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

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Response: 6.5</td>
<td>7. Strongly Agree</td>
<td>18</td>
<td>62%</td>
</tr>
<tr>
<td>Median Response: 7</td>
<td>5.</td>
<td>8</td>
<td>28%</td>
</tr>
<tr>
<td>Standard Deviation: 0.7</td>
<td>4. Undecided</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No. Valid Responses: 29</td>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>% Broad Agreement: 100%</td>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q 2. This person is well organised.

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Response: 6.0</td>
<td>7. Strongly Agree</td>
<td>9</td>
<td>31%</td>
</tr>
<tr>
<td>Median Response: 6</td>
<td>6.</td>
<td>13</td>
<td>45%</td>
</tr>
<tr>
<td>Standard Deviation: 0.8</td>
<td>5.</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>No. Valid Responses: 29</td>
<td>4. Undecided</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Q 3. This person shows concern for students.

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Response: 6.2</td>
<td>7. Strongly Agree</td>
<td>14</td>
<td>48%</td>
</tr>
<tr>
<td>Median Response: 6</td>
<td>6.</td>
<td>9</td>
<td>31%</td>
</tr>
<tr>
<td>Standard Deviation: 0.9</td>
<td>5.</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>No. Valid Responses: 29</td>
<td>4. Undecided</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Q 4.** This person shows enthusiasm for encouraging student learning.

**Statistics:**
- Mean Response: 6.6
- Median Response: 7
- Standard Deviation: 0.7
- No. Valid Responses: 29
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Strongly Agree: 21, 72%
- 6. Agree: 5, 17%
- 5. Neutral: 3, 10%
- 4. Undecided: 0, 0%
- 3. Disagree: 0, 0%
- 2. Strongly Disagree: 0, 0%
- Not Applicable: 0, 0%
- No Response: 0, 0%

**Q 5.** This person encourages student participation.

**Statistics:**
- Mean Response: 6.4
- Median Response: 7
- Standard Deviation: 0.8
- No. Valid Responses: 29
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Strongly Agree: 18, 62%
- 6. Agree: 6, 21%
- 5. Neutral: 5, 17%
- 4. Undecided: 0, 0%
- 3. Disagree: 0, 0%
- 2. 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: 6.2
- Median Response: 6
- Standard Deviation: 0.9
- No. Valid Responses: 29
- % Broad Agreement: 93%

**Response Distribution:**
- 7. Strongly Agree: 12, 41%
- 6. Agree: 12, 41%
- 5. Neutral: 3, 10%
- 4. Undecided: 2, 7%
- 3. Disagree: 0, 0%
- 2. Strongly Disagree: 0, 0%
- Not Applicable: 0, 0%
- No Response: 0, 0%

**Q 7.** This person gives clear explanations.

**Statistics:**
- Mean Response: 6.3
- Median Response: 7
- Standard Deviation: 0.8
- No. Valid Responses: 29
- % Broad Agreement: 97%

**Response Distribution:**
- 7. Strongly Agree: 15, 52%
- 6. Agree: 10, 34%
- 5. Neutral: 3, 10%
- 4. Undecided: 1, 3%
- 3. Disagree: 0, 0%
- 2. Strongly Disagree: 0, 0%
- Not Applicable: 0, 0%
- No Response: 0, 0%
What are the best aspects of this person’s teaching?

give the students more explanation,
figure out the problem what the students have.

Enthusiasm

He makes a visible effort to make classes interesting and to have all the students contribute.

Very clear explanations.
Give clear explanations & make classes interesting

He's funny

- constant examples.
- always stresses critical points.
- teaching style: No set format.

Makes sure you understand a concept.

Probably the most knowledgeable and helpful lectures/tutors at the university.
Easily the best explanation and assistance of any university teacher I’ve had. Interesting to listen to and gives me plenty of fair criticism where needed.

Very clear explanations, related topics to real world.

He is very interactive with students and thus making him very approachable.

Helps you to get the answer, rather than saying it’s simply wrong!

He is brilliant at explaining concepts and processes; he’s very clear.

His enthusiasm is also a plus.

Great explanation, excellent teaching style!
He really really really knows his material.

Very enthusiastic and encourages participation.

Tells hilarious jokes

Give us clear explanations.

Very energetic & loves what he does.

Always has time to help at any situation.

Has more effective ways in explaining concepts.

Gives very clear & concise explanations of content.

Tries to cover as much theory as possible.

Easy explanation.
Enthusiastic, entertaining, very detailed answers.

Goes through questions carefully and in detail, often giving extra information. Knows a lot.

Very good explanations; drives home the point excellently. Encourages student participation. Excellent communication skills.

The explanation can be well-understood but too fast. Sometimes I can't catch what he was saying.

Casual approach to lecturing.
enthusiasm
Q 9. This person could improve student learning by:

- Speak slowly.
- Speak slowly.
- Writing bigger on the board.
- Arriving at tutorials on time & being in his office on Mondays.
Covering more questions in tutorials - a lot of time is spent on one question and not much time is left for others.

Can tend to ramble a bit.

Having some material handed out so that we can listen and fully grasp things rather than madly copying.

Speak slower.

Perhaps he could go a bit slower.

Slower explanations.
More example.

N/A. (he has mastered teaching).

Talk slower.

Tut solutions on the web.

Putting tutorial solutions on the web
(sometimes there's not enough time for all questions)
Finishing all of the questions; sometimes we do not have enough time to do every question.

Try to give an explanation with a bit slower.

David might talk too fast.

giving solution.