

TEACHER REPORT

| | |
|--------------------------|--|
| Name of Teacher | Zhao Jin |
| Module | 1640(CS2010-DATA STRUCTURES AND ALGORITHMS II (LECTURE)) |
| Academic Year/Sem | 2016/2017 - SEM 4 |
| Department | COMPUTER SCIENCE |
| Faculty | SCHOOL OF COMPUTING |

| Raters | Student |
|----------------|----------------|
| Responded | 37 |
| Invited | 54 |
| Response Ratio | 69% |

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 Zhao Jin for teaching awards | 18 |

| Comment |
|---|
| -enthusiastic, friendly, knowledgable |
| -He is a very good lecturer |
| -he makes the effort to know all the students whenever there is time to do so, for e.g. before lecture begins. He does what he can to ensure that we have enough practice and time to consult him |
| -ONE OF THE BEST CS PROFESSORS |
| -Friendly and interactive in his teaching |
| -Excellent teaching and extremely dedicated towards students. |
| -Professor Zhao Jin has clearly showed great care for his students by offering to give consultations despite his busy schedule. I greatly appreciate that. |
| -Excellent teaching effectiveness |
| -Awesome lecturer |
| -Jin is fearless and dedicated. |
| -Emphatic |
| -Very friendly teacher |
| -Caring, helpful and knowledgeable |
| -He put in genuine effort in teaching his students. |
| -Excellent Lecturer |
| -He's a great prof |
| -Prof Jin really does care a lot about his students' performance and always looks out for students who are lagging behind. |
| -Great coordinator |

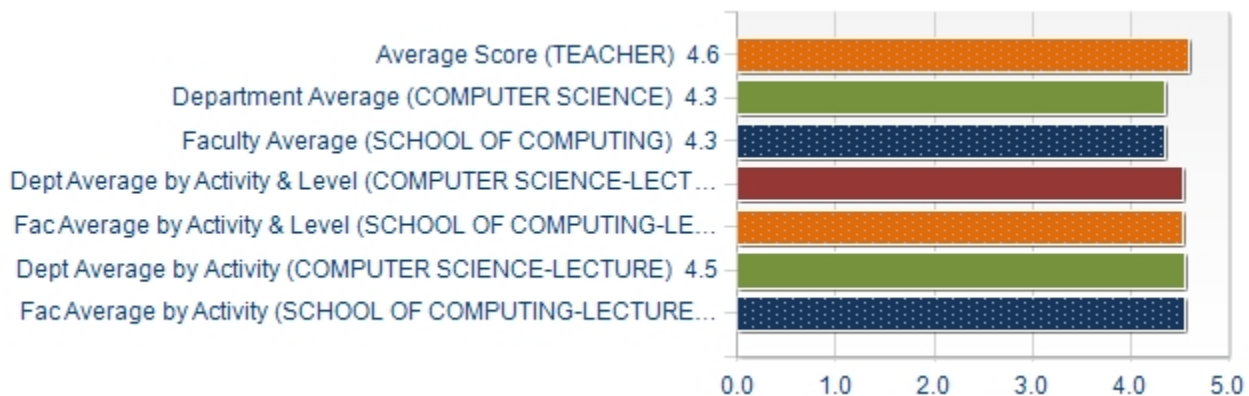
C. SUMMARY OF TEACHING SCORES

(i) Teaching Rating Score Analysis

| 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. | 4.6 | 0.5 | 4.3 | 0.7 | 4.3 | 0.7 |

| 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. | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 |

