

## TEACHER REPORT

Name of Teacher	Leong Wing Lup, Ben
Module	CS2109S-Introduction to AI and Machine Learning (LECTURE)
Academic Year/Sem	2022/2023 - SEM 1
Department	COMPUTER SCIENCE
Faculty	SCHOOL OF COMPUTING

Raters	Student
Responded	172
Invited	202
Response Ratio	85%

Note:

Class Size = Invited; Response Size = Responded; Response Rate = Response Ratio

### A. GUIDELINES FOR INTERPRETING THE REPORT

The teacher evaluation report is for developmental purposes and is meant to help identify strengths and areas for improvement. Please consider the following recommendations that will aid in interpreting the results:

1. Examine the report by taking note of patterns in order to consider how best to act on the feedback your students have taken the time to provide. Use the reflection section at the end to reflect upon how you might act on the feedback.
2. These evaluations stem from student perception and thus constitute one source of evidence among others as to the quality of your teaching. Any response to the feedback should be based on the most representative results rather than on outlying responses.
3. Upon getting a general sense as to what has gone well, and which areas may require attention and improvement, it is important to drill down to the related questions. These questions can help guide future action if feedback from students suggest areas for improvement.
4. Keep both the likert scale and written comments in mind while reading through the report. High scores (4+) suggest student consensus indicating a strength. On the other hand, low scores (2-) should be considered as an area that requires immediate developmental focus based on student feedback.

## B. NOMINATION FOR TEACHING AWARDS

	Response Count
I would like to nominate Leong Wing Lup, Ben for teaching awards	6

Comment
- He really cares for his students
- Knowledgeable
- Teaching is understandable and effective.
- great mod
- Very creative and refreshing way of teaching the lecture. It is rather sad that due to the post covid, a lot of the lectures are rather empty but overall the lecture is very clear and helps a lot with the understanding of the concepts. Prof Ben is also very direct and concise when answering questions.
- Before attending his CS2109S, I was confident in this area and actually decide to take this track. However, his midterm totally screw up my potential AI career and make me question myself everyday. I would say this is the first time I know algorithm design has only one standard solution and as long as you are not on the same page with his solution, you probably will get a B and below.
- handsome
- nah
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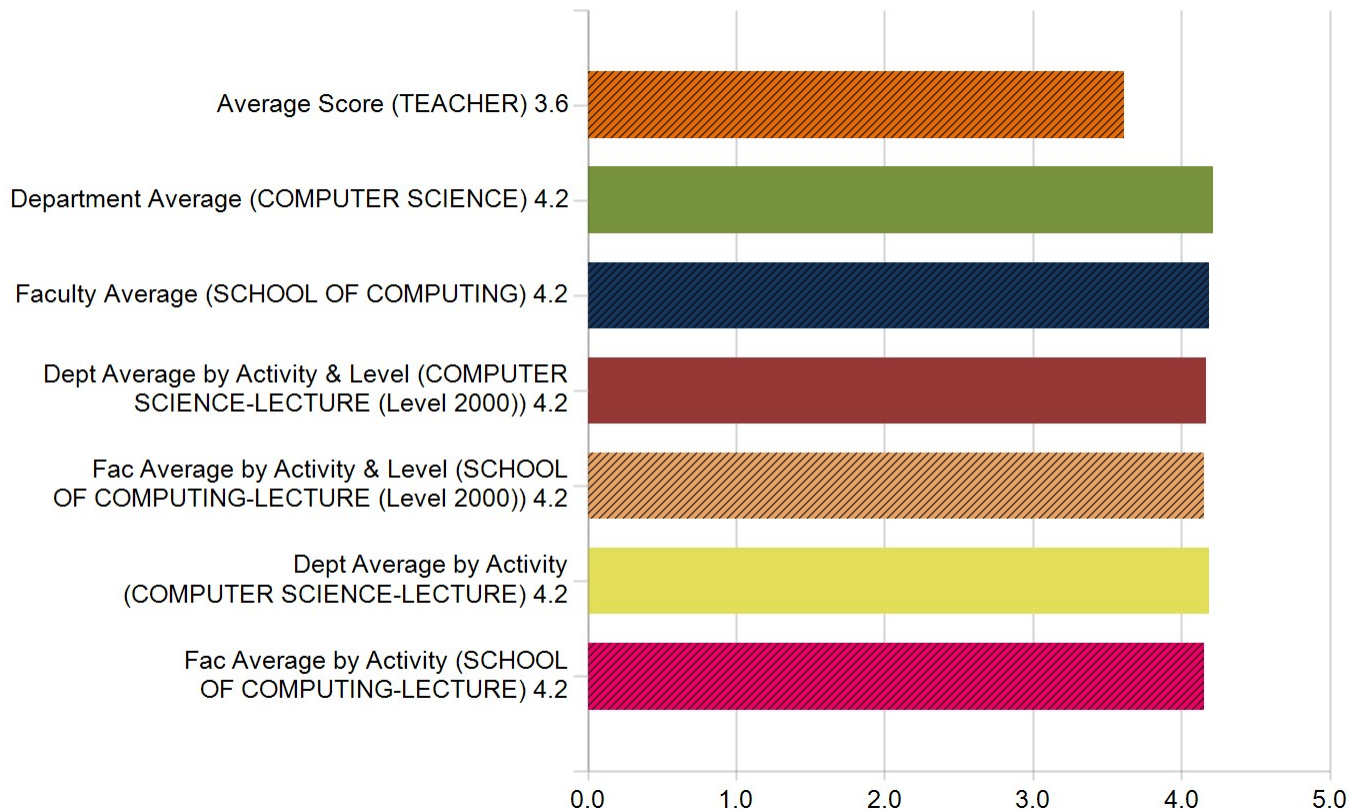
## C. STUDENT FEEDBACK SCORES

