

Select-Course Evaluation Reports

Md Mujahedul Islam

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1 Introduction

In this document, I present select-course evaluation reports and student feedback on my role as a course instructor at the University of Toronto and as a teaching assistant at ICPSR Summer School at the University of Michigan–Ann Arbor, University of Toronto, and the Hertie School in Berlin. I am an effective and caring teacher. I am passionate about teaching. As my curriculum vitae mentions, I have taught a year-long introductory Methods course at the undergraduate level, a required quantitative methods course for students specializing in political science over the last four years at the University of Toronto (Mississauga), and a semester-long Quantitative Reasoning course at University of Toronto (St. George).

I have served twice as a teaching assistant for a statistics course, required for political science Ph.D. students, at the University of Toronto. I have had the rare opportunity to serve as a teaching assistant for an introductory Statistics and Data Analysis course at the ICPSR Summer Program in Quantitative Methods at the University of Michigan-Ann Arbor. In addition, immediately after earning my Master of Public Policy in 2016, I was hired as a teaching assistant for an introductory Statistics I course, required for Master of Public Policy and Master of International Affairs candidates, and then as a Quantitative Methods Advisor for an advanced Statistics II course at the Hertie school in Berlin. I have received outstanding teaching evaluations from both undergraduate and graduate classes. I encourage you to see the attached documents for numeric summaries of my teaching evaluations, including narrative comments made by my students.

2 Course Instructor

2.1 Methods Course Evaluation 2022—University of Toronto

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

UTM Summer 2022 UG

Course Name: Methods POL242Y5-Y-LEC0101 (INPER)
Division: ERIN
Session: Y
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Md. Mujahedul Islam
Section: LEC0101
Delivery Mode: INPER

Raters	Students
Responded	9
Invited	10

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	3.9	4.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.2	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.2	5.0
Institutional Composite Mean	4.3	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	4.1	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
Maybe the best professor I've had. The class material was not hard because Dr. Islam was able to explain it so well and thoroughly. Although some students had more trouble, he was never condescending or rude, always understand and you can tell he not only is just a excellent person, but also passionate about teaching methods. He was amazing.
Prof.Mujahid provided a very welcoming environment that gave students the ability to be open and communicate with both the class and prof which assisted with learning class materials. Prof.Mujahid was very respectful as well as accomdating to assist his students such as in office hours or re-arranging office hours if needed.
<ul style="list-style-type: none">- Course is straightforward and interesting- Very useful material for future use- Learned new skills to use
Professor Mujahid was an excellent teacher. He created a comfortable atmosphere that helped me learn the material and not be afraid of making mistakes. It is very rare for me to feel comfortable participating and conversing in a university setting and Mujahid's care and enthusiasm really helped me come out of my comfort zone. I really have never experienced a professor that is as thoughtful and caring to his students. His passion for the material really resonates with everyone and I hope he continues to teach and inspire us all.
The course was interesting and the professor was very energetic and passionate! Each lecture had slides that were fairly mixed. Some slides included way to much text and were hard to follow. Although they are incredibly useful for learning.
The instruction was good in this course, as the professor was nice and made class engaging.
Very good pace for a full year summer course. Prof took time to answer all questions with enthusiasm, very clear on all topics
The methods in which this course was taught was done well, however some of the course material required more time to understand such as the weeks on regression analysis.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
There was plenty of help for students that needed it. Professor held two scheduled office hours a week as well as had the TA's hold office hours. Dr. Islam also was more than willing to set up a meeting outside of his regular office hours to accommodate students. In class as well, if you had any questions, he would take the opportunity to continue to not only answer your question, but as well share the answer with the class so we all worked as a team. It was amazing
<ul style="list-style-type: none">- Instructor made this course really enjoyable and easy to understand and go through
There were so many types of assistance from office hours to tutorials and additional office hours. Professor Mujahid went above and beyond to ensure everyone had assistance.
Professor was always available with many office hours as well as hours with the TA.
Office Hours were offered through out.
Many office hours as well as opportunity to ask questions at any time
There was ample assistance on this course the instructor and the T.A always held office hours and made themselves available.

Part B. Divisional Items

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
9. Compared to other courses, the workload for this course was...	3.0	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
10. I would recommend this course to other students.	3.7	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
11. The course inspired me to learn more about the subject matter.	3.7	4.0

Part C. Departmental Items - Political Science

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
12. The course stimulated new ways for me to think about the world.	3.9	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
13. When lecturing, the instructor (Md. Mujahedul Islam) went beyond their personal opinion and included different perspectives on course topics.	4.3	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.	4.2	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

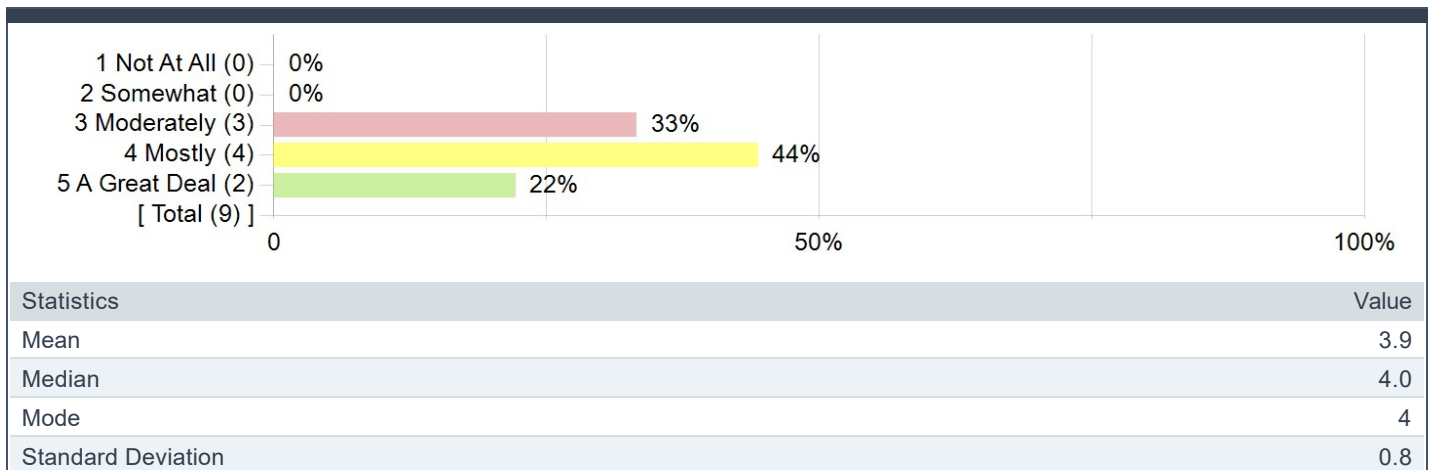
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

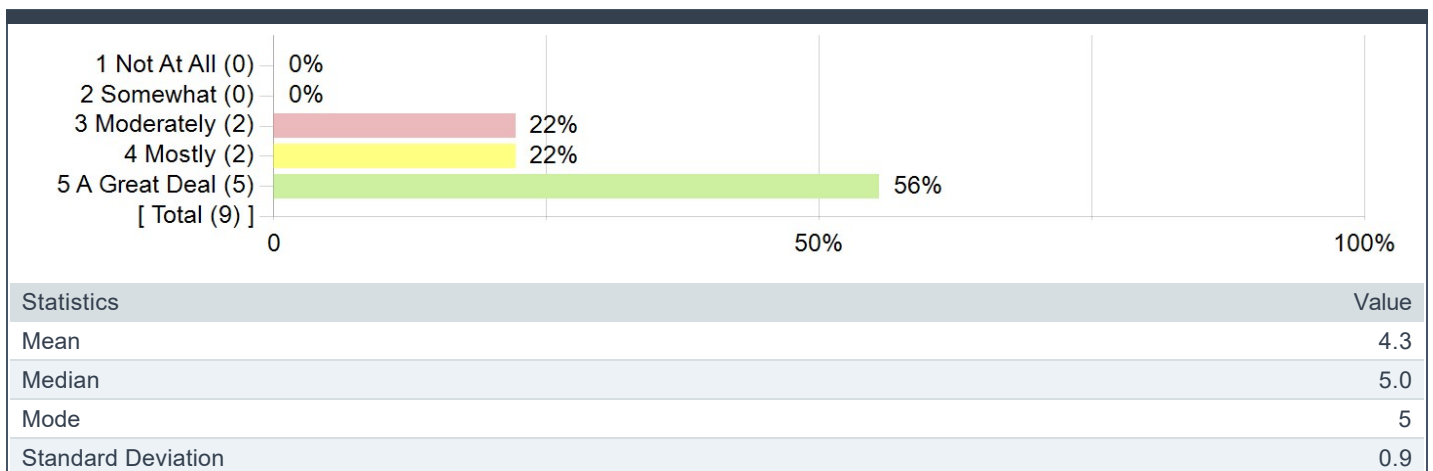
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

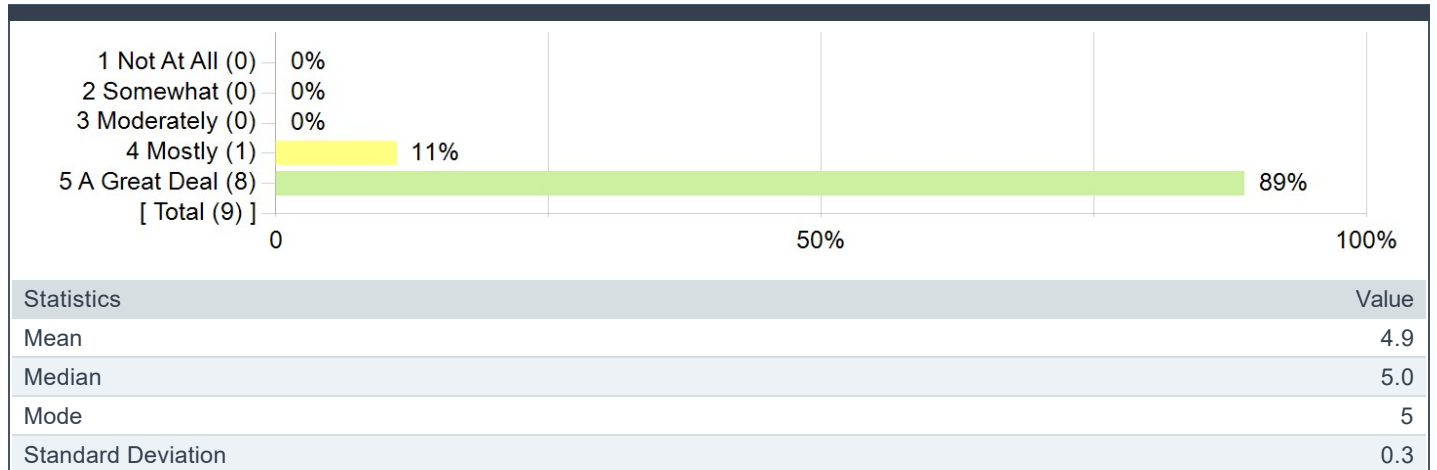
1. I found the course intellectually stimulating.



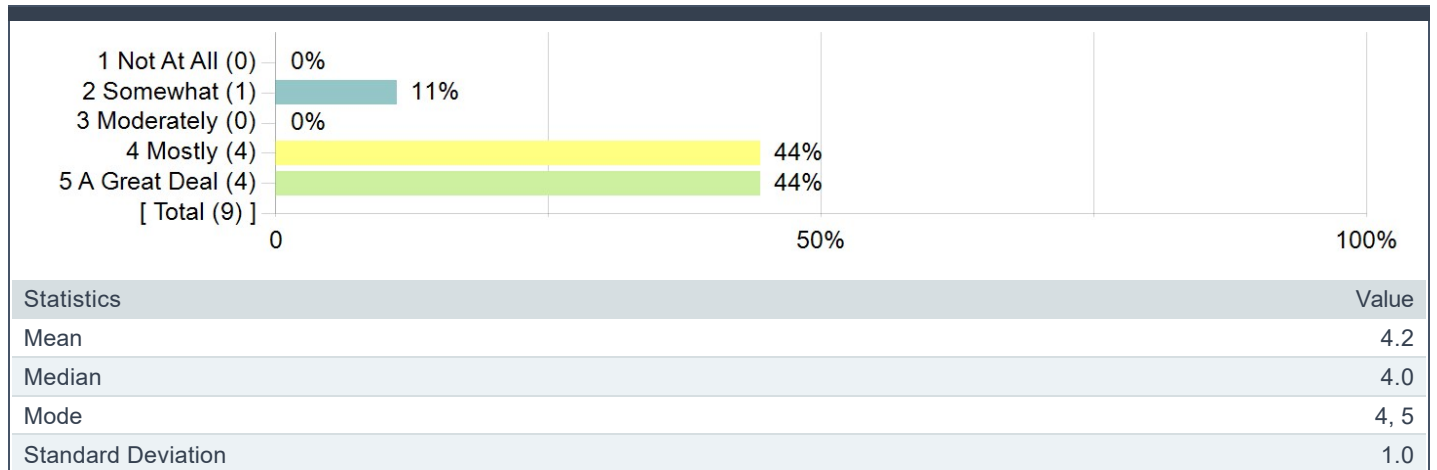
2. The course provided me with a deeper understanding of the subject matter.



