

The Hong Kong University of Science and Technology

Student Feedback Questionnaire

Instructor - Section Report (Provisional)

SPRING 2016-17

Survey period: 9 May 2017 - 12 May 2017

Prof. KOH, Tat Koon

ISOM-2010-L2 Introduction to Information Systems

34 student(s) have evaluated the course.

37 student(s) have not evaluated the course.

Percentage of enrolled students responding: 47.9% (34/71)

Adjusted percentage[^] of enrolled students responding: 45.1% (32/71)

Lecture Courses

Q1. The course has been well designed to help me learn.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	12	35.3%	██████
B		75.0	14	41.2%	██████
C		50.0	2	5.9%	██
D		25.0	1	2.9%	█
E	Strongly Disagree	0.0	5	14.7%	████
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.9 (34.1) Adjusted Mean[^] (SD): 71.1 (32.4)

Q2. Lectures and course materials have been well prepared and useful in my learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	11	32.4%	██████
B		75.0	14	41.2%	██████
C		50.0	3	8.8%	██
D		25.0	3	8.8%	██
E	Strongly Disagree	0.0	3	8.8%	██
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.9 (31.2) Adjusted Mean[^] (SD): 71.1 (29.2)

Q3. The value of this course was clear to me.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	6	17.6%	██
B		75.0	18	52.9%	██████
C		50.0	4	11.8%	██
D		25.0	1	2.9%	█
E	Strongly Disagree	0.0	5	14.7%	████
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 64.0 (31.5) Adjusted Mean[^] (SD): 64.8 (29.7)

Q4. The instructor stimulated my interest in this subject and encouraged me to think.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	13	38.2%	██████
B		75.0	10	29.4%	████
C		50.0	5	14.7%	██
	Total				

D		25.0	2	5.9%	■
E	Strongly Disagree	0.0	4	11.8%	■
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.1 (33.7) Adjusted Mean[^] (SD): 70.3 (32.0)

Q5. Tests and assignments have been well designed, fair and relevant to my learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	8	23.5%	■
B		75.0	11	32.4%	■
C		50.0	5	14.7%	■
D		25.0	3	8.8%	■
E	Strongly Disagree	0.0	7	20.6%	■
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 57.4 (36.7) Adjusted Mean[^] (SD): 57.8 (35.6)

Q6. Feedback on tests and assignments has been helpful and provided in good time.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	11	32.4%	■
B		75.0	8	23.5%	■
C		50.0	6	17.6%	■
D		25.0	5	14.7%	■
E	Strongly Disagree	0.0	4	11.8%	■
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 62.5 (35.0) Adjusted Mean[^] (SD): 63.3 (33.6)

Q7. The instructor has been responsive to students' problems and available to answer questions.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	11	32.4%	■
B		75.0	13	38.2%	■
C		50.0	4	11.8%	■
D		25.0	2	5.9%	■
E	Strongly Disagree	0.0	4	11.8%	■
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 68.4 (32.7) Adjusted Mean[^] (SD): 69.5 (30.9)

Q8. The instructor created a good atmosphere for learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	15	44.1%	■
B		75.0	9	26.5%	■
C		50.0	3	8.8%	■
D		25.0	2	5.9%	■
E	Strongly Disagree	0.0	5	14.7%	■
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.9 (36.3) Adjusted Mean[^] (SD): 71.1 (34.8)

Q9. Compared to other courses, this course is academically:

		Weight	Count	Percentage	
A	Very Difficult	100.0	2	5.9%	■
B		75.0	6	17.6%	■
C		50.0	15	44.1%	■
D		25.0	10	29.4%	■
E	Very Easy	0.0	0	0.0%	

NA	Not Applicable		1	2.9%	
	Total		34	100.0%	

Mean (SD): 50.0 (21.7) Adjusted Mean[^] (SD): 49.2 (19.9)

Q10. Compared to other courses, the workload for this course is:

		Weight	Count	Percentage	
A	Very Heavy	100.0	1	2.9%	
B		75.0	10	29.4%	
C		50.0	11	32.4%	
D		25.0	9	26.5%	
E	Very Light	0.0	2	5.9%	
NA	Not Applicable		1	2.9%	
	Total		34	100.0%	

Mean (SD): 49.2 (24.6) Adjusted Mean[^] (SD): 49.2 (21.9)

