This document is only available to the teacher who requests the evaluation. This report is available when there is more than one student enrolled in the unit (in which the teaching evaluation was requested) and when there were at least two student responses for that teacher within that unit. (This is to preserve student anonymity.)

While it is expected that in the qualitative items, students will only comment on the teaching of the nominated teacher, a student could feasibly name and comment on a different teacher. In this case, the participating teacher (who is the only recipient of this report) is under obligation to treat comments about other staff as confidential. As students were not invited to comment on teachers other than the participating teacher, any comments about non-participating teachers should not be passed on to anyone.

Note: Student feedback which may be considered offensive or defamatory (this includes racist or sexist comments, personal or abusive comments, or allegations of criminal activity) may NOT be passed on to any staff member, or any student, by either the Unit Coordinator or Head of School/Faculty. Under no circumstances will a comment be tracked to identify any student.
# eVALUate Teaching Evaluation Report

**Evaluation period:** 2007 Semester 1  
**Teacher Name:** Beatrix Potter  
**Staff ID:** 280766B

**Unit Name:** Random Unit Title  
**Unit Number:** 9999  
**Total Unit Enrolment:** 197  
**Responses to teaching evaluation survey(n):** 13

<table>
<thead>
<tr>
<th>eVALUate quantitative items</th>
<th>Frequency Distribution(%)</th>
<th>Agreement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is well organised</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>2. Communicates clearly</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>3. Is approachable</td>
<td></td>
<td>92</td>
</tr>
</tbody>
</table>
4. Provides useful feedback

5. Appears knowledgeable in this subject area

6. Is enthusiastic in teaching this unit

7. Is an effective teacher

**eVALUate qualitative items**

**Please comment on Beatrix Potter's teaching strengths. (600 characters)**

Very enthusiastic lecturer. A shame she won't be teaching this unit next year!

Dr Potter's lecture & lab were great, well organised & well run.

Dr Potter is a fantastic lecturer, she can make concepts easy to understand.

Dr Potter is a fantastic lecturer, who is very passionate about what she teaches, therefore I found my interest in the concepts increasing.

Explanations given in lectures are generally clear and easy to understand.
Please comment on Beatrix Potter’s teaching strengths. (600 characters)

This teacher explained the case studies in a way that I was able to understand when I asked her directly.

good lectures, answer questions well, good background information, generally happy to help students

She always makes me feel like part of the class, and she is always eager to listen to our opinions.

Good lecturing style

Her passion and enthusiasm for teaching and for the subject made her classes lively and helpful. I also really appreciated the extra notes that she prepared in her own time and handed out to us on a regular basis.

Positive, cheerful attitude makes learning easier and more interesting! Provides good learning techniques.

She helped out with our questions and double check that we know what she’s talking about

Please comment on how you think Beatrix Potter might improve the teaching and learning in this unit. (600 characters)

Lectures could more visually stimulating, e.g. powerpoint, which would be easier to follow, and diagramatic representation helps reinforce the concepts being taught.

There was no real opportunity to get help if you didn’t understand something well, therefore being able to ask questions by email or in person out of class time would be helpful.

Lecture outlines could be set out better, often there was not enough time provided to write down notes inbetween slides.

If the lecture notes were not changed so much from the printed version (webCT) to the lecture version

lecture notes should be in point forms and in simple language, not in sentences