

**Professor Timothy Crack**  
 Evaluations of teaching: summary data  
 University of Otago

Accountancy & Finance  
 2014

**Generic Questions (compulsory)**

Teaching Type →  
 Ratings (1 & 2 Preferred) →

FINC302			Course			Course			Course		
Date:	21 May 2014		Date:			Date:			Date:		
Responses:	81		Responses:			Responses:			Responses:		
% Class:	81		% Class:			% Class:			% Class:		
Lectures											
1&2	3	4&5	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5

1	How organised have you found Professor Crack's contribution to this course?	98	2	0				
2	How would you rate Professor Crack's ability to communicate ideas and information?	96	4	0				
3	How much has Professor Crack stimulated your interest in the subject?	84	16	0				
4	How would you describe Professor Crack's attitude toward students in this course?	99	0	0				
5	Overall, how effective have you found Professor Crack in teaching this course?	94	6	0				

**Additional Questions (choose any five)**

Teaching Strategies					
6	Were the expectations for this course/section of the course clearly outlined by Professor Crack?				
7	How effectively did Professor Crack structure each session?				
8	Did Professor Crack make good use of examples, illustrations, or other techniques to explain difficult concepts?	95	4	0	
9	How effective was Professor Crack in initiating relevant discussion?				
10	How effective was Professor Crack in modelling appropriate professional behaviours and attitudes?				
11	How well did Professor Crack integrate theory and practice in the clinical/practical/field-based/laboratory setting?				
12	How successful was Professor Crack in encouraging your participation?				
13	How successful was Professor Crack in encouraging you to work as part of a team?				
14	Did Professor Crack create a learning environment in which you felt comfortable?				
15	How successful was Professor Crack in encouraging you to work collaboratively?				
16	Did Professor Crack provide adequate instructions for proceeding with clinical/practical/field-based/laboratory work?				
17	Did Professor Crack link practical work and information provided in readings and lectures?				
18	Did Professor Crack encourage you to think through clinical/practical problems for yourself?				
19	Did Professor Crack raise challenging questions in class?				
20	Did Professor Crack achieve a good balance between teacher contribution and student participation?				
21	How well did Professor Crack integrate Māori cultural and philosophical values into his/her teaching?				
22	Did Professor Crack make you aware of safety issues and procedures?				
23	Did Professor Crack value the knowledge and experience you brought to class?				

<b>Student Learning</b>				
24	How helpful was Professor Crack in assisting you to become familiar with research in the field?			
25	How effective was Professor Crack in helping you to develop your critical and analytical skills?	88	12	0
26	How successful was Professor Crack in helping you to improve your ability to work independently?			
27	Was Professor Crack effective in helping you to integrate theory and practice?			
28	How effective was Professor Crack in helping you to develop the practical skills required in this course?			
29	How effective was Professor Crack in facilitating the development of your professional competencies?			
30	How successful was Professor Crack in helping you to learn how to learn?			
31	Did Professor Crack help you to improve your communication skills?			
32	Did you find Professor Crack's field trip to be a valuable learning experience?			
33	Did Professor Crack encourage you to develop new viewpoints and appreciations?			
34	Did Professor Crack help you to develop the confidence to use what you learned in class, in other situations?			
<b>Assessment</b>				
35	Did Professor Crack provide constructive feedback on assessment tasks?	96	2	0
36	Did you find the workload required in Professor Crack's course / section of the course reasonable?			
37	Were the criteria for each assessment task clearly outlined by Professor Crack?			
38	How would you rate the clarity of Professor Crack's test/assignment questions?			
39	Did Professor Crack return assignments within a reasonable timeframe?	99	1	0
40	How well did Professor Crack's assignments relate to other aspects of the course?			
<b>Professional Attitudes</b>				
41	How accessible was Professor Crack to students?			
42	How sensitive was Professor Crack to cultural differences?			
43	How helpful was Professor Crack in facilitating your contact with patients/clients/pupils/subjects?			
44	Did Professor Crack treat students fairly and with respect?			
45	Was Professor Crack receptive to differing viewpoints or opinions?			
46	Did Professor Crack treat the patient/client in a professional manner?			
<b>Resources</b>				
47	Did Professor Crack use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?			
48	Was the course material provided by Professor Crack structured in an appropriate manner?	84	15	1
49	Did Professor Crack make sure that the necessary materials and equipment for practical sessions were available?			
50	How valuable were Professor Crack's handouts as aids to learning?			

- The course is insanely hard, yet interesting & stimulating.
- lecturer is responsible and friendly.
- Best hardest course in Otago.
- Enjoy the course very much

Most interesting Paper in ACCT/FINC dept. Well taught, extremely organised and very valuable life lessons ~~are~~ introduced. The only paper I have ever wanted to go to. Please introduce his technique for teaching in more papers.

Potentially the best lecturer/teacher in all of my education.

