STUDENTS' RATINGS ON TEACHER

Faculty Member: ZHAO JIN

Department: COMPUTER SCIENCE   Academic Year: 2013/2014

Faculty: SCHOOL OF COMPUTING   Semester: 1

Module: PROGRAMMING METHODOLOGY - CS1010

Activity Type: SECTIONAL TEACHING

Class Size/Response Size/Response Rate : 34 / 25 / 73.53%

Contact Session/Teaching Hour : 13 / 39

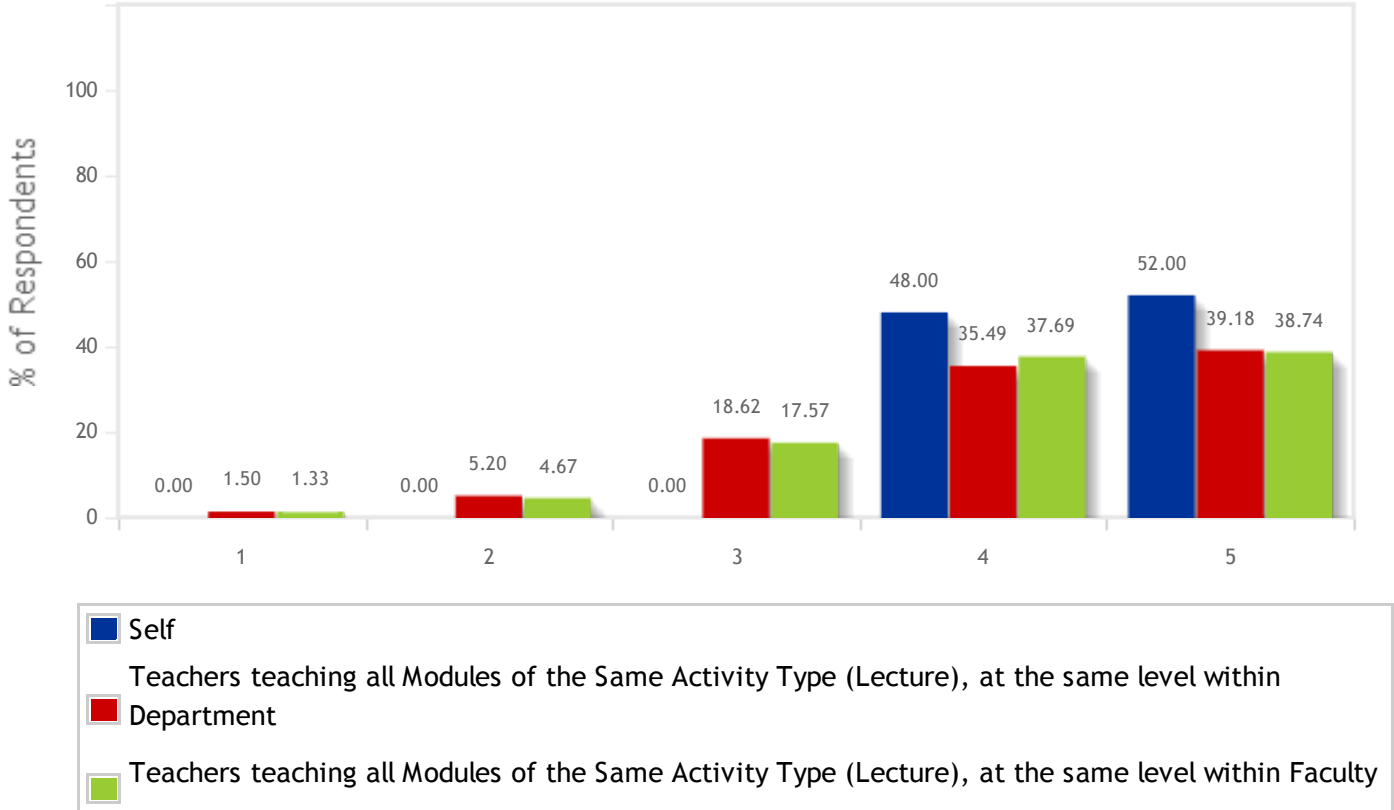| Qn	Items Evaluated	Fac. Member Avg Score	Fac. Member Avg Score Std. Dev	Dept Avg Score		Fac. Avg Score	
				(a)	(b)	(c)	(d)
1	The teacher has enhanced my thinking ability.	4.520	0.102	4.056	(4.056)	4.078	(4.078)
2	The teacher has increased my interest in the subject.	4.560	0.142	3.865	(3.865)	3.885	(3.885)
3	The teacher provided timely and useful feedback.	4.640	0.098	3.944	(3.944)	3.950	(3.950)
4	The teacher has enhanced my ability to communicate the subject material.	4.480	0.102	3.919	(3.919)	NA	(NA)
5	The teacher's attitude and approach encouraged me to think and work in a creative and independent way.	4.600	0.115	3.964	(3.964)	NA	(NA)
6	The teacher cares about student development and learning.	4.760	0.087	4.081	(4.081)	NA	(NA)
	Average Q1 to Q6	4.593	0.090	3.971	(3.971)	NA	(NA)
	Computed Overall Effectiveness of the Teacher.	4.616	0.091	4.024	(4.024)	4.042	(4.042)

