

Course Student Evaluation On-Line Questionnaire

Prof. Timothy Falcon Crack

FINC302: Applied Investments

96 - Students
37 - Responses
39 - % Class

Q.ID: E17016366
Date of Survey: 2-16 Jun 2017

Note: For comments questions, numbers assigned to respondents, such as 1) or 3), will be missing if they have made no comment

1	I learned or accomplished a great deal in this course:	Strongly agree	1	2	3	4	5	Strongly disagree	NIL	Median
		Number	27	6	2	0	1		0	1.2
		Distribution 1	75%	17%	6%	0%	3%		0%	
		Distribution 2*	92%	6%	6%	3%				

Please explain:

- 3) This course covered material that was totally new. It built on earlier courses but didn't waste time revising. The content was also interesting and engaging which helped my learning
- 5) There is a lot of content covered in this course, but I feel like all of it will be useful in future employment
- 7) Even though this course covers a lot of complicated finance concepts in an in depth manner, how relative some of the concepts are in the real world made it more interesting.
- 11) This has been by far the most valuable paper I have taken so far at university. I have learnt an immense amount in this course about investing and financial concepts. I have also developed my excel skills, critical thinking skills and the bottom of the hour entertainment has been an excellent way to learn more about current events involving finance. My only comment would be to make this paper a full year subject as I wish it did not have to end.
- 14) I feel this course really expanded my knowledge of financial ideas and encouraged me to explore different ways of thinking about things.
- 15) Problem sets were long and difficult but when doing them you felt that there was practical application to them.
- 20) There were a broad range of topics to do with investing covered which I have learned that will be helpful in the future
- 24) I attended my classes and felt as though I learnt hardly anything in them. However I learned a lot from problem sets.
- 26) Prof. Crack covers a lot of content but presents it brilliantly so that we do actually learn and understand it
- 30) Learnt very practical skills
- 33) I've learnt more in 302 than any other paper at University, because the content here is REAL and APPLICABLE. Very well taught. Great textbook. Superb course.
- 34) The lecturer clearly explain each topic with full understanding and making sure that everyone is in the same page or is able to follow.

2	I found this course to be well organised:	Strongly agree	1	2	3	4	5	Strongly disagree	NIL	Median
		Number	27	7	1	1	0		0	1.2
		Distribution 1	75%	19%	3%	3%	0%		0%	
		Distribution 2*	94%	3%	3%	3%				

Please explain:

- 3) Professor Crack is the most organised professor I have ever had. There is nothing I could fault.
- 5) Awesome structure. It made sense as we went along and I felt like the carder concepts were well explained in depth compared to more basic ideas which were explained briefly
- 6) I didn't understand what I was doing or why I was doing the assignments until the end of the course (excel side). A really basic coverage of each PS I'm simpleton terms would greatly increase the amount I understood from each problem set.
- 7) This course was very well organised. I didn't feel as though the lectures were inconsistent in terms of the differing amounts of content we went through each time which was good!
- 10) The textbook contributes hugely to this. Despite being a little unstructured/roundabout itself, the course was easy to follow, made easier by the problem sets that built perfectly on each other.
- 11) Using the FFSI textbook meant there was flexibility in timing and content covered throughout the semester. Every lecture was extremely well organised.
- 14) Generally very well organised. I would have liked a week-by-week breakdown of what would be studied in the course outline though.
- 26) The use of the textbook in class made following lectures very easy as everything was set out logically. Prof. Crack has evidently put a lot of effort into designing the course and it really pays off
- 33) Very well organised. Professor Crack is always suitably well prepared for lectures, he marks assignments/midterms quickly, and gets straight to the point with what is asked of you.
- 34) The lecturer comes prepared every lecture and able to cover each topic that is set for the week. However the down side is that the skip list for the first half of semester for preparation for midterm exam came out a little late.

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3	I think the level of course content was:	Too advanced	1	2	3	4	5	Too elementary	NIL	Median
		Number	7	12	16	1	0		0	2.4
		Distribution 1	19%	33%	44%	3%	0%		0%	
		Distribution 2*		53%	44%		3%			

Please explain:

- 3) The course is challenging but it is taught extremely well so it is manageable.
- 5) I felt like this paper was a set up from FINC202 and FINC203. After experiencing the jump from 100-Level to 200-Level finance courses, I felt like the jump from 200-Level to FINC302 was disproportionate, however it wasn't unmanageable.
- 7) Some of this courses material was a little hard to grasp the idea of but with the incorporation of real world examples was very well done.
- 10) It was challenging but in a great way. Kept us on our toes but not too exhaustive that we fell behind.
- 11) FINC302 was a very challenging course, however this has only motivated me to try harder to achieve the results I was striving for. I think the difficulty is necessary in this course in order to push people to develop their critical thinking skills.
- 14) Content was difficult, but that is not a bad thing. It is refreshing to be challenged and forced to think for yourself, with help from the lecturer if needed.
- 23) Problem sets were extremely advanced
- 24) Content was extremely hard to understand, more or less the notation isn't well enough explained. Often questions are really easy but they appear in a foreign language.
- 26) While the content was sometimes difficult, Prof. Crack broke it down and explained it very well, making sure that everyone understood
- 33) It's tough - don't get me wrong, but it's meant to be. This is a rewarding 300 level paper that should absolutely remain compulsory for every Finance major.
- 34) Some content are too advanced for me especially when working with excel.
- 35) There was intense maths at the start, but thankfully this was mainly incorporated into the problem sets which gave good practical application.

