Academic Period: Semester 2
No. Students: 82
No. Responses: 37
Date of Survey: 23/10/2008
Administered by: Staff
Teacher: Mr David Knight
Academic Org: School of Computer Science
Course Component: Unspecified
No. Classes: 1
Course Code: COMP SCI 3013
Course Name: Event Driven Computing
Course Lvl: 3rd Year
Course Code: COMP SCI 7089
Course Name: Event Driven Computing
Course Lvl: Masters

**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>22</td>
<td>59%</td>
</tr>
<tr>
<td>Median Response: 7</td>
<td>6.</td>
<td>13</td>
<td>35%</td>
</tr>
<tr>
<td>Standard Deviation: 0.7</td>
<td>5.</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>No. Valid Responses: 37</td>
<td>4. Undecided</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>% Broad Agreement: 97%</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 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: 5.8</td>
<td>7. Strongly Agree</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>Median Response: 6</td>
<td>6.</td>
<td>11</td>
<td>30%</td>
</tr>
<tr>
<td>Standard Deviation: 1.2</td>
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<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>No. Valid Responses: 37</td>
<td>4. Undecided</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>% Broad Agreement: 89%</td>
<td>3.</td>
<td>3</td>
<td>8%</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: 6.5</td>
<td>7. Strongly Agree</td>
<td>24</td>
<td>65%</td>
</tr>
<tr>
<td>Median Response: 7</td>
<td>6.</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>Standard Deviation: 0.8</td>
<td>5.</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>No. Valid Responses: 37</td>
<td>4. Undecided</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>% Broad Agreement: 97%</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: 6.8
- Median Response: 7
- Standard Deviation: 0.4
- No. Valid Responses: 37
- % Broad Agreement: 100%

Response Distribution:
- 7. Strongly Agree: 30 (81%)
- 6: 7 (19%)
- 5: 0 (0%)
- 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: 6.4
- Median Response: 7
- Standard Deviation: 0.7
- No. Valid Responses: 37
- % Broad Agreement: 100%

Response Distribution:
- 7. Strongly Agree: 21 (57%)
- 6: 11 (30%)
- 5.0: 5 (14%)
- 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: 6.3
- Median Response: 7
- Standard Deviation: 1.1
- No. Valid Responses: 37
- % Broad Agreement: 97%

Response Distribution:
- 7. Strongly Agree: 19 (51%)
- 6: 14 (38%)
- 5: 3 (8%)
- 4. Undecided: 0 (0%)
- 3: 0 (0%)
- 2: 0 (0%)
- 1. Strongly Disagree: 1 (3%)
- Not Applicable: 0 (0%)
- No Response: 0 (0%)

Q 7. This person gives clear explanations.

Statistics:
- Mean Response: 6.1
- Median Response: 6
- Standard Deviation: 1.1
- No. Valid Responses: 37
- % Broad Agreement: 95%

Response Distribution:
- 7. Strongly Agree: 17 (46%)
- 6: 12 (32%)
- 5: 6 (16%)
- 4. Undecided: 1 (3%)
- 3: 0 (0%)
- 2: 1 (3%)
- 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?

- Flamboyant, very helpful, and concerned to students
- Interesting
- Nice marking tests
- Nice approachability and general teaching method
- Too many.
- Make it clear and simple.
- Not boring.
- "He's OK! Enough said."
Humor: enthusiasm, cares for students.

Enthusiasm for the course. Makes me want to learn.

Dealing with questions very well, clear explanation.

Is lively, energetic and draws in the attention of students. Is willing to joke, is not excessively serious/salmon, explains well and speaks clearly and is down to earth & friendly.

Best lecturer ever. Very clear explanations. Made enjoyable by enthusiastic teaching style. Obviously understands material & presents it in a way that is easily understandable. Very interesting & interesting case. [3 test phases: 60%]
He's probably the best teacher in this place.