### (i) Rating Score

Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)		Faculty Average (SCHOOL OF COMPUTING)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Overall, the teacher is effective.	3.6	1.1	4.2	0.8	4.2	0.8

Question	Average Score (TEACHER)	Dept Average by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 2000))	Fac Average by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 2000))	Dept Average by Activity (COMPUTER SCIENCE-LECTURE)	Fac Average by Activity (SCHOOL OF COMPUTING-LECTURE)
	Mean	Mean	Mean	Mean	Mean
Overall, the teacher is effective.	3.6	4.2	4.2	4.2	4.2

Overall, the teacher is effective



Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)		Faculty Average (SCHOOL OF COMPUTING)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The teacher has enhanced my thinking ability.	3.8	1.0	4.2	0.8	4.2	0.8
The teacher provided timely and useful feedback.	3.6	1.1	4.2	0.8	4.2	0.8
The teacher has increased my interest in the subject.	3.6	1.1	4.2	0.8	4.1	0.9
Average of Q1-Q3	3.7	1.1	4.2	-	4.2	-

Question	Average Score (TEACHER)	Dept Average by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 2000))	Fac Average by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 2000))	Dept Average by Activity (COMPUTER SCIENCE-LECTURE)	Fac Average by Activity (SCHOOL OF COMPUTING-LECTURE)
	Mean	Mean	Mean	Mean	Mean
The teacher has enhanced my thinking ability.	3.8	4.2	4.2	4.2	4.2
The teacher provided timely and useful feedback.	3.6	4.1	4.1	4.1	4.1
The teacher has increased my interest in the subject.	3.6	4.1	4.1	4.2	4.1
Average of Q1-Q3	3.7	4.2	4.1	4.2	4.1