Notes:

1. A 5-point scale is used for the scores. The higher the score, the better the rating.

2. **Fac. Member Avg Score:** The mean of all the scores for each question for the faculty member.

3. **Fac. Member Avg Score Std. Dev:** A measure of the range of variability. It measures the extent to which a faculty member's Average Score differs from all the scores in the faculty member's evaluation. The smaller the standard deviation, the greater the robustness of the number given as average.

4. **Dept Avg Score :**

 (a) **the mean score of same activity type (Sectional Teaching) within the department.**

 (b) **the mean score of same activity type (Sectional Teaching), at the same module level (level 1000) within the department.**

5. **Fac. Avg Score :**

 (c) **the mean score of same activity type (Sectional Teaching) within the faculty.**

 (d) **the mean score of same activity type (Sectional Teaching), at the same module level (level 1000) within the faculty.**
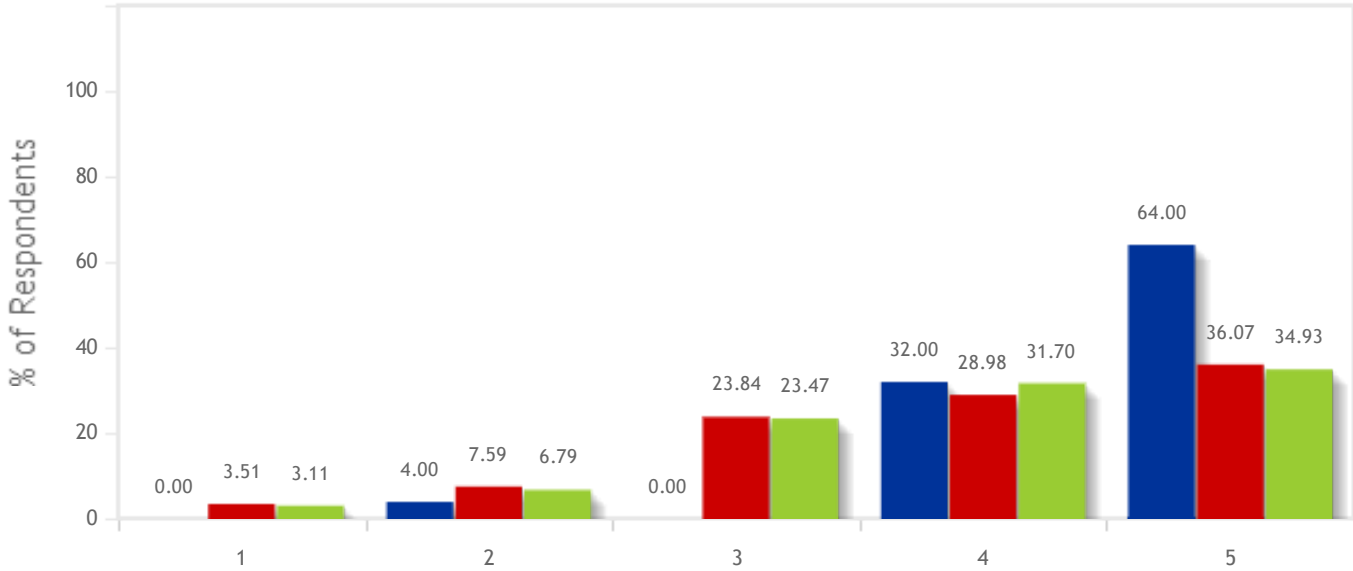
FREQUENCY DISTRIBUTION OF RESPONSES ON TEACHER

