STUDENTS’ RATINGS ON TEACHER

Faculty Member: TAN TUCK CHOY  
Department: COMPUTER SCIENCE  
Academic Year: 2014/2015  
Faculty: SCHOOL OF COMPUTING  
Semester: 1  
Module: PROGRAMMING METHODOLOGY - CS1010  
Activity Type: SECTIONAL TEACHING  

Class Size/Response Size/Response Rate : 52 / 28 / 53.85%  
Contact Session/Teaching Hour : 26 / 78

<table>
<thead>
<tr>
<th>Qn</th>
<th>Items Evaluated</th>
<th>Fac. Member Avg Score</th>
<th>Fac. Member Avg Score Std. Dev</th>
<th>Dept Avg Score</th>
<th>Fac. Avg Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>1</td>
<td>The teacher has enhanced my thinking ability.</td>
<td>4.571</td>
<td>0.095</td>
<td>4.333 (4.333)</td>
<td>4.223 (4.223)</td>
</tr>
<tr>
<td>2</td>
<td>The teacher has increased my interest in the subject.</td>
<td>4.643</td>
<td>0.106</td>
<td>4.199 (4.199)</td>
<td>4.059 (4.059)</td>
</tr>
<tr>
<td>3</td>
<td>The teacher provided timely and useful feedback.</td>
<td>4.607</td>
<td>0.107</td>
<td>4.150 (4.150)</td>
<td>4.040 (4.040)</td>
</tr>
<tr>
<td>4</td>
<td>The teacher has enhanced my ability to communicate the subject material.</td>
<td>4.571</td>
<td>0.108</td>
<td>4.191 (4.191)</td>
<td>NA (NA)</td>
</tr>
<tr>
<td>5</td>
<td>The teacher’s attitude and approach encouraged me to think and work in a creative and independent way.</td>
<td>4.571</td>
<td>0.108</td>
<td>4.265 (4.265)</td>
<td>NA (NA)</td>
</tr>
<tr>
<td>6</td>
<td>The teacher cares about student development and learning.</td>
<td>4.607</td>
<td>0.094</td>
<td>4.294 (4.294)</td>
<td>NA (NA)</td>
</tr>
</tbody>
</table>

Average Q1 to Q6  
Computed Overall Effectiveness of the Teacher.  
4.655  
0.083  
4.300 (4.300)  
4.181 (4.181)

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 (Qn 1: The teacher has enhanced my thinking ability.)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE</th>
<th>5</th>
<th>4</th>
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<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td></td>
<td>16 (57.14%)</td>
<td>12 (42.86%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department</td>
<td></td>
<td>451 (47.98%)</td>
<td>374 (39.79%)</td>
<td>97 (10.32%)</td>
<td>13 (1.38%)</td>
<td>5 (.53%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Faculty</td>
<td></td>
<td>498 (41.19%)</td>
<td>516 (42.68%)</td>
<td>169 (13.98%)</td>
<td>19 (1.57%)</td>
<td>7 (.58%)</td>
</tr>
</tbody>
</table>
Frequency Distribution of responses (Qn 2: The teacher has increased my interest in the subject.)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SCORE</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>19</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department</td>
<td>433</td>
<td>310</td>
<td>156</td>
<td>27</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>462</td>
<td>429</td>
<td>254</td>
<td>46</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

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

![Bar chart showing the distribution of responses.]

**Nos. of Respondents (% of Respondents)**

<table>
<thead>
<tr>
<th>ITEM/SCORE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Self Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department</td>
<td>18 (64.29%)</td>
<td>9 (32.14%)</td>
<td>1 (3.57%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Department</td>
<td>354 (38.15%)</td>
<td>381 (41.06%)</td>
<td>175 (18.86%)</td>
<td>14 (1.51%)</td>
<td>4 (.43%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Sectional Teaching), at the same level within Faculty</td>
<td>396 (33.17%)</td>
<td>502 (42.04%)</td>
<td>255 (21.36%)</td>
<td>30 (2.51%)</td>
<td>11 (.92%)</td>
</tr>
</tbody>
</table>
What are the teacher’s strengths? (16 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. Professional - Interesting and careful - Do not assume prior knowledge of programming - Take his time

2. Explain programming concept with details and with in-depth explanation. Provide visual examples when explaining key concept.

