PEER REVIEW

Review ID	:	1759
Reviewee	:	Assoc Prof Tan Chuan Hoo (DISTANC)
Reviewers (in alphabetical order)	:	null null (DISCHC)
		Assoc Prof Leow Wee Kheng (DCSLEOW)
Review Status	:	Peer Review Completed
Review Initiation Date	:	25/08/16 06:25 PM
Review Close Date	:	07/03/17 07:45 AM

A. Classroom Teaching

Course: IS3242 - Software Quality Management

Acad Year	Semester	Class Type	Enrolment	Attendance %	Observation Time
2016/2017	1	LECTURE	20	100 %	04/10/16 01:00 AM
2016/2017	1	LECTURE	21	86 %	01/11/16 03:00 PM

Qualitative Evaluation

1. **Preparation for, organization and effectiveness of the classroom activity in achieving the intended learning outcomes.**

   Classroom activity is adequately organized. The class size is small and Dr Tan is able to engage the students in classroom participation.

   The lecturer was very well prepared. The lectures files were in IVLE and he had hand-outs and samples ready for the students.

2. **Quality of faculty member's exposition and delivery.**

   Dr Tan's exposition and delivery is clear. He speaks in a clear voice that is easy to understand.

   The lecturer delivered well. His voice was loud and clear.

3. **Faculty member's knowledge of the subject matter in relation to the content and intended learning outcomes of the module.**

   Dr Tan has good knowledge of the subject matter. He is able to relate the content to actual events and occurrences in the real world.

   Very good.

4. **Degree of student engagement facilitated by the faculty member within the constraints of the class size.**

   Dr Tan is able to engage the students in classroom participation, ranging from raising questions to giving possible answers. Some students participate more than other students, which is expected in any class.

   The lecturer got the students' attention. There was a reasonable level of engagement. Quite a number of students asked questions and provided comments.

5. **Faculty member's ability to show the relevance of the day's topic, its relation to other topics within or outside of the module.**

   Dr Tan is able to relate the materials taught to actual events and occurrences in the real world.

   The lecturer related the content to the industry and to particular companies.

6. **Faculty member's ability to encourage students' thinking.**

   Dr Tan often poses questions to encourage the students to think about the materials covered.

   Very good. He asked tough questions in class.

Additional comments to align with your own Department/Faculty/School's practice.

   The texts and pictures in the lecture notes are often too small to be easily readable. It would be better to avoid using text fonts and pictures that are too small. It is recommend to put less content in a page and spread them over more pages.

   Writing on the board can be a good way to enhance teaching, especially by giving examples that are not in the lecture notes. Nevertheless, frequent writing and erasing (to make space for writing more content) can be distracting.

   None. I understand this module will be scrapped after this semester.

B. Teaching and Assessment Materials

Course: IS3242 - Software Quality Management

Academic Year	Semester
2016/2017	1

Qualitative Evaluation

7. **Currency and relevance of the teaching materials (textbooks, readings, cases etc.) for the intended learning outcomes.**

   Three of the reference books used are published between 2013 and 2015. Some of the discussion questions are inspired by recent events. The module's IVLE website also has links to relevant websites. So, the teaching materials are very current and relevant.

   The materials put up in the IVLE are very relevant.
   It is noted that this module will no longer be offered after this semester.

8. **Emphasis on application of knowledge as well as independent thinking and learning in the teaching materials.**

   The discussion questions give the students some practice on independent think and learning.

   The module is quite a wide-ranging module that requires students to consider and synthesize many different organizational concepts.

9. **Usefulness of information technology, if applicable.**

   Adequate.

   The lecturer made heavy use of IVLE.

10. **Appropriateness of the continual assessment tasks (essays, tutorials, projects, practical exercises, etc.) and/or final examinations in achieving the intended learning outcomes.**

   The continual assessment tasks include in-class written assignments and team project. These tasks are appropriate for the nature of the module.

   The individual written assignment and IVLE submission during class looks interesting.

11. **Effectiveness of the continual assessment tasks and/or final examination in differentiating students with differing accomplishments.**

   Unable to assess.

   I don't have the full details to assess this. I don't see the final examination.

12. **Appropriateness of the assessment tasks in challenging the students to think independently and to apply knowledge effectively.**

   The discussion questions encourage students to think independently. The project allows the students to apply the knowledge learned.