Faculty Member:	ZHAO JIN		
Department:	COMPUTER SCIENCE	Academic Year:	2013/2014
Faculty:	SCHOOL OF COMPUTING	Semester:	1
Module:	PROGRAMMING METHODOLOGY - CS1010		

Frequency Distribution of responses (Qn 1: The teacher has enhanced my thinking ability.)

- ■ Self
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Faculty

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	13 (52.00%)	12 (48.00%)	0 (.00%)	0 (.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Department	625 (39.18%)	566 (35.49%)	297 (18.62%)	83 (5.20%)	24 (1.50%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Faculty	697 (38.74%)	678 (37.69%)	316 (17.57%)	84 (4.67%)	24 (1.33%)

Frequency Distribution of responses (Qn 2: The teacher has increased my interest in the subject.)
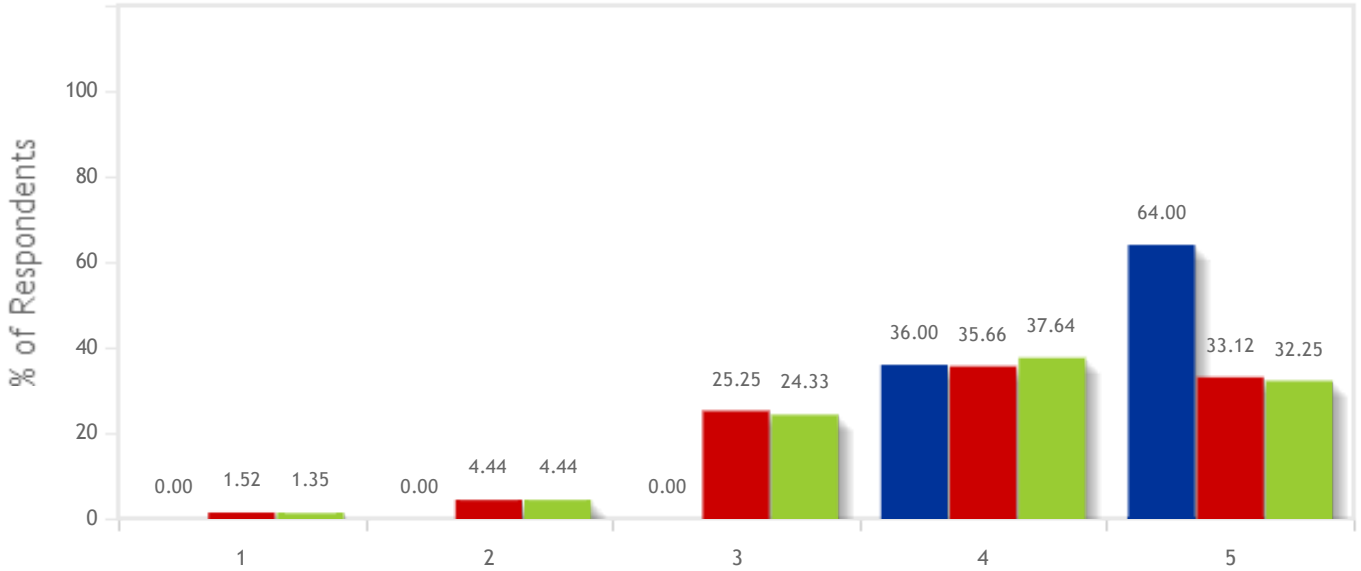

Legend:
- ■ Self
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Faculty

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	16 (64.00%)	8 (32.00%)	0 (.00%)	1 (4.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Department	575 (36.07%)	462 (28.98%)	380 (23.84%)	121 (7.59%)	56 (3.51%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Faculty	628 (34.93%)	570 (31.70%)	422 (23.47%)	122 (6.79%)	56 (3.11%)

Frequency Distribution of responses (Qn 3: The teacher provided timely and useful feedback.)