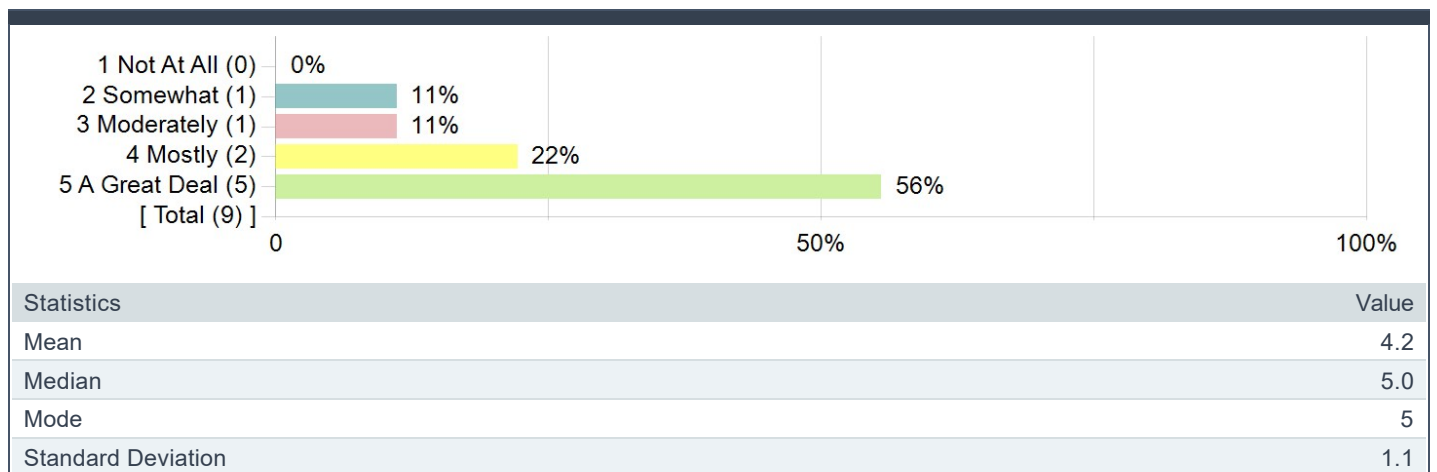
3. The instructor (Md. Mujahedul Islam) created a course atmosphere that was conducive to my learning.



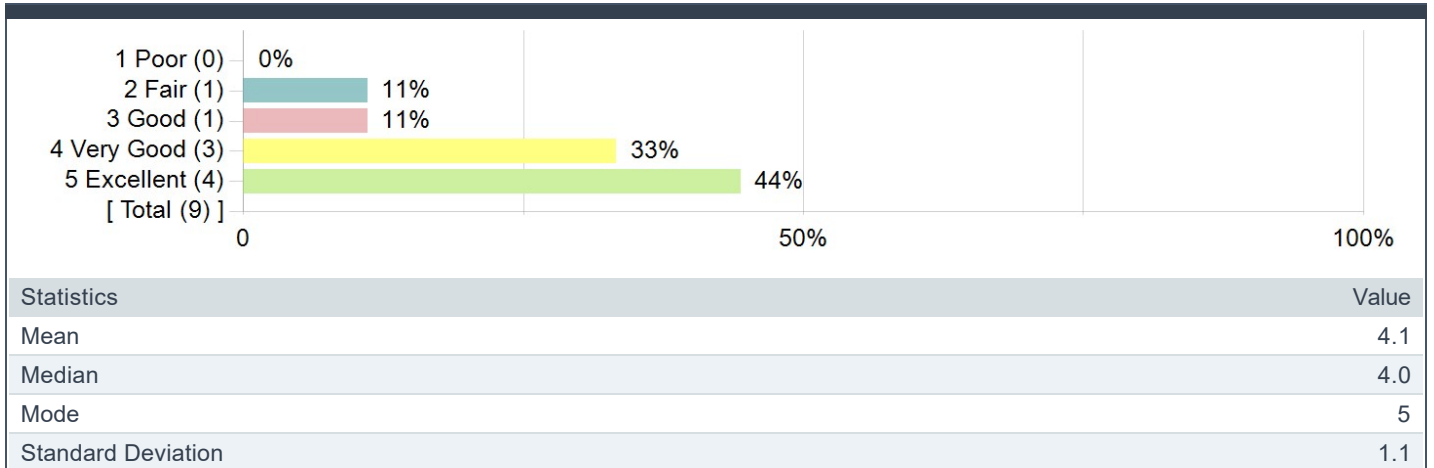
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

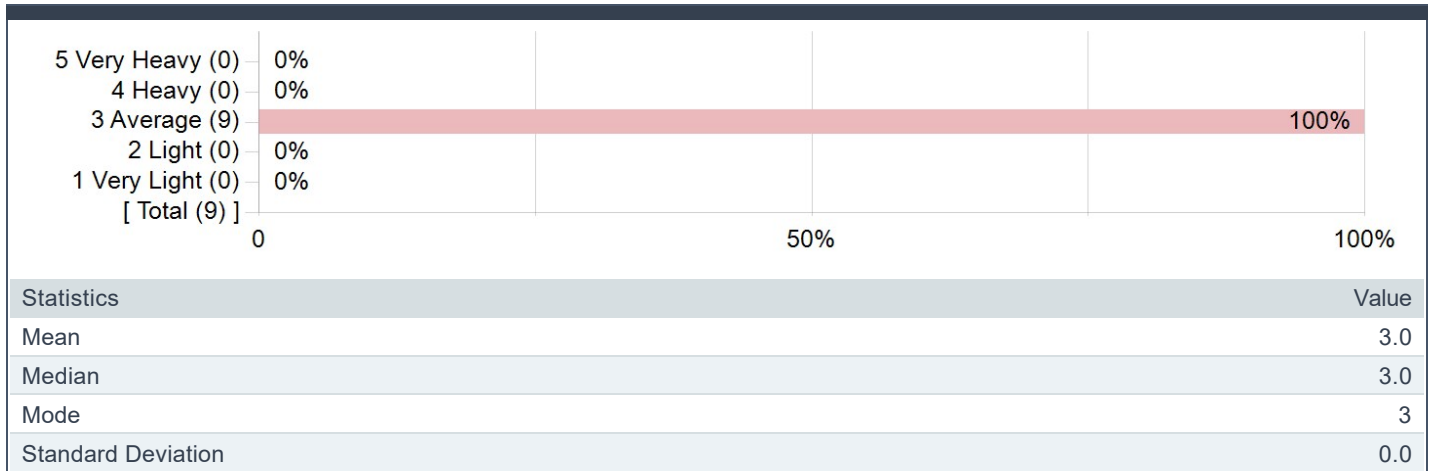


6. Overall, the quality of my learning experience in this course was....

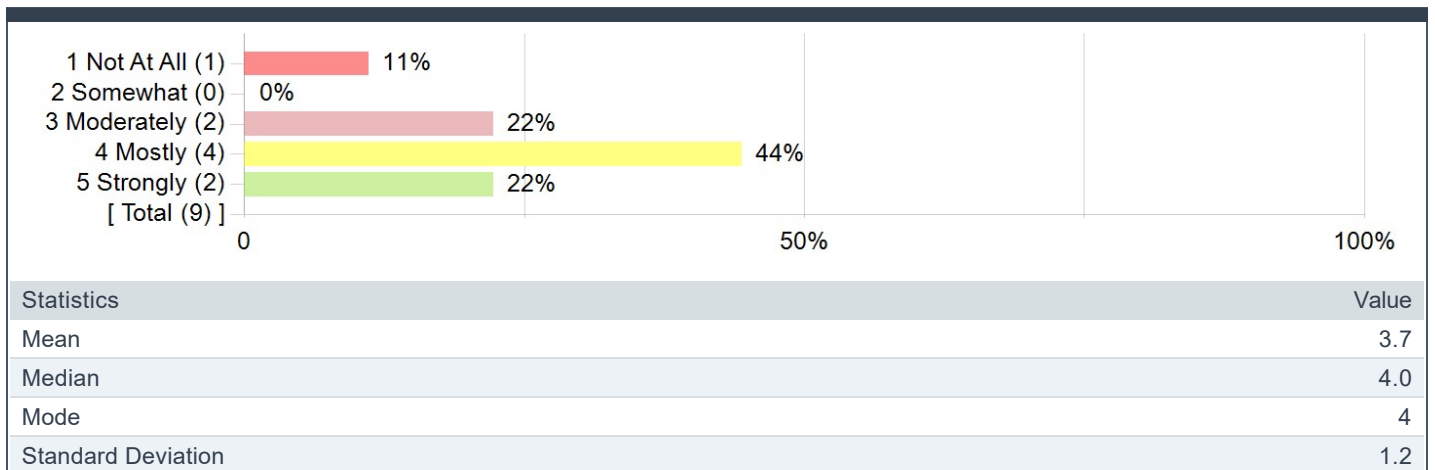


Part B. Divisional Items

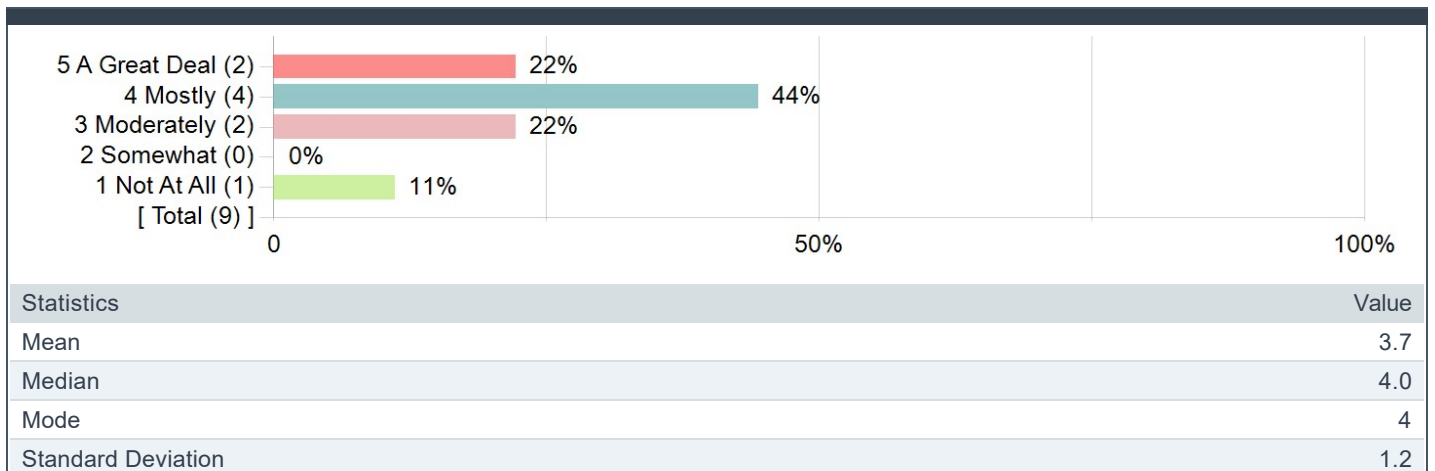
9. Compared to other courses, the workload for this course was...



