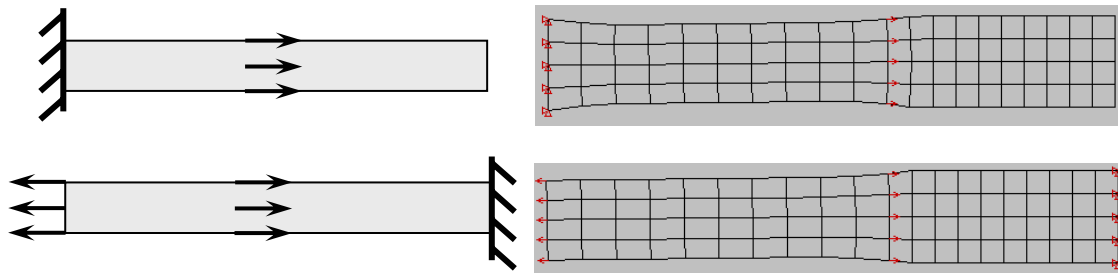
### Use of Program in Class

The program is envisioned to have two primary uses: (i) for instructors with access to a computer and projection equipment in lecture hall to demonstrate ideas through pre-defined example problems, and (ii) for students to do homework assignments that complement typical problems solved in mechanics of materials.

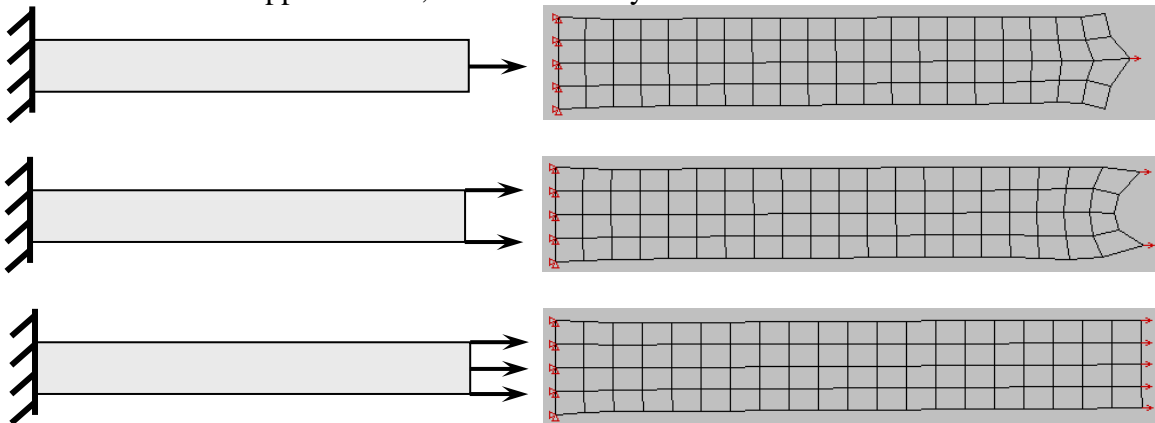
#### Examples of pre-defined problems for demonstration in class

In each of the examples below, we draw the problem on the left and show the deformed mesh as predicted by the finite element program.

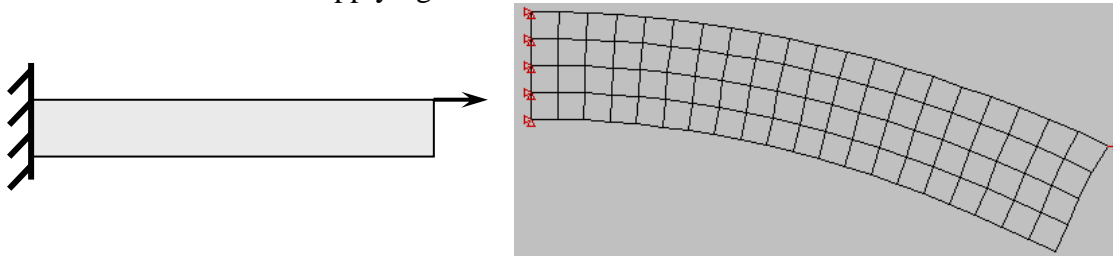
To illustrate the fundamental, but difficult to comprehend, idea of internal force:



To illustrate St. Venant's principle, that the precise distribution of applied force affects the result near the applied loads, but not far away:



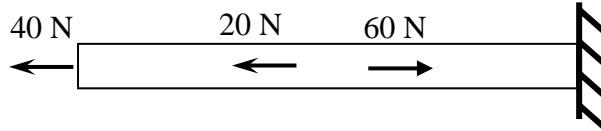
To illustrate the effect of applying an axial force off the center-line of a bar:



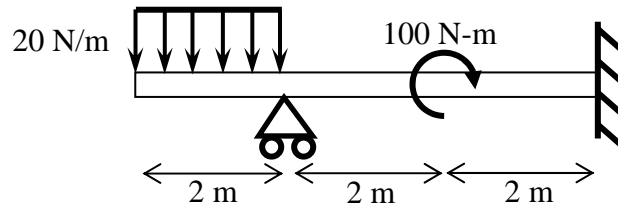
### Examples of Assignments For Students

One goal is for students to translate from the usual notation for loads in strength of materials into FEA input. It can be argued that students benefit from an alternative view of even the simplest problems treated in strength of materials, a view that can be obtained by doing a finite element analysis. For example, the following type of problem is commonly treated in strength of materials. Students might be asked to determine stresses and displacements at several points, using the traditional methods they have learned. These quantities are often computed in a rather routine manner, without their physical significance appreciated (fully or at all). For example, it is not easy to grasp the concept that the segment to the right of the 60 N force feels no stress, or the segment to the left of the 20 N force feels a stress due to 40 N, not 20 N. However, once they solve this problem in FEA and view the distorted mesh, then the results take on more reality.

