

TEACHER REPORT

Name of Teacher	Wing Lup, Ben Leong
Module	CS2040S-Data Structures and Algorithms (RECITATION)
Academic Year/Sem	2020/2021 - SEM 2
Department	COMPUTER SCIENCE
Faculty	SCHOOL OF COMPUTING

Raters	Student
Responded	190
Invited	251
Response Ratio	76%

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 Wing Lup, Ben Leong for teaching awards	19

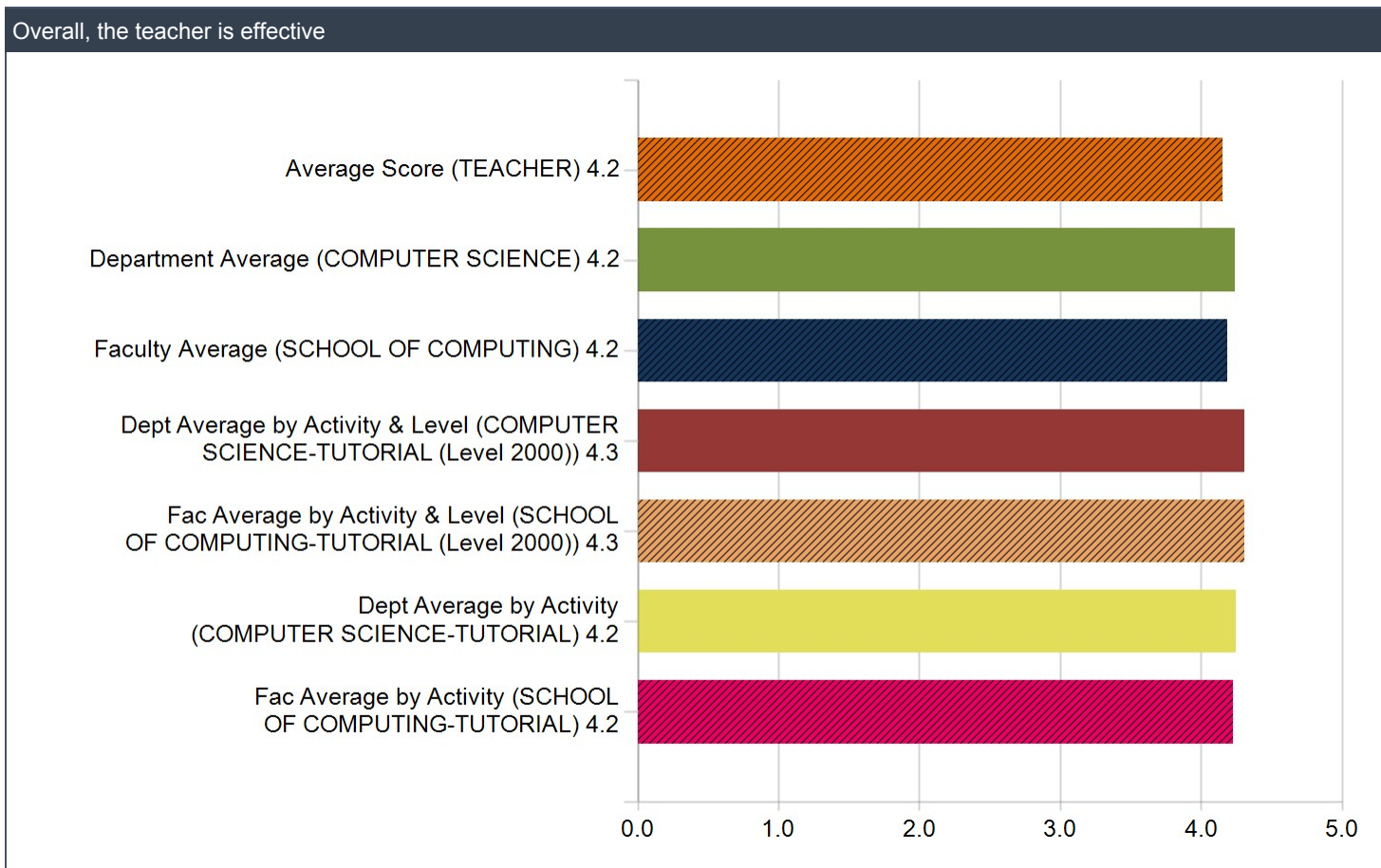
Comment
- His teaching is effective
- engaging lecturer
- ok sure
- He's one of the best prof I've met this semester. He's very responsive and keen in teaching. A brilliant teacher
- Prof Ben is very successful in building our intuitions. I often gain the knowledge about approaches to a problem and the techniques used by them during recitation in an intuitive way. This makes it easier for me to come up with an idea when encountering a similar problem again in the future.
- Great content in recitations and clear delivery of knowledge
- Strict and ensures that students learn from his lessons
- Prof Ben walks through the problem set in such a way that solving them is systemic, rather than using brute force.
- Prof Ben emphasised on the problem solving aspect during all recitations and this allowed me to critically analyse the questions and apply the concepts covered during lectures.
- Effective teaching
- good teacher
- Best teacher, who always want to interact with his students during recitations. Explains concept really well, and really care about his students.
- nice
- He has a interesting tone of teaching and he explains knowledge clearly.
- Effective teacher
- I would nominate everyone
- Prof Ben explains his concepts very well and is able to handle the class confidently and encourage classroom participation.
- Very good way of teaching
- great lecturer