4	The amount of work this course required was:	Much too much	1	2	3	4	5	Much too little	NIL	Median
		Number	2	10	22	1	1		0	2.8
		Distribution 1	6%	28%	61%	3%	3%		0%	
		Distribution 2*		33%	61%		6%			

Please explain:

- 3) The amount of work this course requires is heavily dependent on lecture attendance. If lectures are missed a large amount of work is required to catch-up.
- 5) This paper had a huge amount of out-of-class work required, much of which dug into time I had set aside for other papers. It was a challenging workload and I felt that some of the problem sets, while not too difficult, absorbed a lot of time. This was mainly due to Excel, which become a little pedantic with parentheses and commas trying to draw a Markowitz Frontier
- 6) Had to/was able to complete 80% of all problem sets alone. Smaller groups for problem sets would be better.
- 7) Again, the organisation of this course is well thought out, 4 problems sets was perfect in terms of workload and timing.
- 10) Spot on. More importantly than quantity was timing; it was consistent so we never had too much nor too little.
- 11) Good amount of content covered from the textbook. Overall there was a lot of examinable content.
- 14) The problem sets were time consuming, but when the workload was evenly spread through the team it was manageable.
- 24) Problem sets were a lot of work but I found them the only way I really learned. Perhaps another form of learning ie- tutorials or labs are suitable
- 26) Prof. Crack has designed the course so as to be difficult but it was never overwhelming
- 33) The paper is structured to make you THINK, not to be spoon-fed. Yes, it is tough, but if it were to be structured any other way, you wouldn't learn nearly as much.
- 35) I think the problem sets could be worth a bit more than 7.5% each? Either that or my other finance assignments are worth too much (spent double the time on these than I did on equivalent weightings in other papers).

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		Extremely	1	2	3	4	5	Not at all	NIL	Median
5	Overall, are you satisfied with this course?	Number	27	8	0	1	0		0	1.2
		Distribution 1	75%	22%	0%	3%	0%		0%	
		Distribution 2*	97%	0%	0%	3%				

Please explain:

- 3) Totally satisfied. Prof Crack is an excellent lecturer. He answers questions well and ensures students are following along. The content was engaging and well targeted.
 - 5) Yeah, this course was awesome.
 - 7) Overall, I thought this course was excellent. Nothing to fault about it, the material was very interesting, the assessments were well organised, and the lecturer was outstanding in explaining some very difficult theories and concepts. One of the best finance papers I have completed!
 - 10) One of my two favourite papers at Otago in my 4 years.
 - 11) Learnt so much in one semester which makes it highly rewarding.
 - 13) FINC302 has been one of my most enjoyed papers that I have taken at university, if not the most. The course is structured in a logical, considered way, and you build upon your knowledge and skills throughout the semester. It is difficult in that it does test your ability, but more so in that forces you to apply a strong, consistent work ethic.
When Prof. Crack says that he aims to teach 'intuition and critical thinking skills', he succeeds tremendously, and the focus not just the basic recall of information but the underlying thought processes that are necessary in this field are what stand out to me. It has been a thoroughly enjoyable course, developing practical skills and knowledge for post undergraduate study, and if you are interested in finance then it will grow your passion for the subject.
The value I have gained from the lectures and material in this course and almost unrivalled, and the accuracy and attention to detail Prof. Crack applies are a testament to not only his own proficiency, but also his enthusiasm, professionalism, and dedication towards helping students learn.
A great example of how a course should be run.
 - 14) The is course has taught me a lot about the actual workings of capital markets, moving away from the purely theoretical stuff we had previously done in lower level finance.
 - 24) Although very difficult and a lot of work, the course was really interesting and the content we studied was actually applicable with the real world which made it easier. However a lot of the numerical analysis was extremely foreign and to me felt like you needed to be a genius to actually implement.
 - 26) I am extremely satisfied with the course. Prof. Crack is an absolute genius and is by far the best lecturer I have ever had. The course is very well set out, and Prof. Crack really pushes us to succeed
 - 29) Great challenge, Excel was difficult but, rewarding. Learnt a great deal, hopefully, now I will be able to live a healthy wealthy
 - 33) Extremely - disappointed it isn't a full-year paper. It'd give us a chance to learn even more.
 - 35) Professor Crack is hands down the best lecturer I have had in Finance, he is genius without being patronising. I have especially enjoyed how he set up his lectures with topical stories at half time.
 - 37) feels a little difficult for me
- 6 What has helped your learning in this course?
- 1) Answer booklet helped a lot, having all the excel documents on blackboard also helped.
 - 2) Practice using q and a book
 - 3) Attending every lecture. Missing lectures could be very problematic as the content was delivered in the lectures and there were no supplementary materials aside from the text book. The text book was good but can be difficult to understand if you have not had the material first introduced in the lecture.
 - 5) Excel tutorials
 - 7) The use of real world examples was very helpful along with solutions being placed on blackboard of the problems sets and mid term exam. Also the fact the textbook is heavily used, allowed me to have something I can refer back with confidence as it's is heavily used during the lectures.
 - 9) The help sessions that Professor Crack runs leading up to exams.
 - 10) The textbook being cheap. I like many others don't buy expensive textbooks but having this one, and using it in class so often made a big impact!
 - 11) The FFSI textbook, the problem sets, the FFSI Q&A book, Prof. Crack's additional tutorials, PROFESSOR CRACK
 - 14) The text-book is excellent.
 - 19) Professor Crack was excellent.
 - 20) The textbook and groups formed as we study together

