

MATH1015: BIostatistics – SEMESTER 1, 2015 (Week 4)

TUTORIAL DAY, TIME & ROOM:

This semester we are collecting informal feedback about your experiences of learning in tutorials. The information you provide will help us to make improvements to the subject.

Please take only 1 MINUTE to provide a response to the three questions below

- 1. How many tutorials have you attended so far this semester? 1, 2, 3 (circle one)**
- 2. Do like these weekly tutorial quizzes worth 3% each? Yes/No (circle one)**
- 3. These weekly online quizzes help me to learn effectively. Yes/No (circle one)**
- 4. What activities in the tutorial help you to learn MATH1015?**
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 -
- 5. What's one thing you would change about this tutorial to help you learn more effectively?**

Later in the semester, we will provide a response to the feedback you have provided. Thanks for your time.

**Associate Professor Shelton Peiris
Coordinator, MATH1015**

Responses: We (myself and Dr Tai Peseta at ITL) are in the process of analysing these results. There were over 600 responses.

**More than 80% have answered 'yes' in Q2.
More than 90% have answered 'yes' in Q3.**



Student Feedback Report

MATH1015
Biostatistics

Semester 1, 2013

Shelton Peiris
School of Mathematics & Statistics
Sciencen = 155
enrolled = 624
response = 25%

		n	mean	std dev
Q1 (CGS)	The learning outcomes and expected standards of this unit of study were clear to me	146	3.57	1.00
	% responses per rating:			
	17% SD+D	19% N	64% A+SA	
Q2 (GTS)	The teaching in this unit of study helped me to learn effectively	150	3.34	1.11
	% responses per rating:			
	23% SD+D	23% N	54% A+SA	
Q3 (GSS)	This unit of study helped me develop valuable graduate attributes	144	3.34	0.86
	% responses per rating:			
	14% SD+D	42% N	44% A+SA	
Q4	I was motivated to engage with the learning activities in this unit of study	149	2.91	1.03
	% responses per rating:			
	36% SD+D	31% N	34% A+SA	
Q5 (AAS)	The assessment in this unit of study allowed me to demonstrate what I had understood	149	3.43	0.98
	% responses per rating:			
	16% SD+D	27% N	57% A+SA	
Q6	I can see the relevance of this unit of study to my degree	150	3.63	1.09
	% responses per rating:			
	15% SD+D	18% N	67% A+SA	
Q7	It was clear to me that the staff in this unit of study were responsive to student feedback	151	3.55	0.83
	% responses per rating:			
	6% SD+D	41% N	53% A+SA	
Q8	Feedback from assessment was useful in helping me to learn	144	3.06	0.92
	% responses per rating:			
	25% SD+D	42% N	33% A+SA	
Q9	The lecturer (or lecturers) explained the material well	149	3.46	1.25
	% responses per rating:			
	26% SD+D	11% N	64% A+SA	
Q10	Tutorial classes and/or laboratory classes were worthwhile	146	3.59	1.12
	% responses per rating:			
	18% SD+D	18% N	64% A+SA	
Q11	The on-line resources supporting this unit of study were useful in helping me to learn	144	3.63	0.93
	% responses per rating:			
	8% SD+D	33% N	59% A+SA	
Q12 (OSI)	Overall I was satisfied with the quality of this unit of study	144	3.41	1.04
	% responses per rating:			
	19% SD+D	22% N	59% A+SA	



Unit of Study Evaluation (Science)