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.	4.2	0.9	4.2	0.8	4.2	0.9

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.	4.2	4.3	4.3	4.2	4.2



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.	4.2	0.9	4.2	0.8	4.2	0.8
The teacher provided timely and useful feedback.	4.1	0.9	4.2	0.8	4.2	0.9
The teacher has increased my interest in the subject.	4.1	0.9	4.2	0.9	4.1	0.9
Average of Q1-Q3	4.1	0.9	4.2	-	4.2	-

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.	4.2	4.3	4.3	4.2	4.2
The teacher provided timely and useful feedback.	4.1	4.3	4.3	4.2	4.2
The teacher has increased my interest in the subject.	4.1	4.2	4.2	4.2	4.1
Average of Q1-Q3	4.1	4.3	4.3	4.2	4.2

Department Specific Questions

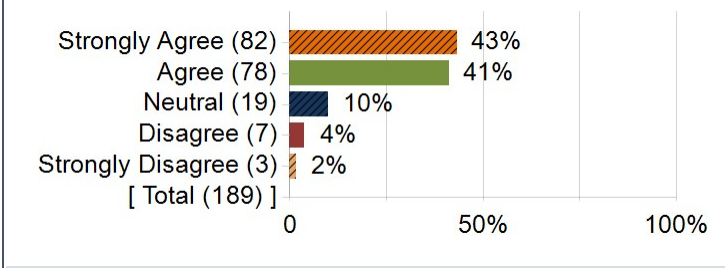
Question	Average Score (TEACHER)		Department Average (COMPUTER SCIENCE)	
	Mean	Standard Deviation	Mean	Standard Deviation
The teacher engaged me in useful interactions that have enhanced my learning.	4.2	0.9	4.2	0.8

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.	4.1	0.9	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.	4.1	0.9	4.2	0.8

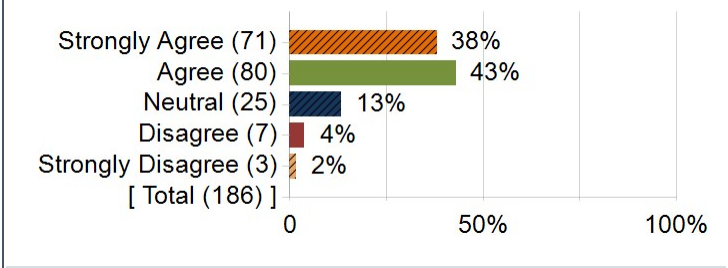
(ii) Distribution of Responses and Additional Statistics