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-
- 21) The teaching staff have helped a lot.
- 27) Text book
- 29) f
- 33) Professor Crack's awesome teaching, knowledge, and approachability.
- 34) The assignments and quizzes that we do before starting the proper lecture.
- 35) An amazing lecturer.
- 36) Professor Crack is an excellent, enthusiastic lecturer and conveys the complex information in an understandable and interesting way.
- 37) textbook
lecture
- 7 What has hindered your learning in this course?
- 1) Nothing at all, this course was great, I loved it
- 2) Having not revised statistics notes having done finc203 two years ago
- 3) Nothing.
- 5) The extreme volume of work required for the problem sets. Especially leading up to the Mid-Term. Taking FINC302 and FINC305 at the same time was a real challenge because of the group projects and the amount of work required for both.
- 10) Some struggles with getting groups to pull their weight. This will be detrimental to their final grade but that is not much consolation when you are neck deep with other stuff and you have to do most of the problems sets alone.
- 14) My poor statistics back-ground has made the statistics parts of the course difficult.
- 20) Missing one or two lectures as I understand the material far better when explained by Professor Crack
- 25) Well every group is going to be different but I struggled to learn much at all from the group problem sets because not everyone is going to sit around an excel spreadsheet for hours and hours, especially when your smartest group member works better by playing around with it and figuring it out for themselves. This left a huge gap in my understanding of the course even though I tried to involve myself with the excel questions as best I could. No fault of theirs, but for other members it is exceptionally harder to understand what is going on if you are not the one behind the computer screen, even after explanation by them.
- 27) No
- 33) Nothing.
- 34) The assignments so much time.
- 35) The textbook is great for referencing areas I was confused with but is quite dense.
- 36) Not paying attention as much as I shouldve
- 8 Any other comments:
- 2) Excellent course. Thanks
- 3) Nil.
- 7) Excellent paper!
- 9) Tutorials during the semester (even every second week) would be very helpful.
- 10) Brilliant class and teaching. I wish all lecturers at this uni had at least a quarter of the teaching ability Professor Crack does.
- 11) Thoroughly enjoyed the bottom of the hour entertainment as very interesting and helped me broaden my knowledge on current events happening in the financial world- something that is often overlooked in some other FINC papers.
- 14) Excellent course. I feel I have come to understand more about financial markets in the 13 weeks of this course than I have in my preceding 3 years of finance and accountancy study.
- 23) I think its a bit pointless having such a difficult mid term that is also plussage. So many past students said "Don't worry about the mid term everyone fails" which was somewhat comforting but also not very motivating.
- 24) Perhaps more walkthroughs are needed for the numerical analysis. More than just telling us to do it.
- 26) Massive thank you to Prof. Crack, an absolutely exceptional lecturer!
- 27) Lecturer is good
- 29) gf
- 34) Tutorial is highly recommended as lecture only covers the context, not on how to apply them in a situation like in the midterm.
- 36) Not enough Q and A books :(

Processed by: *AG (Allen Goodchild)*

Student Evaluation - Teacher Core

FINC302 Applied Investments

118 - Students
102 - Responses
86 - % Class

Q.ID: E16008191
Date of Survey: 27 May-10 Jun
2016

Note: For comments questions, numbers assigned to respondents, such as 1) or 3), will be missing if they have made no comment

Core Teacher Questions

1	How organised have you found Prof. Crack's contribution to this course?	Well organised	1	2	3	4	5	Disorganised	NIL	Median
		Number	89	10	1	1	1		0	1.1
		Distribution 1	87%	10%	1%	1%	1%		0%	
		Distribution 2*	97%	1%	2%					
2	How would you rate Prof. Crack's ability to communicate ideas and information?	Excellent	1	2	3	4	5	Poor	NIL	Median
		Number	67	28	6	0	1		0	1.3
		Distribution 1	66%	27%	6%	0%	1%		0%	
		Distribution 2*	93%	6%	1%					
3	How much has Prof. Crack stimulated your interest in the subject?	Very much	1	2	3	4	5	Not at all	NIL	Median
		Number	56	33	11	0	2		0	1.4
		Distribution 1	55%	32%	11%	0%	2%		0%	
		Distribution 2*	87%	11%	2%					
4	How would you describe Prof. Crack's attitude toward students in this course?	Very helpful	1	2	3	4	5	Not at all helpful	NIL	Median
		Number	75	21	4	1	1		0	1.2
		Distribution 1	74%	21%	4%	1%	1%		0%	
		Distribution 2*	94%	4%	2%					
5	Overall, how effective have you found Prof. Crack in teaching this course?	Very effective	1	2	3	4	5	Not at all effective	NIL	Median
		Number	69	27	4	1	1		0	1.2
		Distribution 1	68%	26%	4%	1%	1%		0%	
		Distribution 2*	94%	4%	2%					

6 Any other comments about Prof. Crack's teaching?

- 6) Best lecturer I have had at Otago University. Is a great role model to learn from. Appreciate all he has done
- 10) Great lecturer and had genuine interest in helping us/ensuring noone was left behind in class. Only thing to note is I think next year the class should be taught how to do some of the problem set stuff on EXCEL as it was hard to do something we had never been shown before (and with confusing instructions) but overall he taught the class well.
- 17) Thoroughly enjoyed Prof. Cracks course and his approach to teaching the content.
- 18) One of my favourite lecturers. Interesting, clear and concise.
- 19) The man is a genius!
- 20) I expected to struggle extremely before starting this class. However it has been a very interesting course, with so much practical content. The content is challenges you but is very rewarding and I have learnt much more than any other class I have taken. By far the best lecturer to date. A+++