 Institute
 of Teaching
 and Learning

Student Feedback Report

STAT3013
Statistical Inference

Semester 2, 2011

 Shelton Peiris
 School of Mathematics & Statistics
 Science

 n = 22
 enrolled = 22
 response = 100%

		n	mean	std dev
Q1	The learning outcomes and expected standards of this unit of study were clear to me (CGS)	21	3.76	0.81
	% responses per rating:			
	5% SD+D	33% N	62% A+SA	
Q2	The teaching in this unit of study helped me to learn effectively (GTS)	22	3.50	1.08
	% responses per rating:			
	27% SD+D	14% N	59% A+SA	
Q3	This unit of study helped me develop valuable graduate attributes [eg. 1) Research & inquiry skills; 2) Communication skills; 3) Personal & intellectual autonomy; 4) Ethical, social and professional understandings; 5) Information literacy] (GSS)	21	3.38	0.90
	% responses per rating:			
	14% SD+D	48% N	38% A+SA	
Q4	I was motivated to engage with the learning activities in this unit of study	20	3.30	0.95
	% responses per rating:			
	25% SD+D	30% N	45% A+SA	
Q5	The assessment in this unit of study allowed me to demonstrate what I had understood (AAS)	21	3.52	1.05
	% responses per rating:			
	14% SD+D	33% N	52% A+SA	
Q6	I can see the relevance of this unit of study to my degree	20	4.30	0.78
	% responses per rating:			
	0% SD+D	20% N	80% A+SA	
Q7	It was clear to me that the staff in this unit of study were responsive to student feedback	19	3.89	0.64
	% responses per rating:			
	0% SD+D	26% N	74% A+SA	
Q8	Feedback from assessment was useful in helping me to learn	20	4.00	0.77
	% responses per rating:			
	0% SD+D	30% N	70% A+SA	
Q9	The lecturer (or lecturers) explained the material well	20	3.65	1.01
	% responses per rating:			
	15% SD+D	30% N	55% A+SA	
Q10	Tutorial classes and/or laboratory classes were worthwhile	20	4.05	1.02
	% responses per rating:			
	10% SD+D	20% N	70% A+SA	
Q11	The computer-based resources supporting this unit of study were useful in helping me to learn	20	3.55	0.86
	% responses per rating:			
	5% SD+D	55% N	40% A+SA	
Q12	Overall I was satisfied with the quality of this unit of study (OSI)	19	3.68	0.92
	% responses per rating:			
	11% SD+D	32% N	58% A+SA	

*Student Feedback Report***STAT3013
Statistical Inference**

Semester 2, 2009

Shelton Peiris
School of Mathematics & Statistics
Sciencen = 16
enrolled = 17
response = 94%

		n	mean	std dev
Q1	The learning outcomes and expected standards of this unit of study were clear to me (CGS)	15	3.93	0.68
	% responses per rating:			
	0% 27% 73%			
	SD+D N A+SA			
Q2	The teaching in this unit of study helped me to learn effectively (GTS)	16	4.13	0.70
	% responses per rating:			
	0% 19% 81%			
	SD+D N A+SA			
Q3	This unit of study helped me develop valuable graduate attributes (eg. 1) (GSS) [Research & inquiry skills; 2) Communication skills; 3) Personal & intellectual autonomy; 4) Ethical, social and professional understandings; 5) Information literacy]	15	3.67	0.79
	% responses per rating:			
	7% 33% 60%			
	SD+D N A+SA			
Q4	I was motivated to engage with the learning activities in this unit of study	15	4.00	0.82
	% responses per rating:			
	7% 13% 80%			
	SD+D N A+SA			
Q5	The assessment in this unit of study allowed me to demonstrate what I had (AAS) understood	15	4.00	0.63
	% responses per rating:			
	0% 20% 80%			
	SD+D N A+SA			
Q6	I can see the relevance of this unit of study to my degree	15	4.20	0.65
	% responses per rating:			
	0% 13% 87%			
	SD+D N A+SA			
Q7	It was clear to me that the staff in this unit of study were responsive to student feedback	14	4.14	0.64
	% responses per rating:			
	0% 14% 86%			
	SD+D N A+SA			
Q8	Feedback from assessment was useful in helping me to learn	15	4.07	0.57
	% responses per rating:			
	0% 13% 87%			
	SD+D N A+SA			
Q9	The lecturer (or lecturers) explained the material well	15	4.00	0.82
	% responses per rating:			
	7% 13% 80%			
	SD+D N A+SA			
Q10	Tutorial classes and/or laboratory classes were worthwhile	15	3.93	1.06
	% responses per rating:			
	13% 20% 67%			
	SD+D N A+SA			
Q11	The computer-based resources supporting this unit of study were useful in helping me to learn	15	3.87	0.72
	% responses per rating:			
	0% 33% 67%			
	SD+D N A+SA			
Q12	Overall I was satisfied with the quality of this unit of study (OSI)	15	4.13	0.62
	% responses per rating:			
	0% 13% 87%			
	SD+D N A+SA			

Self Assessment on Teaching

I have now accumulated a wealth of more than twenty-five years of experience in teaching many diverse fields of scientific endeavor including Mathematics, Engineering Mathematics, Statistics, Econometrics, Business Statistics and Actuarial Statistics to both undergraduate and postgraduate students. I have also gained a sound practical knowledge of teaching in many other different countries around the world ranging through Canada, USA, Thailand, Malaysia and Sri Lanka. This broad experience gives me an extensive repertoire of teaching methods and the ability to communicate and to motivate statistics students at all levels of the university education. This provides me a strong foundation to perform my teaching and related duties at an outstanding, professorial level appropriate to this university and to maintains its 'high standard' and 'reputation' as a leading education institution in Australia.