1. The teacher has enhanced my thinking ability.



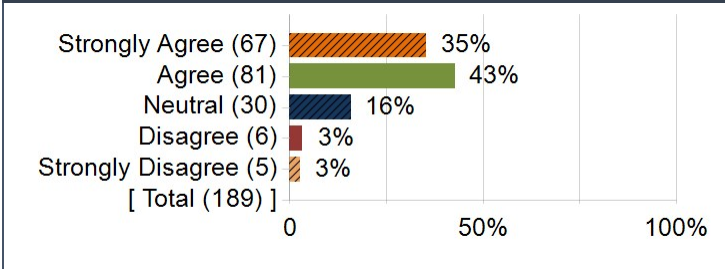
Statistics	Value
Response Count	189
Mean	4.2
Median	4.0
Mode	5
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	85%

2. The teacher provided timely and useful feedback.



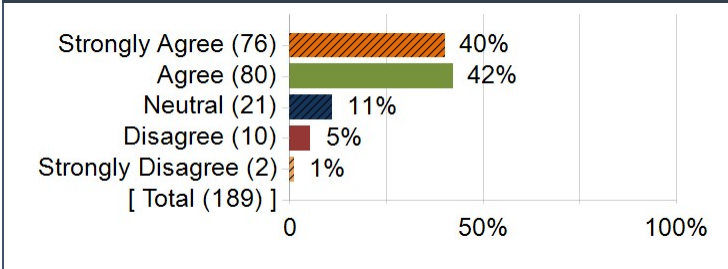
Statistics	Value
Response Count	186
Mean	4.1
Median	4.0
Mode	4
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	81%

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



Statistics	Value
Response Count	189
Mean	4.1
Median	4.0
Mode	4
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	78%

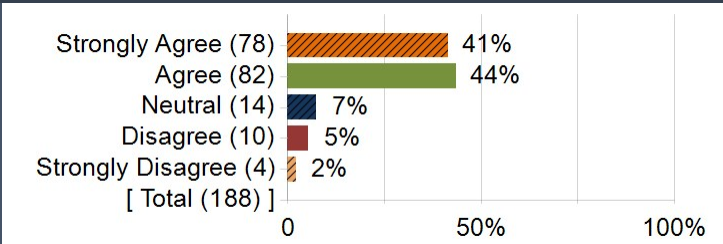
4. Overall, the teacher is effective.



Statistics	Value
Response Count	189
Mean	4.2
Median	4.0
Mode	4
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	83%

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

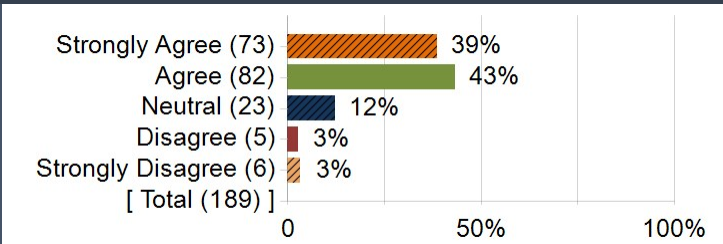
The teacher engaged me in useful interactions that have enhanced my learning.



