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

**Statistics:**
- Mean Response: 6.5
- Median Response: 7
- Standard Deviation: 0.7
- No. Valid Responses: 37
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Outstanding: 22 (59%)
- 6.0: 10 (27%)
- 5.0: 5 (14%)
- 4.0: 0 (0%)
- 3.0: 0 (0%)
- 2.0: 0 (0%)
- 1.0: Very Poor: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

---

Q 2. This person is well organised.

**Statistics:**
- Mean Response: 6.2
- Median Response: 7
- Standard Deviation: 1.0
- No. Valid Responses: 37
- % Broad Agreement: 95%

**Response Distribution:**
- 7. Strongly Agree: 19 (51%)
- 6.0: 10 (27%)
- 5.0: 6 (16%)
- 4.0: Undecided: 1 (3%)
- 3.0: 1 (3%)
- 2.0: 0 (0%)
- 1.0: Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

---

Q 3. This person shows concern for students.

**Statistics:**
- Mean Response: 6.5
- Median Response: 7
- Standard Deviation: 0.6
- No. Valid Responses: 37
- % Broad Agreement: 100%

**Response Distribution:**
- 7. Strongly Agree: 23 (62%)
- 6.0: 11 (30%)
- 5.0: 3 (8%)
- 4.0: Undecided: 0 (0%)
- 3.0: 0 (0%)
- 2.0: 0 (0%)
- 1.0: Strongly Disagree: 0 (0%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)
Q 4. This person shows enthusiasm for encouraging student learning.

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
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<tbody>
<tr>
<td>Mean Response: 6.7</td>
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</tr>
<tr>
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</tr>
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<tr>
<td>No. Valid Responses: 37</td>
<td>5.</td>
</tr>
<tr>
<td>% Broad Agreement: 95%</td>
<td>4. Undecided</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
</tr>
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</table>

Q 5. This person encourages student participation.

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
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<tbody>
<tr>
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<tr>
<td>Median Response: 7</td>
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<tr>
<td>% Broad Agreement: 95%</td>
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</tr>
<tr>
<td></td>
<td>3.</td>
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<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td>1. Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
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<tbody>
<tr>
<td>Mean Response: 6.3</td>
<td>Count</td>
</tr>
<tr>
<td>Median Response: 7</td>
<td>7. Strongly Agree</td>
</tr>
<tr>
<td>Standard Deviation: 1.1</td>
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<tr>
<td>No. Valid Responses: 37</td>
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<tr>
<td>% Broad Agreement: 89%</td>
<td>4. Undecided</td>
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<tr>
<td></td>
<td>3.</td>
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<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
</tr>
</tbody>
</table>

Q 7. This person gives clear explanations.

<table>
<thead>
<tr>
<th>Statistics:</th>
<th>Response Distribution:</th>
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</thead>
<tbody>
<tr>
<td>Mean Response: 6.5</td>
<td>Count</td>
</tr>
<tr>
<td>Median Response: 7</td>
<td>7. Strongly Agree</td>
</tr>
<tr>
<td>Standard Deviation: 0.8</td>
<td>6.</td>
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<tr>
<td>No. Valid Responses: 37</td>
<td>5.</td>
</tr>
<tr>
<td>% Broad Agreement: 95%</td>
<td>4. Undecided</td>
</tr>
<tr>
<td></td>
<td>3.</td>
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<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>1. Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Not Applicable</td>
</tr>
<tr>
<td></td>
<td>No Response</td>
</tr>
</tbody>
</table>
Q 8. What are the best aspects of this person’s teaching?

- His analogies used in teaching and examples are very relevant and work well.
- His explanations are clear and to the point, sometimes using relevant examples to illustrate a concept.
- His use of whiteboard is very clear and easy to follow.
- Well-organized
- Clear explanations on questions
- Active and makes the lectures interesting.
- Enthusiastic in teaching.
- Entertaining class, approachable and fun personality.
- The only lecturer whose class I’ve never dozed off in uni.
- Enthusiastic, patient, clear
good explanation, catch students' attention

very enthusiastic and interested, and explains very well

Practicals were great insight into what would be expected of us in an industry situation. Also provided valuable lesson in approach to debugging.

He provides a true learning environment which focuses more on understanding principles rather than being task-oriented. His lectures are very engaging and clear.

Patient, willing to listen to comments. He's very understanding.
Overall good!
He really knows what he talks about. Very didactic to teach.

Very clear explanation. Well organized. Lecture.

Taking things step by step. Teaching student and then ask for contribution from student.

Responsible & patient.

Very clean and efficient.
very good, fantasty, very good structure of lectures
the explanation for state machine and event handle was made sense to me

Students learn to carefully design the program.

stimulate students thinking
prepare us for the industry world

funny detail to explain
I think no guy can take the tutorial instead of David
Stimulates students interest in learning this course always share useful programming experience with us. Which is not shown in the book.

Very enthusiastic.

Like the 3-words submission although it is very challenging.

very.

Clear explanations.

God passion for answering students’ questions.

very nice.
Good explanation.

He is positive enthusiasm in teaching.

Explanations stimulate my interest.

Show much concern to students.
Q 9. This person could improve student learning by:

- Arriving to tutorials a little earlier.

- Could try slowing down & managing time a bit better.

- No need to improve.

- Sometimes talks too much and doesn't listen enough (maybe...)
brining lots of super dark pens, always.
somtimes it's hard to see what he's writing on the board

fixing the test scripts used for practical assessments.

Nothing to improve. Tutorials were pretty practical to understand the course.
Make thing a bit clear.

Give more detailed information on DFA. Some topic is going to fast, such as DFA, NFA.

Talk slowly and less chat during lecture.

I think no guy can change the tutorial instead of David!
All I can say is this course is the best among the four courses I've chosen this semester.

Sometimes the writing on the board is a bit small.
Vertigo