Form B: Large Group Teaching Evaluation - Student Comments

Faculty	: Science	Session	: 2012 Teaching Period - T1
School	: School of Mathematics	Enrolled	: 331
Course	: MATH1041-Stats for Life & Soc Sciences	Repondents	: 132
Survey Description	: Evaluate Zdravko Botev as a Lecturer in Course MATH1041	Survey Type	: ONLINE (22 May 2012 - 07 Jun 2012)
Survey Alternative	: Evaluate Dr Zdravko Botev as a Lecturer in Course MATH1041	Administration Date	: 08 Jun 2012

The best features of this lecturer's teaching were

- - getting through the content efficiently
  - worked examples of most questions that were useful for revision
  - set aside additional time for consultation for students to seek individual help (this was extremely useful!)

- Funny and giving out chocolates

- He made a boring subject quite interesting. He was always available to support us if we needed help through his consultation times.

- Solving problems as we learnt the material. Classical music at the start of lectures

- Great level of humour, attempted to engage the students well, and had some interesting analogies which went well with the lecture material. Also used extensive knowledge well to work through problems, and was always helpful when questions were asked.

- his attitude, his humour, his ability to cover topics

- His jokes.

- His voice. He is also very funny in a dad joke sort of way. He also explains everything in amazing detail.

- tried to get everyone involved in the lecture/ tute
  gave out chocolate
  funny
  laid back

- The videos and the Classical music

- He covers all the basic techniques for my further study in Science Subjects and is a very helpful lecturer.

- Cool guy.. He really know how to deal with young students! Even though I am older than average (exchange student..) I do find lectures interesting and funny. It is quite relaxing, good for people who dont love maths. But stats is not just maths..!

- - working through example questions with cohort and showing working outline clearly
  - humor
  - where possible, showed us additional information to help understand concept e.g. the statistics video from BBC, the three doors game with a
  car and two goat.

- He was amazing. His lectures have changed my life.
- The slides were simple and easy way to flow the lecture. The picnics helped make the class more engaging :D
- Student participation encouragement techniques (ie. candy)
  Trying to make jokes
- Performing examples of content
  Trying to involve class in lecture
- general knowledge and things from the reality,news,research related to the learning
  i find these very interesting
- The use of different media to explain the examples and the whiteboard examples
  they were helpful in understanding the content
- He has a sound and thorough understanding of what he is teaching and tries very hard to make it engaging for the lectures
- humoress
- Statistics is not a fun course, though the lecture tried very hard to make it interesting with movies, and real time examples. The survey
  introduced student activity and was grew to relate to it in the lectures.
- Easy to understand explanations, sense of humor makes lectures not as boring, offer the best consultation
- Doing worked examples on the board
- Thorough worked examples during lectures
- he tried to include students to answer the examples in lectures which was good.
- - Gave relevant examples in every topic.
  - Multiple consultation hours.
  - Pace of lectures.
- He was passionate to teach in consultation time, I did attend some consulatation class it was really helpful for me.
- the lecturer tries to help in every way
- working through exercises during the lectures. interesting insights into statistics.
- Patient and deliberate teaching skill
- The funny examples and stories that made me understand the application of statistics
- In depth explanation of the concepts of the course, and his attempts at being funny and engaging with the class.
- His jokes
- Sufficient consultation hours
- He tried to get the audience involved.
- He was very informed about the subject and willing to relate the information to students
- Provided support to students like no other lecturer that I know. Truly a great educator.
- use of plenty of examples.
  thorough explanation
- He was very caring about the students and eager to help.

