

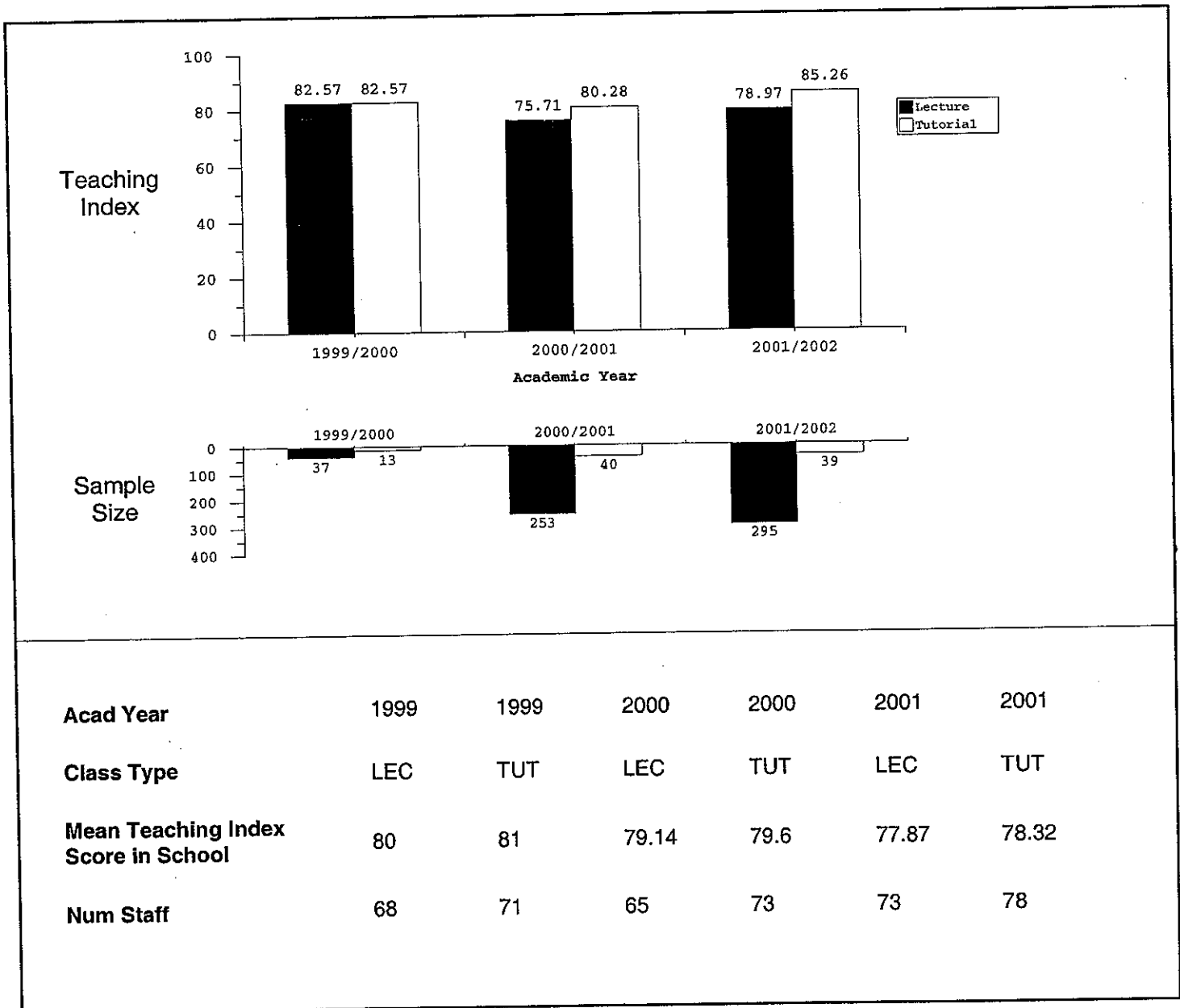
# STAFF TEACHING INDEX CHART

2001  
SCE

Staff ID: S6846496Z

Printed on 01-JUN-2002

Name: Asst Prof Yow Kin Choong



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

# STUDENT FEEDBACK ON TEACHING

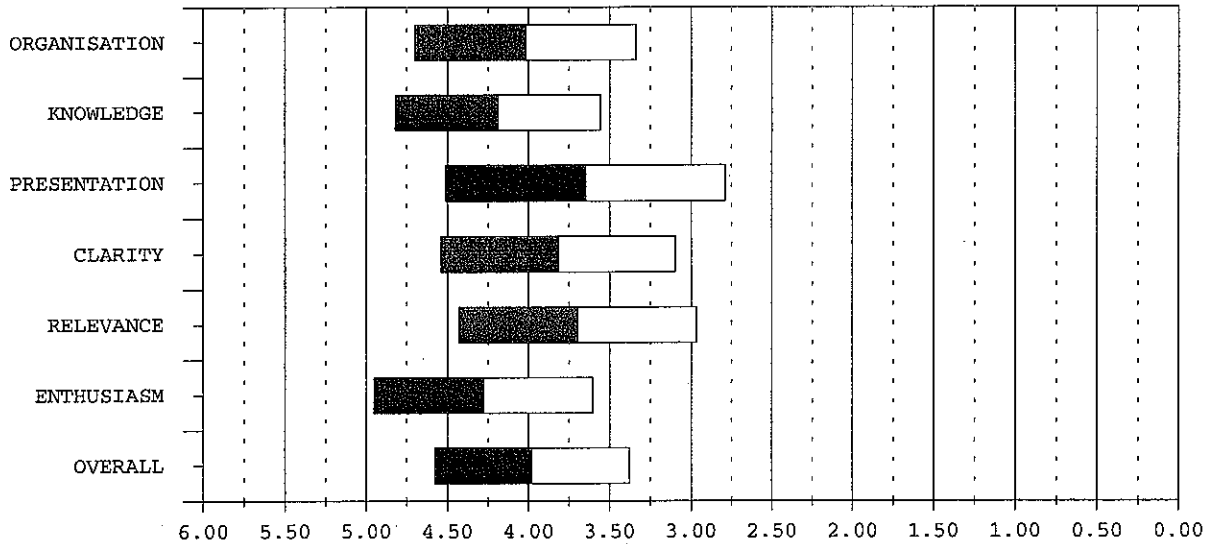
<b>LECTURER</b>	Asst Prof Yow Kin Choong	<b>YEAR OF STUD</b>	1
<b>SUBJECT NAME</b>	SC104 - MATHEMATICS I	<b>SCHOOL</b>	SCE
<b>METHOD</b>	Lecture	<b>DATE</b>	20 AUG 2001

Criterion Variables	Total Responses	Mean	SD	5	4	3	2	1
				Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ORGANISATION	297 (100%)	4.02	0.68	64 (21.55%)	180 (60.61%)	48 (16.16%)	4 (1.35%)	1 (.34%)
KNOWLEDGE	297 (100%)	4.19	0.63	89 (29.97%)	176 (59.26%)	31 (10.44%)	0 (0%)	1 (.34%)
PRESENTATION	296 (100%)	3.65	0.86	45 (15.2%)	129 (43.58%)	97 (32.77%)	22 (7.43%)	3 (1.01%)
CLARITY	296 (100%)	3.82	0.72	44 (14.86%)	167 (56.42%)	75 (25.34%)	9 (3.04%)	1 (.34%)
RELEVANCE	296 (100%)	3.7	0.73	32 (10.81%)	158 (53.38%)	93 (31.42%)	12 (4.05%)	1 (.34%)
ENTHUSIASM	296 (100%)	4.28	0.67	114 (38.51%)	156 (52.7%)	22 (7.43%)	3 (1.01%)	1 (.34%)
OVERALL	295 (100%)	3.98	0.6	48 (16.27%)	194 (65.76%)	51 (17.29%)	2 (.68%)	0 (0%)

Note: Where SD = 0, the graphical representation will set SD as 0.02 for the purpose of showing the mean

GRAPHICAL REPRESENTATION OF MEAN AND STD. DEV. (ON BOTH SIDES OF THE MEAN) FOR EACH CRITERION

RATINGS OF MAJORITY STUDENTS (68%) WITHIN PLUS/MINUS ONE STANDARD DEVIATION



**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 (SC104)

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- 1 He speaks clearly and uses simple English. Not too technical.
- 2 He has the ability to make the subject seems interesting.
- 3 The lecturer has a loud and clear voice.
- 4 The lecturer shows good sense of humour, which is a great way to lighten things up once in a while.
- 5 Is very much alive.
- 6 Friendly approach.
- 7 He is very good and understandable.
- 8 He seems to be very knowledgeable in the subject and stimulates interest while teaching.
- 9 His knowledge and proficiency in his teaching.
- 10 He is knowledgeable.
- 11 Well paced.
- 12 He is good at telling jokes.
- 13 He has good clarity in his lecture.
- 14 Very interesting.
- 15 He is able to draw attention.
- 16 He is clear in his presentation. He explains each step, step-by-step and clearly.
- 17 He explains clearly.
- 18 Easy to understand.
- 19 He makes the lesson interesting.
- 20 Very systematic!
- 21 Clear and concise.