Probably the best and most interesting lecturer I have had at university. Mr. Professor Crack has made a very difficult paper ~~to~~ understandable and interesting. Also thoroughly enjoyed all his stories.

Probably one of the most well organised lecturer I have ever had. Takes the time to fully explain hard concepts in class. Initially I was worried about the course because the textbook was the lecture slides but he explains concepts so well it makes it easy to revise for.

→ very fair man, always willing to help people out but also give them the opportunity to develop their learning by figuring it out for themselves

Thanks heaps its been a pleasure.

Best lecturer I have had in my three  
years at this university!



- Very Inspiring lecturer
- Extremely knowledgeable and always eager to help if any difficulties
- Has stimulated my interest in the subject immensely
- Probably the best lecturer I have ever had.
- It's great that he has been a practitioner at the very top-end of his field so can inform and relate to real-world issues
- Obviously takes pride in his teaching/results/students which is rewarding to the students. (Attempts to learn ALL students in the course's name)

Thanks

Best teacher in A + F department

Really enjoy your lecture!!

## FINC302: Applied Investments

Professor Timothy Crack

Class Size 100

FINC302

21 May 2014

Student evaluation of teaching provides staff with feedback on their teaching. Student opinion is important in evaluating teaching and in course planning. When considering the questions, please try not to let your overall reaction to the course prevent you from noting areas of strength or weakness in this staff member's teaching.

The questionnaires will be processed in confidence by the Higher Education Development Centre, but this form will be returned to the staff member. The results may be used for the staff member's promotion or other performance appraisal.

Please read each question carefully, then fill in ONE of the five circles. Unless it is clear which single circle is filled the response will be invalid. If you consider that the question is not applicable please leave blank.

Shade Circles Like This--&gt; ●

Not Like This-->  

- |     |  |                |                                  |                       |                       |                       |                       |                      |
|-----|--|----------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| Q1  | How organised have you found Timothy Crack's contribution to this course?                                      | Well organised | 1                                | 2                     | 3                     | 4                     | 5                     | Disorganised         |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q2  | How would you rate Timothy Crack's ability to communicate ideas and information?                               | Excellent      | 1                                | 2                     | 3                     | 4                     | 5                     | Poor                 |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q3  | How much has Timothy Crack stimulated your interest in the subject?  | Very much      | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all           |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q4  | How would you describe Timothy Crack's attitude toward students in this course?                                | Very helpful   | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all helpful   |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q5  | Overall, how effective have you found Timothy Crack in teaching this course?                                   | Very effective | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all effective |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q6  | Did Timothy Crack make good use of examples, illustrations, or other techniques to explain difficult concepts? | Regularly      | 1                                | 2                     | 3                     | 4                     | 5                     | Rarely               |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q7  | Did Timothy Crack return assignments within a reasonable timeframe?  | Regularly      | 1                                | 2                     | 3                     | 4                     | 5                     | Rarely               |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q8  | How effective was Timothy Crack in helping you to develop your critical and analytical skills?                 | Very effective | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all effective |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q9  | Did Timothy Crack provide constructive feedback on assessment tasks?   | Very much so   | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all           |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |
| Q10 | Was the course material provided by Timothy Crack structured in an appropriate manner?                         | Definitely     | 1                                | 2                     | 3                     | 4                     | 5                     | Not at all           |
|     |  |                | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                      |

Please write any comments you have about this staff member's teaching on the back of the questionnaire

Well done.

Could do more analytical examples in class.

Some of his explanations are the best I have had at uni.

- Probably the best lecturer <sup>had</sup> at uni.
- Heaps of real world knowledge
- Really good at explaining very difficult topics

Prof- Crack is a fantastic lecturer - great with explaining concepts which would otherwise be difficult.

Best finance lecturer!

He is the most willing lecturer I have ever had in terms of helping students with anything outside of class time + is an extremely effective teacher. Held students' attention in class with varied exercises, breaks + examples.



Excellent teacher. He has also provided help  
outside the course with career advice. ~~and~~  
Very lucky to have him as a teacher at this  
University

I think this course should have tutorials to gain the knowledge that have been studying in lecture.

(TUTORIALS ADDED  
TO COURSE SOON  
AFTER THIS COMMENT —TFC)

VERY ,

Good

In regards to question 6, I enjoyed when Professor Crack used whiteboard pens stacked end-on-end to make a stick to point at whiteboard.

In regards to Q2, the statistical content was lost on many students (statistical tests etc) and could have been communicated more clearly (Though this is probably an issue for lower level statistics papers & their explanations of theories behind concepts)

would be helpful if we had  
lecture overviews / topics covered and  
examples to compute, assigned weekly  
/ chapters to go over.

The structure in the book is sometimes difficult to follow but that's merely because we jumped back and forth in class.

-found it a bit difficult getting used to using the textbook as lecture notes.