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	16 (64.00%)	9 (36.00%)	0 (.00%)	0 (.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Department	522 (33.12%)	562 (35.66%)	398 (25.25%)	70 (4.44%)	24 (1.52%)
Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Faculty	574 (32.25%)	670 (37.64%)	433 (24.33%)	79 (4.44%)	24 (1.35%)

TEACHER PERFORMANCE REPORT

STUDENTS' COMMENTS ON TEACHER

Faculty Member: ZHAO JIN

Department: COMPUTER SCIENCE   Academic Year: 2013/2014

Faculty: SCHOOL OF COMPUTING   Semester: 1

Module: PROGRAMMING METHODOLOGY - CS1010

Activity Type: SECTIONAL TEACHING

What are the teacher's strengths? (13 comments)

Comments from students who gave an average score greater than or equal to 4.5 for the computed overall effectiveness of the teacher

1. -Prompt reply to questions -Clear and concise delivery of module contents and requirements -Passionate about teaching -Care for student

2. 1. Teaches the subject matter very clearly. 2. Gives ample practice questions during the course of the lecture to enhance understanding. 3. Encourages students to think creatively to get a better solution and gives hints for difficult questions. 4. Explains common errors and as well as shorter and more efficient ways of solving a question. 5. Greatly improves students' interest in the subject. 6. Speaks clearly and in fluent English.

3. A perfect teacher. He provides very good and clear points and explanations, in both theory and practical aspects.

4. Encourages and guides students to think of solutions to problems. Good knowledge of the module and is able to teach students with great detail. Good teaching style that engages students.

5. Explanation very detailed, often walk around to each table to see whether they need help. Give lots of helpful tips on how to solve the programs. Overall a very good teacher! Keep it up :D

6. Friendly and approachable teacher, always there to provide feedback on how you could improve.

7. Friendly and approachable.

8. Friendly, knowledgeable, interactive/engaging, clear and in-depth explanations. He even makes his own versions of the lecture slides to add on valuable and significantly helpful content.

9. He is very detailed in explaining the concepts and the syntax of writing programs using C. He is also very patient and friendly.

10. patience, explains clearly

Comments from students who gave an average score greater than or equal 4.0 and less than 4.5 for the computed overall effectiveness of the teacher

1. Explain clearly for concepts

2. Very helpful and explanations are clear. Consultations are very useful as well.

3. Very helpful. Always walks around during the exercises to see if students needs help. Goes the extra mile for weaker students.

What improvements would you suggest to the teacher? (4 comments)

Comments from students who gave an average score greater than or equal 4.0 and less than 4.5 for the computed overall effectiveness of the teacher

1. nil

Comments from students who gave an average score <u>greater than or equal to 4.5</u> for the computed overall effectiveness of the teacher

1. -keep it up

2. Nil.

3. The lecturer can consider using the whiteboard to draw diagrams for better understanding.

Comments from students who gave an average score <u>greater than or equal to 4.5</u> for the computed overall effectiveness of the teacher

1. -keep it up

2. Nil.

3. The lecturer can consider using the whiteboard to draw diagrams for better understanding.

TEACHER PERFORMANCE REPORT

STUDENTS' RATINGS ON TEACHER

Faculty Member:	ZHAO JIN	
Department:	COMPUTER SCIENCE	Academic Year: 2013/2014
Faculty:	SCHOOL OF COMPUTING	Semester: 1
Module:	PROGRAMMING METHODOLOGY - CS1010	
Activity Type:	TUTORIAL	