Statistics	Value
Response Count	188
Mean	4.2
Median	4.0
Mode	4
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	85%

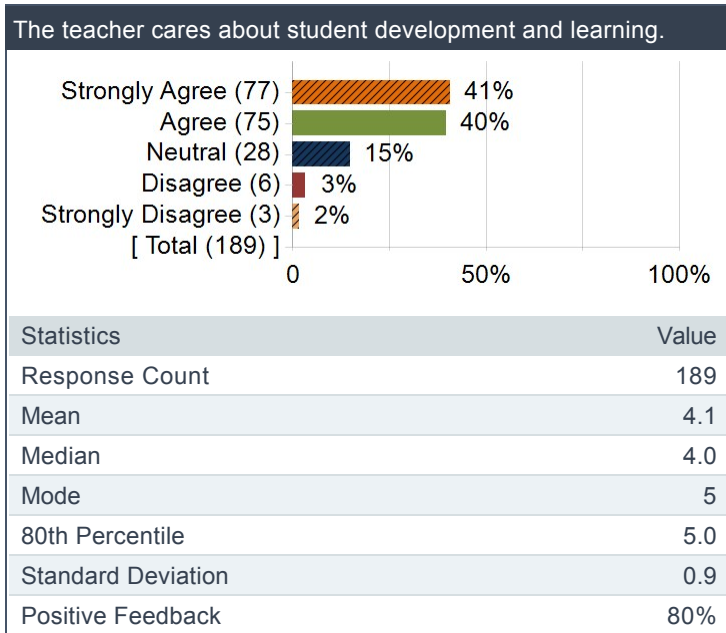
The teacher's attitude and approach encouraged me to think and work in a creative and independent way.

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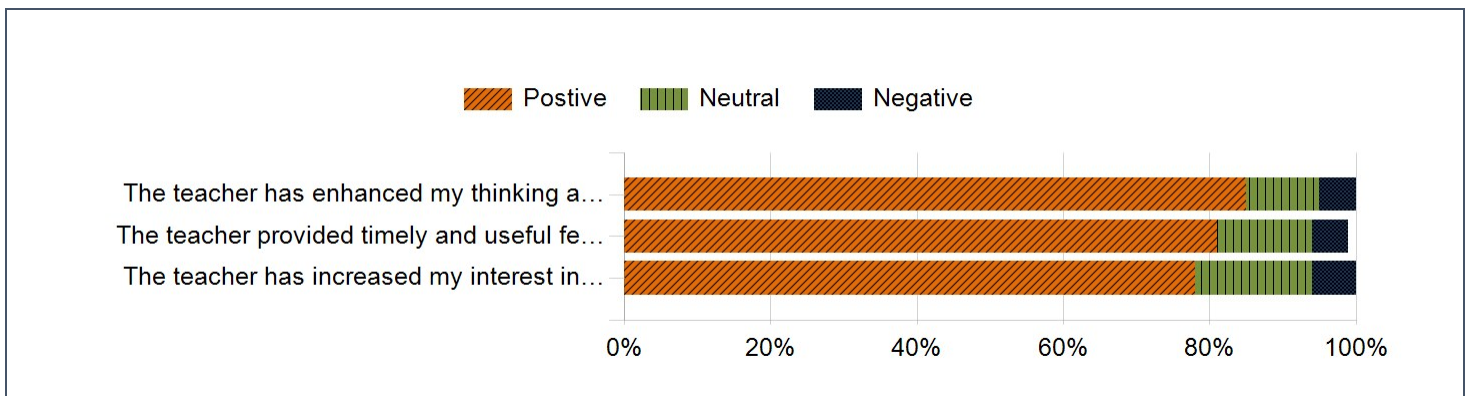


Statistics	Value
Response Count	189
Mean	4.1
Median	4.0
Mode	4
80th Percentile	5.0
Standard Deviation	0.9
Positive Feedback	82%