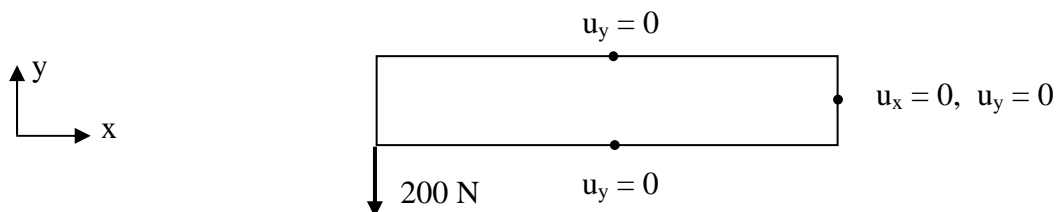
One conceptual difficulty students have is seeing the support as applying a force, to be treated just like the other forces in determining internal forces and stresses. As an additional problem, students can replace the support at the left end with a 40 N force and specify displacements to be zero elsewhere (at, say, the right end). Students will see the same shape change and same stresses as before, but now the body is shifted.



More sophisticated problems can be addressed, once students have begun learning beam theory. For example, they can be asked how they would translate the loads and supports as drawn in beam theory into finite element input. Being able to express a distributed load or an applied moment in the form of individual forces on nodes is some indication of a higher-level understanding of these loads. Students can also be asked to carry out the analysis in FEA and compare with calculations from beam theory. (The roller could be removed, if a statically determinate problem is preferred.)



Another goal is to be able to compare FEA results with a simpler, more approximate analysis (i.e., strength of materials). Consider the following problem, with displacements prescribed at three points and a force at a fourth point. Even if the body is not very long compared to its height, beam theory can give at least rough estimates of the level of stresses.

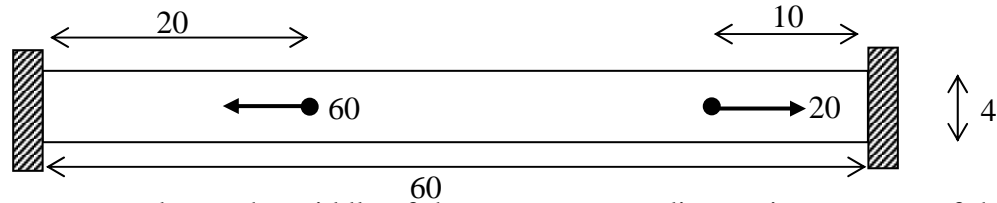


### Initial Experience With Pilot Version Of Program In Class

A pilot version of the FEA program was used as a basis for assignments in a mechanics of materials class in the Department of Mechanical Engineering Carnegie Mellon University in the Spring 2003 semester. This class consists of mechanical engineering majors, most of whom were second-year students. During that semester, there was a total of 7 homework problems were assigned using the program. An example of one of the problems is as follows. (This was the second of two problems. The first problem dealt with uniform uniaxial tension, and included the idea of applying forces to the nodes across one end so as to produce uniform tension.)

*This problem is to be analyzed both using the techniques you learned in axial loading and with the simple FEA program. Use a mesh which is 4 divisions in y and 60 divisions in x. Take  $E = 1000$  and Poisson ratio = 0.3. Fix the ends completely against x- and y-displacement. Apply the forces (equal to 60 and 20) across their respective cross-sections, so as to simulate a uniform stress (equal forces applied to the central nodes, half those values applied to the upper and lower nodes).*

*From the FEA calculate the deflections in the x direction and the stress in the x-direction at the cross-section 35 from the left end. Compare those FEA results with the results of hand calculation from axial loading.*



Students were surveyed near the middle of the semester regarding various aspects of the course, including use of the simple FEA program. By this time, students had used the program for 4 problems. The following questions were included in the survey. After each question are the responses from which students could select, and the numbers of students who selected each option.

*If you have done at least a few FEA assignments, did you find them valuable?*

*No value\_1    Slightly valuable\_13    Somewhat valuable\_32    Very valuable\_7*

*If you have done at least a few FEA assignments, did they improve your understanding of the non-FEA material?*

*No help\_5    A little\_24    Moderately\_19    Significantly\_6*

As this program was still in a very preliminary form, and this was our first experience in framing assignments for its use, no assessment of the quantitative impact on specific learning objectives were conducted. Still, the reaction of students to this very tentative exploration was positive enough to warrant further exploration of this idea.

## **Summary**

There is a need to integrate exposure to CAE tools into the undergraduate engineering courses. In addition, in some instances, one can harness that exposure to directly benefit learning of the core concepts of the subject. Here we have argued that a simple to use FEA program, with its ability to display deformed shapes, can serve the important goal of improving understanding the fundamental concepts of displacement and deformation. To this end, we have developed such a program, with two uses in mind: for instructors who wish to use demonstrate certain key points in lecture, and for students to use to do homework assignments. Preliminary testing of this idea in a sophomore mechanics of materials course has been conducted, with encouraging response of students.

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