Class Size/Response Size/Response Rate : 15 / 4 / 26.67%

Contact Session/Teaching Hour : 11 / 22

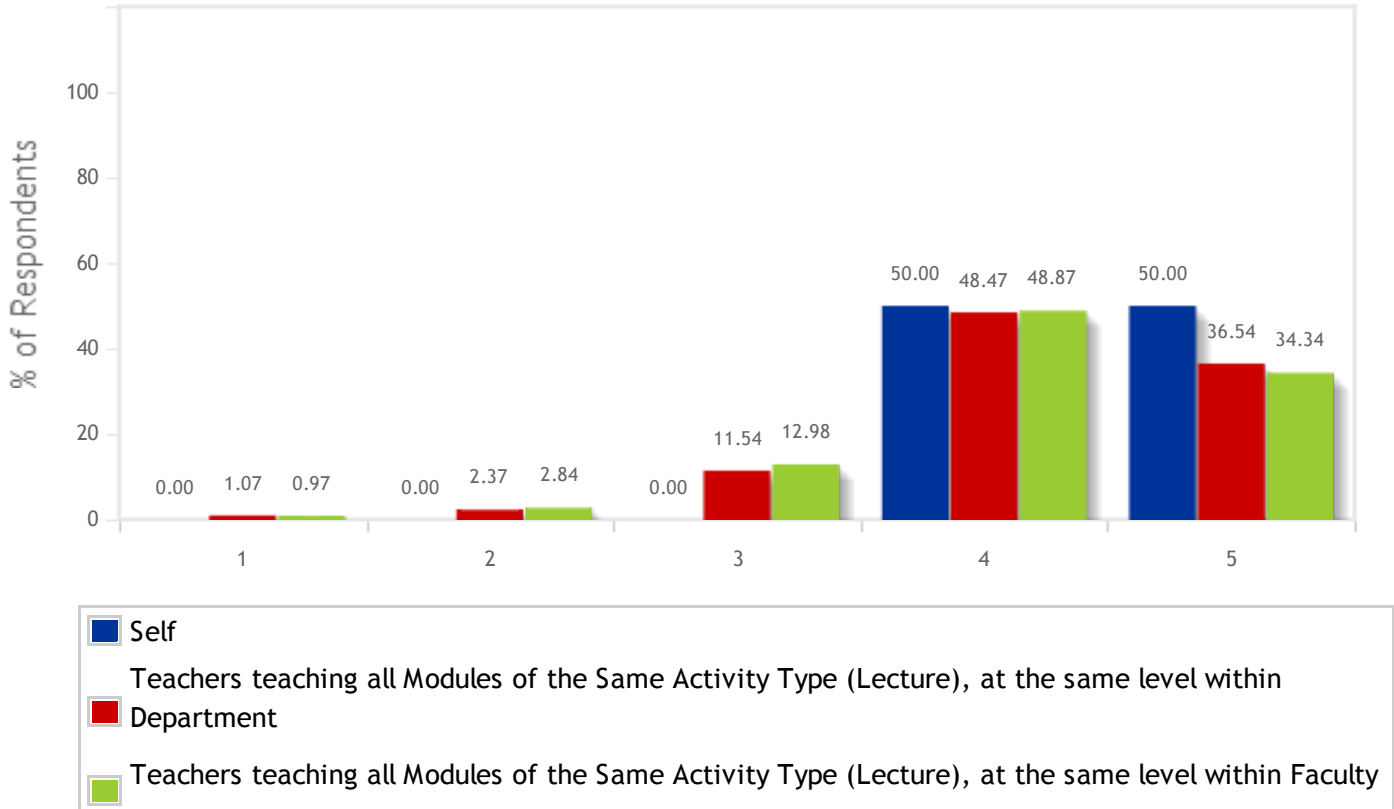| Qn	Items Evaluated	Fac. Member Avg Score	Fac. Member Avg Score Std. Dev	Dept Avg Score		Fac. Avg Score	
				(a)	(b)	(c)	(d)
1	The teacher has enhanced my thinking ability.	4.500	0.289	4.124 (4.170)		4.101 (4.128)	
2	The teacher has increased my interest in the subject.	4.500	0.289	3.983 (4.018)		3.961 (3.971)	
3	The teacher provided timely and useful feedback.	4.500	0.289	4.136 (4.202)		4.123 (4.163)	
4	The teacher has enhanced my ability to communicate the subject material.	4.250	0.250	4.051 (4.109)		NA (NA)	
5	The teacher's attitude and approach encouraged me to think and work in a creative and independent way.	4.750	0.250	4.033 (4.099)		NA (NA)	
6	The teacher cares about student development and learning.	4.500	0.289	4.110 (4.179)		NA (NA)	
	Average Q1 to Q6	4.500	0.215	4.073 (4.129)		NA (NA)	
	Computed Overall Effectiveness of the Teacher.	4.553	0.206	4.139 (4.186)		4.119 (4.143)	