- Answering student questions. Acquiring student participation. Classical music. Clarity of course outline and content. Classical conditioning - rewarding students with Picnic bars when answering questions. Genuinely interesting and funny. Allowing us 5 minutes break in an otherwise killer 2 hour lecture. The probability questions on Wednesday (23/5/2012) were extremely helpful - I really enjoyed the critical thinking involved with these questions (Birthday Problem)
- chocolates :)
- A lot of examples introduced during lectures.
- He used a variety of mechanisms to get information across, and also went through plenty of examples
- -Funny
- You could tell that he tried very hard to make the lectures interesting and to provoke student participation which was good.
- Spontaneous, intelectual, innate teacher
- His jokes! hah. It was good when he tried to engage with the students in the lectures.
- engaging with the students
- Making statistics relevant to life. Youtube videos were interesting and helped improve our understanding of statistics.
- The videos were very interesting and thought provoking. I also liked that Dr Zdravko worked through problems in class.
- The way he is trying to involve the students - eg, chocolates, surveys and such. Also the occasional jokes are funny.
- solve problems in the lecture instead of just reading out note..which helps a lot for understanding the content!
- Patience
- He explained everything slowly, allowing us to understand new content. He was very helpful during consultation hours.
- Highlighted the most important parts of the content, encouraged student participation.
- Consultations times in general were helpful, having extra consultations times when needed.
- The lecturer made effort to add some humour into teaching the course
- Giving out panic
- Having the lecture notes all prepared ahead of the lectures, so we could read ahead.
- his accent. giving out chocolate. very thorough in teaching the content
- He is well prepared and willing to help us when we were stuck with any of the assignments.
- The lecturer is wiling to help us to solve problems in the break between the lectures and afterwards. He always tries to encourage us to answer
the question during the lectures. He almost did all the examples that in the lecture notes, we can practice more when doing the question.
- the occasional jokes
- In the later lectures (inference), the lecturer slowed down a bit and actually showed which equations went with what part of the question as well as showing us the layout of setting the question out. I found that I understood the material much better than the earlier material such as probability and linear regression.
- he was enjoyable and included jokes
- clear lecture notes

- His accent was amusing.. Tried to make the course interesting (even though the course material was boring).

- his accent, he gave us chocolate, and he was overall a good teacher.

- He communicated the content effectively. He was very approachable and helpful.

- Good examples. Good engaging videos relevant to statistics. Funny. Very helpful whenever asked a question.

- He is approachable - escpecially during consultation times where I found he explained things more clearly

- Lots of practise qns given,played classical music

- Tried to engage the audience, Very straight forward lecture content, rewarded good effort.

- He was available for consults. Very helpful if saw him one on one. He made efforts with engaging the class and tried to show the courses relevence with current events and little mini youtube videos at the beginning of class. he also had a good sense of humour which we all enjoyed :-)

- He could explain things well.

- - humour

- his piano playing at the start of lecture

- he provided examples and willingly answered any doubts and questions put forward. and he brought picnics :)

- He knows what he teaches and is entertaining sometimes. He is very interested in his students and encourages them to participate in lectures.
  He is also well prepared for every lecture. He knows how to control the class.

- Sufficient examples

- tries to engage the class

- APPEARANCE

- The way he socially interacted with students in lectures

- his sense of humor

- n/a uhhh generally answering questions practically shown on board

- Interactive. Answered the questions in the tutorial so we can see how to answer a question step by step. Very thorough teaching.

- N/A

- The lecturer tried to engage the class through his humour which was good! He also provided consultation hours which were very helpful!

- He knew the content and was passionate about the subject
  He had a good sense of humour

- -Serious
  -Knowledgeable
  -Patient to students(especially tolerant to those "last minutes" students,Thanks a lot!=))
  -Willingness to teach/explain other examples outside the course

- Sense of humour

- Good examples related to real life situations. Made it easier to understand the new ideas he was teaching us about.

- His humour and easy going attitude

- the ability to relate statistics to real world situations

- Interesting and often light-hearted approach to what is, content wise, a fairly dry course.

- Attitude, chocolates and his knowledge. Not such a weirdo statistician.

- He was clear and definitely knew a lot about the subject at hand, also seemed quite passionate about statistics.
- engaging, funny, loud/clear voice
- Relating back individual topics to the overall picture and aims. How each "test" and methods for inference sat on the table.
- That he made things fun. The formulation of questions and announcements were funny :)
- encouraged the participation of students
- He was well prepared to lectures and provided many examples.
- making jokes to keep the class interested
- nothing special
- Keeping it real! The videos, the statistic stories, relating things back to our original survey in Week 1.
- His accent and obvious intelligence and knack for statistics.
- N/A
- Good use of examples to demonstrate concepts.
- Giving out incentives to answer questions
- handing chocolate