   The student cannot just copy and paste or simply throw back knowledge.

Additional comments to align with your own Department/Faculty/School's practice.

   Is there progress review of the student projects before submission deadline? If not, it would be good to have progress review, which is possible for small classes with few students. Progress review provides feedback for the students to see how they can improve.

   It is noted that the module will be scrapped after this semester.

HOD/Dean/Reviewee Comments

HOD/Dean
This report has been endorsed by the Head and the Dean (or their representatives).

Reviewee's Comments

PEER REVIEW

Review ID	:	3608
Reviewee	:	Assoc Prof Tan Chuan Hoo (DISTANC)
Reviewers (in alphabetical order)	:	Dr Chen Nan (DISCN)
		Assoc Prof Leong Wing Lup, Ben (DCSLWL)
Review Status	:	Peer Review Completed
Review Initiation Date	:	07/08/20 11:11 AM
Review Close Date	:	30/12/20 07:45 AM

A. Classroom Teaching

Course: IS6002 - Quantitative Methods for IS Research

Acad Year	Semester	Class Type	Enrolment	Attendance %	Observation Time
2020/2021	1	LECTURE	18	100 %	25/08/20 00:00 PM
2020/2021	1	LECTURE	16	100 %	25/08/20 00:00 PM

Qualitative Evaluation

1. **Preparation for, organization and effectiveness of the classroom activity in achieving the intended learning outcomes.**

   The class organization looks good and the material seems appropriate. The observed lesson was one of the earlier lectures and most of it was content delivery by the instructor and class participation was limited.

   The lecture was well prepared and organized.

   The module covers core methods in quantitative IS research including data collection, experimental methods, survey design/analysis, mixed methods and multilevel analysis. Teaching was effective in achieving the intended learning outcome.

2. **Quality of faculty member's exposition and delivery.**

   Chuan Hoo was very clear in his exposition and delivery.

   Exposition was crystal clear. The lecturer provided detailed explanations as well as high-level views.

3. **Faculty member's knowledge of the subject matter in relation to the content and intended learning outcomes of the module.**

   Chuan Hoo demonstrated a good understanding of the material. He handled questions from the students well and cited personal experiences in his answers.

   The lecturer was an expert researcher in the research methods and topics. He is also an experienced teacher.

4. **Degree of student engagement facilitated by the faculty member within the constraints of the class size.**

   There was not much class participation and there seemed to be a lack of familiarity with Zoom by the instructor and the students, but this is likely the first time the whole class is taught fully online.

   Participation could probably be improved with a short session during the first lecture of the semester where the instructor can go over the various Zoom features with the students and on the protocol
   to follow. For example, the students could be told to use raise their hand virtually if they have a question. It was difficult otherwise for the students to interrupt the lecturer to ask questions.

   Student engagement was good. The lecturer actively engaged the students by asking them questions. Sometimes students actively attempted to discuss and contribute. Sometimes, the lecturer called the students to incentivize more participation.

5. **Faculty member's ability to show the relevance of the day's topic, its relation to other topics within or outside of the module.**

   It was not clear from the context of the observed lesson on how it was related to other topics, but Chuan Hoo cited real life examples to try to address some of the students' questions.

   Lecturer provided comments based on his high-level expertises and experiences in terms of publication and the broad literature. These views are very helpful for young scholars (e.g., PhD students).

6. **Faculty member's ability to encourage students' thinking.**

   Chuan Hoo created notes on-the-fly as they discussed the papers instead of just giving lectures. He also tried to get students to answer some questions, but the class was not very responsive at times. It would probably be more effective in the later weeks when the students transition to making the presentations themselves.

   Sometimes, the lecturer asked many questions during the lecture in order to encourage them to think. Sometimes when needed he also did a few cold calls.

   Additional comments to align with your own Department/Faculty/School's practice.

   None.

B. Teaching and Assessment Materials

Course: IS6002 - Quantitative Methods for IS Research

Academic Year	Semester
2020/2021	1

Qualitative Evaluation

7. **Currency and relevance of the teaching materials (textbooks, readings, cases etc.) for the intended learning outcomes.**

   I am not familiar with the literature used in the class, but by and large, readings seem current and include some papers published only in the past 5 years.
   Of course there also classic papers, but that's to be expected also.

   The reading list is designed to contain both very frontier/current papers and classic/established ones in the field.

