

TEACHER REPORT

| | |
|-------------------|--|
| Name of Teacher | THEODORE LEEBRANT |
| Module | CS1231S-Discrete Structures (TUTORIAL) |
| Academic Year/Sem | 2020/2021 - SEM 1 |
| Department | COMPUTER SCIENCE |
| Faculty | SCHOOL OF COMPUTING |

| Raters | Student |
|----------------|---------|
| Responded | 12 |
| Invited | 17 |
| Response Ratio | 71% |

Note:

Class Size = Invited; Response Size = Responded; Response Rate = Response Ratio

A. GUIDELINES FOR INTERPRETING THE REPORT

The teacher evaluation report is for developmental purposes and is meant to help identify strengths and areas for improvement. Please consider the following recommendations that will aid in interpreting the results:

1. Examine the report by taking note of patterns in order to consider how best to act on the feedback your students have taken the time to provide. Use the reflection section at the end to reflect upon how you might act on the feedback.
2. These evaluations stem from student perception and thus constitute one source of evidence among others as to the quality of your teaching. Any response to the feedback should be based on the most representative results rather than on outlying responses.
3. Upon getting a general sense as to what has gone well, and which areas may require attention and improvement, it is important to drill down to the related questions. These questions can help guide future action if feedback from students suggest areas for improvement.
4. Keep both the likert scale and written comments in mind while reading through the report. High scores (4+) suggest student consensus indicating a strength. On the other hand, low scores (2-) should be considered as an area that requires immediate developmental focus based on student feedback.

B. NOMINATION FOR TEACHING AWARDS

| Response Count | |
|--|---|
| I would like to nominate THEODORE LEEBRANT for teaching awards | 1 |

| Comment |
|--|
| - Theodore is able to make more difficult contents from the lecture easier to understand and he is able to provide different types of explanation towards different problems. He is very quick and effective during tutorial in a sense that he gets straight to the point, instead of diverting away to other topics. |