## Department Specific Questions

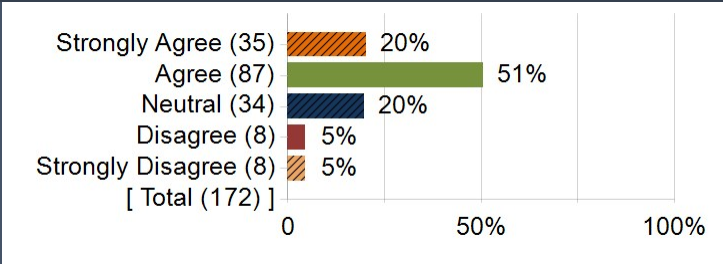
Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)	
	Mean	Standard Deviation	Mean	Standard Deviation
The teacher engaged me in useful interactions that have enhanced my learning.	3.6	1.0	4.2	0.8

Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)	
	Mean	Standard Deviation	Mean	Standard Deviation
The teacher's attitude and approach encouraged me to think and work in a creative and independent way.	3.7	1.0	4.2	0.8

Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)	
	Mean	Standard Deviation	Mean	Standard Deviation
The teacher cares about student development and learning.	3.6	1.1	4.2	0.8

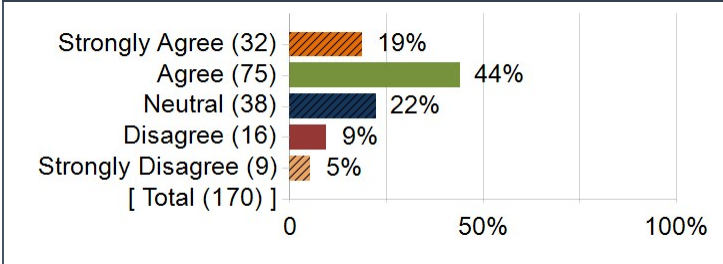
**(ii) Distribution of Responses and Additional Statistics**

**1. The teacher has enhanced my thinking ability.**



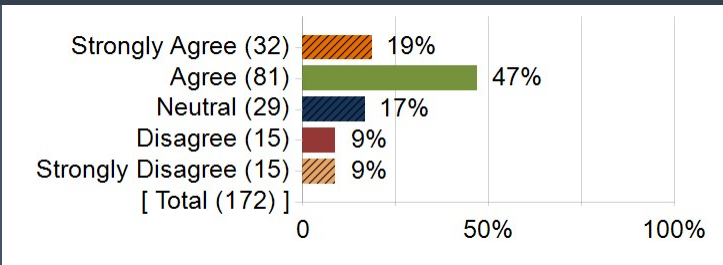
Statistics	Value
Response Count	172
Mean	3.8
Median	4.0
Mode	4
80th Percentile	4.8
Standard Deviation	1.0
Positive Feedback	71%

**2. The teacher provided timely and useful feedback.**



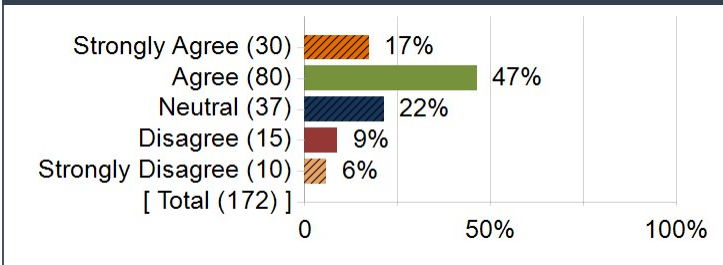
Statistics	Value
Response Count	170
Mean	3.6
Median	4.0
Mode	4
80th Percentile	4.0
Standard Deviation	1.1
Positive Feedback	63%

**3. The teacher has increased my interest in the subject.**



Statistics	Value
Response Count	172
Mean	3.6
Median	4.0
Mode	4
80th Percentile	4.0
Standard Deviation	1.1
Positive Feedback	66%

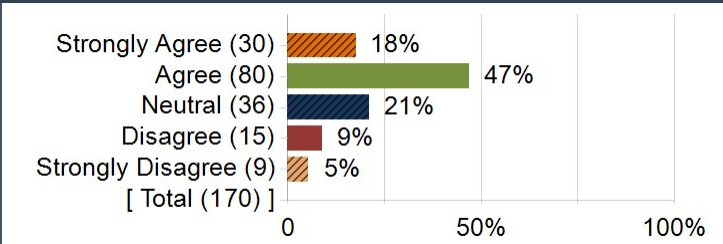
**4. Overall, the teacher is effective.**