10. I would recommend this course to other students.

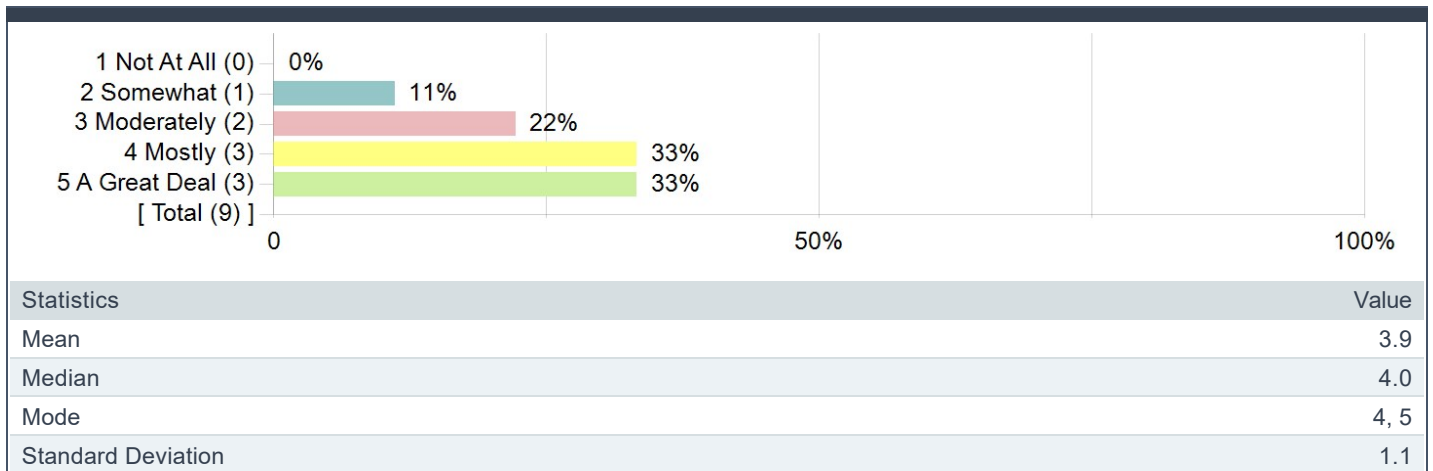


11. The course inspired me to learn more about the subject matter.

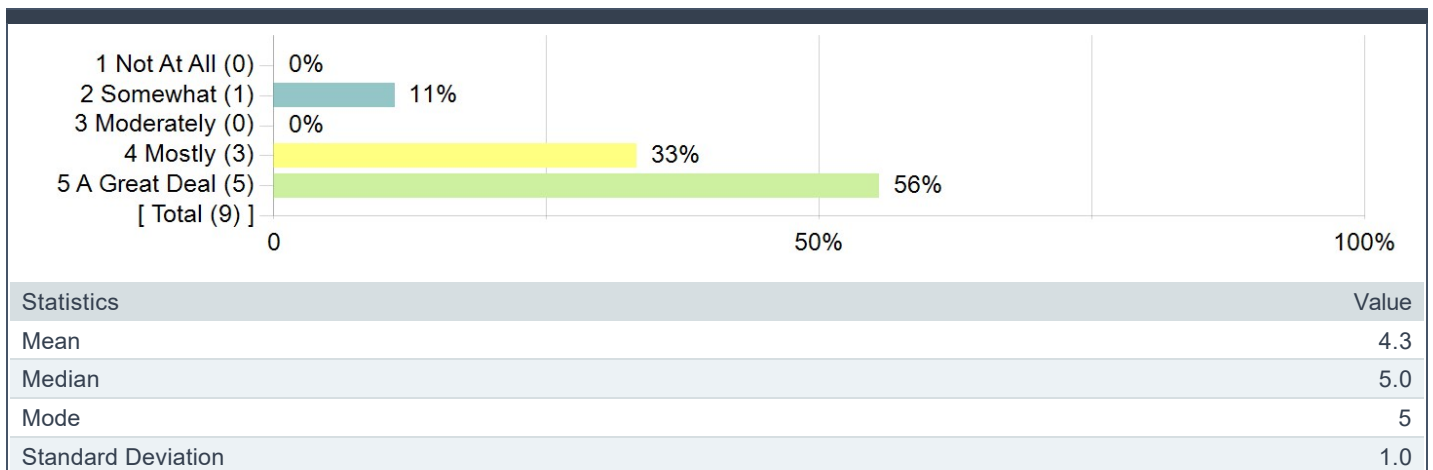


Part C. Departmental Items - Political Science

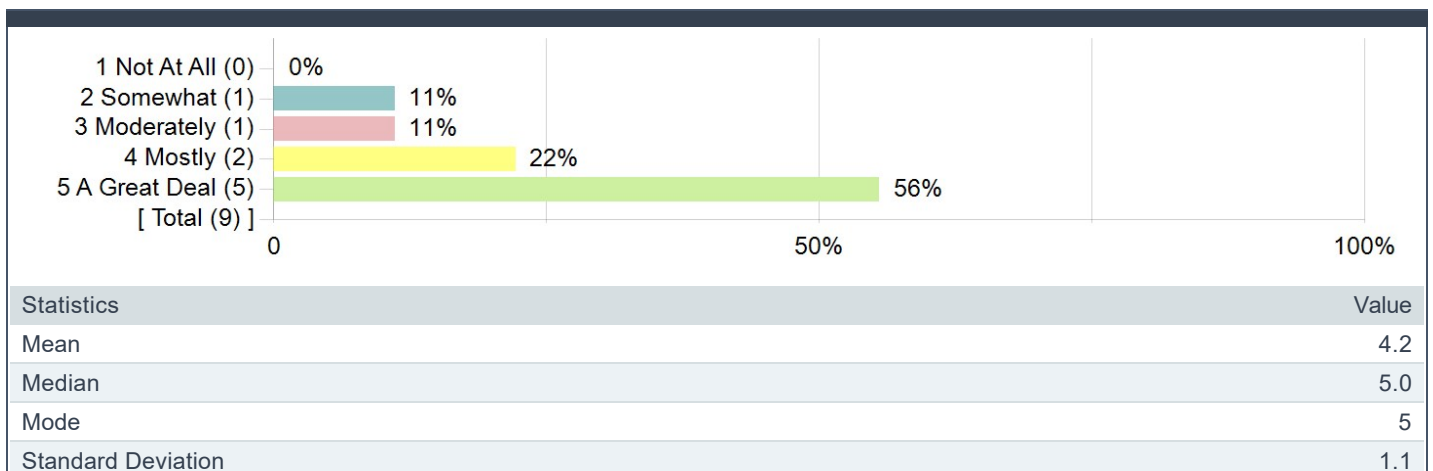
12. The course stimulated new ways for me to think about the world.



13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



Section 3. Comparative Data

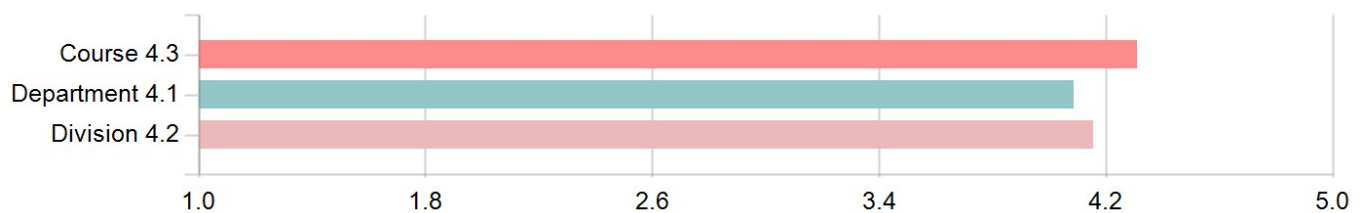
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

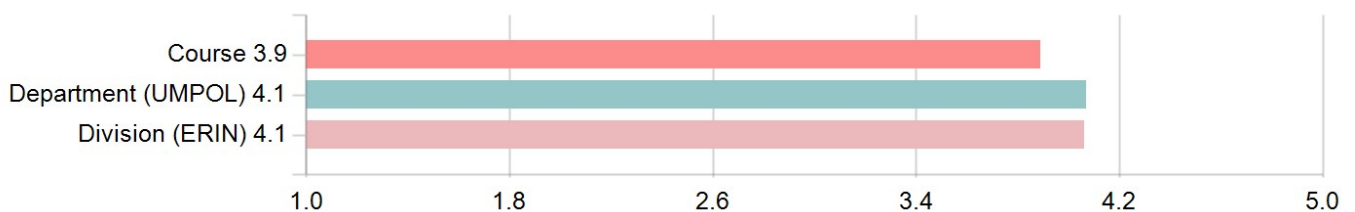
Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

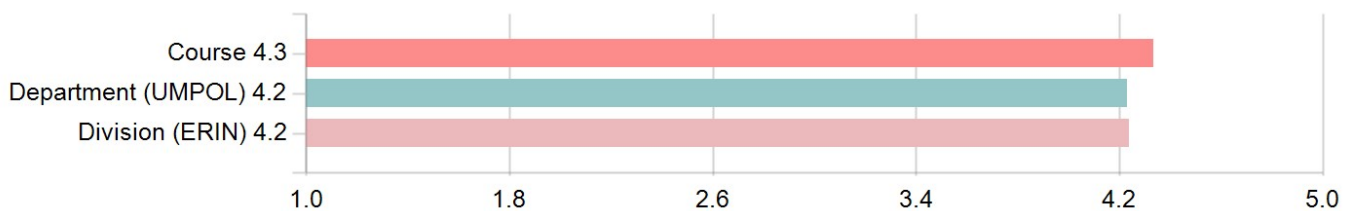
Institutional Composite Mean



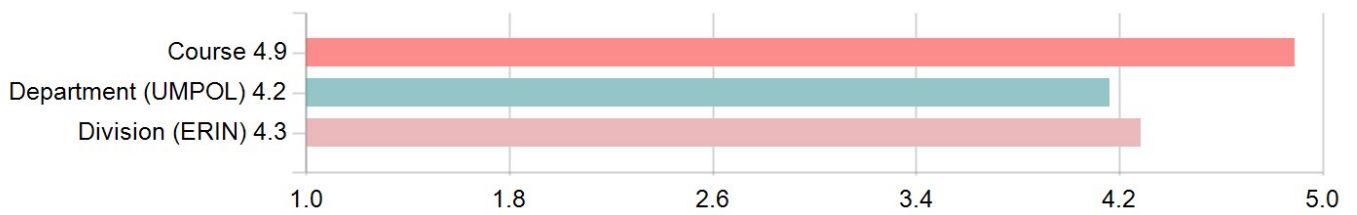
1. I found the course intellectually stimulating.



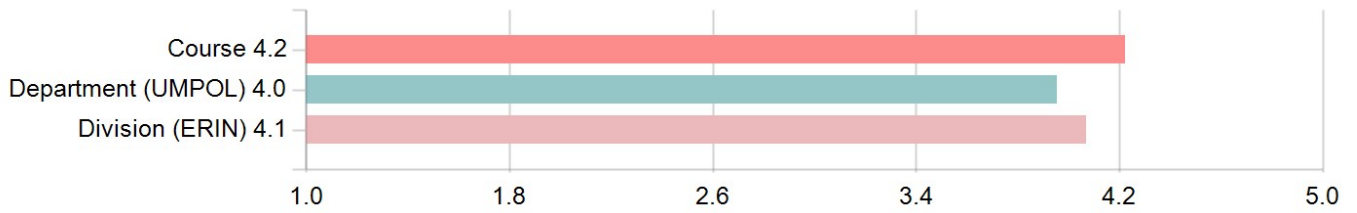
2. The course provided me with a deeper understanding of the subject matter.



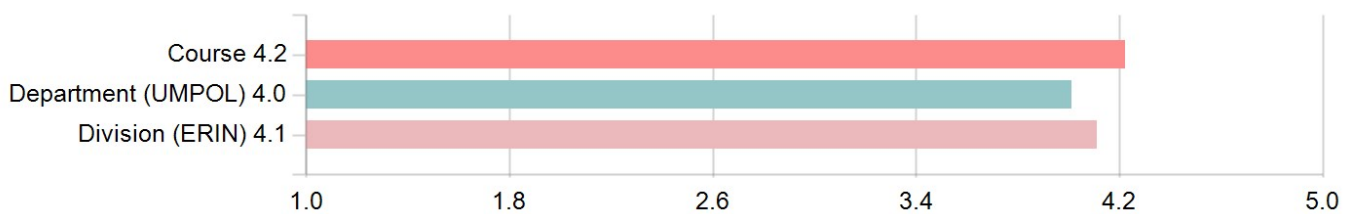
3. The instructor ([Md. Mujahedul Islam](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

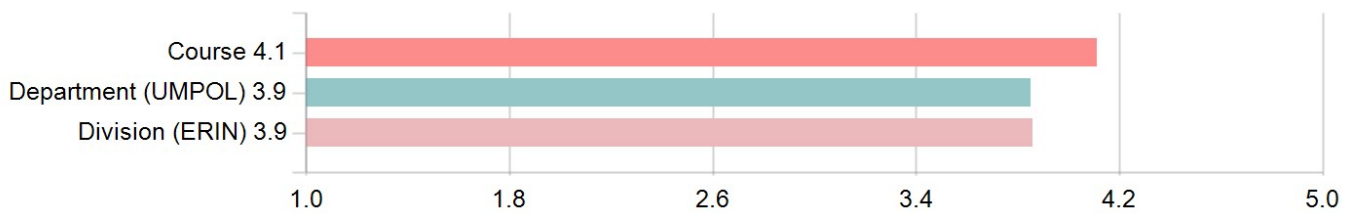


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



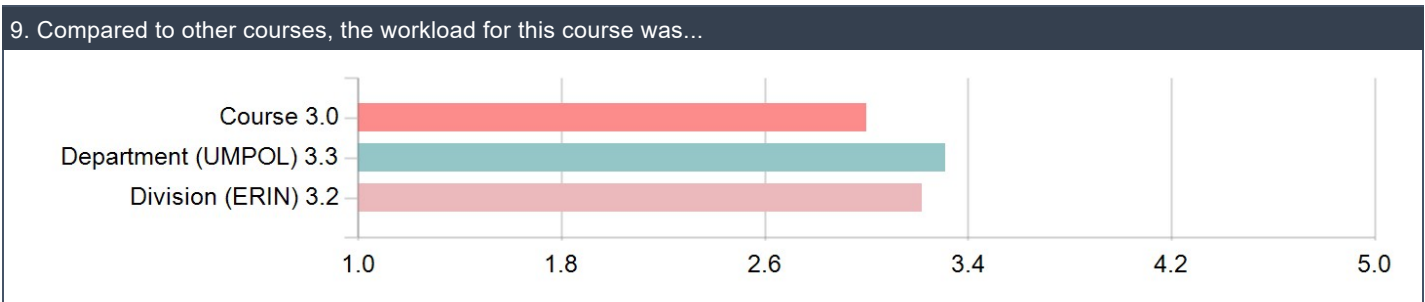
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

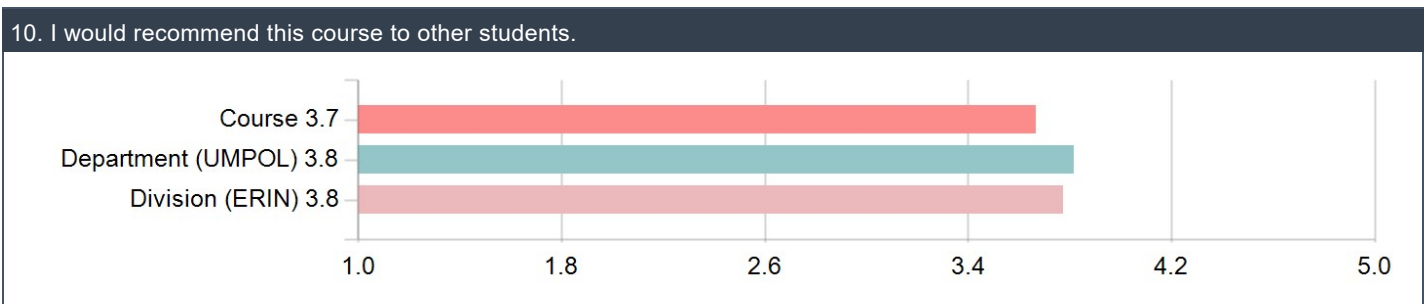


Part B. Divisional Items

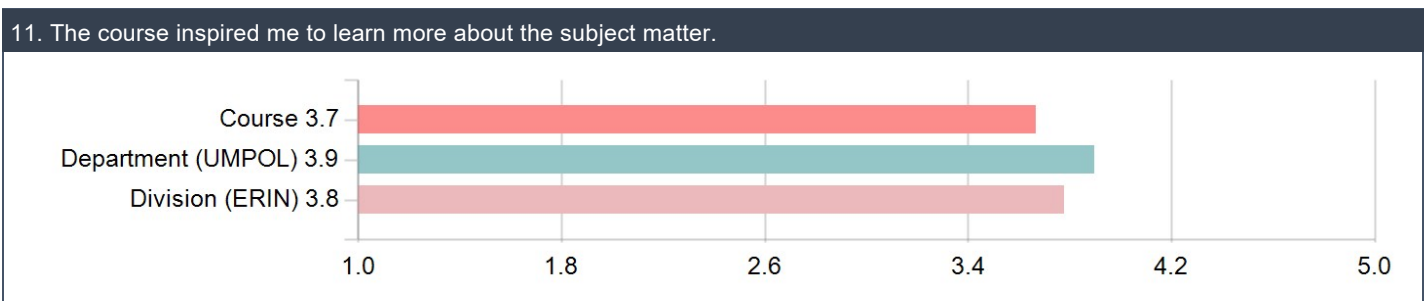
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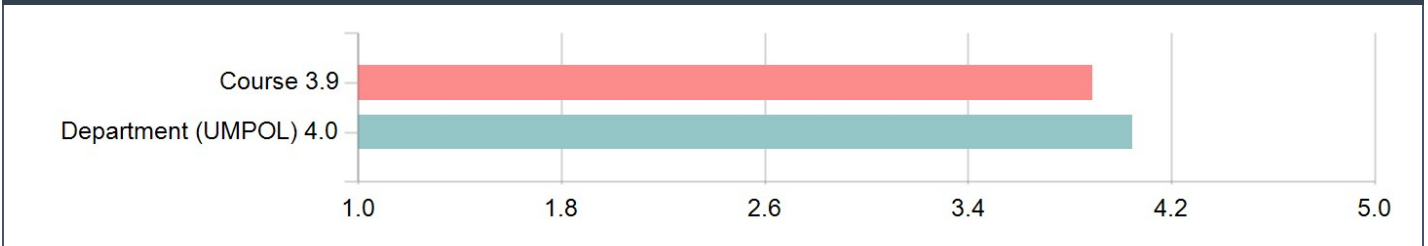
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Part C. Departmental Items - Political Science