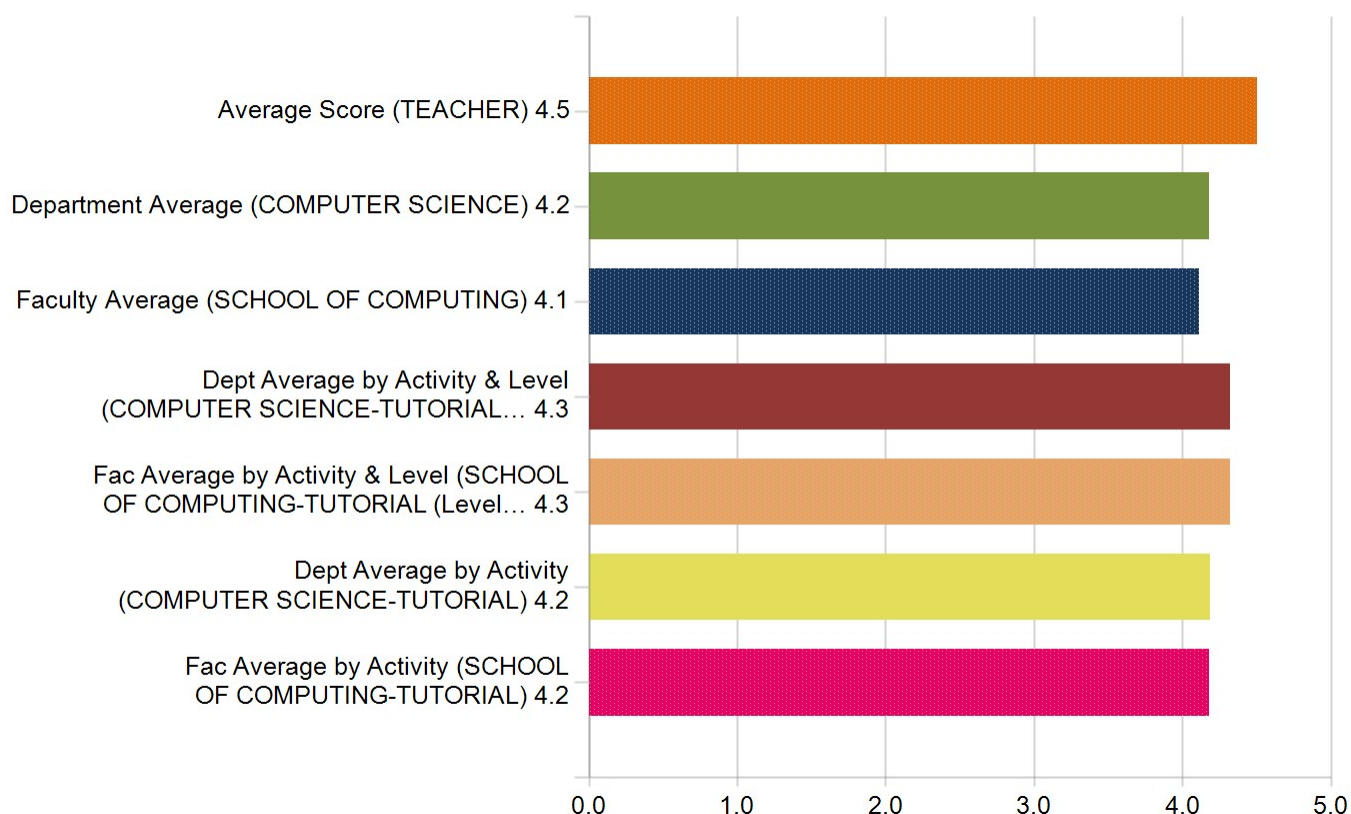
C. STUDENT FEEDBACK SCORES

(i) Rating Score

| Question | Average Score (TEACHER) | | Department Average (COMPUTER SCIENCE) | | Faculty Average (SCHOOL OF COMPUTING) | |
|------------------------------------|-------------------------|--------------------|---------------------------------------|--------------------|---------------------------------------|--------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| Overall, the teacher is effective. | 4.5 | 0.5 | 4.2 | 0.8 | 4.1 | 0.9 |

| Question | Average Score (TEACHER) | Dept Average by Activity & Level (COMPUTER SCIENCE-TUTORIAL (Level 1000)) | Fac Average by Activity & Level (SCHOOL OF COMPUTING-TUTORIAL (Level 1000)) | Dept Average by Activity (COMPUTER SCIENCE-TUTORIAL) | Fac Average by Activity (SCHOOL OF COMPUTING-TUTORIAL) |
|------------------------------------|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| Overall, the teacher is effective. | 4.5 | 4.3 | 4.3 | 4.2 | 4.2 |

Overall, the teacher is effective



| Question | Average Score (TEACHER) | | Department Average (COMPUTER SCIENCE) | | Faculty Average (SCHOOL OF COMPUTING) | |
|---|-------------------------|--------------------|---------------------------------------|--------------------|---------------------------------------|--------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| The teacher has enhanced my thinking ability. | 4.5 | 0.5 | 4.2 | 0.8 | 4.1 | 0.9 |
| The teacher provided timely and useful feedback. | 4.6 | 0.7 | 4.2 | 0.9 | 4.1 | 0.9 |
| The teacher has increased my interest in the subject. | 4.5 | 0.7 | 4.1 | 0.9 | 4.0 | 1.0 |
| Average of Q1-Q3 | 4.5 | 0.6 | 4.1 | - | 4.1 | - |

| Question | Average Score (TEACHER) | Dept Average by Activity & Level (COMPUTER SCIENCE-TUTORIAL (Level 1000)) | Fac Average by Activity & Level (SCHOOL OF COMPUTING-TUTORIAL (Level 1000)) | Dept Average by Activity (COMPUTER SCIENCE-TUTORIAL) | Fac Average by Activity (SCHOOL OF COMPUTING-TUTORIAL) |
|---|-------------------------|---|---|--|--|
| | Mean | Mean | Mean | Mean | Mean |
| The teacher has enhanced my thinking ability. | 4.5 | 4.3 | 4.3 | 4.2 | 4.2 |
| The teacher provided timely and useful feedback. | 4.6 | 4.4 | 4.4 | 4.2 | 4.2 |
| The teacher has increased my interest in the subject. | 4.5 | 4.2 | 4.2 | 4.1 | 4.1 |
| Average of Q1-Q3 | 4.5 | 4.3 | 4.3 | 4.2 | 4.1 |