• Teaching performance

It is accepted that effective teaching begins with planning. This should be done in advance with considerable flexibility, given that students from year to year may not have the same degree of understanding. It is a core component of teaching activities, combining problem-solving and decision making in a manner that forces one to reflect on fundamental questions: What are the objectives of this particular course? What is the most effective way of accomplishing those objectives? How do I determine whether or not the objectives have been reached? This can be done via self-evaluation and by obtaining feedback from students. Thus 'effective teaching' is an ongoing process, a continual cycle of planning, assessment, and revision.

According to my own analysis based on past experience, I improve the quality and efficiency of teaching and learning via:

- Help students towards the development of confidence in the subject. This means students will be able to look for original approaches to new and unfamiliar problems,
- Encourage students to express their ideas clearly, both in oral or written fashion;
- Show the usefulness of this subject to their career;
- Show the usefulness of this subject in the modern world;
- Show the relevance of modern techniques (i.e. internet, computers).

I am meticulous in my organization and preparation of teaching material. From regular surveys, students appreciate my dedication, enthusiasm in designing notes, tutorials, quizzes and assignments. In lectures, I strive to maintain a high level of generic and intellectual content whilst incorporating specific examples. I make extensive use of WWW facilities to improve the quality of teaching. I always encourage students to refer to relevant web pages where possible. In all the courses that I have taught at the University of Sydney my lectures have been supplemented by tutorials, computer classes (where appropriate) and weekly consultations. Tutorial questions are linked to learning objectives which are clearly stated and conveyed to students as early as possible. Quizzes are designed not with the primary aim of failing but rather promoting students. Assignments will ask students to apply and extend the content of the course and to integrate with other class materials and identify significant issues. End of semester examinations will not only gauge knowledge of facts but will test the creative problem solving skills of students.

In the first year unit of study, MATH 1015 (Biostatistics) there are (about) 700 students and 25 tutorial groups in 2015. I take the first tutorial class in each week to monitor the student reactions and progress. I regularly visit all other tutorial classes and communicate with other tutors to assess the students' learning abilities and to maintain a uniform quality of all students in teaching and learning.

Attached comments and survey results from students confirm the effectiveness of my approach to teaching and learning.

- **Research-led teaching**

When I first joined there was a demand for a suitable course in Advanced Time Series Analysis and Forecasting for both honours and graduate level students. As this is my main research area, I designed the course to satisfy both the theoretical and applied aspects of statistics and developed the 'Advanced Time Series Analysis' course. In recent years, I introduced a number of new topics into the 'Advanced Time Series Analysis' course based on my research interests. Four new topics are: Analysis of Long Memory Time Series, Multiple Time Series, State Space Models and Financial Time Series Models. My set of notes is a blend of theory and practice and of academic pragmatic analysis.

In teaching, I use stimulating and easy to understand materials consisting of textbooks and reading material. My notes are of publishable quality and access by students via the website. Honours students use this as a quick reference for their research work on Time Series Analysis. So far I have supervised 21 students (6 PhD, 4 MSc, 3 MA and 8 Honours). Most of them have subsequently published papers based on their research in reputable journals.

- **Student-focused teaching**

A hallmark of memorable teaching is to make the students aware of both the structure and the details of a subject. I am concerned about student learning and course structure in a manner which provides a bridge between 'knowing things' and 'understanding them'. I believe that the goals of education should be included to students to form a rich understanding environment. In large class teaching I provide copies of summary lecture notes with blanks to be filled during each lecture. Students fill gaps on printed notes during each lecture and actively engage in learning while I have eye contacts with all students. These notes provide a substitute and better explanation of the textbook or reference material in a simplified form. I talk around the ideas developed more formally in the notes and include both anecdotal and new information.

I follow the steps below as they can serve to facilitate high quality learning:

- Attempt to present lectures and tutorials in a clear and lively way.
- Form a friendly environment.
- Encourage students to discuss their difficulties with me.
- Publish handouts, exercise sheets and assignments on the website as advertised at the beginning of the semester.

I regularly keep two hours free each week for consultations with undergraduate students and aim to spend at least two hours each week with each postgraduate student I supervise.

I find teaching very stimulating and rewarding. I believe that '*enthusiastic teachers*' always learn more than their students. I owe a great debt to all my colleagues at the University of Sydney for their continued support from the first day I joined and to the many, many students both here and overseas, to whose education I have contributed. My success to teaching has been by maintaining the philosophy that focuses on ensuring students not just learn the "hows" of a technique, but more importantly, by asking them to appreciate the "why's", thereby encouraging them to gain a deeper understanding of the topics being taught. Such an

approach has seen me extensively involved with more specialized mathematics/statistics units where such an approach to teaching is taken.