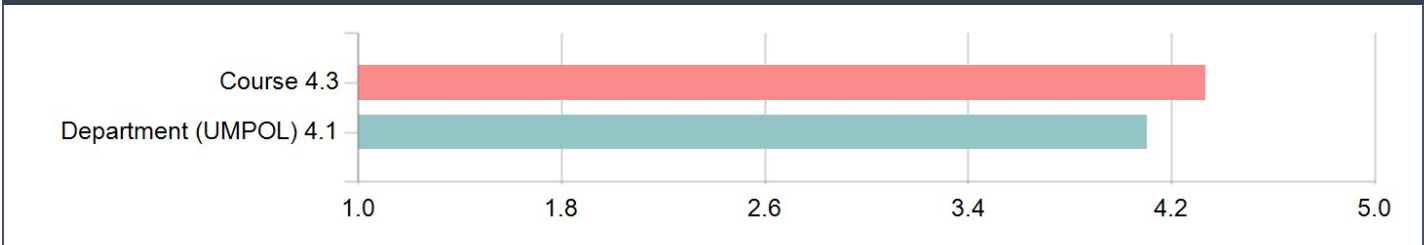
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

12. The course stimulated new ways for me to think about the world.



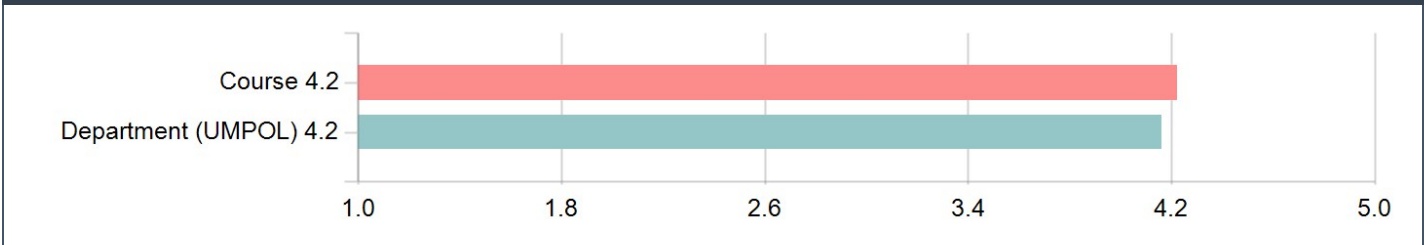
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

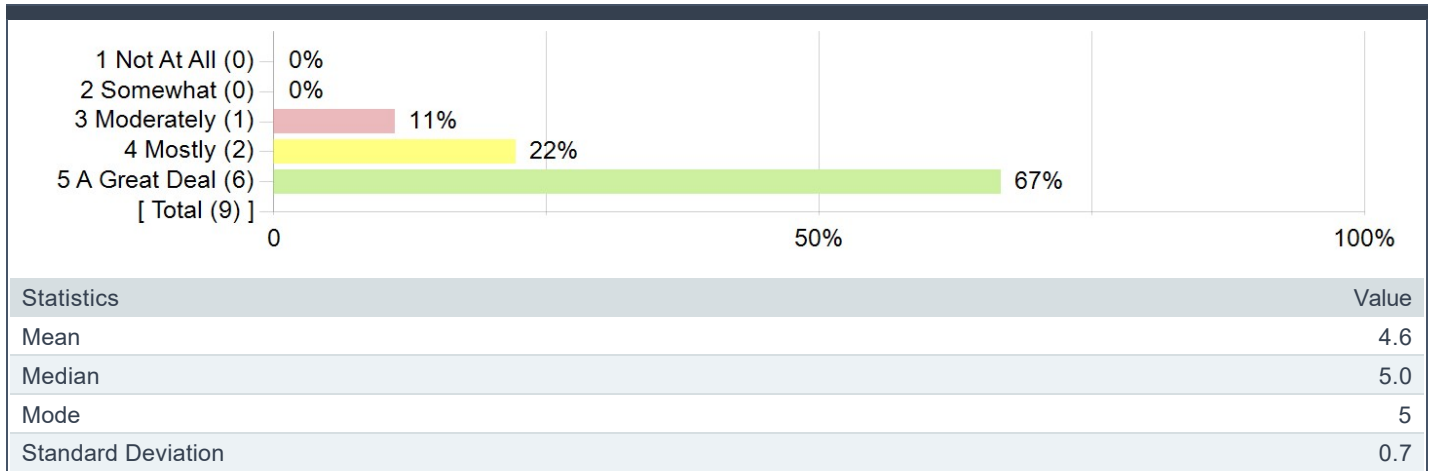
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



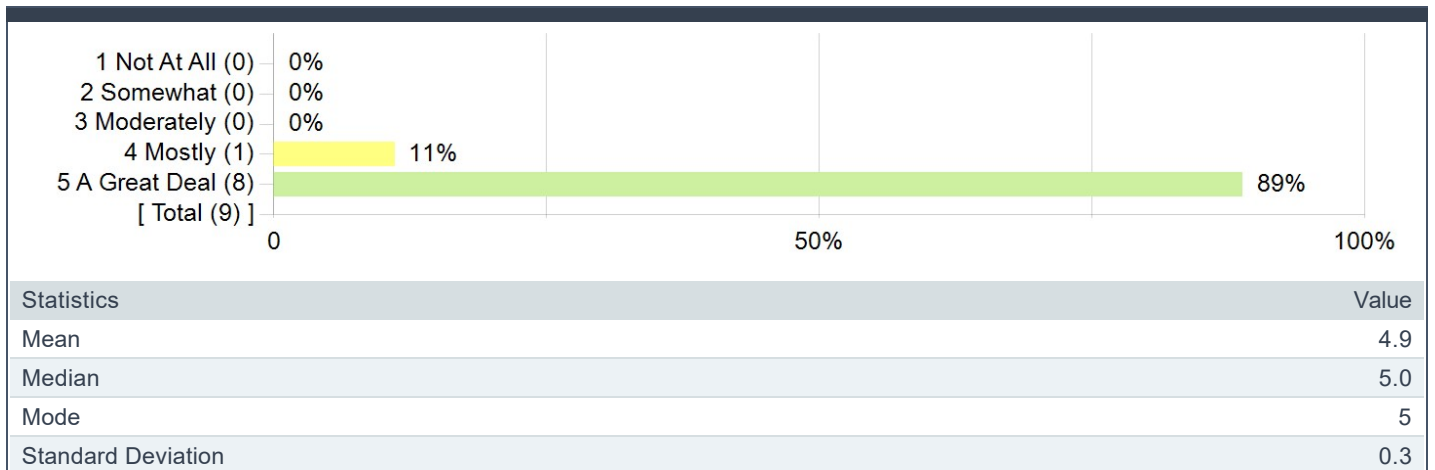
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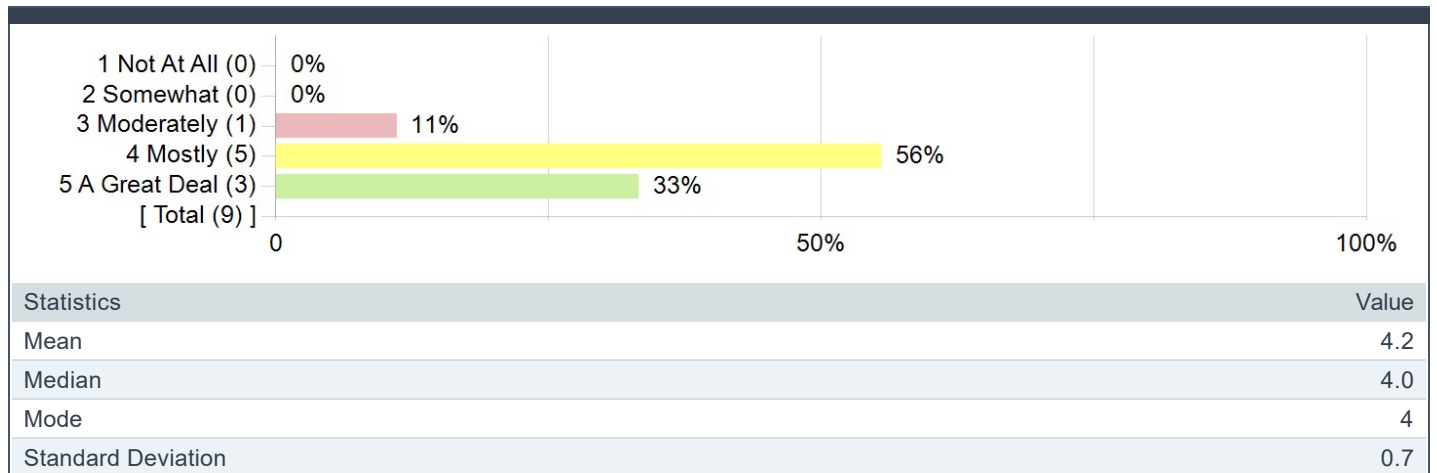
H-1. The course instructor ([Md. Mujahedul Islam](#)) demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc) in the classroom.



H-2. The course instructor ([Md. Mujahedul Islam](#)) encouraged a collaborative atmosphere in the classroom.



P-2. The course provided opportunity for me to enhance my problem-solving skills.



2.2 Methods Course Evaluation 2021—University of Toronto

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

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- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

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Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

UTM Summer 2021 UG Y/S

Course Name: Methods POL242Y5-Y-LEC9101 (SYNC)
Division: ERIN
Session: Y
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Md. Mujahedul Islam
Section: LEC9101
Delivery Mode: SYNC

Report Generation Date: August 18, 2021

Raters	Students
Responded	10
Invited	15

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.3	5.0
The course provided me with a deeper understanding of the subject matter.	4.4	5.0
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.	4.8	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.4	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.5	5.0
Institutional Composite Mean	4.5	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	4.2	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
The professor was very patient with even quiet students like me, which I appreciate a lot.
The course is slightly hard but the professor is very helpful
– it was very interesting – I loved the group work, it helped me better understand the material
It was good, nothing crazy but good. If I ever had a question the prof was quick to help and answer it.
I love how the professor and TAs are passionate and helpful, didnt think i would enjoy this course so much
It is good overall quality of the instruction in this course as the instructor did a exceptional job in engaging the material to the students.
It was great! Very open and encouraging space. Great vibes!
Very good course! Professor is very understanding and fair.
It was an absolute pleasure to take this course with Professor Mujahed. He was incredibly kind and understanding to all his students, demonstrated enormous patience, and genuinely showed passion for the course material. He gave us the opportunity to work in breakout rooms, he encouraged us to study with one another to increase our likelihood of succeeding, and he was always very diligent. I was hardly ever confused in his class because he took the time to make sure every single student understood the course material. His lectures added a lot of value to the course. My only comment for Professor Mujahed is that sometimes his lectures would go over the assigned time. Had this been an in-person class, chances are we would have been late for our next classes. Thankfully though, because it's the summer and students take fewer courses, it did not disrupt our schedules.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
A lot of office hours
– I liked the abundance of office hour sessions with TAs and the Instructor
office hours were always available and encouraged
I felt if i ever needed help, it was there.
quick response from professor and the TAs
no comment.
Just the openness of the class and the constant encouragement.
Professor Mujahed was always accommodating for all his students. He offers extra office hours to students who missed lectures for personal reasons and he summarizes the important lessons concisely in those cases. He always responded quickly to e-mails sent, and would take the time to explain to students what they can do to improve their grades. He even made sample practice tests at our request so we can adequately prepare for such assessments and his tests always matched our expectations.