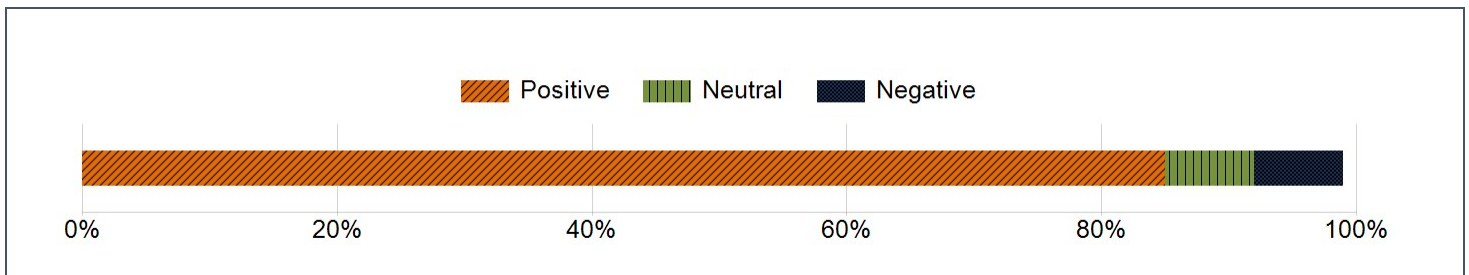
The teacher cares about student development and learning.



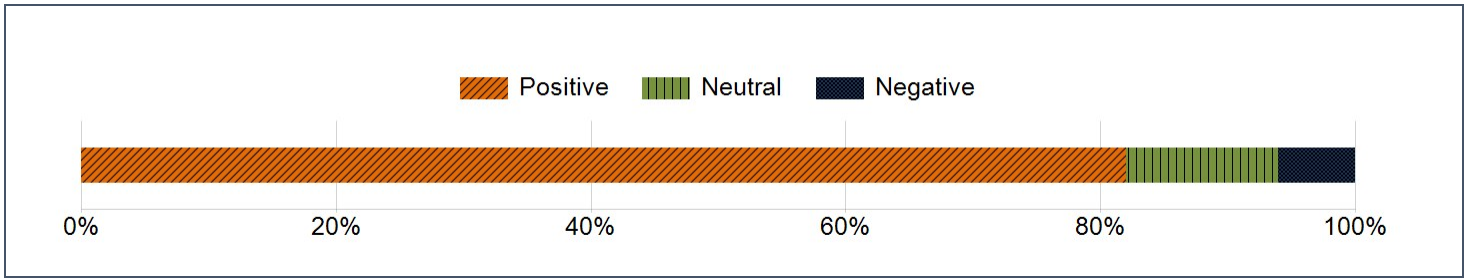
(iii) Scale Distribution of Responses



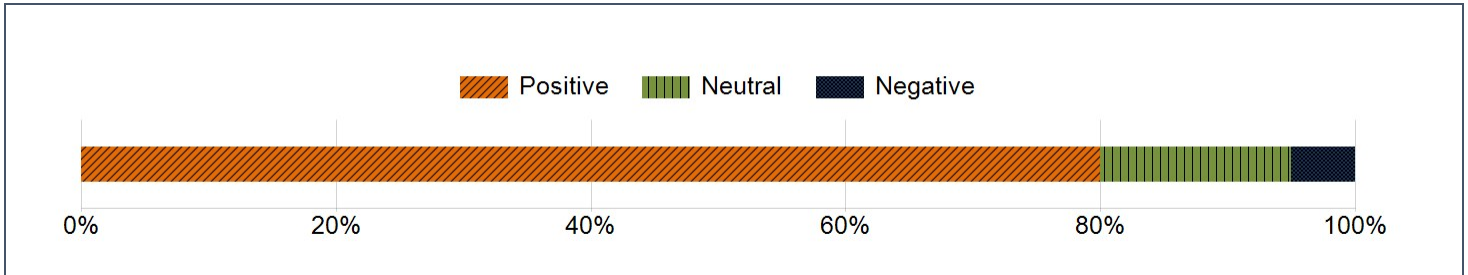
The teacher engaged me in useful interactions that have enhanced my learning.



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.	4.2	4.1	4.2
The teacher provided timely and useful feedback.	4.1	4.1	4.1
The teacher has increased my interest in the subject.	4.1	3.9	4.1

D. STRENGTHS

What are Wing Lup, Ben Leong's strengths?