- **Scholarship in teaching**

I have developed an approach for first year teaching based on case studies. That is in each topic I motivate students by discussing potential applications and then move to a simple theoretic approach. I have published four papers to teaching arguing the importance on this approach and to inform other educators. Please see the list of publications and student comments for details.

In 2000, the University of Western Sydney (UWS) invited me to present a paper at a meeting to improve teaching and research methodology in Statistics. I was the sole invited representative from the University of Sydney for this meeting which included participants from UNSW and Macquarie University. I presented a poster at the Scholarly Inquiry in Flexible Science Teaching & Learning conference at Sydney University (April 4, 2002) and also gave a short talk. In addition, I was given the chance to talk about 'Teaching Statistics' at a meeting organized by the Institute of Teaching and Learning at Pennsylvania State University in 2002 during my SSP leave.

In 2008, I compiled a *Custom Publication* (CENGAGE Learning, ISBN 978-0-17-018270-6) based on *Fundamentals of Biostatistics* by B.Rosner to be used in 2009 for the MATH1015 (Biostatistics) course. This publication consists of additional material for students, GenStat and R computing details, statistical table and weekly problem sheets. Now I am in the process of writing my own book with support from CENGAGE Learning. The importance of this work is evident from recent invitation to visit and conduct a biostatistics course in 2009 at Lund University, Sweden

- **Leadership in teaching**

In early 1990s students in Mathematical Statistics used the SPIDA (Statistical Package for Interactive Data Analysis) though this version did not contain a part with ARIMA (Autoregressive Integrated Moving Average) time series modeling. This obviously created a significant difficulty for both staff and students involved with the teaching and learning of Time Series Analysis at 3rd year level. On the other hand there was an increasing demand from all senior statistics students to solve this problem. I was given the opportunity to rectify this matter. I had a number of discussions with the team responsible for SPIDA development at Macquarie University in order to develop the time series modeling section of the package. In 1993, the Statistical Laboratory at Macquarie University released a new version with sufficient facilities at the level required to support our Time Series module and we started using it from 1994. This way my actions helped to optimized the available resources within the school and improved the quality of teaching and learning.

I was a member of the committee for organizing new biostatistics course and developed all new material. Currently I am the coordinator for MATH1015 Biostatistics unit.

Dr John RAYNER

BA Hons. MA (Sydney, Australia), PhD (Wollongong, Australia)

Professor of Statistics

Faculty of Science and Information Technology
The University of Newcastle
Callaghan, NSW 2308
Australia
Phone: +61 2 4921 5737
Fax: +61 2 4921 6898
Email: John.Rayner@newcastle.edu.au

April 4 2006

To Whom It May Concern

I was President of the NSW Branch of the Australian Statistical Society during 2003 and 2004. A significant activity for the Branch was the running of the Annual Postgraduate Student Awards. In this event top research students from NSW universities present their work to an audience of statisticians from academia, government and business. Prospective employers also attend, no doubt identifying the very best young statistical talent.

During the time of my presidency Shelton ran the Awards event, and he did this most effectively. The event has become the highlight of our annual activities, showcasing the best of our young talent, and also what an effective professional society can do. This is due in no small part to Shelton's superb organization and acumen. For not only did he organize the event, he had the insight to initiate sponsorship program whereby sponsorship covers the cost of the awards and most of the running of the event. So rather than being a drain on the branch's resources, this event has helped turn our finances around so that the NSW Branch went from being the state with the highest subscription to that with the lowest. Effectively NSW has come from being the *least* efficiently run branch to the *most* efficiently run. Not surprisingly, Shelton was Treasurer of the Branch during the critical period, from March 2003 to March 2005.

I have the utmost regard for Shelton as an academic and as a servant of our profession.

Kindest regards

John Rayner.

6



The UNIVERSITY
of NEWCASTLE
AUSTRALIA



云南大学数学与统计学院
SCHOOL OF MATHEMATICS AND STATISTICS

2. Cuihu Beilu

Kunming P.R.China 650091

Name: Prof. Mahatelge Shelton Peiris

Date of Birth: 24.11.1951

Gender: Male

Passport Number: N7100776

Nationality: Australian

Job: Academic Staff Member

Work Address: School of Mathematics and Statistics, The University of Sydney,
NSW 2006, Australia.

Dates of Visit: 28.06.2015 to 12.07.2015

Dear Professor Peiris,

On behalf of the conference organizers, I would like to invite you to participate the "2015 Institute IMS-China International Conference on Statistics and Probability" to be held at Yunnan University in Kunming in 1-4 July 2015, and to present an invited talk in the conference. The estimated number of participants is more than 400. Further information on the conference can be found at <http://www.2015imschina.com/>

While your participation is highly appreciated, we regret for unable to provide any assistance to defray the expenses incurred. You will need to take care of your travel and accommodation yourself.