Part B. Divisional Items

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
9. Compared to other courses, the workload for this course was...	3.5	3.5

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
10. I would recommend this course to other students.	4.2	4.5

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
11. The course inspired me to learn more about the subject matter.	3.9	4.0

Part C. Departmental Items - Political Science

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
12. The course stimulated new ways for me to think about the world.	3.9	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
13. When lecturing, the instructor (Md. Mujahedul Islam) went beyond their personal opinion and included different perspectives on course topics.	4.5	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.	4.6	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

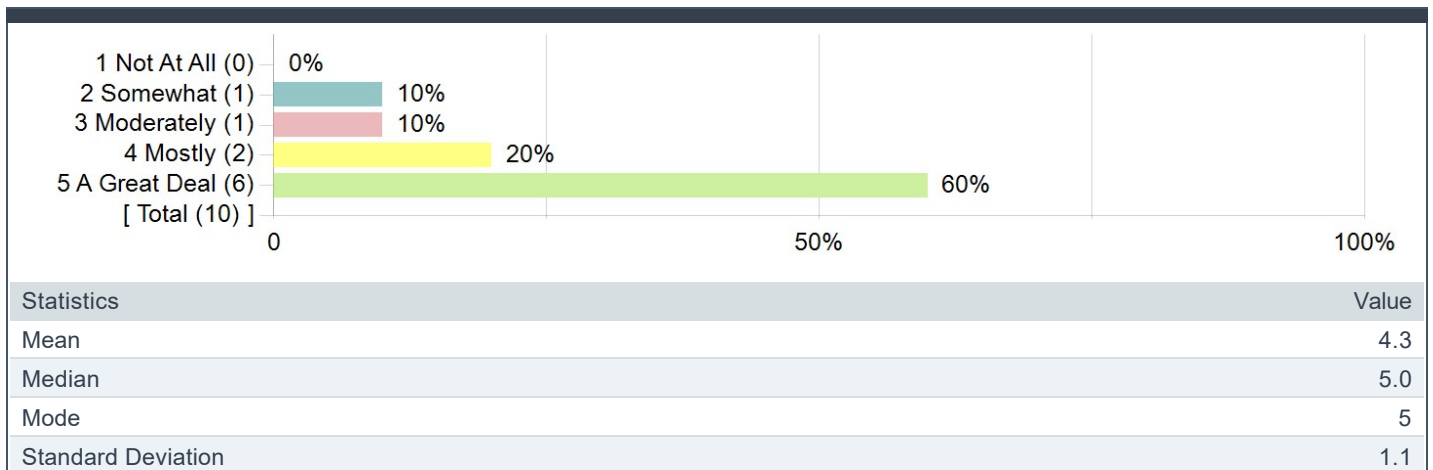
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

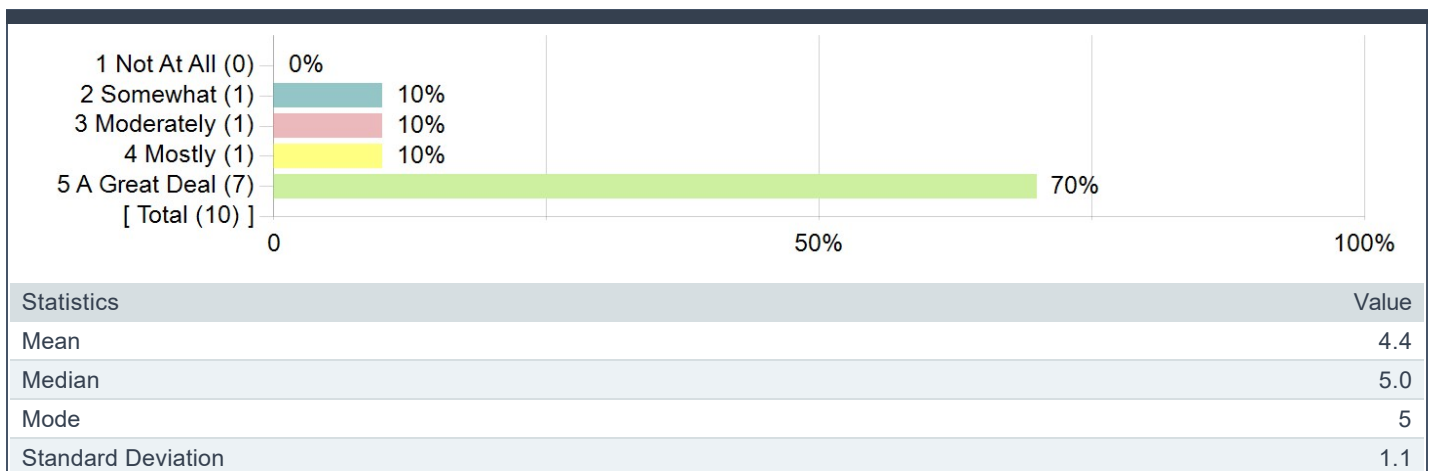
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

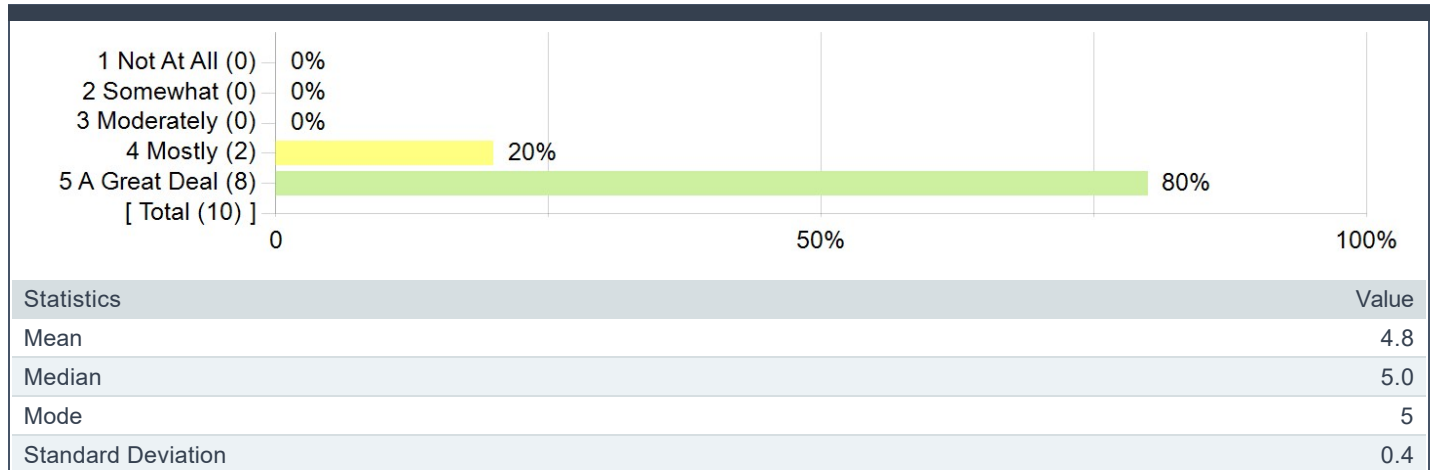
1. I found the course intellectually stimulating.



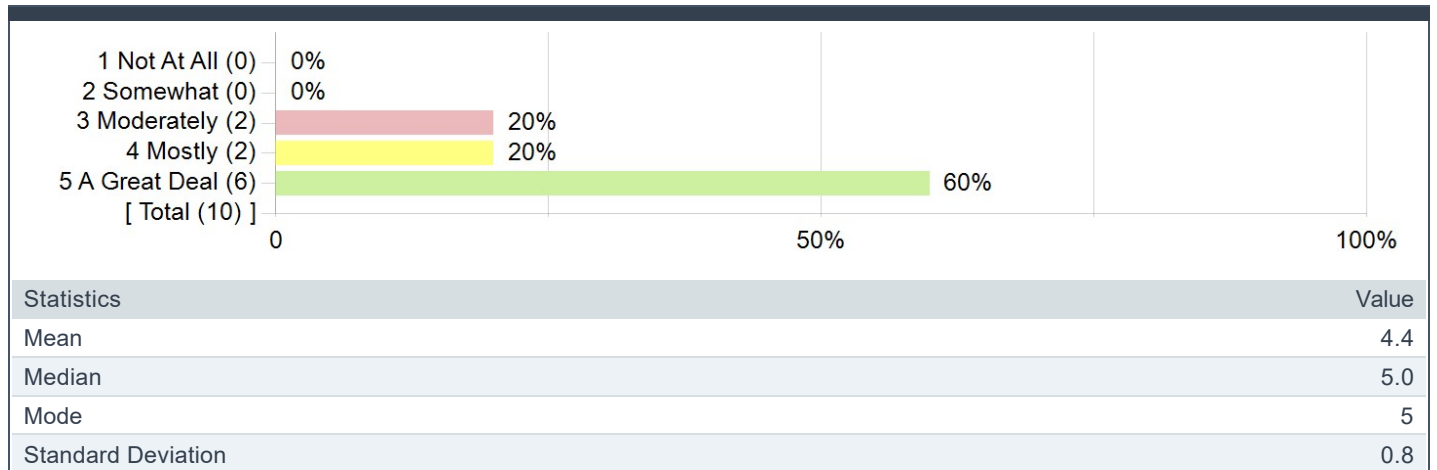
2. The course provided me with a deeper understanding of the subject matter.



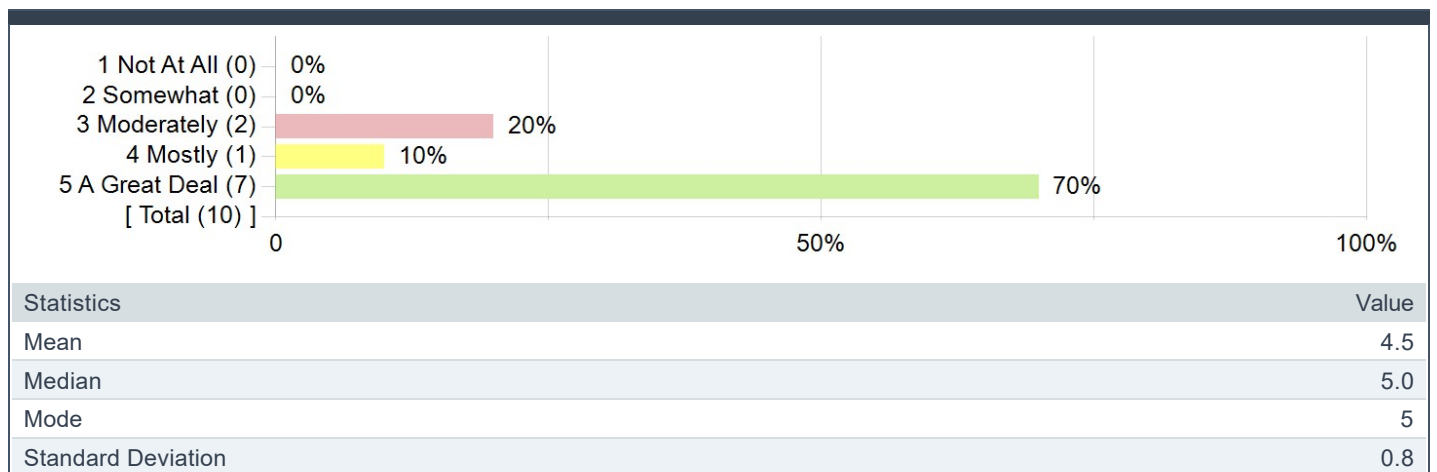
3. The instructor (Md. Mujahedul Islam) created a course atmosphere that was conducive to my learning.



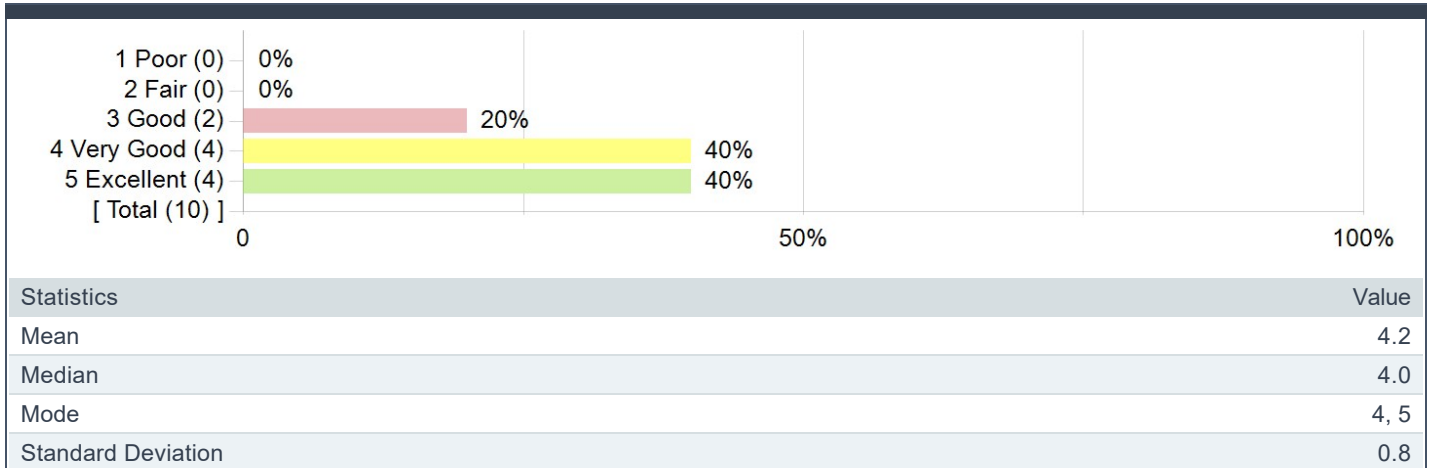
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

