

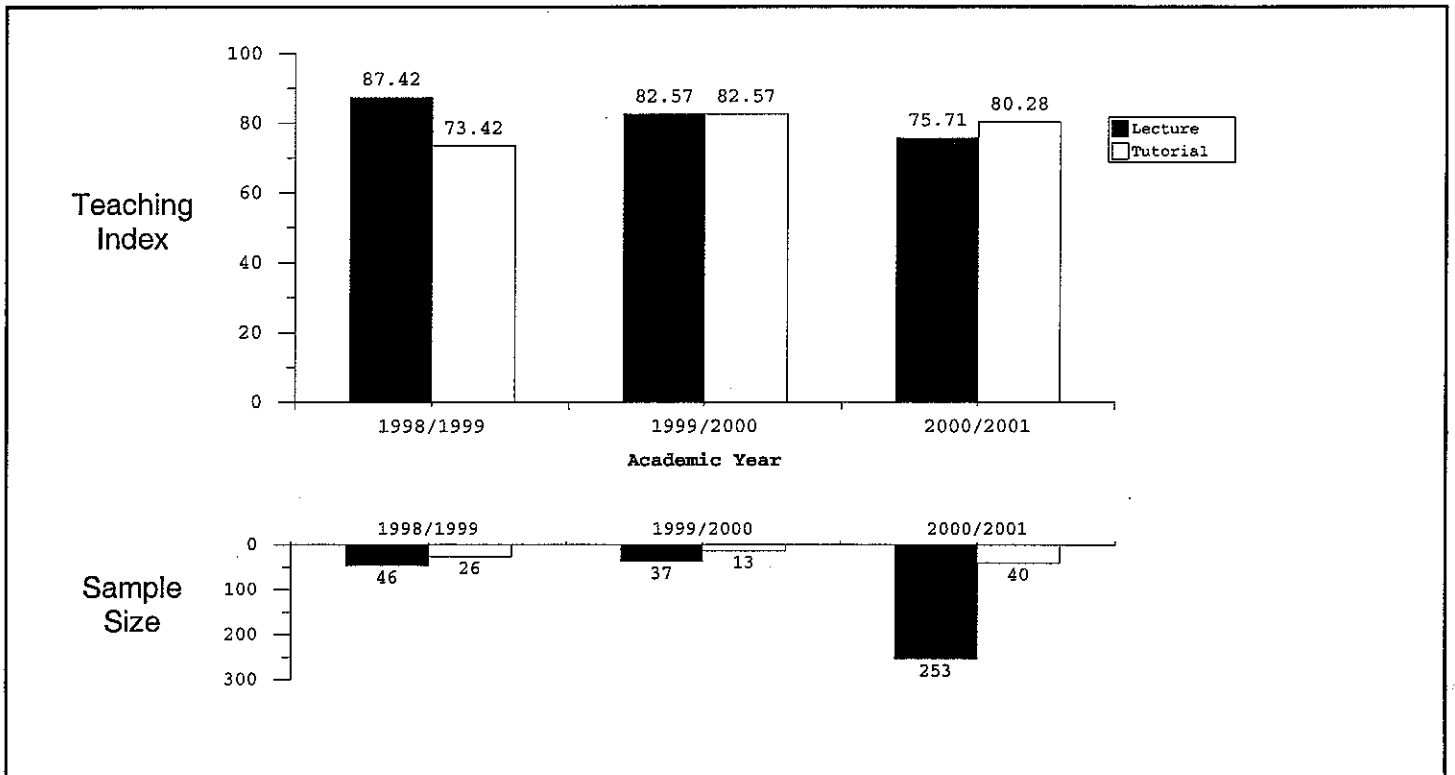
# STAFF TEACHING INDEX CHART

2000  
SCE

Staff ID: S6846496Z

Printed on 20-JUN-2001

Name: Asst Prof Yow Kin Choong



<b>Acad Year</b>	1998	1998	1999	1999	2000	2000
<b>Class Type</b>	LEC	TUT	LEC	TUT	LEC	TUT
<b>Mean Teaching Index Score in School</b>	78	79	80	81	79.14	79.68
<b>Num Staff</b>	88	88	68	71	65	72

$$\text{Teaching Index} = \frac{\text{Sum of Mean Ratings}}{35} \times 100\%$$

STUDENT FEEDBACK ON TEACHING  
(Lectures)