Q11. Please rate the instructor overall:

		Weight	Count	Percentage	
A	Very Good	100.0	13	38.2%	
B		75.0	11	32.4%	
C		50.0	4	11.8%	
D		25.0	1	2.9%	
E	Very Bad	0.0	5	14.7%	
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.1 (34.8) Adjusted Mean[^] (SD): 70.3 (33.3)

Q12. Please rate the course overall:

		Weight	Count	Percentage	
A	Very Good	100.0	10	29.4%	
B		75.0	14	41.2%	
C		50.0	5	14.7%	
D		25.0	2	5.9%	
E	Very Bad	0.0	3	8.8%	
NA	Not Applicable		0	0.0%	
	Total		34	100.0%	

Mean (SD): 69.1 (30.2) Adjusted Mean[^] (SD): 70.3 (28.0)

Q13. What is good about the course?

1. Barely anything, maybe working on the presentation
2. Enables me to learn about different aspects of Information Systems. Enables me to apply the knowledge that I learned in the class to real-life issues through Group Project.
3. High standard while open to all students
4. I more interesting in given the comment to instructor instead of the course itself. Honestly, Tat Koon is one of the best instructor so far i have ever meet in UST. He's so responsible and he tries his best to be fair to every single student. He ask our opinions at the very beginning of the class that what we would like to learn, and he was seriously taking our idea into consideration. He try his best to include all topic what would like to cover and he did not go for the popular ones only, he also in cooperate the topic Network also even there is one student mentioned it.
5. Interesting topic of technology being applied to business
6. It provides a good platform for communication.
7. Prof Koh.
8. Professor offers good course to us and he is so kind to give us comments.
9. Tat koon is a great professor with rich knowledge towards IT and he is willing to explain different concepts in a detail way.
10. The content is fun and instructor adjust the course materials based on what we want to learn
11. The course managed to cover a broad range of topics pertaining to information systems. I have been able to learn a lot more about IS in only a few months.
12. The course teaches us practical knowledge such as VBA and software system. The project and lab are very useful for us to know what Information System is and also guide us to learn how apply IS concept to daily life.
13. The material is relevant and something all of us will face. The professor is very passionate, and works to engage the students and show the relevance to our lives.
14. The topic is very interesting and increasingly crucial for people to learn about. The idea to have a presentation about a business is really good too. The prof has flaws but has potential.

15. The topics discussed are moderately interesting, and the professor asks the students at the beginning of the course if they want to focus on anything specific.
16. Those concepts are very useful even beyond the scope of the class. I used some of the in the presentation of other lessons and received great comments. Moreover, it helps me understand some insightful articles better and dig deep in them. I am able to analyze some cases in the real world in a more professional way. The group project is good for applying what I learn into practice. I am privileged to have some talent and creative teammates who devoted to this project with me. The professor is very interesting and diligent! He is one of the best professors I have ever met in UST.
17. Very interested course content
18. one of the best professor's i've ever came across lecture content also relevant and easy to follow good learning environment i like how at the first half of the course when he knew from student's feedbacks that he was racing his way to the end of the slides to end on time, he took that input seriously and immediately improved his way from there. good job!
19. the course introduces a lot of fundamental concepts

Q14. What could be done to improve the course?