Please also let us know if we can provide further helps in arranging the logistics for your visit.

We look forward to meeting you in Kunming in July.

Yours sincerely,

Nianshang Tang
Chair, Local Organizing Committee of 2015 IMS-China
Dean and Professor

School of Mathematics and Statistics

Yunnan University, Kunming 650091, China

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Email: yndxshutong@ynu.edu.cn

Subject: Invitation to 9th ITCS
From: CUSTAT-CSA 9th Triennial <caltri9@gmail.com>
Date: 04/20/15 19:28
To: <shelton.peiris@sydney.edu.au>

Dear Professor,

I wish you are aware that since 1991 the Department of Statistics, University of Calcutta and the Calcutta Statistical Association jointly organize an international symposium on Probability and Statistics triennially. The symposium provides a common platform to researchers, working in both the theoretical and applied aspects of Probability and Statistics, to discuss new ideas and methodologies, and share their research findings. The last eight symposia have been well attended by researchers from different parts of the world, including Professors C.R. Rao, D.R. Cox, (Late) A. Zellner, Amartya Sen, Wayne Fuller, P.K. Sen, J.K. Ghosh, Peter Müller, Pranab bardhan, Terry Speed, Peter Hall, to name a few.

The Ninth International Triennial Calcutta Symposium is slated to be held during December 28-31, 2015. Prof. Sheldon M. Ross, University of Southern California, USA will deliver the keynote address, and Prof. Sabina Alkire, Oxford University will give the S.K. Chakravorti Memorial lecture.

On behalf of the Organizing Committee, I invite you to participate in the symposium and give an ***invited talk*** in the area of your expertise. I look forward to an early reply from you, hopefully in the affirmative.

The details of the symposium will be available in the website of Calcutta Statistical Association (www.calcuttastatisticalassociation.org) in due time.

Thanking you,

Yours sincerely,

Manisha Pal

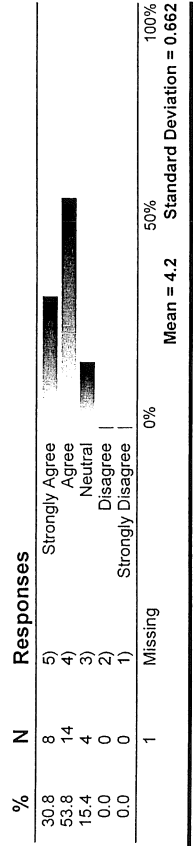
(Convenor)



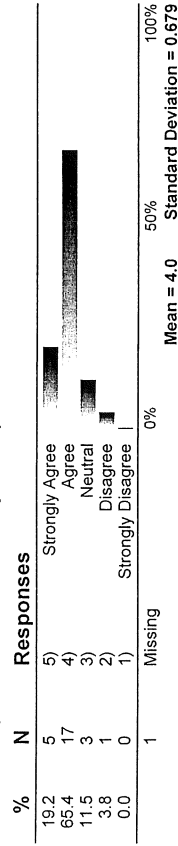
The University of Sydney
 Institute for Teaching and Learning
 Feedback on Curriculum and Teaching

Unit of Study Name: STAT 2012
 Unit of Study Code: STAT 2012
 Staff Member: Prof. Weber
 Dept, Faculty: Maths & Stats, Education and Social Work
 Survey: Large Group Teaching
 Students Enrolled: 27
 Total Responses: 27
 Date of Survey: Sem 2, 2005
 Date of Report: 1/12/05

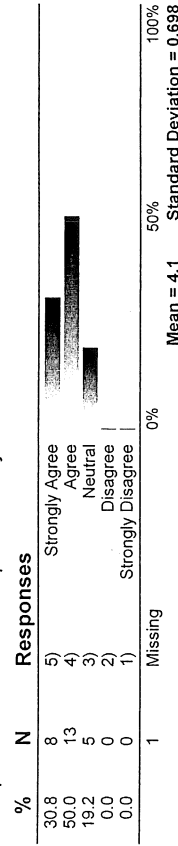
1 The content specified for this course or section was covered.



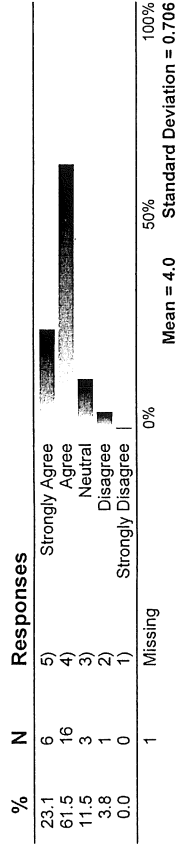
2 You were helped to understand why the topics were relevant.