LECTURER NAME: YOW KIN CHOONG  
LECTURER CODE: S6846496Z  
SUBJECT NAME : MATHEMATICS I  
SUBJECT CODE : SC104

YEAR OF STUDY: 1  
SCHOOL: SAS-CE  
DATE : 25/08/00

CRITERION VARIABLES	TOTAL RESPONSES	DISTRIBUTION OF STUDENT RESPONSES				
		Strongly Agree	Agree	Neither Agr Nor DisAgr	Disagree	Strongly Disagree
		-----5-----	-----4-----	-----3-----	-----2-----	-----1-----
ORGANISATION	253 (100%)	58 (22.9)	138 (54.5)	45 (17.8)	8 ( 3.2)	4 ( 1.6)
KNOWLEDGE	253 (100%)	71 (28.1)	135 (53.4)	38 (15.0)	5 ( 2.0)	4 ( 1.6)
PRESENTATION	253 (100%)	30 (11.9)	93 (36.8)	98 (38.7)	24 ( 9.5)	8 ( 3.2)
CLARITY	251 (100%)	41 (16.3)	102 (40.6)	84 (33.5)	16 ( 6.4)	8 ( 3.2)
RELEVANCE	253 (100%)	36 (14.2)	118 (46.6)	73 (28.9)	19 ( 7.5)	7 ( 2.8)
ENTHUSIASM	253 (100%)	103 (40.7)	114 (45.1)	29 (11.5)	2 ( 0.8)	5 ( 2.0)
OVERALL	254 (100%)	44 (17.3)	143 (56.3)	51 (20.1)	11 ( 4.3)	5 ( 2.0)

CRITERION VARIABLES	MEAN	SD	RATINGS OF MAJORITY STUDENTS (68%) WITHIN PLUS/MINUS ONE STANDARD DEVIATION				
			Strongly Agree	Agree	Neither Agr Nor DisAgr	Disagree	Strongly Disagree
			-----5-----	-----4-----	-----3-----	-----2-----	-----1-----
ORGANISATION	3.9	0.8	*****0*****				
KNOWLEDGE	4.0	0.8	*****0*****				
PRESENTATION	3.4	0.9	*****0*****				
CLARITY	3.6	0.9	*****0*****				
RELEVANCE	3.6	0.9	*****0*****				
ENTHUSIASM	4.2	0.8	*****0*****				
OVERALL	3.8	0.8	*****0*****				

Comments by staff : \_\_\_\_\_

( if any ) \_\_\_\_\_

Comments by Dean/Head : \_\_\_\_\_

( if any ) \_\_\_\_\_

## STUDENT FEEDBACK ON TEACHING (Lecture)

Lecturer's Name : Yow Kin Choong  
Subject : Mathematics I (SC 104)

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- 1 He is quite okay.
- 2 Well done, this teacher is quite good.
- 3 He is humorous.
- 4 He speaks clearly, his interesting and he explains his ideas clearly.
- 5 He is 'sensitive' to our feedback. He slowed down the pace of the tutorials after many of us complained that it was too fast.
- 6 His teaching is clear and concise.
- 7 He is a good lecturer.
- 8 He is a great teacher.
- 9 His voice is clear so we can understand the subject clearly too.
- 10 He has a clear voice and good spirit.
- 11 He is a dedicated lecturer on the whole.
- 12 A very clear lecturer.
- 13 He is a good teacher.
- 14 He is able to make lectures interesting.
- 15 A very lively and enthusiastic lecturer.
- 16 Well-organization.
- 17 He is enthusiastic.
- 18 He is humorous.
- 19 He loves his job. An enthusiastic lecturer.
- 20 He makes the boring subject a little bit more interesting.
- 21 Can catch the key points.
- 22 He makes the lecture more interesting. Emphasis on more important topics.
- 23 He is trying hard to make the lecture interesting and understandable to students.
- 24 He is good enough.
- 25 He is well-organized.
- 26 He gives good presentation.