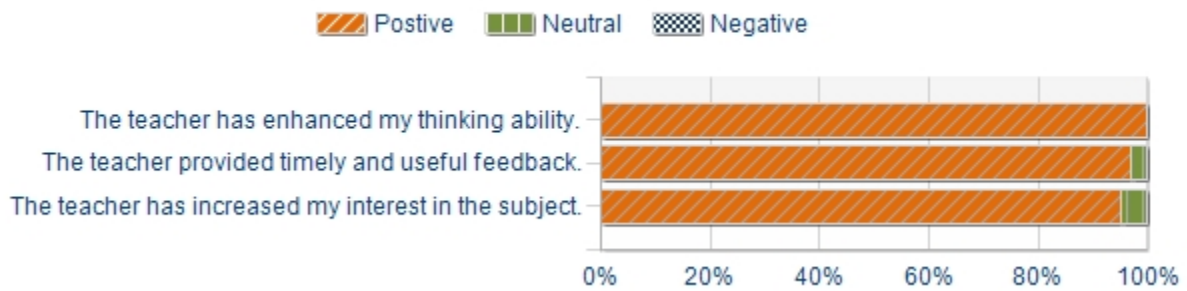
Overall, the teacher is effective



| 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. | 4.6 | 0.5 | 4.4 | 0.7 | 4.4 | 0.7 |
| The teacher provided timely and useful feedback. | 4.5 | 0.6 | 4.3 | 0.8 | 4.3 | 0.8 |
| The teacher has increased my interest in the subject. | 4.6 | 0.6 | 4.3 | 0.8 | 4.3 | 0.8 |
| Average of Q1-Q3 | 4.6 | 0.5 | 4.3 | - | 4.3 | - |

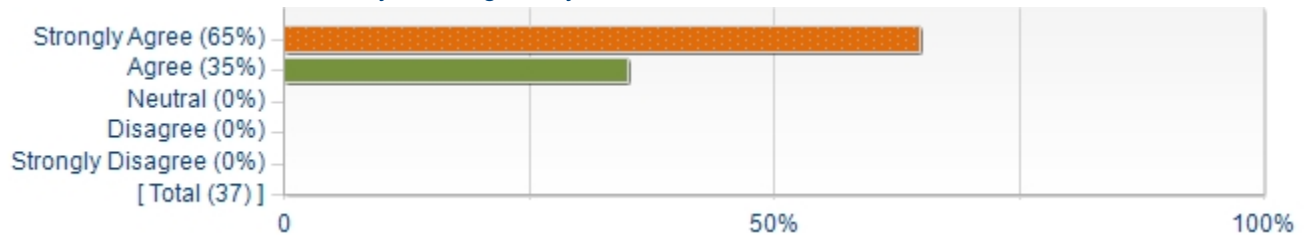
| Question | Average Score (TEACHER) | Dept Average by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 2000)) | Fac Average by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 2000)) | Dept Average by Activity (COMPUTER SCIENCE-LECTURE) | Fac Average by Activity (SCHOOL OF COMPUTING-LECTURE) |
|---|-------------------------|--|--|---|---|
| | Mean | Mean | Mean | Mean | Mean |
| The teacher has enhanced my thinking ability. | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 |
| The teacher provided timely and useful feedback. | 4.5 | 4.4 | 4.4 | 4.4 | 4.4 |
| The teacher has increased my interest in the subject. | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 |
| Average of Q1-Q3 | 4.6 | 4.5 | 4.5 | 4.5 | 4.5 |