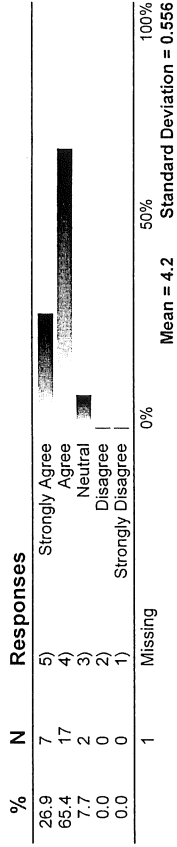
3 New topics were linked to topics already covered.



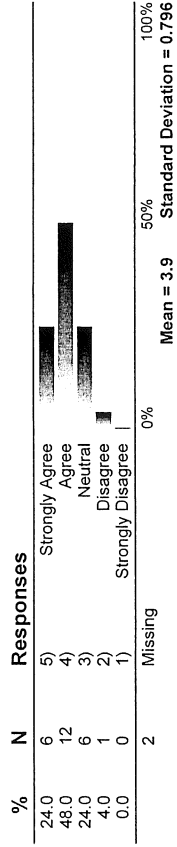
4 New material was introduced at a rate which allowed you to understand it.



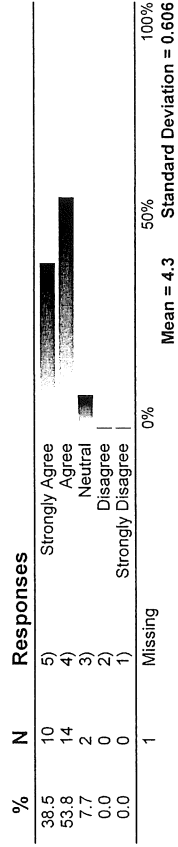
5 The topics were organised in a way which helped you to learn.



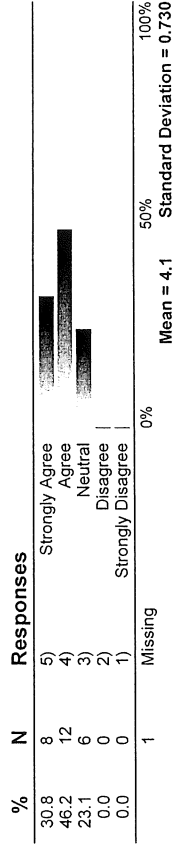
6 Each topic was dealt with sufficiently.



7 The lecturer was concerned that students learnt effectively in this class.

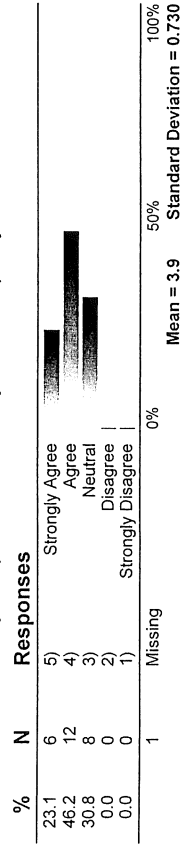


8 You felt comfortable asking questions in this class.

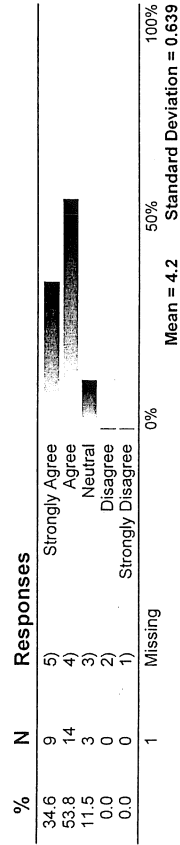


9.1

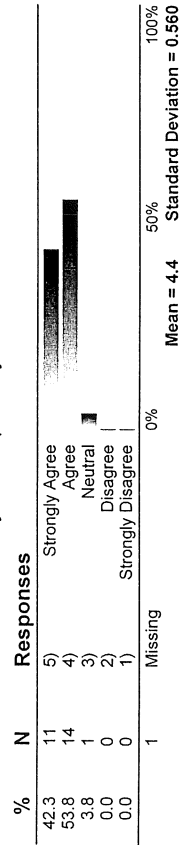
9 The lecturer answered your questions in a way which helped you to learn.



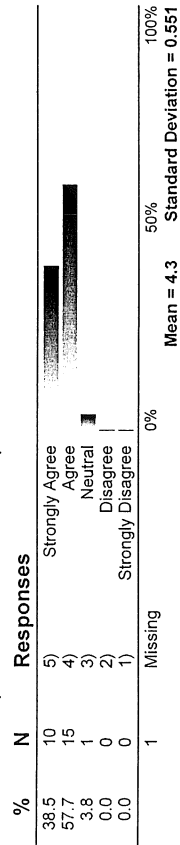
10 The lecturer was available for consultation.