Department Specific Questions

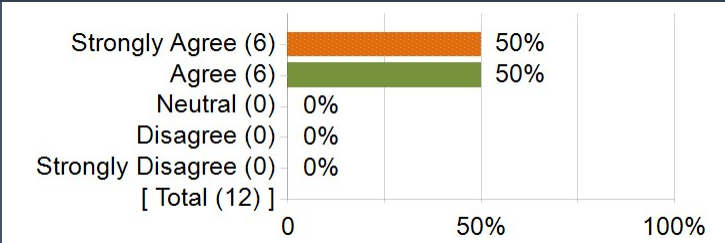
| Question | Average Score (TEACHER) | | Department Average (COMPUTER SCIENCE) | |
|--|----------------------------|-----------------------|--|-----------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| The teacher has enhanced my ability to communicate the subject material. | 4.3 | 0.7 | 4.1 | 0.8 |

| Question | Average Score (TEACHER) | | Department Average (COMPUTER SCIENCE) | |
|--|----------------------------|-----------------------|--|-----------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| The teacher's attitude and approach encouraged me to think and work in a creative and independent way. | 4.4 | 0.7 | 4.1 | 0.9 |

| Question | Average Score (TEACHER) | | Department Average (COMPUTER SCIENCE) | |
|---|----------------------------|-----------------------|--|-----------------------|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| The teacher cares about student development and learning. | 4.3 | 0.5 | 4.2 | 0.8 |

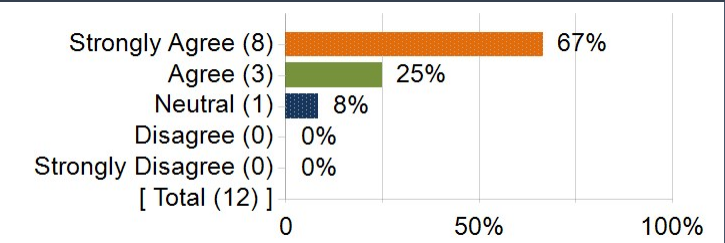
(ii) Distribution of Responses and Additional Statistics

1. The teacher has enhanced my thinking ability.



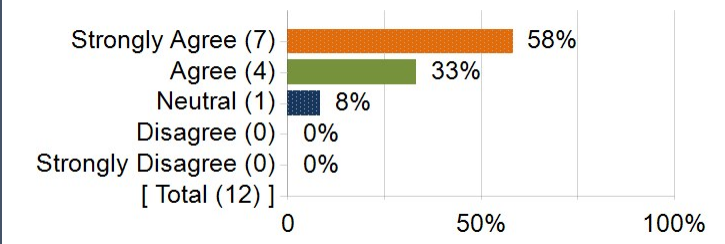
| Statistics | Value |
|--------------------|-------|
| Response Count | 12 |
| Mean | 4.5 |
| Median | 4.5 |
| Mode | 5, 4 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.5 |
| Positive Feedback | 100% |

2. The teacher provided timely and useful feedback.



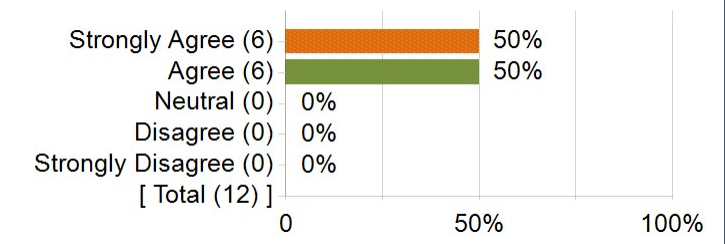
| Statistics | Value |
|--------------------|-------|
| Response Count | 12 |
| Mean | 4.6 |
| Median | 5.0 |
| Mode | 5 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.7 |
| Positive Feedback | 92% |