(ii) Teacher Rating Analysis Based on Scale Distribution



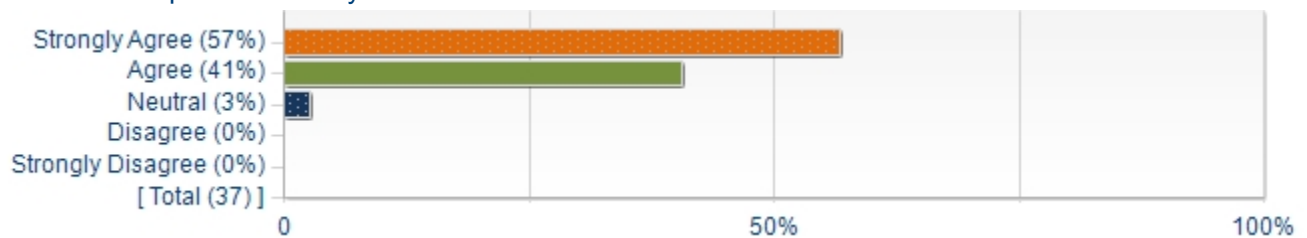
(iii) Teacher Rating Frequency Analysis

1. The teacher has enhanced my thinking ability.



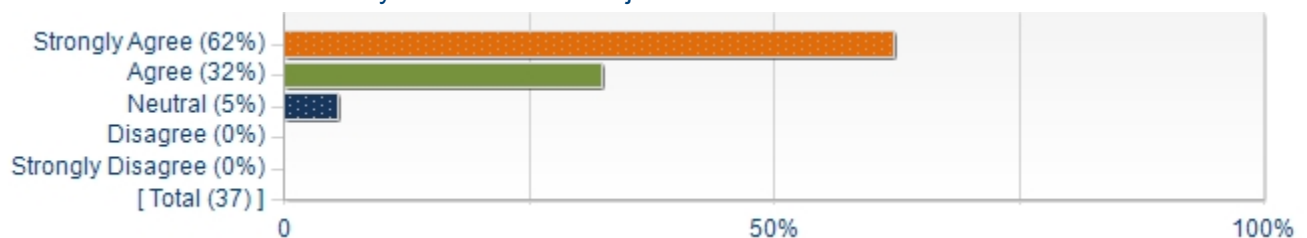
| Statistics | Value |
|--------------------|-------|
| Response Count | 37 |
| Mean | 4.6 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.5 |
| Positive Feedback | 100% |

2. The teacher provided timely and useful feedback.



| Statistics | Value |
|--------------------|-------|
| Response Count | 37 |
| Mean | 4.5 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.6 |
| Positive Feedback | 97% |

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



| Statistics | Value |
|--------------------|-------|
| Response Count | 37 |
| Mean | 4.6 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.6 |
| Positive Feedback | 95% |

(iv) Teacher Rating Scores vs. Gender

| Question | M | F | Overall |
|---|-----|-----|---------|
| The teacher has enhanced my thinking ability. | 4.7 | 4.6 | 4.6 |
| The teacher provided timely and useful feedback. | 4.6 | 4.4 | 4.5 |
| The teacher has increased my interest in the subject. | 4.6 | 4.6 | 4.6 |

D. STRENGTHS

What are Zhao Jin's strengths?

| Comments |
|--|
| Knows the content very well |
| Always provide the class with examples, which helps the class grasp the concepts better |
| Clear and concise when explaining |
| enthusiastic, friendly, knowledgable |
| He s clear and succinct in his explanation. He is also vey friendly |
| His explanations are clear and concise. |
| FRIENDLY AND NICE |
| Able to explain the concepts in a clear manner, making the content easy to understand |
| Excellent teaching – complex concepts always become crystal clear after lectures. Effective use of whiteboard examples when necessary. |
| Also very caring towards students; readily answers questions from weaker students and dedicates sufficient time and patience until they get a good understanding. Also provides answers to questions beyond the scope of the module, which encourages students to think broadly. |
| Clear and concise in his explanation. Approachable when I faced doubts I needed to clarify. |
| He explains the concepts in a very clear and easy to understand way |
| Clear and Concise |
| Clear Teaching |
| Approachable |
| Able to engage, communicate ideas. Dedication to students learning and sets aside extra time for consultations. |
| He seems friendly and approachable. |
| Thorough in his teaching |
| Lectures are entertaining |
| Appropriate analogies are given |
| Breaks during lecture :p |
| Lectures are timed really well |
| Breaks between lectures are aptly set |
| He is very detailed with his teaching |
| Explains new concepts clearly and makes the subject interesting to learn |
| He gives helpful hints and advices to his students. He also shows that he is interested in the topics taught himself. |
| Breaks were given at the correct durations of the lecture. |
| He is clear in expressing key concepts. |
| he is good at explaining how algorithms work using illustrations and other methods |
| He demonstrates how the algorithm works by drawing it out and explaining each step. |

| Comments |
|--|
| Very clear in what he teaches and makes things easy to understand. He engages the class and makes the effort to get to know everyone personally. |
| Prof Jin's greatest strength is his ability to get an idea across efficiently and clearly. He speaks at a comfortable pace and ensures that he also uses simple terms to explain algorithms in the simplest way possible, a skill which is much needed for students from their respective profs. |
| Paces the lesson appropriately, giving time to digest information inbetween difficult to understand pprtions. |
| Knowledgeable |
| Good at bringing clear and practical examples to make the class understand. |
| Great lecturer |