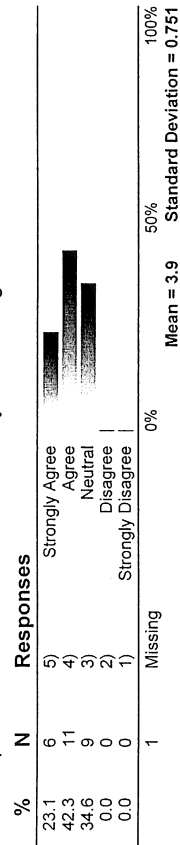
11 The lecturer treated students fairly and impartially.



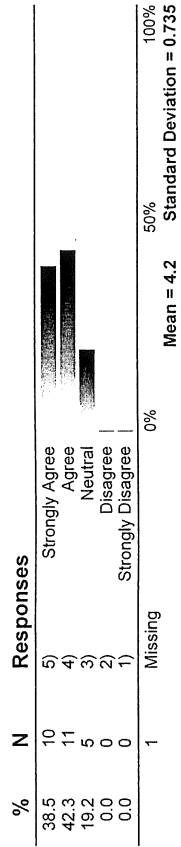
12 The lecturer respected students and responded to student needs.



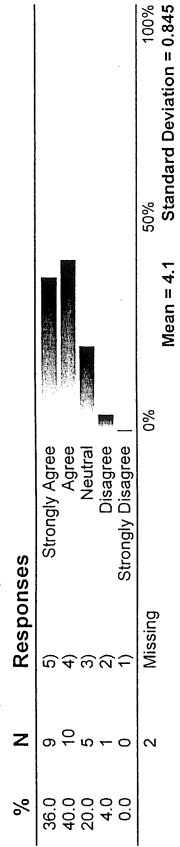
13 You were provided with useful feedback on your learning.



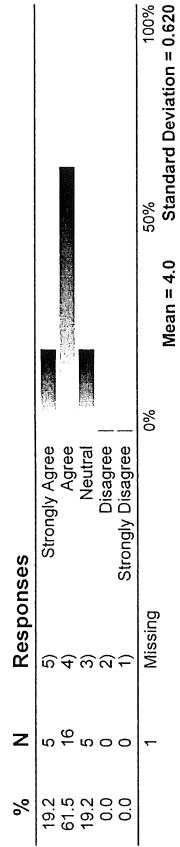
14 The lecturer used overheads and videos etc in a way which helped you to learn.



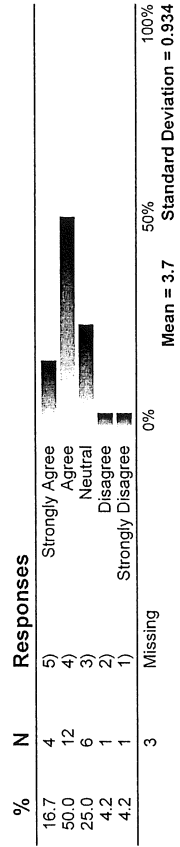
15 The lecturer explained things well.



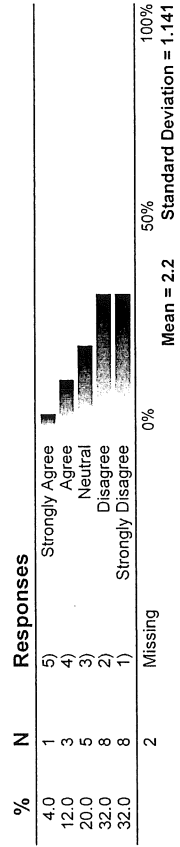
16 The lecturer's speech was easy to understand.