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- 21) I have not enjoyed this course. The lectures consist primarily of Prof Crack reading from the textbook. This is not effective lecturing. I feel I could get just as much value simply reading the textbook at home. Despite this, attendance at the lectures is essential, as Prof Crack places emphasis on specific facts which will appear in the exams. For example, one of the questions in the mid-term exam asked the average dividend yield on a portfolio examined in the textbook. This doesn't feel like an opportunity to display our understanding of financial concepts - this feels like rote learning, and is less than I would expect from a 300 level course. The lectures are 2 hours, but include 3 breaks and several anecdotes. If Prof Crack cut down on these breaks and increased the pace of the lectures a bit I feel they could be cut down to a more manageable one hour slot. And finally, I was unimpressed with the management of the distribution of textbooks at the start of the semester. I understand this was a one-off due to printing problems, but books were sold to students before a copy was put on course reserve, when Prof Crack knew there were not enough to go around, and an assignment was due shortly after. A week before this assignment was due, an excerpt from the textbook was posted on blackboard, but the assignment had been available for a few weeks already. It may have been a one-off, but that's not much consolation to students who are only going to take this paper once. As for positives, I thought the assignments were very good. They were satisfying, an appropriate amount of work, and they were very instructive.
- 22) The only lecturer who seems to know what he's doing. Other instructors should have to sit in and take notes to realise how bad they are haha
- 23) Prof. Cracks text book is a bit overwhelming and there are quite a few sections that he has marked as un-examinable which is confusing and time consuming to go through and work out. On the other hand it is also incredibly thorough and I have referred to it on several occasions outside of FINC302 work. Prof. Cracks classes are ALWAYS well prepared and presented. He leaves plenty of opportunity for questions and discussion in class and I have found him very approachable during his office hours. I really enjoy and appreciate Prof. Cracks teaching that goes beyond the practicalities and theory of the course - his reflections on integrating our new found financial knowledge within the wider scope of life i.e. making educated decisions with our personal finances: being prepared for retirement, staying healthy, making the most of our privileged situations.
- 24) Such an amazing lecturer! He explains things so well, and in ways where we can actually understand it. The way he structures his lectures with breaks at the half hour mark is fantastic because it lets you have a bit of time to process the info and write some extra notes without missing out on any other info, also its nice to have a break as this is quite a full on course. Always look forward to going to his class. Story time is awesome, whether its a financial story or one to explain an idea/point, they are always interesting. He accepts any answers even if they are wrong and is in no way condescending which is fantastic. He provides us with so much information. Definitely the best lecturer i have had.
- 25) I like that he doesn't favor students who have a tendency to suck up to lecturers. He makes sure all information is shared equally. He has made me interested in an area of finance I didn't think I would be especially after first flipping through the text book. One of the best lecturers I've ever had and his passion for the paper transpires through the course.
- 28) I thought this course has been much more enlightening toward financial theory than any other paper i have taken. Prof. Crack is lecturing a paper that is closest to anything we will see in the real world
- 29) It would have been nice to hear more about the practical work he has completed while working in the industry.
- 31) Really enjoyed this paper! every lecture was interesting. the lecture about retirement blew my mind - that was a fantastic lecture. This paper is one of a very few papers ive taken at uni where i was exited to attend and attempt to answer questions out loud in class and engage in the lecture. I did however think that the excel material was very hard and we werent shown very clearly in class how to do it - the excel explanations seemed quite rushed on the board in class. Maybe would prefer if the exam had some MC and then some longer answer questions both written and calculation long answers - as answering these sorts of questions really locks in the learning for me personally when im studying. in the problem sets i thought there was so much reading and a lot of it was unnecessary and we had to wade through the info to find the relevant info/steps to do to do the problem. so maybe more concisely written PS would be good. thanks for the great classes Professor Crack!
- 32) Otago is lucky to have Professor Crack, we are getting a world class education with him!
- 33) Tutorials throughout the semester I feel would help students to further understand the theories and practical aspects of this class more thoroughly. While the tutorials before the midterm and final exam are helpful, I feel that in order to really grasp what is being taught, extra sessions with a tutor would be extremely helpful.
- 34) Very interesting to listen to, Cheers
- 35) One of the best lecturers I've had at Otago so far, can tell he knows what he's talking about.
- 42) The most i have learnt in a finance paper. Everything could be related to real world examples and aspects that can benefit us individually in the future, really enjoyed the paper.
- 44) by far the best finc course
very knowledgeable and helpful.

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- 45) Prof. Crack has been my favourite lecturer/teacher in my schooling and University career to date. He has a different and unique teaching style which really stimulated my interest in the subject and managed to keep me engaged in every lecture. He also connects well with his students and it is appreciated that he makes an effort to remember student's names. He also goes beyond the course materials and has a genuine aim to equip us with real life skills in the financial/commercial/real world. I have walked out of every lecture having taken away something fascinating to share or to look into further. Thanks Prof. Crack.
- 46) No
- 47) Prof. Crack has probably been the best lecturer I've had out of my 3 years of uni. He gets ideas across easily, and seems very organised.
- 49) I found that prof. Crack made an excellent effort to make sure students understood concepts that he thought were hard and he would communicate them in a different way which was very helpful. Easily one of the best lecturers I had at Otago
- 50) Interesting teaching style, but passionate which is refreshing
- 51) I have really enjoyed his teaching style. He helped spark my interest in finance in bsns108 in 2010 and I have continued to enjoy his teaching this semester
- 54) I find this course really difficult, and I think some of the content taught could be explained a bit better/ simplified. I find we cover things really quickly and I find it hard to absorb some of it. It's good how he gives us breaks and changes topics throughout the lesson to keep us occupied.
- 58) Best Lecturer I've ever had teaching the best course I've ever taken. Made me decide to study in a simliar area for Post Grad
- 61) I really enjoyed this paper! The course content was useful not only for career purposes but also for general personal finance skills. Prof. Crack is a valuable asset to the finance and accounting department and I think that other lecturers could learn a thing or two from how he runs his paper.
- 64) Some other finance lecturers could take cues for how he teaches the course. Interesting, interactive, relates everything back to real world concepts.
Only negatives were that problem sets could be easy to get lost in. Heavy mathematical aspect of course could also be taken slightly more slowly. Other than that he is a very good lecturer with a bit of a quirky side
- 68) We need more guidance on problem sets
- 70) Cannot fault his teaching or lecturing - he keeps the class engaged & it's great that he is so passionate about the subject. A+
- 71) Would be cool to have some artificial simulation of a trading platform online, so we could put theory into practice and see how it works.
- 72) one of the best lecturer i've had throughout my time at university! VERY INTERESTING, very enjoyed his mid class breaks and the photos and stories he has!!!
- 75) The only negatives of the course are that there is a lot of content and at quite an advanced level. Considering that, the teaching has been very good.
- 77) I really like the way Prof. Crack sets out the lectures and the little stories / pictures he shows in class as a break. I do however think there is too much content covered for one paper, and the only way he can get through it all in class time is skimming over the text book- showing us what we have to learn rather than actually teaching the content.
- 79) Really enjoyed the course! Unlike other courses, I can see myself actually using the information and skills I've learnt in this course outside of university. Thanks!
- 80) The best lecturer I've had. Prof. Crack is very friendly and helpful, not to forget he is very knowledgeable as well. The short break after 30 minutes lectures is pretty awesome, I thought it will be even better to learn more about Prof. Crack's life experience!
- 81) best lecturer in otago
- 84) One of the best/if not the best lecturer i've ever had. Very good at communicating ideas and helping you understand them. Also feel as though he really cares about us.
- 85) Amazing teacher, so knowledgable!!
- 87) Talking too fast during the lectures
- 89) Conducts himself with utter professionalism. Made the subject very interesting and thus continued to receive my attention even though his lectures were on during the basketball. A job well done.
- 94) Greatful to have had a well published and respected academic teach me Finance.
- 95) Bloody legend
- 97) I find your text very well written and everything is clearly defined. One of if not the best organised class I have taken at UoO
- 99) I do find him very good at teaching however I find that as he teaches using his textbook that if you don't understand something we can't refer to another resource to make sense of it. Also I do find it a conflict of interest that we basically have to buy his textbook plus the question and answer booklet to do well in this paper. It would be different if we got a pdf, even just for the q&a.
- 102) Beginning lectures on stats were difficult to get head around. Weekly tutorials would be beneficial to solidify lecture materials.

