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

**Statistics:**
- Mean Response: 6.6
- Median Response: 7
- Standard Deviation: 0.6
- No. Valid Responses: 49
- % Broad Agreement: 98%

**Response Distribution:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>30</td>
<td>61%</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>35%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2%</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</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Q 2. This person is well organised.**

**Statistics:**
- Mean Response: 6.2
- Median Response: 6
- Standard Deviation: 1.0
- No. Valid Responses: 49
- % Broad Agreement: 92%

**Response Distribution:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>24</td>
<td>49%</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0</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>

**Q 3. This person shows concern for students.**

**Statistics:**
- Mean Response: 6.6
- Median Response: 7
- Standard Deviation: 0.6
- No. Valid Responses: 49
- % Broad Agreement: 100%

**Response Distribution:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>30</td>
<td>61%</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>4</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</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0</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>
Q 4. This person shows enthusiasm for encouraging student learning.

Statistics:
Mean Response: 6.8
Median Response: 7
Standard Deviation: 0.5
No. Valid Responses: 49
% Broad Agreement: 100%

Response Distribution:

- Strongly Agree: 38 (78%)
- Agree: 10 (20%)
- Undecided: 0 (0%)
- Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 5. This person encourages student participation.

Statistics:
Mean Response: 6.5
Median Response: 7
Standard Deviation: 0.7
No. Valid Responses: 49
% Broad Agreement: 98%

Response Distribution:

- Strongly Agree: 30 (61%)
- Agree: 15 (31%)
- Undecided: 1 (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: 6.5
Median Response: 7
Standard Deviation: 0.8
No. Valid Responses: 49
% Broad Agreement: 94%

Response Distribution:

- Strongly Agree: 29 (59%)
- Agree: 17 (35%)
- Undecided: 3 (6%)
- Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 7. This person gives clear explanations.

Statistics:
Mean Response: 6.5
Median Response: 7
Standard Deviation: 0.9
No. Valid Responses: 49
% Broad Agreement: 96%

Response Distribution:

- Strongly Agree: 32 (65%)
- Agree: 13 (27%)
- Undecided: 2 (4%)
- Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)
Q 8. What are the best aspects of this person’s teaching?

- Enthusiastic
- Patient
- Shows concern for students especially international students.
- Gives clear explanations on questions.

Lecture Note

Communication skills

Very Enthusiastic.
His lectures are engaging, and his emphasis is really on learning and improving.

Some tests for assignments are not fair. We may fail most of the tests only because one single error.

This course is very good, and I can learn a lot about event driven computing.

Moreover, I can get a lot of information from the discussion forum.

He showed very good skills of teaching this course.

He is enthusiastic enough.
enjoying teaching student

He really knows what he is teaching!

class is never boring.
great way to end the week.

energetic.

fun & interesting
very very good teaching way and gives very clear explanation.

All good

Clear structure.
Good explanation.

Complete enthusiasm even on a Friday afternoon!

Practicals give great experience in debugging code and ensuring code is hardened against errors.
- He enjoy teaching. Student feel comfortable studying.

- Interactive teaching.

Excellent

Explanatory
David is a humour guy and shows the explanations clear.

Interesting to listen to.

Keeps things interesting. Explains stuff well.

When he goes off on a tangent, telling us about one of his life stories, before stating "I digress".

- Interesting lectures
- Seems to make the course more exciting than the content actually is.
IT'S IMPOSSIBLE TO GO INTO A LECTURE AND NOT LEARN SOMETHING AMAZING FROM THIS GUY.

He shows a lot of interest and enthusiasm when teaching. Although some say his teaching pace is too fast, I think it is fine.

Amazing lecture style - no slides forces students to watch/listen/Note taking. Explanations of pracs not only help w pracs but helps with understanding lectured ideals.

f) Makes this boring course interesting, and we've learn a lot beside what was told in the book.
Q 9. This person could improve student learning by:

- no improvement

- add some lecture notes on website.

- speak slowly.

- gives lectures using PPT rather than totally hand-writing since it's hard to read.

- writing could be more clear.
LectureNotes

Write clearer/larger on whiteboard.
Learn more Chinese characters:

生老病死
born grow get die
old sick

More resources for students

Give more examples to students and encourage them to provide more and more examples.

give more detail in design pattern rather than RSA etc. As well, these is also important
give more demo and examples.

Personally, I have no claims or comment about the teaching style of Mr. Knight. Then, for me, nothing to improve. Already 8

increase 'font size' while writing on the whiteboard.

some topics in lecture I couldn't understand. "chatis".

Speak a bit slower for students who don't have English as a first language.
- Clearer writing

- Clearer writing on whiteboard.

- Small prac exercise (programming one)

- Giving more feedback on practicals.
More feedback on the tests of practicals.

Tell whoever wrote this to spell his name correctly.

Feed back

Lecture recordings perhaps
- Gets sidetracked from the course but at least his stories are good.
- Can't really improve, probably one of the best CS lecturers at Adelaide.

Toning down his awesomeness so it doesn't scramble our brain waves.

Slightly reducing the time spent on discussions and practical discussions, so more lecture material can be taught. The practical specifications should be made clearly and not designed to trick students.

Poor handwriting.
Small handwriting.

Not everyone can sit in the front rows.

Using better white board markers.
Write less on the board - shorthand/notes, not sentences.
His writing. Although big enough, but something confusing, should be improved.