E. AREAS FOR IMPROVEMENT

What improvements would you suggest to Zhao Jin?

| Comments |
|--|
| – |
| – |
| The written test is too difficult T.T Like it is more difficult than the normal term, even though we got half the time to study. |
| None, keep up the good work! |
| Please include web cast for your lectures and perhaps solutions to the tutorials. |
| Can cover the topics more in depth and extra algorithms |
| – |
| Go alittle more in depth in explaining |
| – |
| Seems a little new to being a professor, might need more experience |
| – |
| He could be more succinct in his verbal explanations of concepts. Note that 1 spoken sentence with good explanatory power, especially when done slowly, is better than a number of hurried utterances. His teaching material is good with algorithmic intuitions, but implementation in actual code is rarely seen on paper, mostly distributed after class as demo. This could be made better by weaving intuitive explanations between presentations of concrete code, instead of pure intuitions which requires us extra effort to bring to actualisation. |
| The exam paper is too difficult |
| – |
| Don't suddenly 'kill' the students during the midterm and finals with such difficulty questions |
| Nil |
| –NA- |
| Keep it up. |
| 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?

TEACHER REPORT

| | |
|--------------------------|---|
| Name of Teacher | Zhao Jin |
| Module | 1640(CS2010-DATA STRUCTURES AND ALGORITHMS II (TUTORIAL)) |
| Academic Year/Sem | 2016/2017 - SEM 4 |
| Department | COMPUTER SCIENCE |
| Faculty | SCHOOL OF COMPUTING |

| Raters | Student |
|----------------|----------------|
| Responded | 13 |
| Invited | 18 |
| Response Ratio | 72% |

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 Zhao Jin for teaching awards | 4 |

| Comment |
|---|
| -Caring and super helpful! |
| -Excellent Teacher |
| -BEST CS PROF |
| -Friendly and interactive in his teaching |

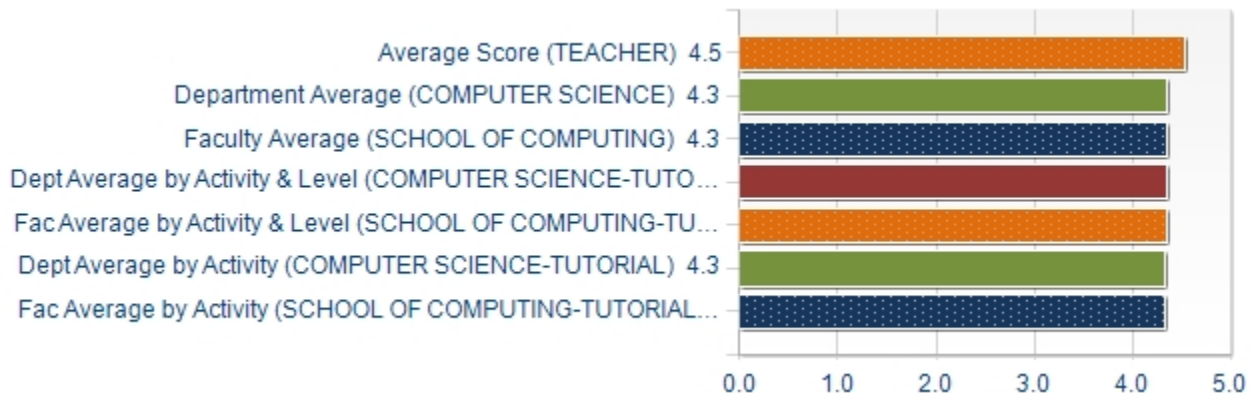
C. SUMMARY OF TEACHING SCORES

(i) Teaching Rating Score Analysis

| 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. | 4.5 | 0.5 | 4.3 | 0.7 | 4.3 | 0.7 |

| Question | Average Score (TEACHER) | Dept Average by Activity & Level (COMPUTER SCIENCE-TUTORIAL (Level 2000)) | Fac Average by Activity & Level (SCHOOL OF COMPUTING-TUTORIAL (Level 2000)) | Dept Average by Activity (COMPUTER SCIENCE-TUTORIAL) | Fac Average by Activity (SCHOOL OF COMPUTING-TUTORIAL) |
|------------------------------------|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| Overall, the teacher is effective. | 4.5 | 4.3 | 4.3 | 4.3 | 4.3 |