Processed by: 

Professor Timothy Crack

Evaluations of teaching: summary data
University of Otago

Generic Questions (compulsory)

Accountancy & Finance

2015

Teaching Type →
Ratings (1 & 2 Preferred) →

FINC302

Course

Course

Course

Date: 28 May 2015	Date:	Date:	Date:
Responses: 106	Responses:	Responses:	Responses:
% Class: 76	% 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?	97	3	0			
2 How would you rate Professor Crack's ability to communicate ideas and information?	87	11	2			
3 How much has Professor Crack stimulated your interest in the subject?	75	19	7			
4 How would you describe Professor Crack's attitude toward students in this course?	92	8	0			
5 Overall, how effective have you found Professor Crack in teaching this course?	86	12	2			

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?	85	13	2			
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?						

Student Learning				
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?			
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?	80	16	4
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?			
Assessment				
35	Did Professor Crack provide constructive feedback on assessment tasks?	94	5	1
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?	76	18	5
39	Did Professor Crack return assignments within a reasonable timeframe?	96	4	0
40	How well did Professor Crack's assignments relate to other aspects of the course?			
Professional Attitudes				
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?			
Resources				
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?			
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?			

Professor Timothy Crack

Evaluations of teaching: summary data
University of Otago

Generic Questions (compulsory)

Accountancy & Finance

FINC302

Course

Course

Course

2014

Teaching Type →
Ratings (1 & 2 Preferred) →

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	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?				

Student Learning							
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?						
Assessment							
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?						
Professional Attitudes							
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?						
Resources							
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?						

Course Student Evaluation Questionnaire

BSNS108

263 - Students
233 - Responses
89 - % Class

Q.ID: 20120942
Date of Survey: 4 Oct 2012

1	How valuable do you consider this course has been for you?	Extremely valuable	1	2	3	4	5	Not at all valuable	NIL	Median
		Number	86	93	42	9	3		0	1.8
		Distribution 1	37%	40%	18%	4%	1%		0%	
		Distribution 2*	77%		18%	5%				
2	How much do you feel you have learned or accomplished in the course?	A great deal	1	2	3	4	5	Very little	NIL	Median
		Number	63	100	58	8	4		0	2.0
		Distribution 1	27%	43%	25%	3%	2%		0%	
		Distribution 2*	70%		25%	5%				
3	How effective was the lecturer in teaching this course?	Very effective	1	2	3	4	5	Very ineffective	NIL	Median
		Number	108	80	30	12	1		2	1.6
		Distribution 1	46%	34%	13%	5%	0%		1%	
		Distribution 2*	81%		13%	6%				
4	Did the lecturer make good use of examples and illustrations?	Yes, often	1	2	3	4	5	No, very seldom	NIL	Median
		Number	128	73	23	7	2		0	1.4
		Distribution 1	55%	31%	10%	3%	1%		0%	
		Distribution 2*	86%		10%	4%				
5	The lecturer stimulated my interest in the subject:	Very much	1	2	3	4	5	Not at all	NIL	Median
		Number	76	75	48	24	10		0	2.0
		Distribution 1	33%	32%	21%	10%	4%		0%	
		Distribution 2*	65%		21%	15%				
6	The course seemed:	Very well organised	1	2	3	4	5	Very disorganised	NIL	Median
		Number	136	79	9	6	2		1	1.4
		Distribution 1	58%	34%	4%	3%	1%		0%	
		Distribution 2*	92%		4%	3%				
7	How do you view the level of course content?	Too advanced	1	2	3	4	5	Too elementary	NIL	Median
		Number	21	96	99	15	1		1	2.5
		Distribution 1	9%	41%	42%	6%	0%		0%	
		Distribution 2*	50%		42%	7%				
8	How much work did this course require?	Much too much	1	2	3	4	5	Much too little	NIL	Median
		Number	11	94	115	11	0		2	2.6
		Distribution 1	5%	40%	49%	5%	0%		1%	
		Distribution 2*	45%		49%	5%				
9	Were instructions for assignments clear and specific?	Yes, always	1	2	3	4	5	No, never	NIL	Median
		Number	137	65	21	7	2		1	1.3
		Distribution 1	59%	28%	9%	3%	1%		0%	
		Distribution 2*	87%		9%	4%				

Course Student Evaluation Questionnaire

BSNS108

263 - Students
 233 - Responses
 89 - % Class

Q.ID: 20120942
 Date of Survey: 4 Oct 2012

10	Did tutorials/seminars contribute to your understanding of this subject?	Yes, greatly	1	2	3	4	5	No, not at all	NIL	Median
		Number	101	66	36	16	12		2	1.7
		Distribution 1	43%	28%	15%	7%	5%		1%	
		Distribution 2*		72%	15%	12%				

11 For me, the best aspect of the course was:

12 For me, the worst aspect of the course was:

Processed by: *AL (Allen Goodchild)*

Course Student Evaluation Questionnaire
 Professor Timothy Crack
FINC302: Applied Investments