1. I have had a couple years of experience in IS-related projects so the concepts taught in the intro course were not new. I already took an IS course before as well, but I wasn't allowed to wave it which did not add to my learning AT ALL. Clearly the administration has not checked the structure of the course, because as many students have pointed out: 1. the midterm exam was mis-advertised as an assessment of our understanding of concepts but clearly the post-grads who actually graded the exam were not given the same instructions. At the exam checking session, the folks who graded were not even there so NO FEEDBACK was given. By digging deeper, we found that by the professor's own admission, the exam was word-counting exam. For a class that teaches strategic thinking and innovation via IS, I am honestly shocked that no action has been taken yet. I love IS and the prof has potential but this way of learning is TERRIBLE and only leads new students to look at IS as joke course full of empty concepts. FYI I did above median on the exam so this has nothing to do with my performance. 2. The professor needs to put his ego to the side because it hurts the students ability to learn. We don't pay thousands of dollars to sit through 15-min tangents that consists of "I'm the instructor so my guidelines are inherently immune to recommendations from student standards." 3. The presentations should be graded on criteria a little more sophisticated than how much the IS concepts are applied in the presentation. If I apply 3 concepts deeply but my business has obvious strategic flaws in my business model or market, then it's not a good presentation. It is self inconsistent as the point of the IS concepts is to find patterns in what makes IS businesses successful. 4. the lab quizzes are superficial - they have unlimited attempts
2. I may think the feedback for those presentations accounts too much when assessing our work.
3. I would say the grading process needs to be improved. It seemed in lectures that our unique opinions were valued and then in exams the instructor was looking for more cookie cutter answers where we repeated the lecture slides. I think this hinders application. After that, the regrading process made it very clear that it was trying to hinder students from pursuing this option. I personally didn't face any difficulties with these matters, but I think the principles behind these rules are very important and should be revised.
4. I'd rather have multiple choice questions if this is the standardized learning I'm getting, plus, I sincerely think this class should not be mandatory as it has no skills or knowledge foundation to be based on.
5. Let Tak Koon teach it.
6. More help to students who are unfamiliar with the knowledge in this field, especially considering it is an introduction course
7. N/A
8. NO!!!!!!
9. Professor Koh is a terrible professor. Very thankful that this class is nearly over. He spent the entire semester trying to cover up for his poor teaching abilities, rather than actually teaching us. He asked for feedback on his class two classes into the semester. With such little to evaluate and with no actual guaranteed anonymity, what is the student supposed to say other than, "Your class is great. Looking forward to an enriching semester." He would have these seemingly harmless surveys throughout the duration of the course. He will probably show you his personal shrine, tatkoon.com, and all the students' wonderful reviews when you confront him about his poor SFQ ratings. He's been accumulating feedback this entire semester to build his case, yet has failed to provide us any helpful feedback in regards to tests or course projects. When students approach him with questions, even in the most earnest way, he gets very defensive and is unable to engage in academic discourse, which is paramount to the learning process. Koh is a very poor reflection on HKUST's strong institutional brand, and he certainly is not delivering when it comes to his job of teaching students the academic material.
10. Raise Prof Koh salary, he too zai already. It will be great if he can use singlish.
11. The instructor could have discussed more specific cases during class instead of just glossing over a broad topic.
12. The lab is not useful at all
13. The professor only grades by looking for key words and will not accept a differing term used by students that has the same meaning. The professor stated that he did not have time to answer students questions, provide feedback, was not willing to entertain any issues being brought up in office hours, and the reason he gave for this was that he needed time to help his students. It does not make sense to say that you cannot help your students because you are too busy helping your students. He threatened to lower students grades if they asked for a regrade, even if the regrade would have resulted in an increase in the student's score. He said this was to stop students from wasting his time. The professor seems more concerned with research and grants than with teaching, and put little to no effort into deviating in any way from his opinion or way of conducting class. He refused to give a review for the final and instead simply gave his opinion on some articles he had read recently for the full duration of the last class before the final. This professor is knowledgeable about the topic he is teaching, but has little to no teaching skills, and even was aggressive and abrasive to students who asked for him to alter his style. He refused to tell students how to improve their scores unless they were in range of failing the course.
14. The professor's attitude towards students built a truly uneasy atmosphere in the classroom. The professor also constantly highlights the importance of thinking strategically to give good open answers in tests, but in fact most of his corrections seems more like "words-checking" than "thorough analysis and understanding of the answer". Overall, it is very unclear how to prepare for the exams, as the professor does not recognize the flaws of his system when evaluating.
15. The project feedback giving part is really a heavy workload for students
16. There could include more IS topics and real life cases related to IS.

17. basically nothing
18. clear instruction on test

[^] *Explanatory notes on adjusted percentage, mean and SD (collectively referred to as "adjusted statistics" below):*

1. *Adjusted statistics are calculated to provide a reference with extreme responses being excluded.*
2. *If a survey recorded 3 or more responses, the top 1.5% AND bottom 1.5% responses will be discarded. The number of discarded response(s) of each end is rounded UP to the nearest integer. The resultant data set will then be used to calculate adjusted statistics in this report.*
3. *No adjusted statistics will be calculated if this survey receives less than 3 responses and it will be marked as "-" in this report.*

*Report prepared by OIR
23 May 2017*