8. **Emphasis on application of knowledge as well as independent thinking and learning in the teaching materials.**

   There seems to be sufficient attempts to make student think independently. For example in Assignment 2, the students are asked to read a paper that does 3 empirical studies and propose a fourth study that the authors have not conducted but is important to rule out a salient alternative explanation to the findings. This is an open-ended question with no model answer.

   Each of the students was asked to make two presentations to summarize and discuss existing papers. Students were asked to provide critical comments to papers during their presentations and in-class discussion.

   The module also requires a term paper that expected to be at the level of top tier IS conferences.

9. **Usefulness of information technology, if applicable.**

   The use of Zoom was appropriate, though the familiarity with the platform could probably be improved.

   Module is conducted via zoom. The lecturer used multiple devices for the synchronous zoom teaching. During the lecture, he typed the key points in a word file which I expect can be made into lecture notes. I found this to be a useful strategy.

10. **Appropriateness of the continual assessment tasks (essays, tutorials, projects, practical exercises, etc.) and/or final examinations in achieving the intended learning outcomes.**

    This is a seminar class where the students are taught how to read and critique papers, so the use of assignments based on paper reading assignments, class participation and a term paper seems to appropriate for assessing the students.

    Students are expected to finish 4 assignments, 2 presentations and 1 term paper. The tasks span continuously over the course of the semester. Answers and feedback are also provided continuously over the semester.

11. **Effectiveness of the continual assessment tasks and/or final examination in differentiating students with differing accomplishments.**

    Given that most of the assignments are open-ended, there is definitely scope for differentiating the students.

    I believe it is very effective. The amount of work seems significant for the students. The content seems reasonably challenging.

12. **Appropriateness of the assessment tasks in challenging the students to think independently and to apply knowledge effectively.**

    As mentioned in point 8 above, the assignments seem open-ended enough to challenge the students to think independently and to apply knowledge.

    The assignments, presentations, in-class discussions, and term paper are comprehensive. The materials are carefully chosen and the structure is well designed. More importantly, all assessments are highly individualized and thus maximized to benefit each of the students.

Additional comments to align with your own Department/Faculty/School's practice.

   I am unfortunately not an expert in the content taught in the module, and so my ability to assess/judge the teaching materials is likely to be limited.

   None.

HOD/Dean/Reviewee Comments

HOD/Dean
This report has been endorsed by the Head and the Dean (or their representatives).

Reviewee's Comments

PEER REVIEW

Review ID	:	4952
Reviewee	:	Assoc Prof Tan Chuan Hoo (DISTANC)
Reviewers (in alphabetical order)	:	Prof Peh Li Shiuan (DCSPLS)
		Assoc Prof Suranga Chandima Nanayakkara (SCN)
Review Status	:	Peer Review Completed
Review Initiation Date	:	31/08/23 08:12 PM
Review Close Date	:	07/09/23 09:00 AM

A. Classroom Teaching

Course: IS6002 - Quantitative Methods for IS Research

Acad Year	Semester	Class Type	Enrolment	Attendance %	Observation Time
2023/2024	1	LECTURE	23	95 %	04/09/23 03:00 PM
2023/2024	1	LECTURE	23	100 %	04/09/23 03:00 PM

Qualitative Evaluation

1. **Preparation for, organization and effectiveness of the classroom activity in achieving the intended learning outcomes.**

   This module delivered by A/Prof Tan Chua Hoo is a combination of standard lectures to go over the topics/concepts in the syllabus, as well as students to present their paper readings. The paper discussion allows the students to apply what they have learned to critique published work.

   The canvas site is very well prepared and organized -- readings necessary for the lecture were given well in advance, students were prepared and lecture slides are very well prepared.

2. **Quality of faculty member's exposition and delivery.**

   The exposition and delivery were clear. Clear delivery of the materials. The lecturer was able to get students to ask questions.

   Faculty member was able to use a mix of slides and whiteboard to deliver the material in an interesting way. In particular, his use of many examples give context to the lecture material. He was using very relevant recent anecdotes as examples, such as the presidential election, and interesting local examples such as bidding of durians :)

3. **Faculty member's knowledge of the subject matter in relation to the content and intended learning outcomes of the module.**

   Prof. Tan is an expert in quantitative methods subject matter. He bring his years of research expertise in designing experiments into the class.