Notes:

1. A 5-point scale is used for the scores. The higher the score, the better the rating.

2. **Fac. Member Avg Score:** The mean of all the scores for each question for the faculty member.

3. **Fac. Member Avg Score Std. Dev:** A measure of the range of variability. It measures the extent to which a faculty member's Average Score differs from all the scores in the faculty member's evaluation. The smaller the standard deviation, the greater the robustness of the number given as average.

4. **Dept Avg Score :**

 (a) the mean score of same activity type (Tutorial) within the department.

 (b) the mean score of same activity type (Tutorial), at the same module level (level 1000) within the department.

5. **Fac. Avg Score :**

 (c) the mean score of same activity type (Tutorial) within the faculty.

 (d) the mean score of same activity type (Tutorial), at the same module level (level 1000) within the faculty.

FREQUENCY DISTRIBUTION OF RESPONSES ON TEACHER

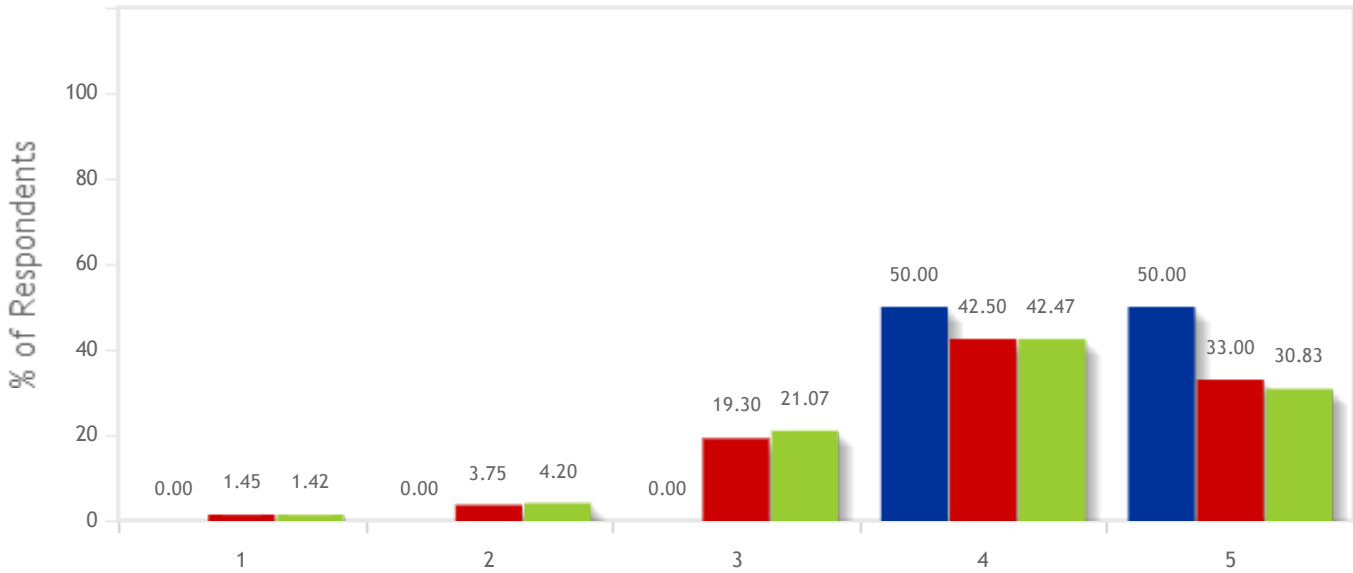| Faculty Member:	ZHAO JIN		
Department:	COMPUTER SCIENCE	Academic Year:	2013/2014
Faculty:	SCHOOL OF COMPUTING	Semester:	1
Module:	PROGRAMMING METHODOLOGY - CS1010		

Frequency Distribution of responses (Qn 1: The teacher has enhanced my thinking ability.)