- 27 He has a sense of humor and knows how to lead students into getting into the mood for lecture.
- 28 He gives clear explanation and receptive to feedback by students.
- 29 He is knowledgeable.
- 30 He has a good sense of humor.
- 31 He is very knowledgeable and shows interest in teaching.
- 32 He should simplify his ideas.
- 33 He is eager to teach and he is lively.
- 34 He has a great deal of knowledge.
- 35 He must be more involve and also strict as the lecture theatre is quite noisy.
- 36 He is very good at making his lecture interesting.
- 37 He should give more examples.
- 38 He is enthusiastic.
- 39 Not to read off the notes.
- 40 He is very organized and humorous.
- 41 He should learn to teach away from the notes.
- 42 He knows his subjects well, but he is unable to teach in an understandable way.
- 43 He should give more examples to illustrate more difficult application of concepts more than just simple applications.
- 44 Good!
- 45 More examples explanation and slow down the lecture.
- 46 He is nice.
- 47 He should give more examples.
- 48 He is able to understand the needs and problems of the students.
- 49 He should try to make the lecture livelier.
- 50 He is well-organized in his teaching.
- 51 He has a sense of humor.
- 52 Make the lecture more alive.
- 53 Interesting and lively. Keep it up!
- 54 Try not to skip the workings in between the problems in the examples.

- 55 He is funny and is able to get everyone's attention through clarity in presentation.
- 56 Give us the example sheet. Since not many of us are able to get the textbook from the library.
- 57 The lecturer is knowledgeable and enthusiastic.
- 58 Solving more problems in class.
- 59 He is very clear and concise and also quite lively and spontaneous in his teaching.
- 60 He should give more examples to further strengthen his point. Sometimes, his examples are too simple.
- 61 He is approachable and friendly.
- 62 He should ensure that majority of the students understand before moving on.
- 63 He is good but sometimes it is too fast and hard to digest.
- 64 Slow the teaching pace and give more examples.
- 65 Good communication skills and enthusiastic.
- 66 Please elaborate on the tough theorem. The easier ones we can read.
- 67 He should not try to short cut too many steps in examples.
- 68 He should give more examples.
- 69 He gives the presentation clearly and logically; perhaps the speed should be faster and more contents can be introduced in.
- 70 He is quite good. But sometimes, he teaches too fast (talks too fast).
- 71 He should try to talk slower.
- 72 He is very knowledgeable.
- 73 He should improve on clarity of explanation.
- 74 He is funny.
- 75 He should give more relevant examples.
- 76 He gives enough examples and lecture is clear.
- 77 Let us do something more interactive during lecture instead of just listening.
- 78 He is enthusiastic.
- 79 He is a very kind lecturer who answers students' questions patiently despite he/she sleep in lecture. A modest lecturer.
- 80 He knows the subject well.
- 81 Try no to jump steps. He should give detailed and clearer examples to illustrate theorem.
- 82 Hmm...take our feedback seriously.

- 82 Please don't speak too fast when explaining difficult subjects.
- 83 Easy to understand and has lots of humor.
- 84 Don't teach too fast.
- 85 The lecturer is good and professional.
- 86 He should make the lecture more interesting instead of reading the lecture note.
- 87 He is enthusiastic in his teaching though I find it is hard to catch up with his pace of teaching.
- 88 Slow down on certain subject.
- 89 He should give more examples of different kind (in different ways of solving).
- 90 His teaching is clear, enthusiastic and in control.
- 91 As we are doing an Engineering course, it will be nice if real life applications could be highlighted.
- 92 We need more examples related to the formula.
- 93 Give more examples more clearly.
- 94 He should keep his teaching pace constant and not slow down or speed up suddenly.
- 95 He assumes all the students are from Junior Colleges and thus he just go through certain questions or examples briskly.
- 96 He should summarize important points for each chapter.
- 97 More examples to be illustrated.
- 98 Improve on the presentation. Highlight formulas instead of demonstrating them through examples.
- 99 He ought to be stricter with certain students who distract others with ringing handphones and noisy chats.
- 100 More jokes and keep enthusiastic.
- 101 Don't teach too fast.
- 102 Slow down a bit.
- 103 Give more explanation by using the blank transparency sheet (not out reading) like other lecturers do.
- 104 He should give clear explanation if possible to illustrate ideas.