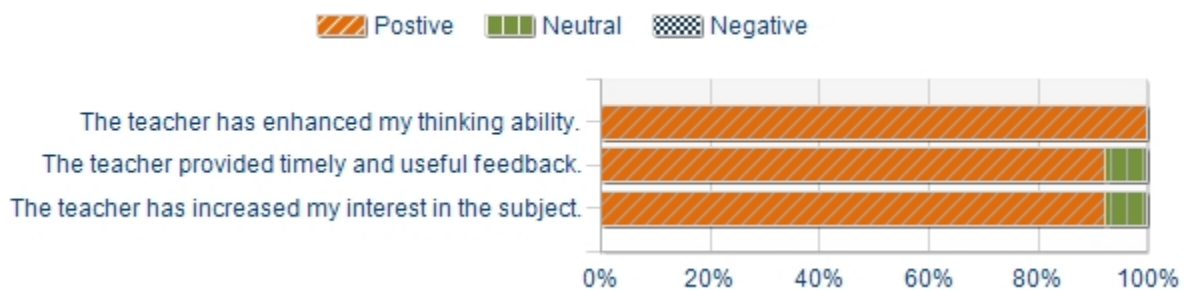
Overall, the teacher is effective



| 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. | 4.6 | 0.5 | 4.4 | 0.7 | 4.4 | 0.7 |
| The teacher provided timely and useful feedback. | 4.5 | 0.7 | 4.3 | 0.8 | 4.3 | 0.8 |
| The teacher has increased my interest in the subject. | 4.4 | 0.7 | 4.3 | 0.8 | 4.3 | 0.8 |
| Average of Q1-Q3 | 4.5 | 0.6 | 4.3 | - | 4.3 | - |

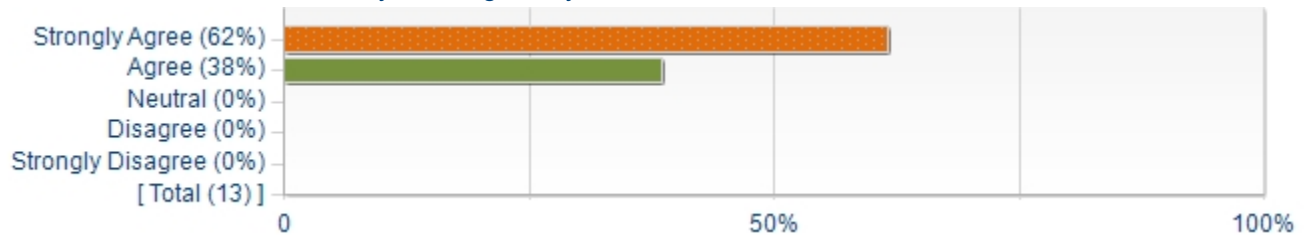
| Question | Average Score (TEACHER) | Dept Average by Activity & Level (COMPUTER SCIENCE-TUTORIAL (Level 2000)) | Fac Average by Activity & Level (SCHOOL OF COMPUTING-TUTORIAL (Level 2000)) | Dept Average by Activity (COMPUTER SCIENCE-TUTORIAL) | Fac Average by Activity (SCHOOL OF COMPUTING-TUTORIAL) |
|---|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| The teacher has enhanced my thinking ability. | 4.6 | 4.4 | 4.4 | 4.4 | 4.4 |
| The teacher provided timely and useful feedback. | 4.5 | 4.2 | 4.2 | 4.2 | 4.2 |
| The teacher has increased my interest in the subject. | 4.4 | 4.2 | 4.2 | 4.2 | 4.2 |
| Average of Q1-Q3 | 4.5 | 4.3 | 4.3 | 4.3 | 4.3 |