Legend:
- ■ Self (blue)
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department (red)
- ■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Faculty (green)

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	2 (50.00%)	2 (50.00%)	0 (.00%)	0 (.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Department	478 (36.54%)	634 (48.47%)	151 (11.54%)	31 (2.37%)	14 (1.07%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty	532 (34.34%)	757 (48.87%)	201 (12.98%)	44 (2.84%)	15 (.97%)

Frequency Distribution of responses (Qn 2: The teacher has increased my interest in the subject.)
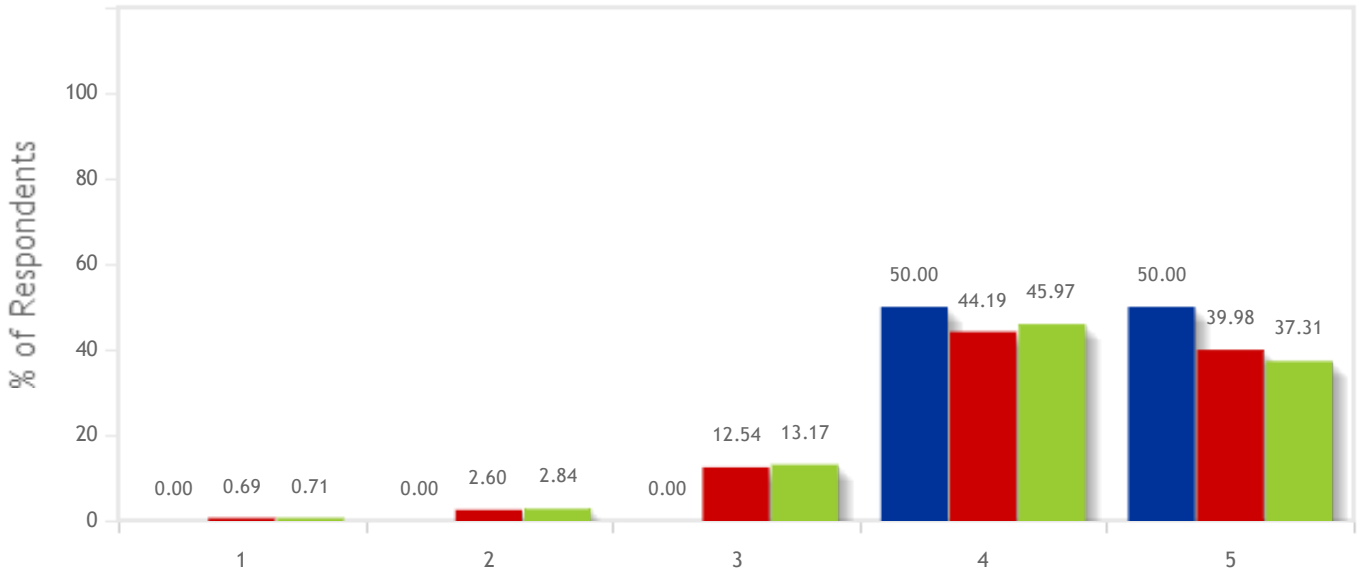

■ Self

■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department

■ Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Faculty

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	2 (50.00%)	2 (50.00%)	0 (.00%)	0 (.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Department	431 (33.00%)	555 (42.50%)	252 (19.30%)	49 (3.75%)	19 (1.45%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty	477 (30.83%)	657 (42.47%)	326 (21.07%)	65 (4.20%)	22 (1.42%)

Frequency Distribution of responses (Qn 3: The teacher provided timely and useful feedback.)

