Q 1. All things considered, how would you rate the effectiveness of this person as a university teacher?

Response Distribution:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Outstanding</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>6.</td>
<td>11</td>
<td>46%</td>
</tr>
<tr>
<td>5.</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>4. Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1. Very Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Statistics:

- Mean Response: 6.4
- Median Response: 6
- Standard Deviation: 0.6
- No. Valid Responses: 24
- % Broad Agreement: 100%

Q 2. This person is well organised.

Response Distribution:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Strongly Agree</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>6.</td>
<td>14</td>
<td>58%</td>
</tr>
<tr>
<td>5.</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>4. Undecided</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1. Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Statistics:

- Mean Response: 5.9
- Median Response: 6
- Standard Deviation: 0.8
- No. Valid Responses: 24
- % Broad Agreement: 92%

Q 3. This person shows concern for students.

Response Distribution:

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Strongly Agree</td>
<td>9</td>
<td>38%</td>
</tr>
<tr>
<td>6.</td>
<td>10</td>
<td>42%</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>21%</td>
</tr>
<tr>
<td>4. Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1. Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Statistics:

- Mean Response: 6.2
- Median Response: 6
- Standard Deviation: 0.8
- No. Valid Responses: 24
- % Broad Agreement: 100%
Q 4. This person shows enthusiasm for encouraging student learning.

**Statistics:**
- Mean Response: 6.5
- Median Response: 7
- Standard Deviation: 0.6
- No. Valid Responses: 24
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Strongly Agree: 14 (58%)
- 6: 9 (38%)
- 5: 1 (4%)
- 4. Undecided: 0 (0%)
- 3: 0 (0%)
- 2: 0 (0%)
- 1. Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 5. This person encourages student participation.

**Statistics:**
- Mean Response: 6.6
- Median Response: 7
- Standard Deviation: 0.7
- No. Valid Responses: 24
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Strongly Agree: 16 (67%)
- 6: 6 (25%)
- 5: 2 (8%)
- 4. Undecided: 0 (0%)
- 3: 0 (0%)
- 2: 0 (0%)
- 1. Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 6. This person stimulates my interest in learning in this course.

**Statistics:**
- Mean Response: 5.8
- Median Response: 6
- Standard Deviation: 1.0
- No. Valid Responses: 24
- % Broad Agreement: 88%

**Response Distribution:**
- 7. Strongly Agree: 6 (25%)
- 6: 9 (38%)
- 5: 6 (25%)
- 4. Undecided: 3 (13%)
- 3: 0 (0%)
- 2: 0 (0%)
- 1. Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 7. This person gives clear explanations.

**Statistics:**
- Mean Response: 6.2
- Median Response: 7
- Standard Deviation: 1.2
- No. Valid Responses: 24
- % Broad Agreement: 96%

**Response Distribution:**
- 7. Strongly Agree: 13 (54%)
- 6: 5 (21%)
- 5: 5 (21%)
- 4. Undecided: 0 (0%)
- 3: 0 (0%)
- 2: 1 (4%)
- 1. Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)
Q 8. What are the best aspects of this person's teaching?

- Everything above

- Very good knowledge of possible solutions to most problems/questions.

- Funny clear explanations

- He has lots of enthusiasm for the subject. Encourages us to practice. Knows his stuff.

- Enthusiasm and memory
the explanations that he give (both talking and writing)

Enthusiastic, knows his stuff and very keen to explain problems to us.

He is well organised answers questions readily.

Clear points, easy to get the important information.

Great Tone!

clear explanation.

well organized.
every aspect is perfect.

Clear explanations.

give example that is more easy to understand.

He is a funny man, with obvious depth of knowledge.

He explains things concisely and stresses understanding. He is enthusiastic and exciting so makes the rather boring material interesting.
Explains concepts in simple to understand terms

Class participation: ensure that the whole class is involved (thumbs up/down, round the class, etc.)

Focus on key issues & concepts in the course (ignore any trivial last minute questions)
Constant readiness to answer questions (including late at night)

Encouraging students' study interest:

clear explanations, show the problems on the class, and teach students

Gave us a lot of examples.

Funny tutorial.

He explains the objective of the question and then clearly demonstrates the essential steps of the problem, and encourages us to think by asking questions.
Q 9. This person could improve student learning by:

None

Better handwriting

Goes a little too fast for my liking. I’m a fairly slow learning student, and need better help with Java than what is provided. Think OOA generally is not taught well (which is not David’s fault).

talking slower

writing clearly with better a sit clearly.
The solutions are great. But if we don't get through all the questions we don't get the answers. I am not convinced about this no soins policy the department has.

Covering more questions in slightly less detail.

Being less negative about pure mathematics ;)

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Print some improved notes to students.

Slow down the speed.

Making things seem less intimidating when he asks for input.