3. The teacher has increased my interest in the subject.



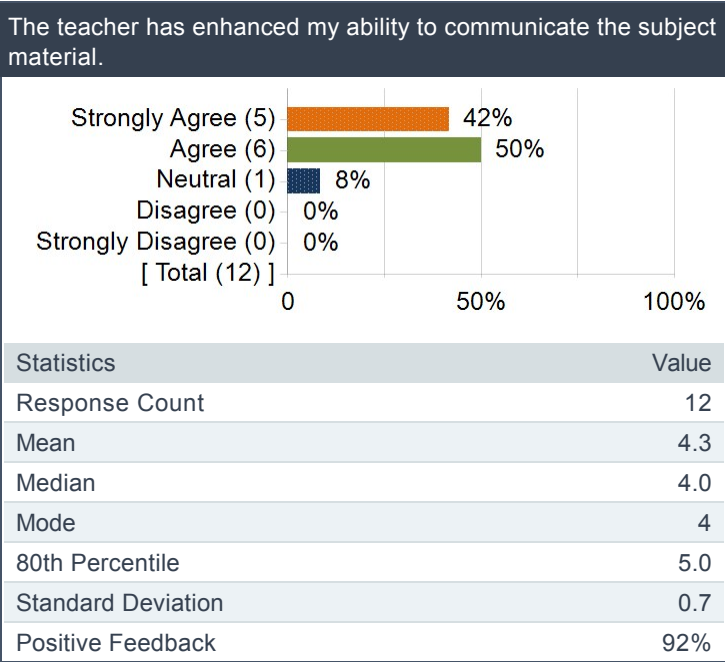
| Statistics | Value |
|--------------------|-------|
| Response Count | 12 |
| Mean | 4.5 |
| Median | 5.0 |
| Mode | 5 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.7 |
| Positive Feedback | 92% |

4. Overall, the teacher is effective.

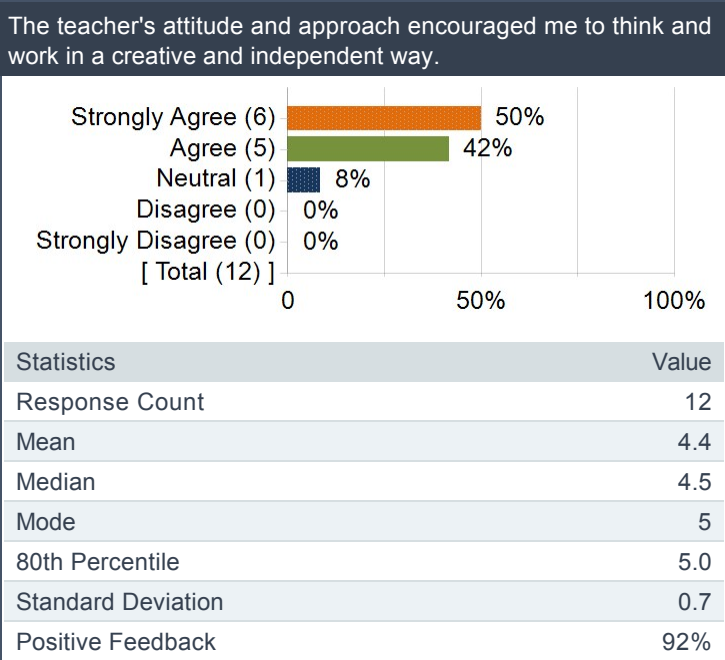


| Statistics | Value |
|--------------------|-------|
| Response Count | 12 |
| Mean | 4.5 |
| Median | 4.5 |
| Mode | 5, 4 |
| 80th Percentile | 5.0 |
| Standard Deviation | 0.5 |
| Positive Feedback | 100% |

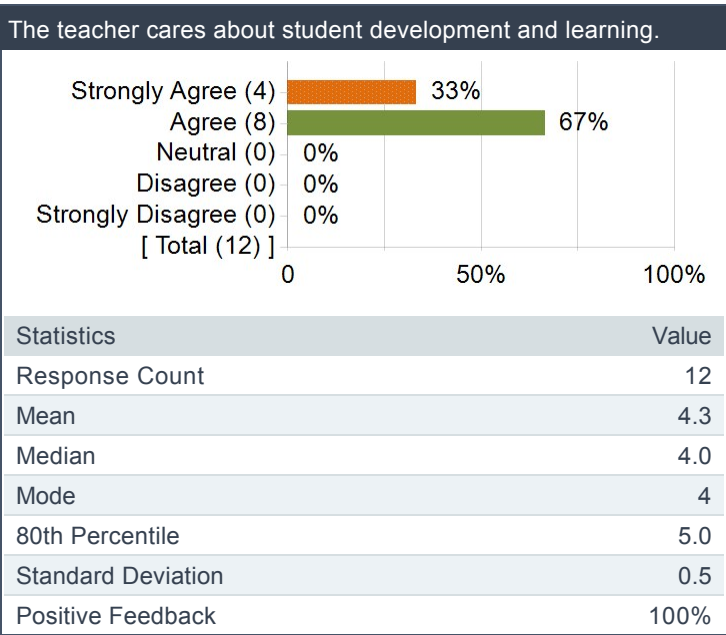
The teacher has enhanced my ability to communicate the subject material.