Statistics	Value
Response Count	172
Mean	3.6
Median	4.0
Mode	4
80th Percentile	4.0
Standard Deviation	1.1
Positive Feedback	64%

**The teacher engaged me in useful interactions that have enhanced my learning.**

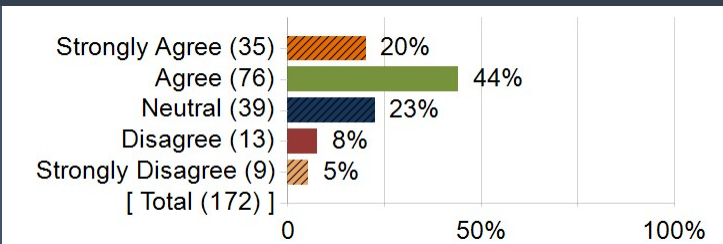
The teacher engaged me in useful interactions that have enhanced my learning.



Statistics	Value
Response Count	170
Mean	3.6
Median	4.0
Mode	4
80th Percentile	4.0
Standard Deviation	1.0
Positive Feedback	65%

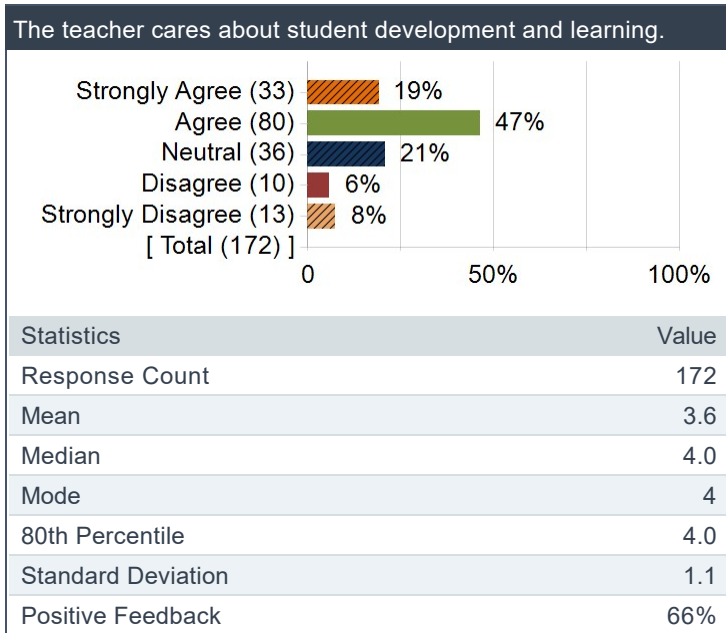
**The teacher's attitude and approach encouraged me to think and work in a creative and independent way.**

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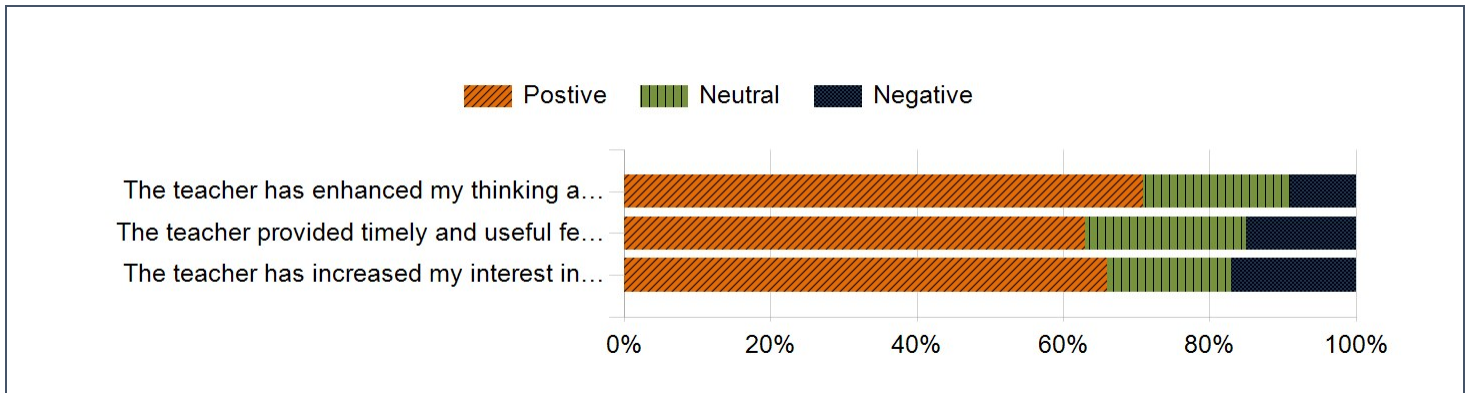