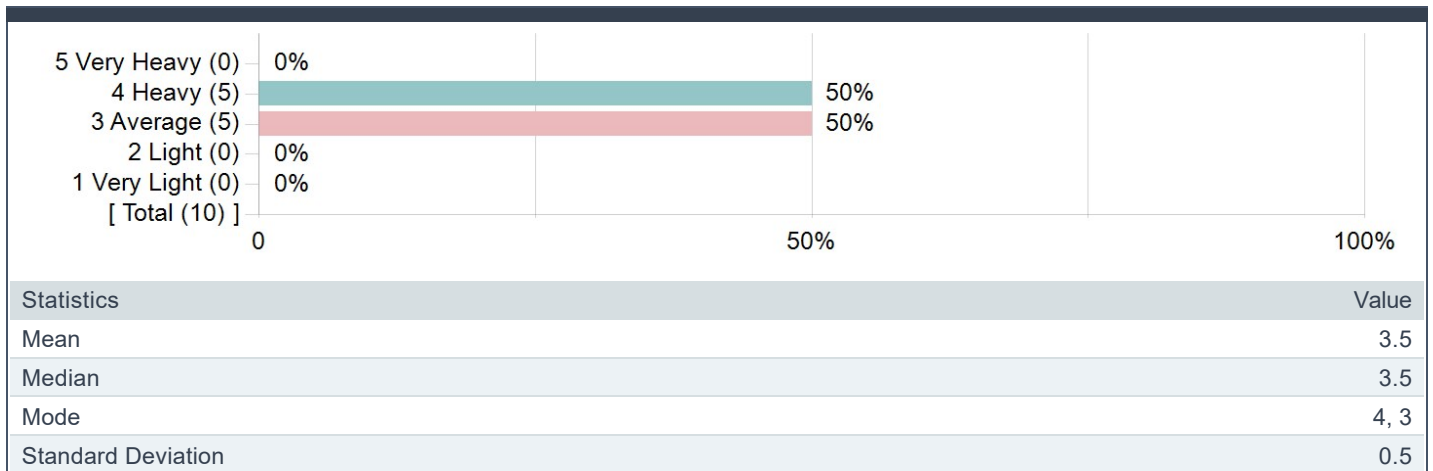


6. Overall, the quality of my learning experience in this course was....

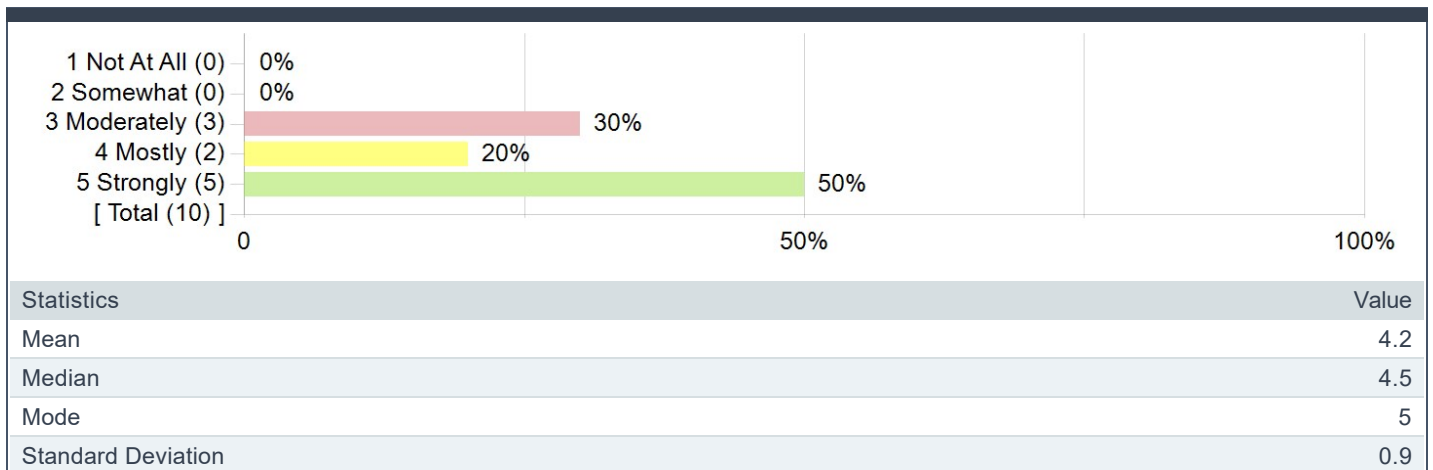


Part B. Divisional Items

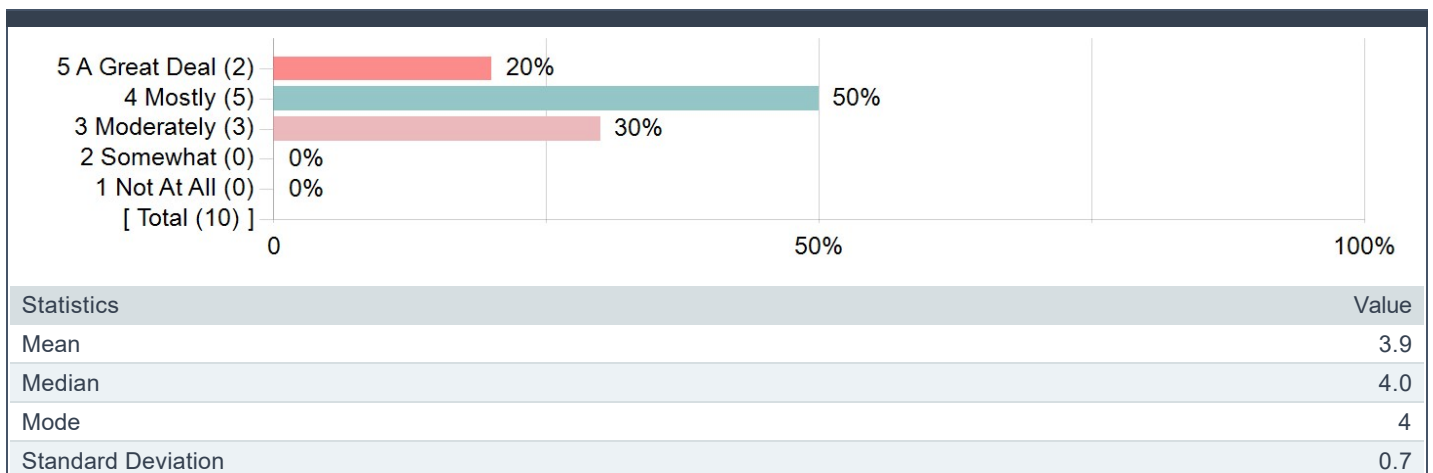
9. Compared to other courses, the workload for this course was...



10. I would recommend this course to other students.

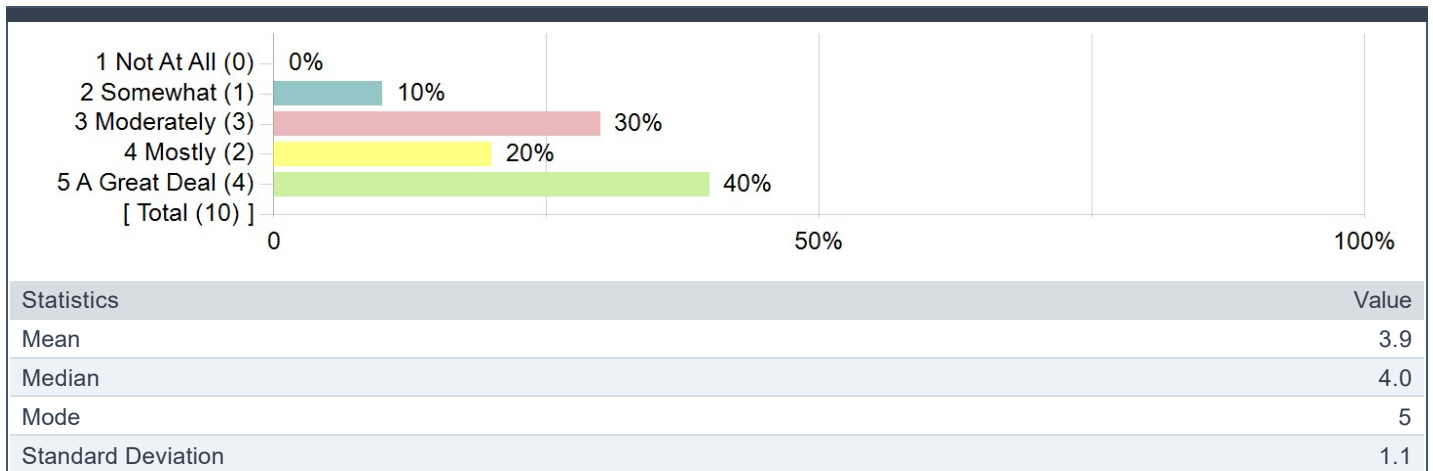


11. The course inspired me to learn more about the subject matter.

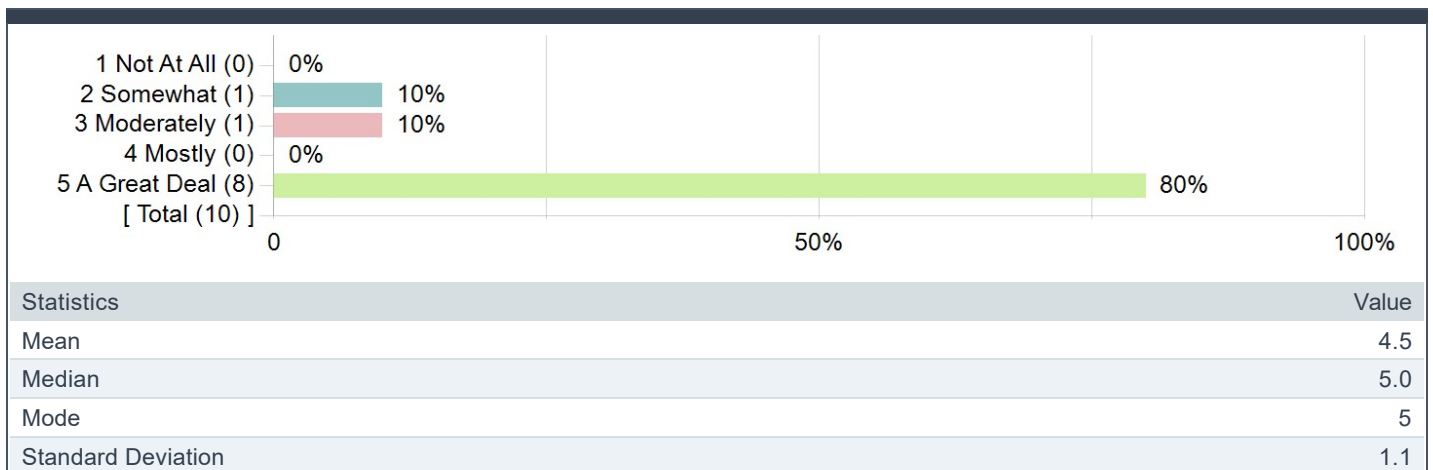


Part C. Departmental Items - Political Science

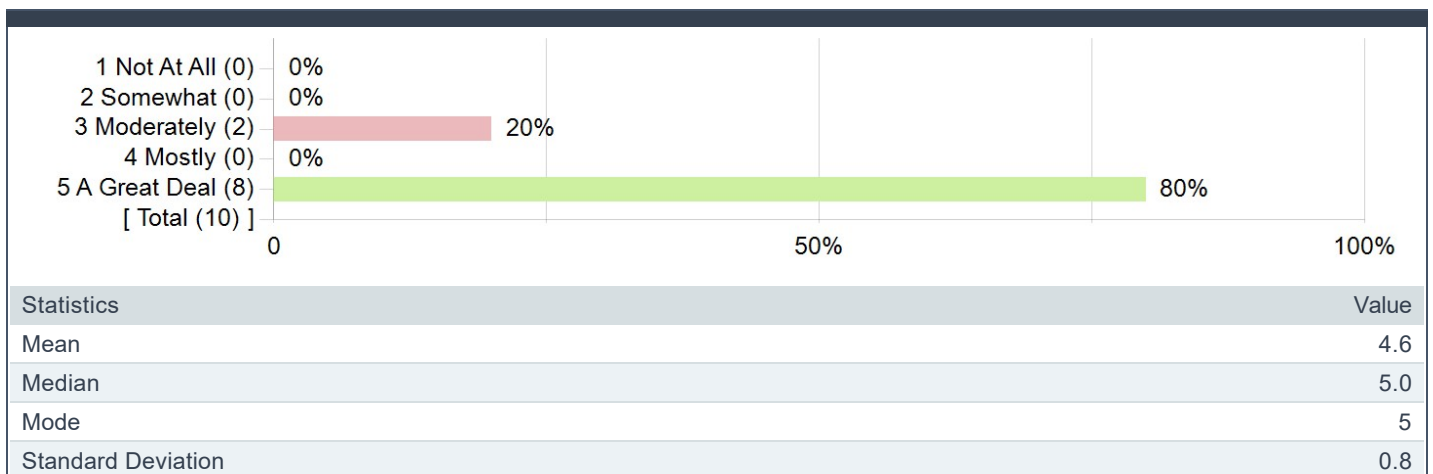
12. The course stimulated new ways for me to think about the world.