110 - Students
 80 - Responses
 73 - % Class

Q.ID: 20110397
 Date of Survey: Jun 2011

1	I learned or accomplished a great deal in this course:	Strongly agree	1	2	3	4	5	Strongly disagree	NIL	Median
		Number	42	32	6	0	0		0	1.5
		Distribution 1	53%	40%	8%	0%	0%		0%	
		Distribution 2*	93%	8%	0%	0%				
2	Please comment:									
3	I found this course to be well organised:	Strongly agree	1	2	3	4	5	Strongly disagree	NIL	Median
		Number	70	9	1	0	0		0	1.1
		Distribution 1	88%	11%	1%	0%	0%		0%	
		Distribution 2*	99%	1%	0%	0%				
4	Please comment:									
5	I think the level of course content was:	Too advanced	1	2	3	4	5	Too elementary	NIL	Median
		Number	8	40	31	1	0		0	2.3
		Distribution 1	10%	50%	39%	1%	0%		0%	
		Distribution 2*	60%	39%	1%	0%				
6	Please comment:									
7	The amount of work this course required was:	Much too much	1	2	3	4	5	Much too little	NIL	Median
		Number	5	38	37	0	0		0	2.4
		Distribution 1	6%	48%	46%	0%	0%		0%	
		Distribution 2*	54%	46%	0%	0%				
8	Please comment:									
9	What has helped your learning in this course?									
10	What has hindered your learning in this course?									
11	Please make any suggestions for improving this course:									

Processed by: *AG* (Allen Goodchild)

Course Student Evaluation Questionnaire

BSN108: Finance

500 - Students
221 - Responses
44 - % Class

Q.ID: 20100858
Date of Survey: 30 Sep 2010

1	How valuable do you consider this course has been for you?	Extremely valuable	1	2	3	4	5	Not at all valuable	NIL	Median
		Number	95	92	27	6	1		0	1.7
		Distribution 1	43%	42%	12%	3%	0%		0%	
		Distribution 2*		85%	12%	3%				
2	How much do you feel you have learned or accomplished in the course?	A great deal	1	2	3	4	5	Very little	NIL	Median
		Number	85	97	31	6	2		0	1.8
		Distribution 1	38%	44%	14%	3%	1%		0%	
		Distribution 2*		82%	14%	4%				
3	How effective was the lecturer in teaching this course?	Very effective	1	2	3	4	5	Very ineffective	NIL	Median
		Number	126	68	20	6	0		1	1.4
		Distribution 1	57%	31%	9%	3%	0%		0%	
		Distribution 2*		88%	9%	3%				
4	Did the lecturer make good use of examples and illustrations?	Yes, often	1	2	3	4	5	No, very seldom	NIL	Median
		Number	151	56	10	3	1		0	1.2
		Distribution 1	68%	25%	5%	1%	0%		0%	
		Distribution 2*		94%	5%	2%				
5	The lecturer stimulated my interest in the subject:	Very much	1	2	3	4	5	Not at all	NIL	Median
		Number	86	68	47	12	7		1	1.9
		Distribution 1	39%	31%	21%	5%	3%		0%	
		Distribution 2*		70%	21%	9%				
6	The course seemed:	Very well organised	1	2	3	4	5	Very disorganised	NIL	Median
		Number	133	66	16	3	1		2	1.3
		Distribution 1	60%	30%	7%	1%	0%		1%	
		Distribution 2*		90%	7%	2%				
7	How do you view the level of course content?	Too advanced	1	2	3	4	5	Too elementary	NIL	Median
		Number	17	71	109	19	2		3	2.7
		Distribution 1	8%	32%	49%	9%	1%		1%	
		Distribution 2*		40%	49%	10%				
8	How much work did this course require?	Much too much	1	2	3	4	5	Much too little	NIL	Median
		Number	15	65	123	17	0		1	2.7
		Distribution 1	7%	29%	56%	8%	0%		0%	
		Distribution 2*		36%	56%	8%				
9	Were instructions for assignments clear and specific?	Yes, always	1	2	3	4	5	No, never	NIL	Median
		Number	137	55	19	5	2		3	1.3
		Distribution 1	62%	25%	9%	2%	1%		1%	
		Distribution 2*		87%	9%	3%				

Course Student Evaluation Questionnaire

BSN108: Finance

500 - Students
221 - Responses
44 - % Class

Q.ID: 20100858
Date of Survey: 30 Sep 2010

10	Did tutorials contribute to your understanding of this subject?	Yes, greatly	1	2	3	4	5	No, not at all	NIL	Median
		Number	87	79	27	21	7		0	1.8
		Distribution 1	39%	36%	12%	10%	3%		0%	
		Distribution 2*		75%	12%	13%				

11 For me, the best aspect of the course was:

12 For me, the worst aspect of the course was:

Processed by: AG (Allen Goodchild)

Professor Timothy Crack
Evaluations of teaching: summary data

Finance & Quantitative
Analysis
2009

Generic Questions (compulsory)

Teaching Type →
Ratings (1 & 2 Preferred) →

FINC302	Course	Course	Course
Date: 3 Jun 2009	Date:	Date:	Date:
Responses: 82	Responses:	Responses:	Responses:
% Class: 82	% 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?	99	1	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?	91	7	1			
4 How would you describe Professor Crack's attitude toward students in this course?	93	4	4			
5 Overall, how effective have you found Professor Crack in teaching this course?	96	4	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?	90	9	1	
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?				

Processed by: 

All values given are calculated as a percentage of the responses received

Printed by HEDC: 13/08/2009

Student Learning				
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?	79	21	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?	84	15	1	
28 How effective was Professor Crack in helping you to develop the practical skills required in this course?	80	17	2	
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?				
Assessment				
35 Did Professor Crack provide constructive feedback on assessment tasks?				
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?				
40 How well did Professor Crack's assignments relate to other aspects of the course?				
Professional Attitudes				
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?				
Resources				
47 Did Professor Crack use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?	94	5	1	
48 Was the course material provided by Professor Crack structured in an appropriate manner?				
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?				

Professor Timothy Crack

Evaluations of teaching: summary data

Generic Questions (compulsory)

Finance & Quantitative
Analysis
2008

Teaching Type
Ratings (1 & 2 Preferred)

FINC302	Course	Course	Course
Date: 28 May 2008	Date:	Date:	Date:
Responses: 98	Responses:	Responses:	Responses:
% Class: 78	% 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	1	0			
2 How would you rate Professor Crack's ability to communicate ideas and information?	93	6	1			
3 How much has Professor Crack stimulated your interest in the subject?	89	9	2			
4 How would you describe Professor Crack's attitude toward students in this course?	92	8	0			
5 Overall, how effective have you found Professor Crack in teaching this course?	93	6	1			

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?	94	6	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?				