Statistics	Value
Response Count	172
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Positive Feedback	65%

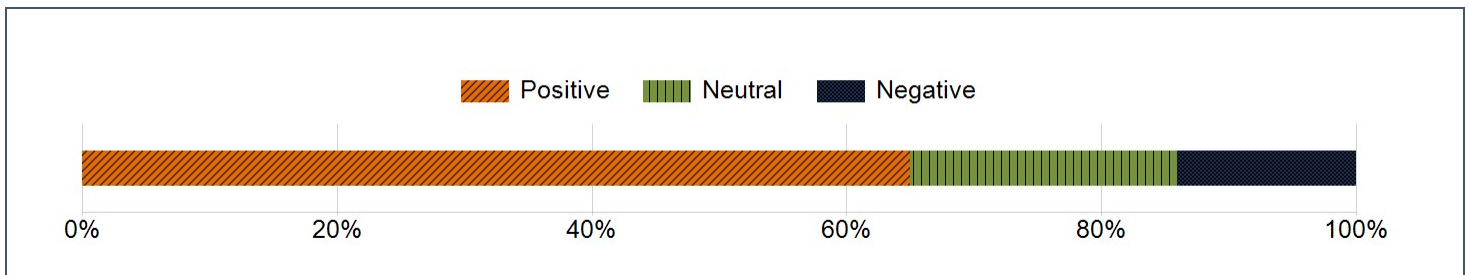
**The teacher cares about student development and learning.**



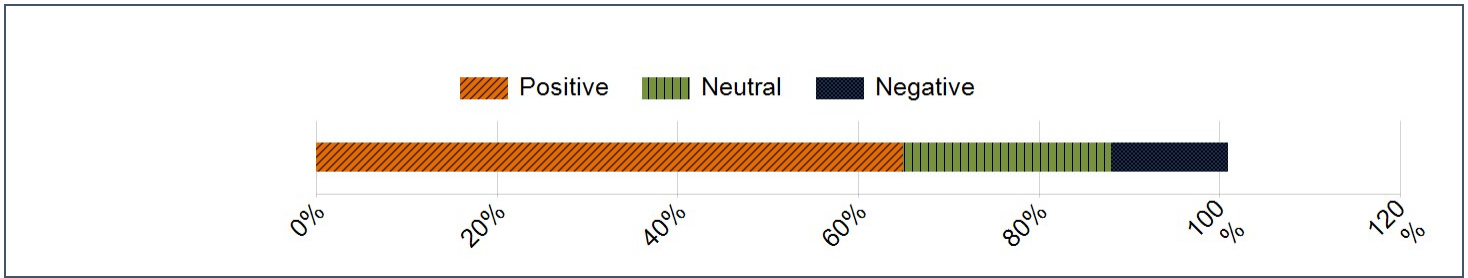
**(iii) Scale Distribution of Responses**