- 22 His accent is understandable.
- 23 He gives detailed explanation.
- 24 He uses good English.
- 25 Interesting.
- 26 Captivating.
- 27 He is funny.
- 28 He is clear and organised.
- 29 He is able and willing to teach.
  
- 30 Clarity in explaining ideas.
- 31 He is very enthusiastic.
- 32 He has a good sense of humour.
- 33 He is OK.
- 34 He is humourous.
- 35 He is organised.
- 36 Loud and clear in presenting.
- 37 The lecturer is able to interact well with the students.
- 38 His examples are relatively easy but the tutorials are very difficult.
- 39 Lecturer shows much enthusiasm for teaching.
- 40 He stimulates interest in the subject.
- 41 His pronunciation is clear.
- 42 He is well-liked and he is enjoyable. Perhaps due to the jokes that he tells at times.
- 43 He is enthusiastic and punctuality.
- 44 He should give better examples that can illustrate a concept better.
- 45 Mostly on time.
- 46 He knows when to slow down and when to speed up the teaching process.
- 47 He is very polite and pleasant.

- 74 He is humorous and makes the subject interesting.
- 75 Vibrant and enthusiastic.
- 76 He covers a lot each lesson.
- 77 Slow down when teaching.
- 78 He makes the effort to let us enjoy his lecture and has a sense of humour. He is also very careful.
- 79 Jovial.
- 80 Concise explanation.
- 81 He should try to suggest more difficult examples as I find the lecture only taught the very basic.
- 82 He gives clear and good explanations.
- 83 He knows his stuff.
- 84 Clear and concise.
- 85 He tells stories.
- 86 Please don't set the light to dim.
- 87 He speaks clearly. Occasional humour to break monotony.
- 88 Brighter lights in the LT. Animated mathematical examples.
- 89 He jokes.
- 90 He should work out problems (examples) on transparency rather than flashing them because it will help follow the thought process and be more interesting.
- 91 He can tell funny jokes to awake the class from being sleepy.
- 92 Please don't speak too fast.
- 93 He is very organised and knowledgeable.
- 94 Use more examples for illustration.
- 95 He speaks well.
- 96 He presents himself pleasantly.
- 97 He should use more graphical explanation.
- 98 Explain slower instead of summary through the topics.
- 99 He appears enthusiastic about teaching.

- 100 Use more examples to teach. Spend more time to teach each topic more clearly.
- 101 He is humorous and interesting.
- 102 He is clear and concise.
- 103 He is able to motivate students to listen.
- 104 Maintain standard. Keep it up!
- 105 He knows how to set the pace of teaching.
- 106 Use powerpoint to make the lecture more lively.
- 107 He conveys his message across clearly.
- 108 He is very enthusiastic.
- 109 He is able to keep the student's attention.
- 110 Explain the 'examples' more clearly (ie: not to jump steps) so that the students can easily understand what the lecturer is saying.
- 111 He tends to assume that we remember everything that was taught in the 'A' levels. I hope he more of less goes through the relevant materials again.
- 112 Go slower. Teach slower.
- 113 More examples to illustrate concepts.
- 114 More examples to illustrate the concepts. Explain 'practical' examples in detail.
- 115 He should give more difficult examples.
- 116 He should slow down the pace of teaching part.
- 117 Lecture is too fast.
- 118 Illustrate concepts by having more examples. Usually examples are too easy compared to tutorials. Perhaps more complicated examples could be used.
- 119 He should give more examples of problems.
- 120 Give more examples, which you do directly in the lecture.
- 121 Do more drawing to visualize your ideas (eg: by drawing, sketching graph. etc)
- 122 More relevant examples.
- 123 He should leave the lights ON instead of dimming it.
- 124 Put more materials online for students' reference.