(ii) Teacher Rating Analysis Based on Scale Distribution



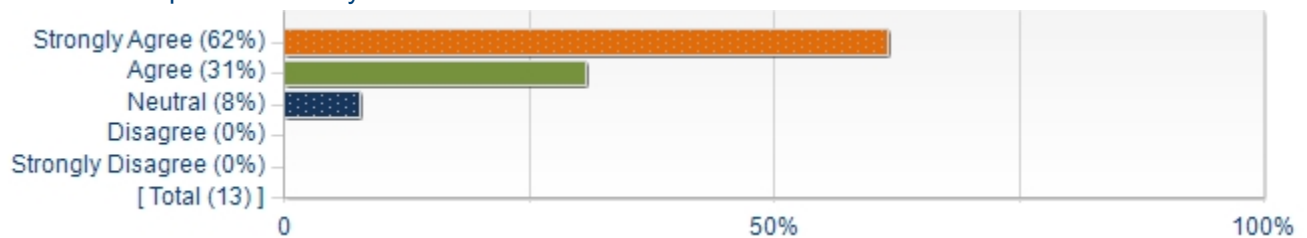
(iii) Teacher Rating Frequency Analysis

1. The teacher has enhanced my thinking ability.



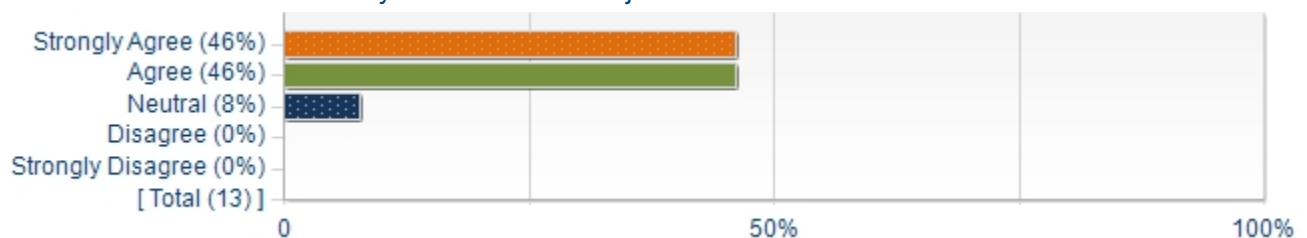
| Statistics | Value |
|--------------------|-------|
| Response Count | 13 |
| Mean | 4.6 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.5 |
| Positive Feedback | 100% |

2. The teacher provided timely and useful feedback.



| Statistics | Value |
|--------------------|-------|
| Response Count | 13 |
| Mean | 4.5 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.7 |
| Positive Feedback | 92% |

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



| Statistics | Value |
|--------------------|-------|
| Response Count | 13 |
| Mean | 4.4 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.7 |
| Positive Feedback | 92% |

(iv) Teacher Rating Scores vs. Gender

| Question | M | Overall |
|---|-----|---------|
| The teacher has enhanced my thinking ability. | 4.6 | 4.6 |
| The teacher provided timely and useful feedback. | 4.5 | 4.5 |
| The teacher has increased my interest in the subject. | 4.4 | 4.4 |

D. STRENGTHS

What are Zhao Jin's strengths?

| Comments |
|---|
| Gives tips to students on how to better present and formulate their answers -> this means that the student will better understand concepts |
| Clear and concise when explaining problems Always provide examples and diagrams to help the class understand the concepts better. |
| N.A (I attended the other tutorial group) |
| Fun and detailed with his explanation |
| He engages students well and makes students participate in tutorial discussion. |
| Encourages class participation, which made the class very lively and improved the learning environment. |
| Willing to go through in detail each student's mistakes (when presenting), and add on to it further by explaining the rationale behind the approach to solve the problem. |

E. AREAS FOR IMPROVEMENT

What improvements would you suggest to Zhao Jin?

| Comments |
|---|
| - |
| N.A (I attended the other tutorial group) |
| He can give more questions for us to be exposed |
| -NA- |
| N/A |

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?