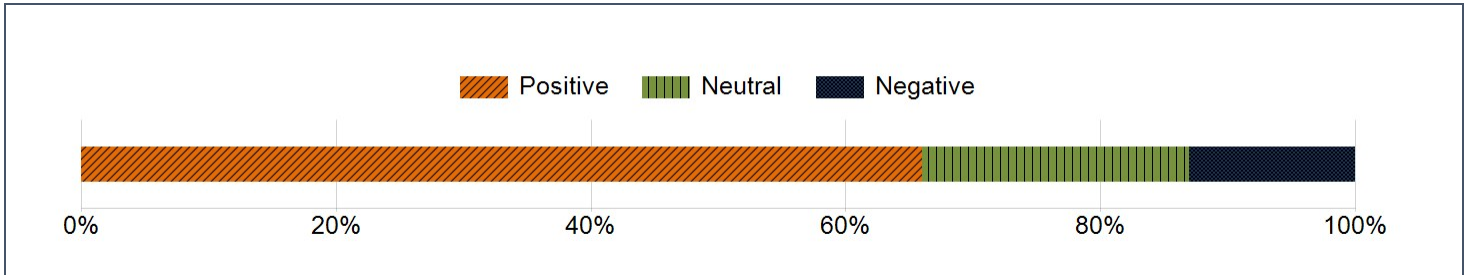
**The teacher engaged me in useful interactions that have enhanced my learning.**



The teacher's attitude and approach encouraged me to think and work in a creative and independent way.



The teacher cares about student development and learning.



#### (iv) Rating Scores vs. Gender

Question	M	F	Overall
The teacher has enhanced my thinking ability.	3.7	4.3	3.8
The teacher provided timely and useful feedback.	3.6	3.9	3.6
The teacher has increased my interest in the subject.	3.5	3.9	3.6

## D. STRENGTHS

What are Leong Wing Lup, Ben's strengths?

Comments
Extremely enthusiastic, explains topic in a very matter-of-fact way, which is greatly appreciated.
He carried out the class in an easy-to-understand and engaging manner.
He really cares about his students
He's a fast thinker.
Able to explain concepts well and effectively
Good intuition
Knowledgeable
Makes sure students are following and goes the extra mile to ensure his explanations are clear
He lecture was well-prepared
Engaging teaching style, entertaining spiels
Unquestionably knowledgeable in teaching subject.
concise in lecture
-
- gives a lot of feedback and advice for cs students
Teaching high level concepts very well
Balanced problem sets and tutorials well
He made attempts to encourage students to think critically . I respect that he wants students to not be bogged down by the little details and focus on the bigger picture and higher order of thinking.



Comments
Very passionate and charismatic
n.a.
He teaches the concept well and have interesting PS.
Able to explain difficult concepts in an easy to understand manner.
None
He is able to break down difficult content into simpler terms.
He is knowledgeable on the topic and is able to give alternate explanations to topics.
Logical.
The way prof Ben presents and organize the lecture is very good. For example, he explains the high level details of the concepts first so that we can have rough idea of what is it about before going into the implementation or the math behind it. This makes the flow of the lesson easy to follow through.
Engaging and knowledgeable
Prof was able to break down the complex math formula into easier to understand logical intuition which made AI much easier to understand for someone bad at math like me
Very focused on explaining the big concepts and encouraging everyone to explore the topic on their own in their free time.
Making his students confused.
Tries his best to give high-level overview / intuition
Prof Ben's biggest strength is in trying to focus on the main ideas and abstract away from the underlying math theorems, which is rather fitting for an introductory AI module.
Interesting lectures
Able to quickly go over the high-level concepts in the course
Very clear explanations
Able to incorporate real-world concepts and issues into teaching
None
Relates problems to real life examples
Keeps lectures interesting
I liked how he revolves around the central ideas for different concepts under AI/ML
NIL
Care about students' life
He ensures the concepts are learnt by everyone by having very meaningful lecture trainings and problem sets that makes us think about how to use concepts taught in class in the real world. His lectures are quite concise and to the point.
explained the math behind algorithms in clear details.
–
He is very dedicated and active in the module and provides timely feedback to students
provided me with the confidence to take on machine learning
He can explain the topics relatively well. I came in with low expectations due to poor reviews on NusMods, but honestly this module was quite fun, like my favourite so far.
He can make teaching difficult topics interesting and engaging.
He gives good advice on how to approach each technical question.
Explaining AI concepts in a very intuitive way is an incredible strength, Professor Ben demonstrates incredible depth and breadth of knowledge.
Knowledgable
None
nil
Problem sets are quite well designed.
He is knowledgeable and experienced.
Good explanation on lecture contents, well-prepared.
Decently good teaching skills