This lecturer's teaching could be improved by

- - more of a focus on what is relevant to assessments
  - slowing down on more difficult concepts
- Sometimes it is hard to see the blackboard from the back, so maybe use a projector?
- He could try and not overcomplicate simple concepts
- I think this lecturer should provide the worked answers on the slide as his writing was a bit hard to follow and his working out was not clear on
  the board. Also i think he spent to long explaining certain questions and often explained it the longer way than what was needed.
- There seemed to be a lack of engagement by the students in this course, and I think that had something to do with the length of the lectures. While good breaks were given, I think that the lecturer could improve his teaching by providing more opportunities for breaks etc.
- go over topics completey untill everyone has understood them; some topics were skimmed through
- Writing bigger on the board, and maybe doing a dance every now and again to keep it fresh and interesting.
- The lectures are very long and dry. It is hard to keep focus for that long. This could be improved by condensing the lectures to one hour sessions, perhaps 4 times a week?
- more chocolates
  more breaks in between
  writing bigger
- He could make it more engaging in lectures
- It is not his problem, but the class is really big!
- I like it!

- - larger handwriting !!! on the board for people from mid to back of lecture room
  - go in depth more in explaining the concept in own words or use other real life examples rather than read off slides and going straight to
  example question.

- Making statistics more engaging and not assuming we all have statistical background and knowledge. We were bombarded with statistical jargon from the first day which made it extremely difficult to concentrate and quickly made statistics one of my least favourite subjects even when, in the past, I had loved high school maths and was looking forward to the course.

- Nothing.

- more relevant examples

- Actually have funny jokes...
  Less monotonous voice

- More clearer way of explaining content

- showing step by step of the formula and calculations
  keep on track of the student understanding
  showing one method at a time, so many options can be confusing

- giving more examples of problems so that the content could be understood more clearly, also the theory should be covered at a slowere pace it was hard to keep up and understand the content as it was covered so quickly

- Lecturing more rather than just reading slides

- spending less time on topics, i stopped going to lectures after week 4 because they were boring and dragged on

- Due to the thickness of the lecture slides - i suggest that maybe have an index and even a glossary at the end of the lecture notes for quick
  reference.
  The lecture was helpful and made him self very available to students.

- -

- Try to make stats exciting (though its probably impossible!)

- Writing bigger during lectures and not using green or red whiteboard markers as
  it is hard to see

- structuring lectures better and using more analogies. students need to get engaged more as it was extremely tiring to sit through a 2 hour
  lecture twice a week - feel tired and not pay attention. more light in the auditorium perhaps!

- the lecture notes were so theory based therefore it was hard to understand what was important for tutorials and exams, having more examples
  like the ones in tutorial would be useful

- Writing are too small.

- clear explanations of lecture

- Firt, the lecturer cannot present the lecture very well.
  Also, he should prevent the use of jokes because they are not funny at all.

- Make more entertaining

- having more control over people talking- more assertive

- Not having a monotonous voice, try to vary tone.

- -Learn how to communicate effectively to the lecture theatre:
  -Explanations were commonly faulted and questions took far too long to be
  dealt with
  -Learning content/outcomes were not made specifically clear
  -Lectures became very boring and almost useless for me as an individual. This
  could be improved by addressing the above statements

- A bit more clarity when doing examples on the board.

- Making concepts clearer to those who are not as well versed in mathematics

- Statistics is a difficult class to teach as I think it can be boring at times. By not making errors on the whiteboard
  when the concept is being
  taught would greatly improve the rate at which the concept is conveyed at an effective level.

- providing step-by-step guides for all concepts

- Having more organised and easy to understand lecture notes, and having the lecturer explain things in a better
  way, as most students were
  lost in lectures.

- Stop writing in red. Write larger.

- Engaging more and making the lecture notes a bit more bearable to read/understand.

- less time on internet - applets

- Increase variety of examples among different topics, because the examples he listed are so
  similar which makes us hard to distinguish the difference between and the relavance of the
  topic. Also, he can try to explain a bit more on each topic because sometimes they are quite
  hard to understand, which makes the topics following more difficult.

- -Engage the students
  -Understand and know what you are doing in the lectures because it does not seem like you do
  -He just reads from the slides and gives answers without showing us how to do them
  -Do not say "by using the computer" to answer questions with difficult math equations. Tell
  us how to do it without a computer
  -Explain the equations and formulas more concisely and not so complicated

- shortening lectures from two hours down to one hour, cant concentrate that long on this
  subject

- he needs a bit more confidence but he is a great lecturer

- I honestly think he did a really good job. Just the fact that he was teaching statistics,
  meant that it was always going to boring, no matter what he did. sorry.

- write on the whiteboard larger so students can see what is being written!

- MOAR PICNICS

- Nothing much, but sometimes, it is hard to understand what he is saying and hence find it hard
  to concentrate in lectures.