17 These classes were interesting.

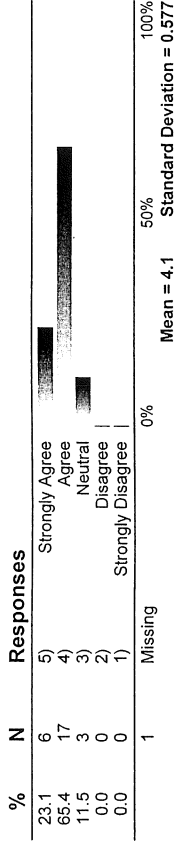


18 It was difficult to take notes in this class.

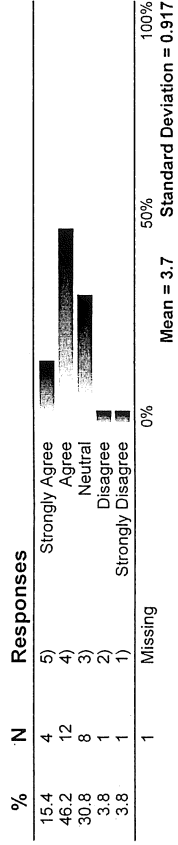


9.2

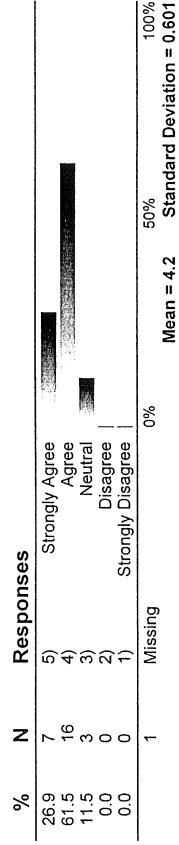
19 The lecturer encouraged students to understand the material covered.



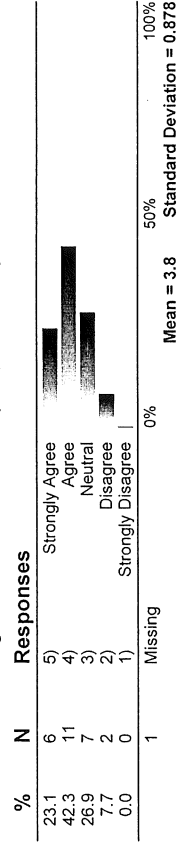
20 The lecturer took account in her/his teaching of what you already knew.



21 The lecturer set tasks and assignments that contributed to your learning.



22 The lecturer encouraged students to critically appraise taught material.



Subject: time is up
Date: 29 Nov 2001 04:26:53 -0000
From: daniel8@persson.ic
To: shelton@maths.usyd.edu.au

Hello Shelton!
It's Daniel from time series! It's time for me to head home to Sweden and I just wanted you to know that I really enjoyed studying at Sydney uni and staying in Australia, your course were really interesting and I must say that you are a really good teacher. Hope everything is fine, thanks!
Daniel

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Student Issues —
neering students on the relevancy of pure mathematics to their degree. Maybe the historic tradition of engineers doing pure mathematics should be reviewed, possibly having them do a course part pure and part applied or perhaps forming a tailored maths course for engineers more relevant to their future studies.

MATHEMATICS STATISTICS II

The course content was thought to be "great" and not too difficult for those mathematically minded. One student felt that the Probability and Estimation and Dependence options was 'garbage'. Students could see the lecturers directly or through representatives to discuss course structure. The subject got much harder with the honours portion but could be handled with the lecturer's help. Lectures given by Shelton Peiris were clear and relaxed and fantastic while one student thought that

Orientation handbook 1993



THE UNIVERSITY OF IOWA

Shelton Peiris
22S:120-001
Fall 1997

- Shelton always came to class enthusiastic about teaching us. It was very nice to see. He was always available outside of class for help and encouraged us to see him for assistance. Excellent teacher and very polite, friendly, and fair.
- The textbook (Hogg & Tanis) was beyond terrible. It might make a good reference tool for M.S. students but as a foundation-level book it was so bad that I grieve mightily for the poor trees who suffered for such trash. I doubt we'd use it at all if the funds weren't lining the pockets of a staff member. The instructor was very good, but sometimes I think class would have moved along faster if he had expressed more interest in our individual learning of the material. He might also have told us to take back that textbook and purchase one with more Latin letters than Greek (what, real explanations? Unthinkable!). A Tamil textbook would be easier to understand and I don't speak any Dravidian languages!
- The instructor seemed genuinely interested in teaching the course as well as how the students were doing and helping them with any problems that they may have.
- I thought the instructor was great. He made the material understandable and he was easy to follow. The last calculus teacher I had was boring and impossible to follow, but I didn't have that problem with professor Peiris.
- Provided many examples to help students to understand course material. Most were in addition to textbook examples. Helped the student to understand the material instead of only memorizing formulas.
- It was nice to see a teacher really care how well his students did. I liked how he challenged us but informed us well how he was going to challenge us.

Shelton Peiris
22S:150
Fall 1997

- The main problem that I have with this class was that it does not follow the course description which said computing packages and applications of the material would be included. I have not found that to be true. That is frustrating when descriptions don't agree.
- He taught well and helped us a lot in this course. Excellent teacher.
- The book was poor and there was a fair amount of matrix experience necessary for progress through the basic material.
- Very useful course in getting ready for SOA 120. Didn't have to put in much time outside of class to prepare for it. Dr. Peiris was very concerned about us being ready for the exam.