Processed by: Carli Young

All values given are calculated as a percentage of the responses received

Printed by HEDC: 2/07/2008

Student Learning				
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?	78	21	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?	85	15	0
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?			
Assessment				
35	Did Professor Crack provide constructive feedback on assessment tasks?			
36	Did you find the workload required in Professor Crack's course / section of the course reasonable?	60	32	8
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?			
40	How well did Professor Crack's assignments relate to other aspects of the course?			
Professional Attitudes				
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?			
Resources				
47	Did Professor Crack use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?	95	5	0
48	Was the course material provided by Professor Crack structured in an appropriate manner?			
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?			

Professor Timothy Crack

Evaluations of teaching: summary data

Generic Questions (compulsory)

Finance & Quantitative
Analysis
2007

Teaching Type
Ratings (1 & 2 Preferred)

FINC460			FINC302			Course			Course		
Date: 8 May 2007			Date: 30-May-07			Date:			Date:		
Responses: 10			Responses: 92			Responses:			Responses:		
% Class: 100			% Class: 77			% Class:			% Class:		
Lects/Tuts/SmGrps			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?	100	0	0	91	9	0				
2	How would you rate Professor Crack's ability to communicate ideas and information?	100	0	0	92	5	2				
3	How much has Professor Crack stimulated your interest in the subject?	90	10	0	76	17	7				
4	How would you describe Professor Crack's attitude toward students in this course?	90	0	10	75	21	4				
5	Overall, how effective have you found Professor Crack in teaching this course?	100	0	0	79	18	2				

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?	90	10	0	79	13	8				
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?										



Student Learning							
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?			90	10	0	71 21 8
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?			90	10	0	65 22 12
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?						
Assessment							
35	Did Professor Crack provide constructive feedback on assessment tasks?						
36	Did you find the workload required in Professor Crack's course / section of the course reasonable?			70	30	0	33 32 35
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?						
40	How well did Professor Crack's assignments relate to other aspects of the course?						
Professional Attitudes							
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 and opinions?						
46	Did Professor Crack treat the patient/client in a professional manner?						
Resources							
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?						
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?			70	20	10	64 25 11

Professor Timothy Crack

Finance & Quantitative
Analysis

BSNS101 - 1pm **BSNS101 - 4pm**

Evaluations of teaching: summary data

2007

Generic Questions (compulsory)

Teaching Type →
Ratings (1 & 2 Preferred) →

FINC460			FINC302			Stream			Stream			Course		
Date: 8 May 2007			Date: 30-May-07			Date: 7-Sep-07			Date: 7-Sep-07			Date:		
Responses: 10			Responses: 92			Responses: 150			Responses: 21			Responses:		
% Class: 100			% Class: 77			% Class: 39			% Class: 23			% Class:		
Lects/Tuts/SmGrps			Lectures			Lectures			Lectures					
1&2	3	4&5	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?	100	0	0	91	9	0	98	2	0	100	0	0	
2	How would you rate Professor Crack's ability to communicate ideas and information?	100	0	0	92	5	2	89	9	2	100	0	0	
3	How much has Professor Crack stimulated your interest in the subject?	90	10	0	76	17	7	65	24	11	81	14	5	
4	How would you describe Professor Crack's attitude toward students in this course?	90	0	10	75	21	4	78	15	7	90	10	0	
5	Overall, how effective have you found Professor Crack in teaching this course?	100	0	0	79	18	2	85	13	1	95	5	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?							92	7	0	95	5	0	
8	Did Professor Crack make good use of examples, illustrations, or other techniques to explain difficult concepts?	90	10	0	79	13	8	90	9	0	90	10	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?													

Student Learning												
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?						90	10	0	71	21	8
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?						90	10	0	65	22	12
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?											
Assessment												
35	Did Professor Crack provide constructive feedback on assessment tasks?											
36	Did you find the workload required in Professor Crack's course / section of the course reasonable?						70	30	0	33	32	35
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?											
40	How well did Professor Crack's assignments relate to other aspects of the course?											
Professional Attitudes												
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?									79	16	5
45	Was Professor Crack receptive to differing viewpoints and opinions?									95	5	0
46	Did Professor Crack treat the patient/client in a professional manner?											
Resources												
47	Did Professor Crack use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?									87	9	3
48	Was the course material provided by Professor Crack structured in an appropriate manner?									100	0	0
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?						70	20	10	64	25	11
									77	14	4	
									90	0	0	

Professor Timothy Crack

Finance & Quantitative
Analysis

BSNS101 - 1pm

BSNS101 - 4pm

**BSNS101 Combined
Analysis, 1&4pm**

Evaluations of teaching: summary data

2007

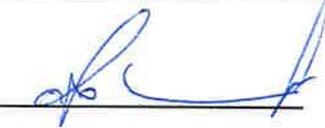
Generic Questions (compulsory)

Teaching Type →
Ratings (1 & 2 Preferred) →

Date: 8 May 2007 Responses: 10 % Class: 100	FINC460			Date: 30-May-07 Responses: 92 % Class: 77	FINC302			Date: 7-Sep-07 Responses: 150 % Class: 39	Stream			Date: 7-Sep-07 Responses: 21 % Class: 23	Stream			Date: 7-Sep-07 Responses: 171 % Class: 36			
	Lects/Tuts/SmGrps	Lectures			Lects/Tuts/SmGrps	Lectures			Lects/Tuts/SmGrps	Lectures			Lects/Tuts/SmGrps	Lectures					
	1&2	3	4&5		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?	100	0	0	91	9	0	98	2	0	100	0	0	98	2	0				
2 How would you rate Professor Crack's ability to communicate ideas and information?	100	0	0	92	5	2	89	9	2	100	0	0	91	8	2				
3 How much has Professor Crack stimulated your interest in the subject?	90	10	0	76	17	7	65	24	11	81	14	5	67	23	10				
4 How would you describe Professor Crack's attitude toward students in this course?	90	0	10	75	21	4	78	15	7	90	10	0	80	15	6				
5 Overall, how effective have you found Professor Crack in teaching this course?	100	0	0	79	18	2	85	13	1	95	5	0	87	12	1				

Additional Questions (choose any five)

Teaching Strategies	FINC460			FINC302			Stream			Stream			BSNS101 Combined		
	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5	1&2	3	4&5
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?							92	7	0	95	5	0	92	7	0
8 Did Professor Crack make good use of examples, illustrations, or other techniques to explain difficult concepts?	90	10	0	79	13	8	90	9	0	90	10	0	90	9	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?															