	Self
■ (blue)	Self
■ (red)	Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department
■ (green)	Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Faculty

Nos. of Respondents(% of Respondents)

ITEM\SCORE	5	4	3	2	1
Self	2 (50.00%)	2 (50.00%)	0 (.00%)	0 (.00%)	0 (.00%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Department	523 (39.98%)	578 (44.19%)	164 (12.54%)	34 (2.60%)	9 (.69%)
Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty	578 (37.31%)	712 (45.97%)	204 (13.17%)	44 (2.84%)	11 (.71%)

TEACHER PERFORMANCE REPORT

STUDENTS' COMMENTS ON TEACHER

Faculty Member:	ZHAO JIN		
Department:	COMPUTER SCIENCE	Academic Year:	2013/2014
Faculty:	SCHOOL OF COMPUTING	Semester:	1
Module:	PROGRAMMING METHODOLOGY - CS1010		
Activity Type:	TUTORIAL		

What are the teacher's strengths? (2 comments)

Comments from students who gave an average score greater than or equal to 4.5 for the computed overall effectiveness of the teacher

1. As a discussion leader he is good at engaging us and prompting us to think for ourselves. He often directs questions at one of us, making us keep up with the tutorial. His tips and advices are very helpful and thorough so that we can learn to make no mistake.

2. He is caring, friendly and very approachable should students need any help. He also sacrificed a lot of his own free time for many private or group consultation sessions with students. In class, he ensures that students know what is going on and is always willing to help. He also provides many alternate viewpoints on how different algorithms can be used to solve a given problem. He knows what he is teaching very well and teaches with a passion!

What improvements would you suggest to the teacher? (1 comments)

Comments from students who gave an average score greater than or equal to 4.5 for the computed overall effectiveness of the teacher

1. Keep up the great work!

TEACHER PERFORMANCE REPORT
STUDENTS' NOMINATIONS FOR BEST TEACHING

Faculty Member:	ZHAO JIN		
Department:	COMPUTER SCIENCE	Academic Year:	2013/2014
Faculty:	SCHOOL OF COMPUTING	Semester:	1

Module Code:	CS1010	No of Nominations:	12

1. Excellent!

2. Explain lectures well and make questions to make students understand more and then look around the students' solutions when students are writing codes

3. Friendly and easily approachable teacher, always willing to go the extra mile to ensure students fully understand the concepts.

4. 1.he always give us useful feedback. 2.he is a very kind and patient teacher.

5. He is a very good, helpful, friendly and good teacher who gives very good lectures and leads discussions very well. I have benefited hugely from him during this semester. His advices and helps proved very resourceful.

6. Most patient and helpful.

7. Zhao Jin teaches extremely well. His explanation of each item in his slides is clear-cut and complete, bringing students step-by-step to a total understanding of how each piece of code should work. He makes the effort to build upon the lecture slides given to him, adding in content where he feels the slides are lacking (and shortening less important parts), and making the flow and explanation of each topic much clearer. He also makes time in class for us to practise on hands-on exercises, and often walks around class to ask questions and check on our understanding. He is an very friendly and approachable teacher. It is surprising to note that within the first three weeks he remembered most of our names, something that does not happen very often for lecturers (or even in tutorials). He also consistently offers his timeslots for consultation, especially to those whom he noticed were struggling with the subject, and made it easy to view and book consultations with him. He also knows when to go beyond the syllabus - and when not to. In his explanation of topics, he will highlight topics that are related but we may not need to know. If it is too difficult for us at this point in time, he will let us know such a topic exists and tell us that's all we need to know. If it is applicable in future, he will point it out and tell us to read up in our own time. An example of this is advanced searches such as Merge Sort, which is not in our syllabus. It is applications like these that make code more efficient, which we aim to learn in future, and which interest students like me. Of course, I don't fully understand it yet, but I'm looking forward to learning about it next semester.

8. Can feel the lecturer's genuine concern for the students instead of simply just acting as a lecturer and delivering content, he takes it upon himself to make the lesson more interesting and beneficial for the student

9. 1. Teaches the subject matter very clearly. 2. Gives ample practice questions during the course of the lecture to enhance understanding. 3. Encourages students to think creatively to get a better solution and gives hints for difficult questions. 4. Explains common errors and as well as shorter and more efficient ways of solving a question. 5. Greatly improves students' interest in the subject. 6. Speaks clearly and in fluent English.