Comments
NIL

## E. AREAS FOR IMPROVEMENT

### What improvements would you suggest to Leong Wing Lup, Ben?

Comments
Please make the lecture more beginner-friendly, and explain the topics clearly instead of speedrunning through AI and ML concepts. It is really frustrating.
Nil
Going through the lecture content slower. Announce fewer and more concise instructions during the mid terms as it is quite distracting for students.
His lectures are very messy at times. He tends to jump from point to point and skim through certain points in the lecture, claiming that he is just teaching key ideas.
Could pace the lectures better so that some parts of the lecture dont feel rushed
His slides can be more formatted.
NA
Nil
Slower pace for lectures and more examples for topics in lecture
Sometimes he assumes we know the technical details and move on without much explanation, it gets confusing.
the pace of the lecture is too fast, maybe can spend more time explaining the details of the concepts
Could be more thorough in explaining concepts though I understand the time limitations.
Occasionally speaks too fast.
nil
–
– provide more help for the problem sets like links to help us learn about the python packages used
Firstly, Professor Ben Leong's teaching ability is simply subpar despite his academic brilliance. He tends to mumble and stutter a lot when explaining concepts, and keeps repeating himself midsentence which makes his points extremely hard to follow. There is little to no connection and delineation between different segments of the lecture, hence the lecture feels disjointed and aimless at times. For instance, he may move on to a completely different concept, yet there is very little signalling that he did, giving the impression that we are still following the previous concept. I suggest Professor Ben Long take a workshop on teaching and public speaking skills to upgrade his teaching ability.
Secondly, I think the depth of the content of his lectures is insufficient. He touches very briefly on concepts in lecture, as he claims that lectures should "only focus on the big ideas" by design. However, I think just simply touching the higher ideas is below the minimum standard of a lecture. If I want to know the big ideas, I can simply read the syllabus content and look up the materials online by myself. I agree that lecturers do not have to spoonfeed students every little piece of detail, but some level of in-depth explanation of certain concepts in lecture will save students a great amount of time doing their own research and racking their brain over these concepts for lack of guidance from the lecture.
Very hard to grasp the content taught in lectures because of handwavy explanations, often find myself needing to rely on external sources and self studying in order to learn the content
n.a.
None.
I think it would be better to not gloss over all the details of the implementation or math required, given that those are the details that are the most important. Students could benefit from more examples and a certain intuition regarding the math.
Could have a slower pace.
Although I am not the best student,I would like to voice my opinion.The content he teaches is really hard to grasp, nothing against him but the way he communicate the content to us is hard to understand, the flow of ideas is not smooth and he stumbles on words a lot. Sometimes I feel he could start with big picture first then to the specific.The slides are not easy to understand at all, I wish it was better organized and foolproof. There should be more guidance to Problem set.Extra resources that we can reference to would be helpful. at one point, I felt so helpless that I could not understand and had to reference from my friends but my friends are also very busy as well.