125 He should give more examples and clearer explanations.

126 He should be very clear while explaining.

# STUDENT FEEDBACK ON TEACHING

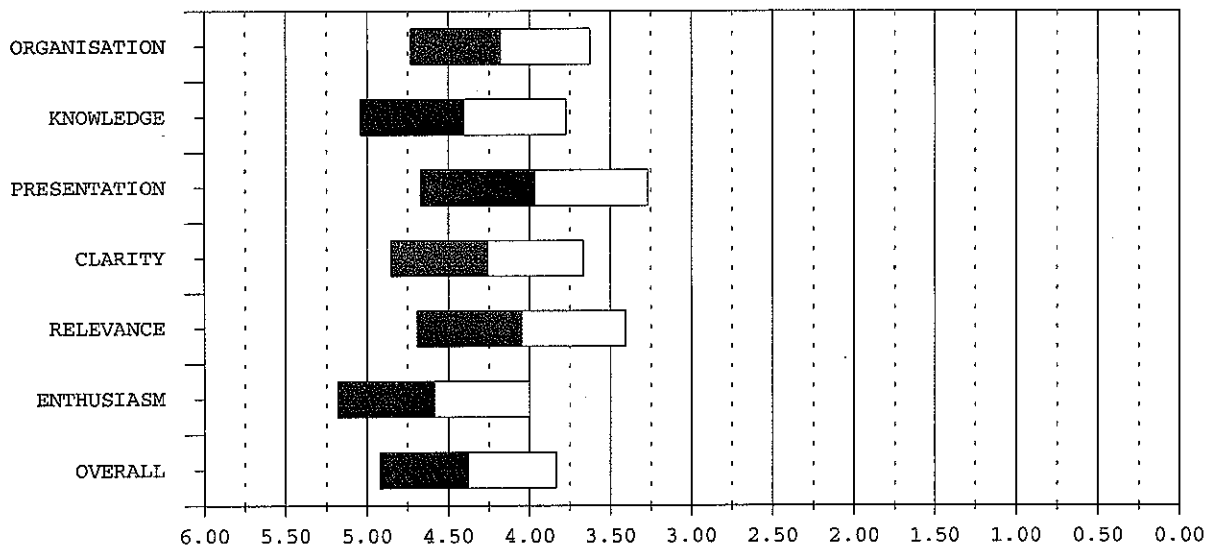
<b>LECTURER</b>	Asst Prof Yow Kin Choong	<b>YEAR OF STUD</b>	1
<b>SUBJECT NAME</b>	SC104 - MATHEMATICS I	<b>SCHOOL</b>	SCE
<b>METHOD</b>	Tutorial	<b>DATE</b>	20 AUG 2001

Criterion Variables	Total Responses	Mean	SD	5	4	3	2	1
				Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ORGANISATION	39 (100%)	4.18	0.55	10 (25.64%)	26 (66.67%)	3 (7.69%)	0 (0%)	0 (0%)
KNOWLEDGE	39 (100%)	4.41	0.63	19 (48.72%)	17 (43.59%)	3 (7.69%)	0 (0%)	0 (0%)
PRESENTATION	39 (100%)	3.97	0.7	9 (23.08%)	20 (51.28%)	10 (25.64%)	0 (0%)	0 (0%)
CLARITY	39 (100%)	4.26	0.59	13 (33.33%)	23 (58.97%)	3 (7.69%)	0 (0%)	0 (0%)
RELEVANCE	39 (100%)	4.05	0.64	9 (23.08%)	23 (58.97%)	7 (17.95%)	0 (0%)	0 (0%)
ENTHUSIASM	39 (100%)	4.59	0.59	25 (64.1%)	12 (30.77%)	2 (5.13%)	0 (0%)	0 (0%)
OVERALL	39 (100%)	4.38	0.54	16 (41.03%)	22 (56.41%)	1 (2.56%)	0 (0%)	0 (0%)

Note: Where SD = 0, the graphical representation will set SD as 0.02 for the purpose of showing the mean

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RATINGS OF MAJORITY STUDENTS (68%) WITHIN PLUS/MINUS ONE STANDARD DEVIATION



**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 (SC104)

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- 1 His strength is his knowledge.
- 2 He is clear and concise.
- 3 He sets the right pace.
- 4 He is able to capture the attention of the students.
- 5 He is clear and precise in his explanation of the tutorial questions.
- 6 He is enthusiastic and clear.
- 7 He is able to explain clearly the points.
- 8 He is willing to explain in further details when required.
- 9 His knowledge and presentation.
- 10 The lecturer is quite good at the basics of the subject.
- 11 He makes the lesson very lively and interesting.
- 12 He makes an effort to make his lessons interesting.
- 13 He can make the class more alive.
- 14 His teaching is very excellent, clear and concise. Straight to the point.
- 15 He should go through more examples.
- 16 He knows what he is teaching.
- 17 Never assume that the students know everything. Allow time for weaker students to ask questions after the tutorials.
- 18 He is enthusiastic.
- 19 His voice is clear.
- 20 He should use proper English.
- 21 His teaching is clear and concise.
- 22 Please go through the drill questions; the more difficult ones.
- 23 He is concise in his explanations.
- 24 Refer students to extra learning material sources whether traditional or online.

- 25 He has enthusiasm for the subject, thus less boring.
- 26 Crack better jokes. Stop repeating them.
- 27 He gives clear and articulate presentation.
- 28 He should go more in depth of the subject and have challenging questions.
- 29 Do more drawing to sketch graph etc.
- 30 Online resources.