   Faculty member clearly knows this subject in and out... referring frequently to his own user studies in the past and how he applied the statistical techniques, the pros and cons, and the ways to guard against bias.

4. **Degree of student engagement facilitated by the faculty member within the constraints of the class size.**

   During the lecture, A/Prof Foong asked questions along the way and the students responded to his questions well. He also gets the students to read research papers and present them in the class.

   Several students participated and answered the questions posed by the faculty member, and they look engaged.

5. **Faculty member's ability to show the relevance of the day's topic, its relation to other topics within or outside of the module.**

   The relevance of the topic was clear. He brings real-world examples to discuss how quantitative methods can be applied. The lecturer connects well with previous classes. Also the lecturer provides an overview of the day. Learning objectives are clear and also the lecturer talks about how this class could help with student PhD research.

   His examples are very up-to-date, and relevant to the topic, even events that occur a few days before, making the lecture interesting.

6. **Faculty member's ability to encourage students' thinking.**

   The questions asked by A/Prof Tan were interesting and useful in encouraging thinking. These thoughtful questions and really get the students to think critically on their feet.

   He was able to pose questions and scenarios and ask them to think about possible solutions...

Additional comments to align with your own Department/Faculty/School's practice.

   NIL

   Great job... even to an outsider like myself who knows nothing about the content, I was able to learn and stay engaged!

B. Teaching and Assessment Materials

Course: IS6002 - Quantitative Methods for IS Research

Academic Year	Semester
2023/2024	1

Qualitative Evaluation

7. **Currency and relevance of the teaching materials (textbooks, readings, cases etc.) for the intended learning outcomes.**

   The materials are classic and relevant to the syllabus. There's no text book for this class. However, a number of external references (books, online materials) are provided in the lecture notes. The lecture notes are well organized.

   Readings are up to date

8. **Emphasis on application of knowledge as well as independent thinking and learning in the teaching materials.**

   The students are required to apply the knowledge learned through the activities in the assignments and class discussions. They are also required to do a term paper which is a good way to apply learning and independent thinking. Learning materials incorporated real-world examples.

   Students lead discussions and write papers critiquing the studies, as well as come up with study examples, hence learning how to apply the knowledge

9. **Usefulness of information technology, if applicable.**

   Class is face-to-face. The canvas has all the learning materials. The module also uses STATA software for students to get hands-on experience in applying quantitative methods.

   Canvas, powerpoint, used appropriately.

10. **Appropriateness of the continual assessment tasks (essays, tutorials, projects, practical exercises, etc.) and/or final examinations in achieving the intended learning outcomes.**

    The continual assessment tasks consist of 1) six Individual assignments (60%), 2) a Class discussion of research papers (10%), and 3) a term paper (30%).

    These are a good mix of tasks that emphasize the learning and application of knowledge and encourage independent thinking (e.g., through coming up with and working on their own project ideas)

    Yes, appropriate. It's a 100% CA course, so no exam,

11. **Effectiveness of the continual assessment tasks and/or final examination in differentiating students with differing accomplishments.**

    The individual component is rather substantial and the tasks are non-trivial (e.g., written assignments). This should be sufficient to differentiate students with differing accomplishments.

    Effective, as students have to lead discussions, and write analytical essays that dive deep into the content, which can provide in-depth insight to their capabilities

12. **Appropriateness of the assessment tasks in challenging the students to think independently and to apply knowledge effectively.**

    The hands-on nature of the assignments, paper discussions, and the term paper helps the students to think independently.

    Yes, writing assignments that require deep knowledge, analysis, and critiquing of content

Additional comments to align with your own Department/Faculty/School's practice.

   I personally sat in this class for the entire term last year when I joined DISA to get a deeper understanding of the quantitative methods in the Information Systems (IS) domain. I can certainly certify that A/Prof Tan does a wonderful job in explaining quantitative methods in IS and makes it very interesting to follow. Overall, this class is well aligned with providing students with strong foundational knowledge and experience.

HOD/Dean/Reviewee Comments

HOD/Dean
This report has been endorsed by the Head and the Dean (or their representatives).

Reviewee's Comments
Commented on :07/09/23 09:00 AM
I deeply appreciate the reviewers for taking the time to sit in the class and look through the course materials in canvas. An enriching learning experience for me, always.