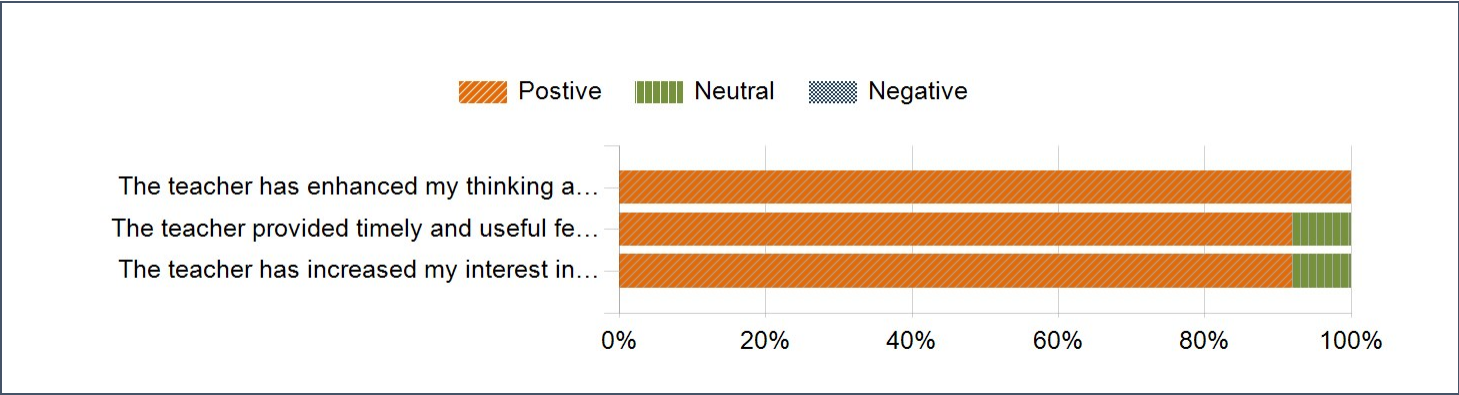
The teacher's attitude and approach encouraged me to think and work in a creative and independent way.



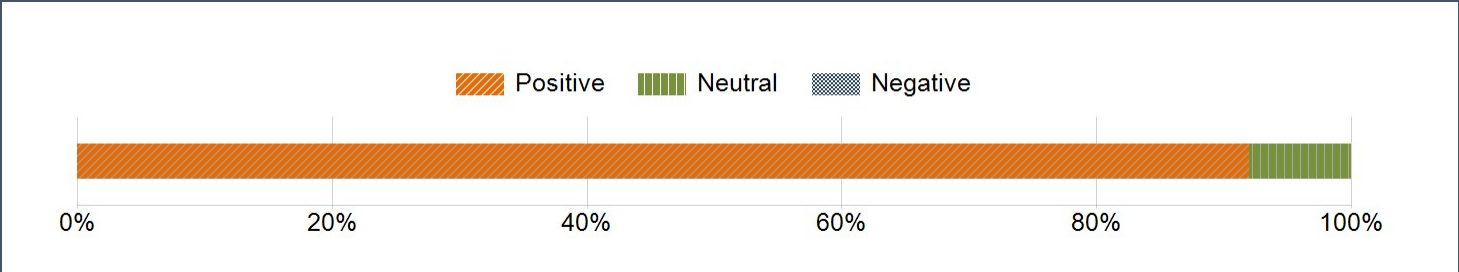
The teacher cares about student development and learning.