- type in the computer when solving a question instead of writing on the board, becoz we
  really CANNOT see ANYTHING!!!!

- Writing bigger & explaining it in a more clearer way

- Speaking with more excitement during lectures to compensate for the somewhat dry
  content

- Writing out examples on the board clearer and BIGGER please. Making sure to explain
  calculation procedure more clearly rather than providing the computed result.

- Better communication skills of material needed to be taught

- More clear writing, detailed explainations

- NOT using a red whiteboard marker and writing in larger font.
- more explanations when doing examples i.e. more process and actually get the answers correct
- Generally all good, yet his teaching could be improved by having larger hand writings on the board. I normally sit in the forth or fifth row, which is not considered as too far away, but sometimes we really cannot read what he wrote on the whiteboard.
- The lecturer could improve by taking the material at a slower pace and clearly underline the important features in how to go about answering the question. If he showed what to look out for in question to know what aspect of statistic you are suppose to use, it would much more helpful and beneficial.
- explaining each example in depth as sometimes he may not answer the examples in the lecture slides
- reduce the size of the class,
- Using a better coloured pen so that we could actually see what was being written on the whiteboards

  Using a louder microphone - at times he was hard to hear
- perhaps going through things a bit quicker. Often lingered on something for way too long so I lost interest and then found it hard to reconcentrate on the lecture. One example for a topic or even two would be sufficient. Sometimes had way too many examples when everyone had already understood. More videos!
- Explaining things more simply and using more examples to simplify difficult concepts
- Perhaps teaching and talking a little faster
- Being more interactive. Vary his tone to engage with his students. It was extremely hard to read what he was writing on the whiteboard.
- - showing students how to do the examples using the statitical tables rather than the lecturer using his computer to compute the answer
- It looked hard because the class was mostly unresponsive to questions, but this could have been because the material was not presented in an engaging way at all.
- Speed up the lecture, too slow
- hard to understand
- adding lecture example answers to blackboard, clearer writing on board during lectures (too small a lot of the time)
- More involvement in lecture work
- talking faster
- if he could speak more fluently and less stuttering "uhhh" that would help alot !! and try to be more interactive-somehow, good luck :)
- Putting the answers to the questions done in the lecture onto blackboard or having the working out projected onto the big screen during lectures (it was a bit hard to see).
- N/A
- When writing on the whiteboard to write bigger as it was sometimes hard to see!
- Explaining concepts more clearly
- -Sometime the course is too boring, it is suggested to show some relevant animations and etc. -He may not be able to explain certain things very well, maybe can try to explain from the basic things only lead students to understand other things is better -Sometime the way that he talks to the students is a bit weird, can act to be more like a teacher to gain more respects from both genders.(no offence here)
- Better lecture times

- More examples, as some of the later concepts were harder to grasp.
- writing bigger on the board so the entire lecture room can see, or use the projector. Simplify explanations, alot of the explanations were alot harder than they needed to be, and the tutorials explained it so much easier
- Taking a bit more time to flesh out calculations and numerical aspects
- Needs to focus more on one problem and answer the question fully, instead of jumping around a lot. After the question is answered then more on to the parts of the question that are outside that scope of the course. Apart from the, heaps good lecturer, although he sounds a little like Kermit the frog sometimes though.
- When writing on the boards, his writing could be larger, and also in black or blue, not red. As red ink on whiteboards are notoriously difficult to read.
- N/A
- The wording of the second assignment was bad. Confusing.
- The lecture was not that comprehendible
- larger writing in the white boards
- A more interesting lecturing method.
- using only black on the whiteboard as other colours were harder to see
- - I mentioned this in the overall course feedback about the how unclear the lecture notes were, both during the lecture as well as during the catch up process.
- When going through the solutions to the problems in the lectures - maybe be clearer with the handwriting, or have it appear on a new slide on the screen.
- Understanding that the first years know nothing bout statistics. Sometimes he assumed too much of the students, he should be ready to go back to basics when people have questions.
- giving the answers in the power point slides instead of writing them on the board
- Understanding the concept of teaching and learning, as opposed to regurgitating textbook material directly from the book. Teaching could also be improved by fewer rude and sarcastic remarks, and some general respect for students of the class.
- Engaging the actual lecture to make the subject more appealing to students and motivating students to answer question.
- engaging tone, show proper calculations, write bigger on board