3. Explains each concept clearly and give good exercises to help us understand and apply the skill

4. He is very caring and always offers to help and guide me even though I’m very weak in this subject

5. Materials are easy to understand. Engaging.

6. Too awesome to say

7. Very energetic in class even though its early in the morning(9am). His enthusiasm on programming on early Wednesday mornings is so contagious, it made me look at the clock to check whether if its the afternoon sometimes. Delivers concepts very clearly and adequately showed us the must-have habits of a programmer.

8. Very helpful and concise.

9. helpful and nice

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. Cares a lot about the students’ learning.

2. Clear

3. He always attempts to communicate the content in a manner that is simple so as to make it convenient for beginners to grasp the knowledge. He also places great focus on enhancing the thinking ability of the students from the very beginning.

4. He is very nice :)

5. He takes time to explain anything if the students require help, and even sets up extra classes and consultation slots/hours out of sectional teaching groups just to help the weaker students. He tries to make the learning as fun as possible as well.

6. Not boring. Does practices in sectional teaching that facilitates understanding a lot. Get students to participate in the class and not just sit there and stare at the screen.

7. explains clearly and gives examples. gives ample time for us to practice qns on the spot and apply our learning. shows us other sources to better illustrate concepts such as sorting.
What improvements would you suggest to the teacher? (11 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. Cater more time and effort towards the weaker students as they are not used to programming at all.

2. More difficult examples can be gone through during the sectional teaching classes.

3. No comments.

4. not much. Just, maybe do more practices in class.

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

1. -

2. Keep up the good job

3. NA

4. NIL

5. Provide breaks as it is difficult to focus for the whole 3 hours.

6. Try not to skip concepts in the notes assuming we will go home and understand ourselves.

7. none
### Students' Ratings on Teacher

**Faculty Member:** TAN TUCK CHOY  
**Department:** COMPUTER SCIENCE  
**Faculty:** SCHOOL OF COMPUTING  
**Module:** PROGRAMMING METHODOLOGY - CS1010  
**Activity Type:** TUTORIAL  
**Academic Year:** 2014/2015  
**Semester:** 1  
**Class Size/Response Size/Response Rate:** 12 / 5 / 41.67%  
**Contact Session/Teaching Hour:** 7 / 14

<table>
<thead>
<tr>
<th>Qn</th>
<th>Items Evaluated</th>
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<tbody>
<tr>
<td>1</td>
<td>The teacher has enhanced my thinking ability.</td>
<td>4.600</td>
<td>0.245</td>
<td>4.180 (4.236) 4.158 (4.194)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher has increased my interest in the subject.</td>
<td>4.600</td>
<td>0.245</td>
<td>4.053 (4.084) 4.031 (4.043)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher provided timely and useful feedback.</td>
<td>4.600</td>
<td>0.245</td>
<td>4.208 (4.287) 4.198 (4.250)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher has enhanced my ability to communicate the subject material.</td>
<td>4.400</td>
<td>0.245</td>
<td>4.095 (4.156) NA (NA)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher's attitude and approach encouraged me to think and work in a creative and independent way.</td>
<td>4.400</td>
<td>0.245</td>
<td>4.104 (4.176) NA (NA)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher cares about student development and learning.</td>
<td>4.800</td>
<td>0.200</td>
<td>4.167 (4.252) NA (NA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Q1 to Q6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computed Overall Effectiveness of the Teacher.</td>
<td>4.567</td>
<td>0.208</td>
<td>4.134 (4.198) NA (NA)</td>
<td></td>
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**Notes:**  
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   (b) the mean score of same activity type (Tutorial), at the same module level (level 1000) within the department.  
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Frequency Distribution of responses (Qn 1: The teacher has enhanced my thinking ability.)