Comments
It was clear that though he had a clear understanding of the course content himself, he did not have a good way of bringing it across to students. Many attempted explanations by him end up being hand-waived and saying something along the lines of "its simple, you will get it" or "Im here to explain to you nothing about everything". I can tell that he is a smart person and is definitely good at teaching fellow people who are at the same wavelength, but its terribly difficult to understand him otherwise. Plenty of the learning done in this mod is done through self-learning due to incoherent and incomplete explanations, through consults with TAs who also seem to disagree on his course content at times and problem sets which were set by TAs themselves. I would suggest having more thought up explanations beforehand to help convey ideas more easily instead of having to think of them on the spot.
He expects every student to have the same foundations and skims past topics, which inevitably leaves quite a number of students behind in confusion. He can try to spend more time explaining to make sure that everyone is caught up to speed for certain topics.
Lectures are quite incoherent, in the sense that he would start to explain something, stop, and say something else.
Nil
Can slow down when explaining key concepts, and possibly give more detailed explanations for those important concepts
Avoid hand-wavy explanation
Prof Ben is able to effectively convey the key ideas and concepts during his lecture. However, while I understand he abstracts away some of the underlying details (especially the math) to focus on the key ideas, sometimes important details end up not being covered or are assumed that students can understand on their own without more materials provided to help internalize them. As a result, I often feel like there are gaps between the lectures, problem sets and the assignments/exams. Many of my peers had to search for and rely on external materials to help digest the concepts taught. Perhaps it would be better to provide some extra optional reading materials that provides more examples and goes deeper into some of the details that is touched on briefly during lectures, and maybe extend tutorial to 2h to cover more problems and examples as well.
Perhaps saying something is obvious or simple might discourage those that do not understand the concept right away.
Sometimes he goes too quickly, even if the intention is to go over high level content There isn't enough time to fully understand before the next concept is introduced Once you stumble in class trying to understand something brought up previously you are already behind and you can't really understand to the rest of the lecture Maybe can slow down a bit
be more professional
Make it clear to students the concepts we don't have to be technical with.
None
Speaking pace could be a little quick sometimes
Can maybe articulate ideas better
Sometimes what he say makes students discouraged or panic
Can go a little slower while teaching
Too much lecture time is wasted on irrelevant stuff. As a result the last few slides of the lectures are always rushed and poorly explained. Time management during lectures could be better.
Clearer explanations More willing to listen to feedback
It would be really helpful if tough and important topics were taught with more depth just for the easy of understanding the logic behind small things.
His accent and speaking habits are a bit difficult for me, an international student, to understand from time to time...
Go more in depth explaining the details of certain concepts. Preferably like 2040s. Currently just breezing through all the maths portion and talking about the big concepts. Honestly unable to follow along the lecture really well.
Explain in clearer language, instead of speaking too casually in lecture.
Be more receptive to feedback, and maybe the tone can be improved.
nil
Sometimes, he would jump topics really fast. He would talk about Topic A, then halfway, jump to Topic B, then go back to Topic A. He also talks really fast.
Although they flow well during lectures, his slides are difficult to self-study with.
Nil
I would hope he shows more professionalism during his lectures. Professor Ben appeals to the smarter individuals in his class while disregarding the stragglers, instead opting to suggest dropping out of CS as a solution to their inability to solve problem sets.
Can speak slower

Comments
All
The main gripe I have with lectures is the lack of organization in lecture slides, which prevents students from understanding the motivation and intuition behind studying the various topics. I understand the motivation of 'providing high-level ideas' to justify the lack of detail in explanations, though this does not translate in the way lectures are conducted. There is little value to students trying to understand the content if lecture slides are full of arbitrary math symbols that are often unexplained. 'High-level ideas' are not explained and instead the lecture is just a recitation of the various algorithms and a bunch of hand-waving because 'details are not important'.
nil
Lectures are sometimes unclear. He speaks aggressively time to time, easily losing interest in the module, and the major as well. Does not consider at all different learning pace students possess.
None
Sometimes you talked too fast and made your speech unclear but its still fine to me.
I don't think this is prof ben's fault, but i think someone more acquainted with ML should be teaching the mod? (e.g. Rizki who is doing his grad studies on AI) – when weirder questions come out prof ben sometimes doesn't give a fully satisfying answer
NIL
NIL

## F. SELF-REFLECTION

1. When comparing these results to the previous year's results, what areas have shown improvement?
2. What areas remain to be improved and what are the necessary steps / actions to do so?
3. Are there colleagues who could potentially guide me?
4. Are there issues that require departmental or institutional support?