Comments
Good explanations
He makes you pay attention and he explains things really well.
Able to cover a lot of concepts in a short amount of time
extremely strict but managed to make sure every student understand.
thanks for quality content
Able to engage with students well during recitations. Able to teach the thought process behind the given solution.
He encourages us to participate and think harder
Very effective student engagement in an online platform.
He explains concepts very clearly and makes sure students understand. He is also patient and doesn't mind reclarifying concepts.
gets class to actively participate by arrowing students
cool, engaging, strict, funny, supportive
Knowledgeable
Constantly pushes students to think instead of just handing out answers
Ensures that all students are able to understand the content. Calls on students to answer questions and explains it in a way that they will understand
His lessons are mostly comprehensible
Keeping lesson upbeat and quick paced

Comments
Powerful mastery of his field
Clear and strong understanding and explanation of difficult topics
Responsible teacher that tries to ensure everyone is up to speed
he's condescending in a good way
Direct and upfront with comments
Very unique and good teaching style. Engages students often.
Prof Ben is very clear in his delivery and he always tries to engage students in the discussion of the content when possible.
–
Very interested in teaching
Encourages students to be actively participating instead of passively feeding information to students
Prof Ben is very engaging in class and ensures that everyone is following. He is also very knowledgeable in the subject matter of the module.
Good time management, teaches student the way to approach a problem and not just tell students the answer, also very engaging classes because we have to put zoom ticks
Ensures that students are given the opportunity to share their answer, as well as ensuring that they understand the content during the recitation by asking questions
knows his stuff well
Lively
Very effective teaching style
Very focused on learning and making sure people understand things.
He tries to engage students in class but the span of a one hour recitation might make it hard to do so and cover all the material.
Interacts with students, not just force feeding info
He is really knowledgeable and is very engaging when teaching. I like that he tries to get students to answer questions during recitation because it helps facilitate learning more than simply just teaching the material by himself.
He is able to explain in simple words questions that are otherwise difficult to understand on the recitation sheets.
Good explanations and engaging
Explain concepts well and clear, with diagrams drawn when necessary
Really knows how to engage students in his classes. Explanations are also clear for the most part.
He has an interesting tone of teaching and he explains knowledge clearly.
He is confident and well-prepared when answering students' doubts.
NIL
Clarity
He is very interactive in his recitations so everyone needs to engage and answer his questions.
Engaging.
He's knowledgeable
NA
–
Intuitive and understanding in going through even simple concepts.
audience interaction, asking us to answer questions even in a 30–people zoom call guiding students along even if they do not know the answer
Encouraged me to think deeper
Friendly, and explain well.
Sometimes when students suggest that another answer or points out a mistake in his presentation, he considers the comment very seriously and identifies areas he can improve on.
Very smart, and creative in solutions
Wing Lup, Ben Leong tries to engage students during class. Himself is active enough when giving class.
Ability to command attention even though it was through zoom. Could explain concept very easily. Praises students when they come up with an ingenious solution and patiently guides students who struggle to understand the concept by explaining it step by step

Comments
and looking out for the students misconception.
Knowledgeable
Very passionate and likes to keep students on their toes (in a good way)
Prof Ben is able to explain concepts very well and encourages student participation a lot.
clear and concise explanation of the problems and solutions of the recitation
He attempts to engage the students
Strong concepts and can explain things well for everyone. Engages the class effectively as well.