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<tbody>
<tr>
<td>Self</td>
<td>3 (60.00%)</td>
<td>2 (40.00%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Lecture), at the same level within Department</td>
<td>458 (39.97%)</td>
<td>539 (47.03%)</td>
<td>122 (10.65%)</td>
<td>16 (1.40%)</td>
<td>11 (.96%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty</td>
<td>532 (37.54%)</td>
<td>677 (47.78%)</td>
<td>172 (12.14%)</td>
<td>23 (1.62%)</td>
<td>13 (.92%)</td>
</tr>
</tbody>
</table>
Frequency Distribution of responses (Qn 2: The teacher has increased my interest in the subject.)

![Bar Chart]

- **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**

<table>
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<tr>
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<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>3 (60.00%)</td>
<td>2 (40.00%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
<td>0 (.00%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Department</td>
<td>411 (35.86%)</td>
<td>481 (41.97%)</td>
<td>208 (18.15%)</td>
<td>31 (2.71%)</td>
<td>15 (1.31%)</td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty</td>
<td>474 (33.47%)</td>
<td>604 (42.66%)</td>
<td>281 (19.84%)</td>
<td>39 (2.75%)</td>
<td>18 (1.27%)</td>
</tr>
</tbody>
</table>
Frequency Distribution of responses (Qn 3: The teacher provided timely and useful feedback.)

![Bar chart showing distribution of responses]

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

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

<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>Self</td>
<td>3 (60.00%)</td>
<td>2 (40.00%)</td>
<td>0 (.00%)</td>
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<td>0 (.00%)</td>
<td></td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Department</td>
<td>514 (45.05%)</td>
<td>471 (41.28%)</td>
<td>130 (11.39%)</td>
<td>21 (1.84%)</td>
<td>5 (.44%)</td>
<td></td>
</tr>
<tr>
<td>Teachers teaching all Modules of the Same Activity Type (Tutorial), at the same level within Faculty</td>
<td>592 (41.90%)</td>
<td>617 (43.67%)</td>
<td>175 (12.38%)</td>
<td>23 (1.63%)</td>
<td>6 (.42%)</td>
<td></td>
</tr>
</tbody>
</table>
What are the teacher's strengths? (3 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. Aaron provided a lot of help.

2. Interesting classes, using programs to make the class more entertaining and lively.

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. The teacher engages us during the lessons and explains the discussion questions clearly. In order to encourage all the students to participate in class, he creates a programme whereby anyone has a chance of being called to answer a question.

What improvements would you suggest to the teacher? (2 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 greater than or equal to 4.5 for the computed overall effectiveness of the teacher

1. nil
STUDENTS' NOMINATIONS FOR BEST TEACHING

Faculty Member: TAN TUCK CHOI
Department: COMPUTER SCIENCE
Faculty: SCHOOL OF COMPUTING
Module Code: CS1010

Academic Year: 2014/2015
Semester: 1
No of Nominations: 12

1. Makes sure no one in the class is struggling without help.
2. Best lecturer.
3. My maiden programming lessons in NUS are brightened up by this man. From not knowing how to writing 200 lines worth of codes, I feel accomplished. But as he would say, he is just a stepping stone, the hard work has been put by me and hence it is me that reaps the reward. Prof Aaron is an inspiration to SoC students because of his enthusiasm in lectures and his sense of belonging. With his trusty soy bean milk, he fills the class with passion for the subject even though it is 9 am in the morning.
4. Friendly, engaging and explains his content very well.
5. Explains each concept clearly and give good exercises to help us understand and apply the skill
6. kind and sophisticated in skills
7. He is a caring and intelligent lecturer who prepares us well to meet the demands of the module and gives us good course materials. Look at the webpage designed by him. It is the only module I have taken which has its exclusive webpage and provides all the awesome and helpful materials
8. He displays extreme patience while teaching. He welcomes us to ask him questions during discussion lessons. Whenever a student presents his or her answers, he will correct him or her whenever there is something wrong. He gets everyone to participate in class by specially creating a programme to randomly pick a person in class to answer a question. While explaining answers, he makes sure we understand it before moving on to the next question.