13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



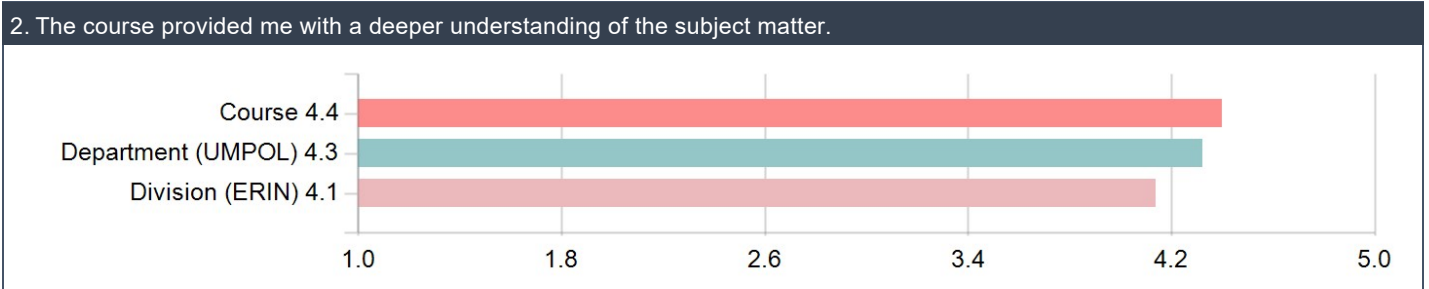
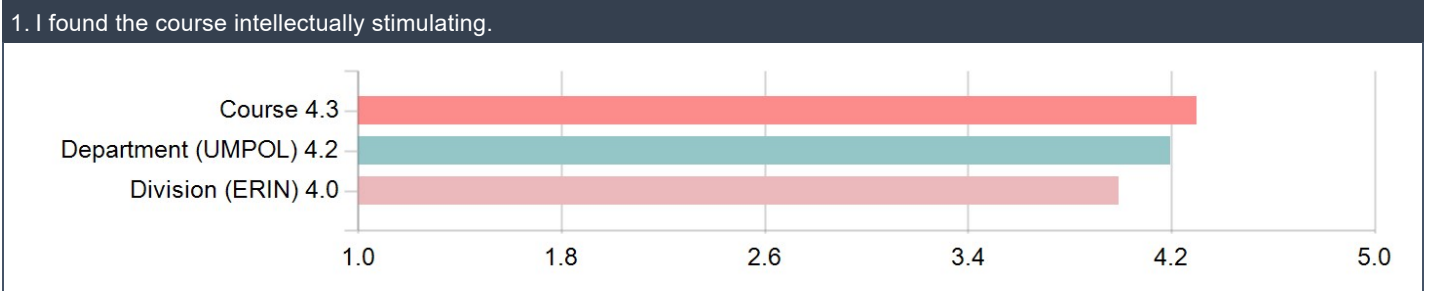
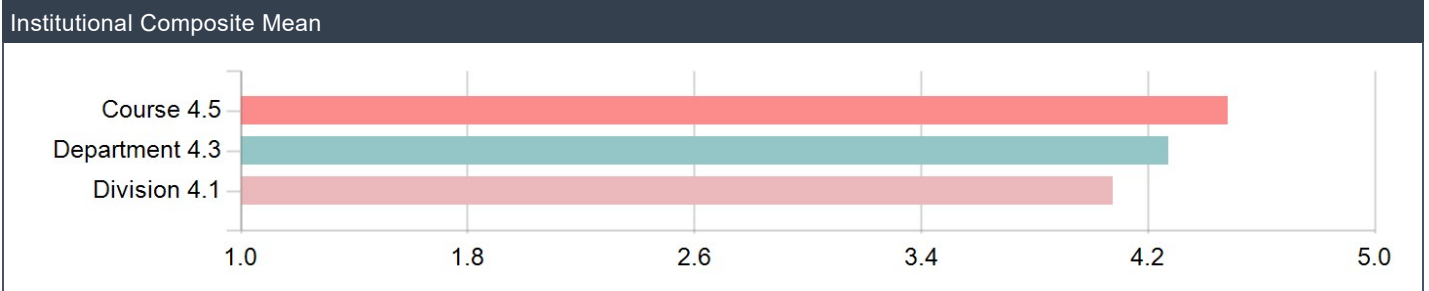
Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

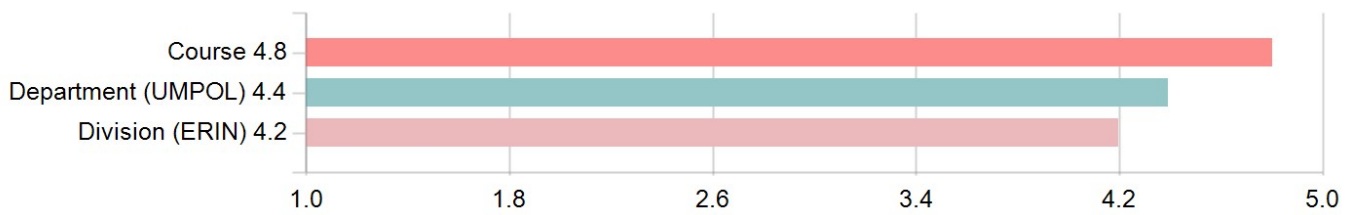
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

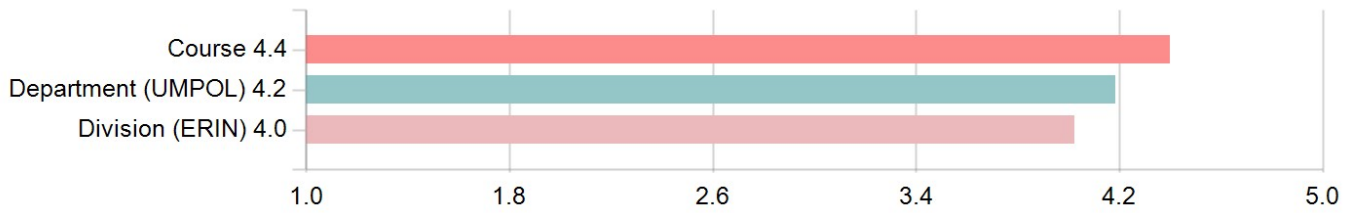
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



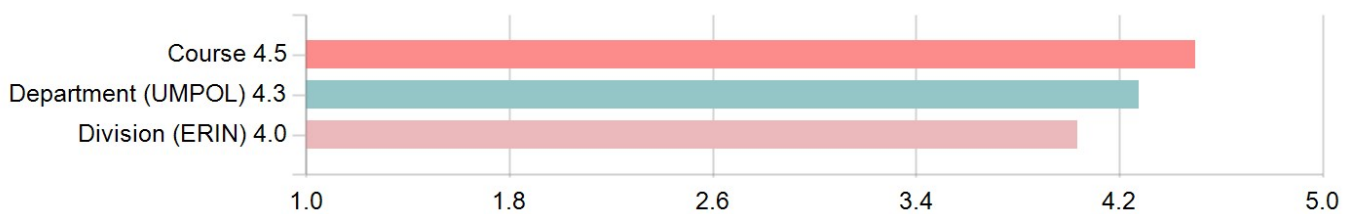
3. The instructor ([Md. Mujahedul Islam](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

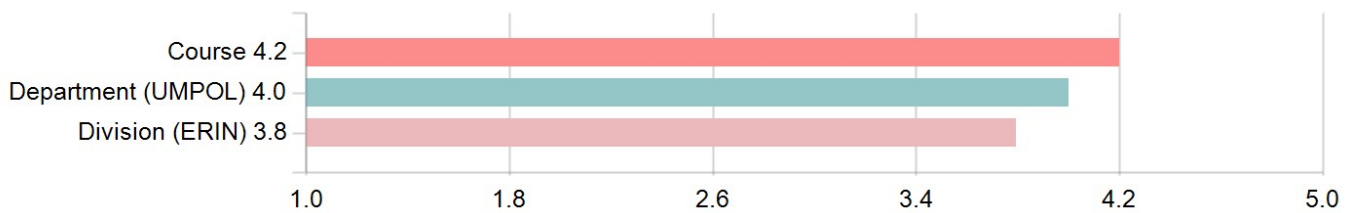


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

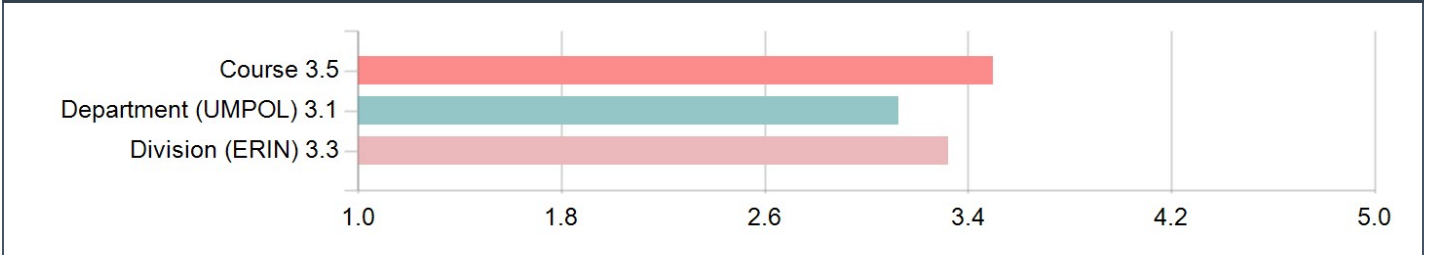
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

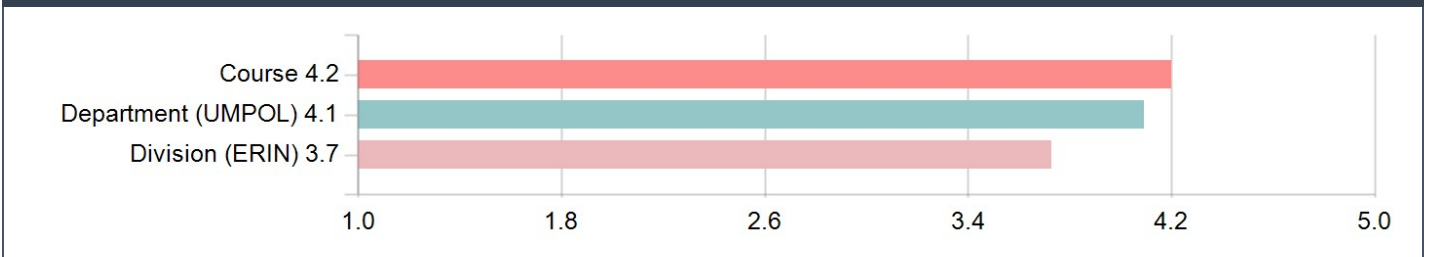
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

9. Compared to other courses, the workload for this course was...



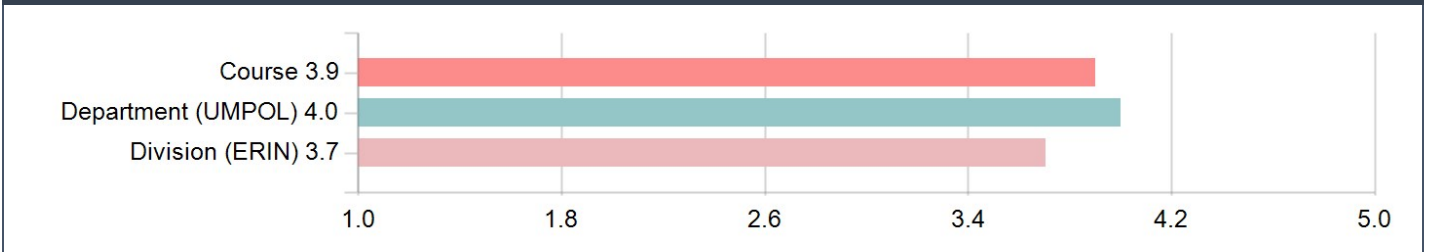
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

10. I would recommend this course to other students.



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

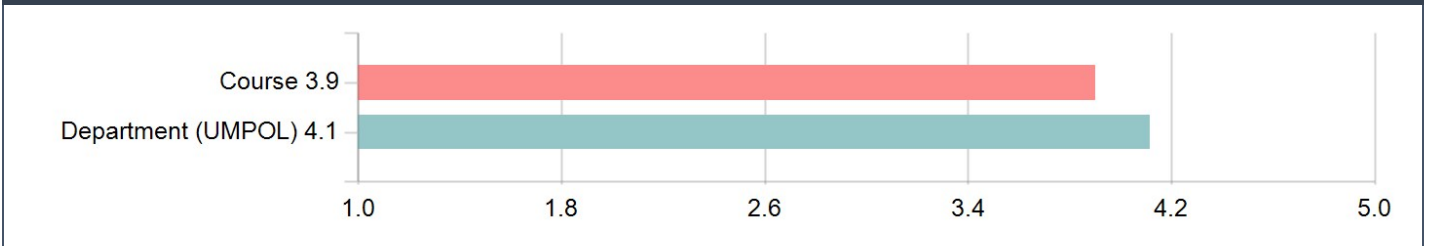
11. The course inspired me to learn more about the subject matter.



Part C. Departmental Items - Political Science

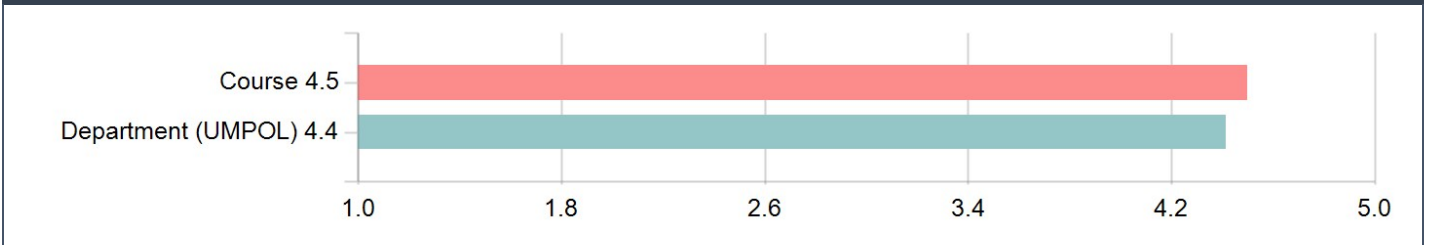
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

12. The course stimulated new ways for me to think about the world.



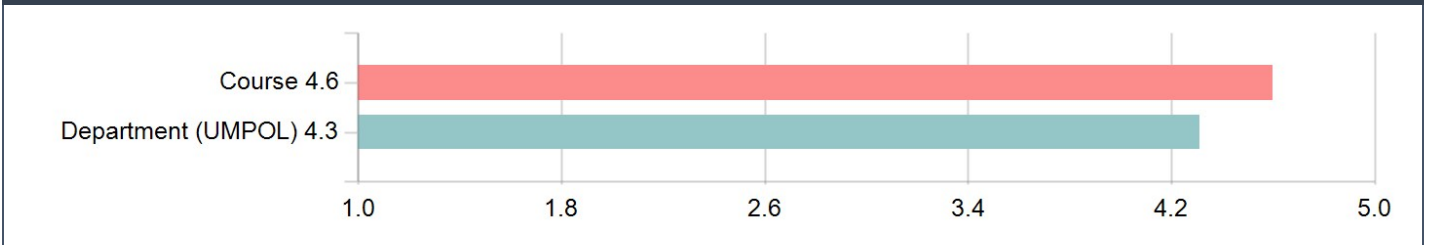
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