Processed by: 

All values given are calculated as a percentage of the responses received

Printed by HEDC: 30/10/2007

Student Learning									
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?			90	10	0	71	21	8
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?			90	10	0	65	22	12
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?								
Assessment									
35	Did Professor Crack provide constructive feedback on assessment tasks?								
36	Did you find the workload required in Professor Crack's course / section of the course reasonable?			70	30	0	33	32	35
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?								
40	How well did Professor Crack's assignments relate to other aspects of the course?								
Professional Attitudes									
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?						79	16	5
45	Was Professor Crack receptive to differing viewpoints and opinions?						95	5	0
46	Did Professor Crack treat the patient/client in a professional manner?								
Resources									
47	Did Professor Crack use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?						87	9	3
48	Was the course material provided by Professor Crack structured in an appropriate manner?						100	0	0
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?			70	20	10	64	25	11
				77	14	4	90	0	0
				78	12	4			

Professor Timothy Crack
Evaluations of teaching: summary data

Finance & Quantitative
Analysis
2006

FINC302
Date: 2 Jun 2006
Responses: 124
% Class: 77

Course
Date:
Responses:
% Class:

Course
Date:
Responses:
% Class:

Course
Date:
Responses:
% Class:

Generic Questions (compulsory)

Teaching Type
Ratings (1 & 2 Preferred)

Lectures
1&2 3 4&5 1&2 3 4&5 1&2 3 4&5 1&2 3 4&5

Question	1&2	3	4&5
1 How organised have you found Professor Crack's contribution to this course?	96	4	0
2 How would you rate Professor Crack's ability to communicate ideas and information?	92	6	2
3 How much has Professor Crack stimulated your interest in the subject?	83	13	4
4 How would you describe Professor Crack's attitude toward students in this course?	85	13	2
5 Overall, how effective have you found Professor Crack in teaching this course?	90	8	2

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?	93	5	2
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?			



Student Learning

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?	75	23	2
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?	82	15	3
28	How effective was Professor Crack in helping you to develop the practical skills required in this course?	83	14	2
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?			

Assessment

35	Did Professor Crack provide constructive feedback on assessment tasks?			
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?			
40	How well did Professor Crack's assignments relate to other aspects of the course?			

Professional Attitudes

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?			

Resources

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?			
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?	83	14	2



20 OCT 2010

Dear Timothy

RE: Results of Survey using the Course Questionnaire for Student Evaluation

Here are the results of the survey you did recently using the Course Questionnaire for Student Evaluation. Also enclosed are the students' completed questionnaires for you to read the written comments. Your Head of Department has been sent a copy of the analysis report in accordance with an amendment to the confidentiality policy (active from the start of 2008).

For each of the rating-type questions, the report shows the number and percentage of students choosing each of the five options, the number and percentage not responding to the question (Nil), and the interpolated median of the responses. Distribution 2 shows the combined percentages of the 1 & 2 and the 4 & 5 responses.

Sample:	Response Number	1	2	3	4	5	NIL	Median
		11	29	15	4	0	1	2.1
	Distribution 1	18%	48%	25%	7%	0%	2%	
	Distribution 2*	67%		25%		7%		

For instance, the sample table above shows that of the 60 students who filled in questionnaires, 1 failed to respond to the question, 11 chose response one, 29 chose response two, 15 chose response three, 4 chose response four, and no one chose response five. The corresponding percentages of students are shown below the numbers (Distribution 1). The interpolated median response was 2.1.

Please note that ambiguous responses from students will be regarded as invalid and not entered. For example, where a student has filled in more than one circle or an area in between two circles, it will be recorded as a nil response for that question.

With this type of questionnaire, comparisons of the ratings with those of other courses/papers are of little value. Instead, you should compare the course ratings from year to year, to identify aspects which are causing increasing satisfaction or concern to students. The responses, especially to open-ended questions, will guide you in your choice of questions for future surveys.

Also, it is important to note that the ratings are influenced by the circumstances under which students are taking the course. It is somewhat harder to achieve high ratings in a required service course than in an optional paper taken mainly by students very interested in the topic.

Information on the use of several methods of student evaluation can be found in the current HEDC "Guidelines for the Evaluation of Teaching" (available on our website:

<http://hedc.otago.ac.nz/hedc/etc.html>). The Questionnaire Request forms and Question Catalogues can also be downloaded from this website (click on Evaluation Questionnaires on left). HEDC would like to encourage wider and more routine use of course evaluations by those involved in planning and development. The Course evaluation questionnaire administered by HEDC has the flexibility to provide essential information about student perceptions of the quality of their learning experience. For an overview and advice on Course evaluation please feel free to access the document: 'HEDC Advice on Course Evaluation' on the HEDC website: <http://hedc.otago.ac.nz/hedc/etc/Evaluation-Questionnaires/Course.html> (on the right of the page).

This analysis report is intended primarily for feedback purposes but can also be submitted as part of your Otago Teaching Profile for promotion, progression, confirmation or appraisal purposes (refer section 6.3.4, page 13 of the current Academic Staff Promotions Policy, located on the Human Resources website: <http://www.otago.ac.nz/humanresources/staffdevelopment/promotionsprogressions/index.html#Promotion>). In relation to Course evaluation questionnaires, the policy states that: "You may in addition submit as part of your evidence course evaluations which demonstrate your teaching competence by, for example, elaborating on your contribution to course design. Course evaluations normally should not be more than three years old".

If you have any questions about the interpretation of your report, or would like advice or assistance to help you deal with any aspects of your teaching/course which concern you, please feel free to contact us and we can put you in touch with an academic staff member of the Centre. Alternatively you can access a list of HEDC staff and their areas of advice on the HEDC website: <http://hedc.otago.ac.nz/hedc/asd/Areas-of-Expert-Assistance.html>.

Yours sincerely

Jo, Allen & Julie

Evaluation Service
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