STUDENT FEEDBACK ON TEACHING  
(Tutorials)

LECTURER NAME: YOW KIN CHOONG  
LECTURER CODE: S6846496Z  
SUBJECT NAME : MATHEMATICS I  
SUBJECT CODE : SC104

YEAR OF STUDY: 1  
SCHOOL: SAS-CE  
DATE : 28/08/00

CRITERION VARIABLES	TOTAL RESPONSES	DISTRIBUTION OF STUDENT RESPONSES				
		Strongly Agree	Agree	Neither Agr Nor DisAgr	Disagree	Strongly Disagree
-----	-----	-----5-----	-----4-----	-----3-----	-----2-----	-----1-----
ORGANISATION	40 (100%)	9 (22.5)	25 (62.5)	6 (15.0)	0 ( 0.0)	0 ( 0.0)
KNOWLEDGE	40 (100%)	9 (22.5)	27 (67.5)	4 (10.0)	0 ( 0.0)	0 ( 0.0)
PRESENTATION	40 (100%)	6 (15.0)	20 (50.0)	13 (32.5)	1 ( 2.5)	0 ( 0.0)
CLARITY	40 (100%)	7 (17.5)	24 (60.0)	9 (22.5)	0 ( 0.0)	0 ( 0.0)
RELEVANCE	40 (100%)	6 (15.0)	20 (50.0)	13 (32.5)	1 ( 2.5)	0 ( 0.0)
ENTHUSIASM	40 (100%)	14 (35.0)	20 (50.0)	6 (15.0)	0 ( 0.0)	0 ( 0.0)
OVERALL	39 (100%)	8 (20.5)	26 (66.7)	5 (12.8)	0 ( 0.0)	0 ( 0.0)

CRITERION VARIABLES	MEAN	SD	RATINGS OF MAJORITY STUDENTS (68%) WITHIN PLUS/MINUS ONE STANDARD DEVIATION				
			Strongly Agree	Agree	Neither Agr Nor DisAgr	Disagree	Strongly Disagree
-----	-----	-----	-----5-----	-----4-----	-----3-----	-----2-----	-----1-----
ORGANISATION	4.1	0.6	*****0*****				
KNOWLEDGE	4.1	0.6	*****0*****				
PRESENTATION	3.8	0.7	*****0*****				
CLARITY	4.0	0.6	*****0*****				
RELEVANCE	3.8	0.7	*****0*****				
ENTHUSIASM	4.2	0.7	*****0*****				
OVERALL	4.1	0.6	*****0*****				

Comments by staff : \_\_\_\_\_

( if any ) \_\_\_\_\_

Comments by Dean/Head : \_\_\_\_\_

( if any ) \_\_\_\_\_

## STUDENT FEEDBACK ON TEACHING (Tutorial)

Lecturer's Name : Yow Kin Choong  
Subject : Mathematics I (SC 104)

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- 1 He focuses on the weakness of the class by solving only the questions that students are doubtful, thereby saving time.
- 2 His teaching is very clear.
- 3 He is enthusiastic in his teaching and he speaks clearly.
- 4 He is very well-organized and enthusiastic.
- 5 The tutor is clear in his explanation.
- 6 He is clear and precise.
- 7 Need some enthusiasm and motivation.
- 8 He is very enthusiastic.
- 9 Less workload.
- 10 He should show different methods of solving problems.