- Entertaining
- Knowledgeable

- Incorporates humor into the lecture
- Jokes around with the class to keep interest in the less interesting bits

3, 4, 5 from above:
- Organization or his self-admitted lack of it has not been an issue in the slightest.

The fact that he makes sure we understand core concepts about programming and writing good programs. Basically, stuff that should be part of first year, early second year.
He is funny
Good explanations and examples
works through examples on the board

His amusing anecdotes (even if heard before) & analogies for every concept => reinforeces learning.

Entertaining, enthusiastic, clearly very bright and actively interested in the material he lectures on.

Gives good clear examples and shows great concern for student learning. Allows students to learn independently.

Humour
OK is the King! It is his inspiration in 1st year that made me choose CS. He is indeed the Dark Knight.

Makes everything interesting to learn.

Very involved and active. Uses whiteboard instead of slides.

Name, shows enthusiasm.
- His enthusiasm and energetic style

- Actually has background knowledge about what he teaches.
- Gives good explanations.
- Discusses sometimes but always interesting.
- Relaxes deadlines for students with heavy workload.

He is very humorous and atmosphere relaxed. Makes the learning

Mind of students
Personal
Wants to go with his lecture
He writes his own thorough notes. Very helpful to follow and the discussion that follows the material is probably the most valuable part of lecture.

Unique presentation style.

Enthusiasm for students, genuinely tries to make course interesting.

- Highly approachable
- Makes time for students
- Flexible in assignment submission/assessment
Q 9. This person could improve student learning by:

- Ask: We need more teacher's assistant to help answering questions on forum.
- Providing better direct feedback on assignment, although he was very helpful when approached personally.
- He knows better than me.
- I suggest for more TA to help before the exams about the questions.
- Better/more informative feedback on/with assignment test results.
- Giving less cryptic responses.
- Making the assignment specifications clear and not constantly altering the spec.
- Making it clear what is expected for assignments and stick to it.
- Give more/better feedback.
More concise practical specification.

Giving more practical lectures, such as how to apply design patterns into the actual coding.

When testing the *** out of people's assignments, provide some feedback as to what testing procedures are failing, and what the inputs/outputs of those tests should be, and what they are testing for. 95% of students stop caring about the assignment.

N/A.

I'd say more jokes but realistically he cracks enough already.
Talking a bit slower
Writing a bit bigger on the board.

Using slightly better quality whiteboard markers

It is a bit frustrating that when he replies to learnt posts with "sounding me", I can understand if it is an embarrassing problem for the student but 1) they will have to get used to having mistakes noticed and 2) if knowledge is suitable for one person it should be for everyone.

Let people put their feet on the seats
Teach more courses I do
But seriously... sometimes a straight answer is needed for a question.

Teach every course!
To avoid sometimes give direct answer.
Providing clearer expectations of practicals.

Providing more exam-like questions with solutions. It is in some ways difficult to know when exam questions will come from.

Making sure he teaches all of my courses next semester!!!

Powerpoint slides

Just that with EDC, I get confused with what is expected during the practice. I ask him what is expected, he says it's intuition. I'd like to get my logical thinking on the right track if my thinking is "wrong." Let on the other side, he teaches the lectures very well and makes (class) presented easy to understand.
Watch language when replying to forum questions: can be a little vague at times.

Speak slowly please.

Speak more slowly.

Speak slowly more.

Better defining assignment specifications.
- Nothing.
- Give the run a pay raise!

Welcome help!

Do not pay so much attention to local ministries in the case. Teach as for the good student. How can one cause for the good student.

Consider that one has a course to learn about. How can one cause for the good student.

Do not enjoy the course exams to base their on the teaching.

DK is excellent, and probably the most 'book' lecturer in the school and deeply inspires me as an engineer. I think he teaches as well is would be possible. I'm not going to complain about whiteboard work, it is almost irrelevant to me.

Explain precisely in more detail.
Writing more specific task specifications