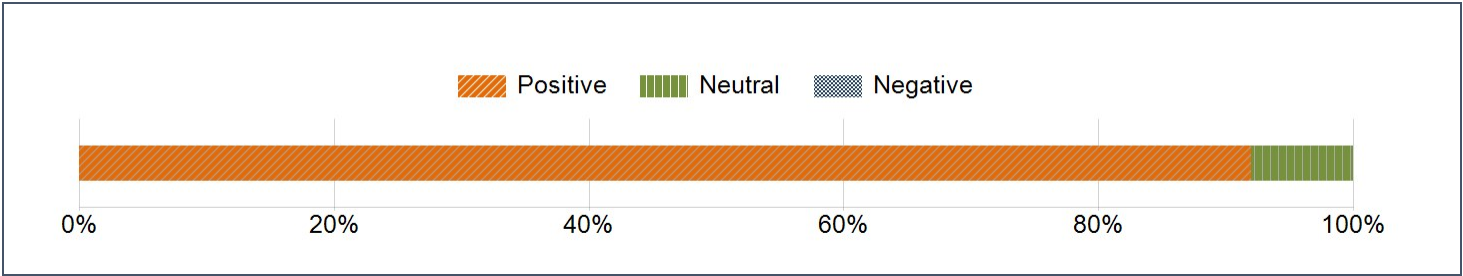
(iii) Scale Distribution of Responses



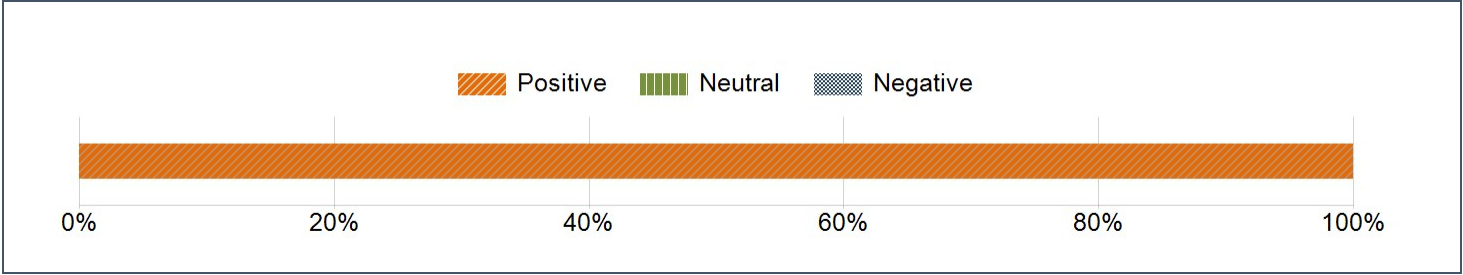
The teacher has enhanced my ability to communicate the subject material.



The teacher's attitude and approach encouraged me to think and work in a creative and independent way.



The teacher cares about student development and learning.



(iv) Rating Scores vs. Gender

| Question | M | F | Overall |
|---|-----|-----|---------|
| The teacher has enhanced my thinking ability. | 4.6 | 4.0 | 4.5 |
| The teacher provided timely and useful feedback. | 4.6 | 4.5 | 4.6 |
| The teacher has increased my interest in the subject. | 4.7 | 3.5 | 4.5 |

D. STRENGTHS

What are THEODORE LEEBRANT's strengths?

| Comments |
|--|
| He is able to make more difficult contents from the lecture easier to understand and he is able to provide different types of explanation towards different problems. He is very quick and effective during tutorial in a sense that he gets straight to the point, instead of diverting away to other topics. |
| clear |
| He is very direct and purposeful in the conduct of his lessons |
| A great tutor that continuously clarify things that are not clear. He is open to QnA sessions and always gives out a good overview of each solution to a particular question. |
| Very knowledgeable, and able to think very fast and answer student's queries well |
| Good explanations during tutorial |

E. AREAS FOR IMPROVEMENT

What improvements would you suggest to THEODORE LEEBRANT?

| Comments |
|---|
| –NIL– |
| slow down |
| Could slow down the pace at some points in the lesson, but in general he does a very good job |
| – |

F. SELF-REFLECTION

1. When comparing these results to the previous year's results, what areas have shown improvement?
2. What areas remain to be improved and what are the necessary steps / actions to do so?
3. Are there colleagues who could potentially guide me?
4. Are there issues that require departmental or institutional support?