E. AREAS FOR IMPROVEMENT

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

Comments
NA
Sometimes he spends too much time quizzing students and theres not enough time to finish the lesson
Prof Ben is too confrontational, and the tone he uses when teaching is very condescending. I think he should be more understanding to student's circumstances, such as not removing students from the Zoom lesson if they are unable to answer due to the location they are taking Zoom lessons.
Not much
Sometimes, he wastes too much time calling on students to answer questions and therefore, most of the time recitations feel rushed.
Stop doing check off because it makes students peer pressured to press the button even if they don't understand
Slightly clearer explanations of how one thing leads to another because it's a little hard to understand sometimes
Recitations are too fast, I am unable to process the concepts of one question before you have moved on to the next one.
improve on improving to improve improving Sir!
be more polite
Needs better drawing tools, can hardly see the visualisations outside of the slides
I know the recitations conducted by him this sem is restricted to 1 hour which is not much time but sometimes he speaks too fast and some of us may not be able to catch up with him.
Due to time constraints and the amount of lesson content, he usually moves a bit too quickly to follow everything
None all good!
In my opinion, his approach when introducing a problem is quite abrupt and hard to follow → it should be slower to give people time to process his words.
Also, his language in communicating with students is somehow quite aggressive to me. For example, I saw a student made a mistake (about administrative matters) in which he emphasized so many times and I understand that caused a lot of troubles to him and other tutors. Yet I still don't agree with his reply to that student "Shut up" (or something equivalent).
goes very fast and can gloss over certain things that students find difficult to comprehend
Socratic style of teaching makes it more challenging for less proficient student
At times he uses analogy or language that is very hard for amateur students to grasp. Especially for those who are weaker, he moves at a pace so quick and his explanations are quite abstract such that we cannot catch up. I believe this provides quite a bit of stress to students who are struggling
Less aggressiveness, give students time to respond without talking over them.
I understand with the time constraints, but he tends to interrupt students midway through while they are discussing their answers.
-NIL-
-
Be more chill
Time management for the first recitation slot
NIL
maybe explain abit slower

Comments
Can be more patient
While I understand that there are time constraints, some people clearly are lagging behind in class but he doesn't bother to make sure that they are able to follow the class.
Explanations are generally quite unclear and often key ideas behind the solution are missed out in the rushed explanations. Calling students out if they do not understand pressures students to check "yes" when asked if they understand. I feel that some of the explanations are only understandable to those who already understood the solution before class. The "it's obvious" and "either you see it or you don't" remarks reflect a fixed mindset
Personally not a big fan of the check off system, having to constantly switch between tabs, seems a bit distracting at times.
Can be less aggressive and more understanding towards students. His lack of patience shows in his explanation to his students.
Explain slower with less singlish
Time management for the recitation can be better, too often the later questions are super rushed through
Please stop interrupting people when they are trying to answer the questions :<
Nil.
Covers too much content in each recitation session, speeds through content and may not explain everything fully.
could explain more in depth, especially for run time analysis, instead of skipping everything because of lack of time
Pace of the lesson is sometimes too fast...
Can speak slower and clearer.
don't rush during class prepare better, don't try to solve rec problems on the spot
He can be more patient – he cuts off students oftenly, when they are in the midst of sharing their opinions or ideas, in "the interest of time". I feel that a better way to conduct the lesson is to go through the simpler subproblems himself so that there is more time for students to comment on more meaningful and non-trivial subproblems.
Sometimes the speed may be too fast.
He assumes that we know alot and it may be better if the environment that he set up in recitation is less intimidating so as to encourage for more quality participation
Explain things slower and more recitation time.
Can manage time better during lessons.
Sometimes he talks too fast and I'm just lost
He could speak more clearly and explain the concepts in more details.
–
Zoom to check or uncheck per question can be stressful haha.
Could afford to be more verbose and slow down in explaining
More relax for recitation?
teach slower as some students require more time to digest
Wing Lup, Ben Leong can try to explain concepts and logic more clearly and speak more clearly and slowly to ease understanding.
Sometimes it is hard to catch up because there might be assumed knowledge. And probably limited to time constraint, Prof Ben has to speak quite fast, so some parts feel a bit more rushed.
NIL
Slowing down abit would be nice. Went through a lot of interesting topics but didn't have time to stop and think. Maybe focusing on a single complex problem would be better, considering the time allocated for recitation
Slow down and explain the concept in details and not just gloss over them
–

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?