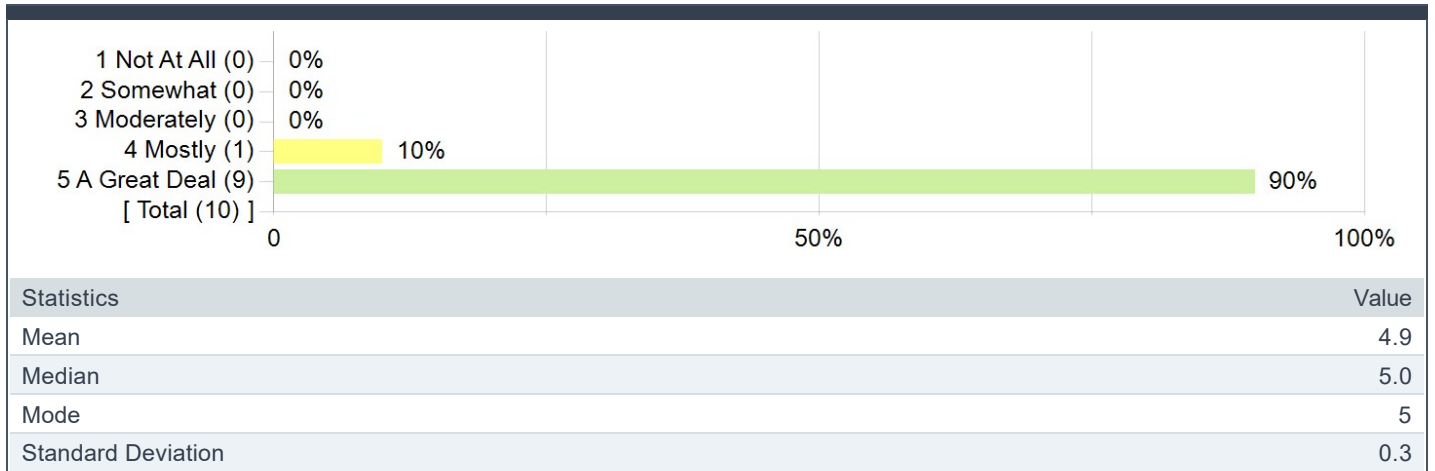
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



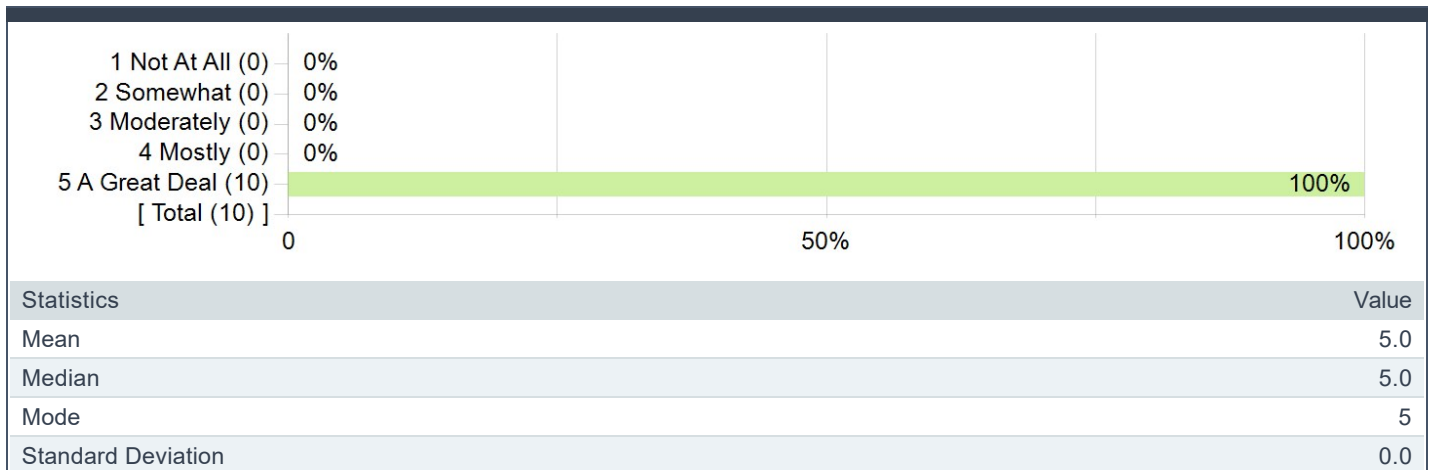
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

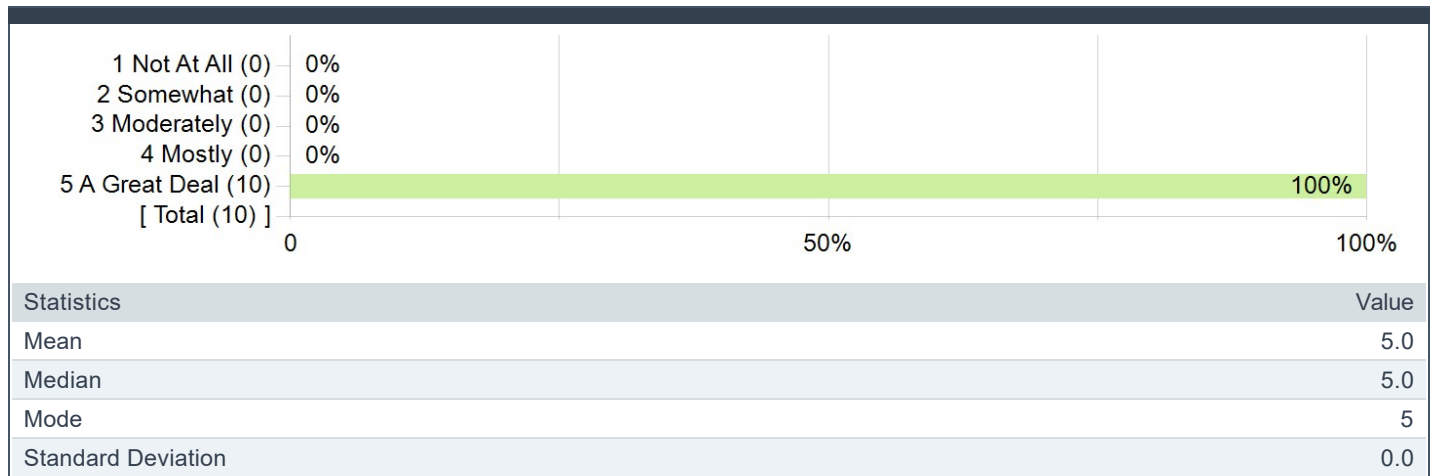
A-2. During the course, the course instructor ([Md. Mujahedul Islam](#)) was approachable when students sought guidance.



H-1. The course instructor ([Md. Mujahedul Islam](#)) demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc) in the classroom.



H-2. The course instructor ([Md. Mujahedul Islam](#)) encouraged a collaborative atmosphere in the classroom.



2.3 Methods Course Evaluation 2020—University of Toronto

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

UTM Summer 2020 UG Y/S

Course Name: Methods POL242Y5-Y-LEC0101
Division: ERIN
Session: Y
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Md. Mujahedul Islam
Section: LEC0101

Report Generation Date: September 1, 2020

Raters	Students
Responded	34
Invited	42

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.1	4.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.	4.7	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.2	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.5	5.0
Institutional Composite Mean	4.4	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	3.9	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
<p>The professor is very kind and helpful and resourceful, he always adds extra time if someone needs it and does not mind taking the time to explain something again, he's also always smiling and cheerful which adds to the vibe of the classroom.</p> <p>I feel that this course does a magnificent job in applying what we learnt and making sure that everything we learnt, we are now applying to tests and assignments which much poli sci courses do not do that.</p> <p>The one comment I have is that I truly believe that this course load is very heavy and have heard that from my classmates. There are many assignments that we have spent days working for, that are 20 pages that are only worth 5%, so that is the one comment I have.</p>
<p>The quality of the instruction was very inclusive and helped develop an understanding of course material. Despite statistics and mathematics being a personal weakness of mine, the instruction allowed me to follow along.</p>
<p>The course material is extremely difficult but, Professor Islam was approachable, understanding and willing to provide extra assistance when needed. One of the best Political Science professors i've had.</p>
<p>The professor provided a great and comfortable atmosphere during lectures and office hours that provided added clarity of course materials. In addition, the instructor provided exceptional feedback on an assignment to help further my understanding and learn for my mistakes.</p>
<p>Professor Islam was very helpful and constantly paused for questions.</p>
<p>Prof was great, very accomodating and great at explaining concepts to students.</p>
<p>The Professor is very patient, nice and very helpful. His course materials would relate to everyday contexts which is helpful to many students. Also, the professor is so patient and helpful. He would help you until you fully understand the concepts and assignments!</p>
<p>The instruction was great and the instructor was kind and helpful and very knowledgeable of the course material.</p>
<p>I learned a lot about R studio it was very interesting!</p>
<p>Amazing!</p>
<p>He checks and double checks that we understood the course material.</p>
<p>The professor did his absolute best to teach us this course during such difficult times. He was very understanding of our concerns with this course since a lot of the work could be easier if it was taught in-person. Despite it all, the professor taught extremely well and with a lot of enthusiasm which made this course pretty great.</p>
<p>In all honesty, as per the instruction, I do not have a complaint. The class was organized, very intellectually stimulating, and the assignments really helped with understanding the material better. This is not usually the case, but for this class, from start to finish it was executed very well.</p>
<p>As for the assignments as a whole, they were a lot of work for a 200 level course. While I do understand and agree that each assignment was necessary, they were a lot of work for their percent value: i.e. the homework assignments (specifically HW #2) were a lot of work for only 5%.</p>
<p>It was a great class and a very interesting subject. Our professor basically carried the class and taught us everything from the beginning. Online school was difficult because of network connection issues etc. but it was overall cool to learn something new.</p>
<p>Excellent overall quality</p>
<p>The instructions in this course was overall very good and detailed.</p>
<p>the prof was amazing and very caring about his students. the course was pretty hard since the stats part of politics was very new but he was always there for us</p>
<p>The overall quality of the instruction was good. They were clear and most instructions were followed by the steps we should take (they were broken down even more) which was very useful.</p>
<p>Was really good</p>
<p>As being a student that tends to just google most my questions, i go to leture slides when i cant find a good answer onlione, the slides were well written but sometimes lacked clarity, possibly writing down definitions with an example right after would help alot. other than that, the course was well taught, the prof explained things really well whenever someone had a question, and the assignments were relly well designed. They werent really hard but made in a way that i had to know what i was talking about to get the mark, and the marks we well eevaluated based on the effort i put in.</p>
<p>Professor Mujahedul Islam is a very attentive, focused and caring teacher that knows how to set a good learning atmosphere for his students and make them succeed. He is very motivational and allows everyone the chance to succeed in the class.</p>
<p>The Professor was good. But learning through zoom was difficult especially for tutorials. The course was hard but I don't blame the Professor I blame the virus.</p>
<p>I did not understand R at all. Did not understand the material at all. I was always lost. Probably my own fault since I have ADHD, but this course should come with a STEM warning. If I wanted to do mathematics and programming, I wouldn't have gone into political science.</p>

Comments

Good

I really liked this Professor and he teaches in a way where everyone feels safe to ask questions.

The course was extensive and in depth.

The quality of this course was excellent due to the professor and his style of teaching.

Mujahed is a great professor who really takes out time to help his students, very understanding with deadlines too!

8. Please comment on any assistance that was available to support your learning in this course.

Comments
As I mentioned earlier, the professor was very helpful and resourceful.
Professor Islam always made himself available to students who required assistance. Emails were met with a prompt response within 24 hours to answer any questions regarding course material.
The professor provided extra office hours throughout the semester that were very accompanying to my hours of availability. In addition, the professor added a variety of surveys to test our knowledge and focused on securing majority understanding of class content before proceeding further.
Professor Islam held several office hours and adjusted the hours according to students' needs.
Prof was always available via email and provided many extra office hours in addition to regular hours. Very accomodating.
The Professor would provide office hours and provide the best support to all of us. Whenever we require additional office hours, he would arrange it and schedule with us so that we all have our questions answered
Office hours with a range of availability outside of regular class hours was provided.
The office hours and tutorials were very helpful and extra office hours were given when approaching tests or assignments.
I think the posting of the slides and the office hours were very helpful for questions.
Coming from a non-mathematical background, the course material was easy to grasp with the help of Professor Mujahed. He went above and beyond to help students understand the material- provided many additional office hours for assignments and tests or in general to help understand the material better. His positive and highly encouraging perspective pushed us to do better. As our TA left for another job in the second semester, Professor Mujahed had to singlehandedly manage both lectures and tutorials, and marks all assignments- he did an outstanding job. Our assignments were marked in a short time and given back to us with great amount of feedback to help us do better in the future. He offered so many office hours going out of his way to help us succeed, and was available through email as well. He really is an amazing professor who genuinely cares about the success and well-being of his students.
There was a consistency in assistance and support to find success in the course.
The professor made himself available as much as possible. He is very quick at responding to emails in detail about our questions and concerns. Professor Islam offered many office hours to help with any questions we may have with our assignments and tests. The professor even offered the students to try and choose a time for an office hour that works best for all of us instead of him just picking a time that worked for him.
Office hours and the availability to e-mail our professor for assistance helped a great deal. Especially when it was difficult to understand something in class, I was able to get clarification during office hours.
Assistance was provided through email and asking questions in class
Access to office hours and emailing really helped in support to learning.
The extended office hours were very useful as it helped us meet with the professor and understand the topic more thoroughly.
No, the course was layed out in a great way
The professor made sure to be available for all kinds of assistance online via zoom meetings and emails promptly.
The Professor has many many virtual office hours and answered emails very well and quickly.
Professor was very active in encouraging office hour Zoom calls to help students, gave extensions when students needed them.
The professor is very good at teaching and goes out of his way to help students. Always available for extra help.
He answered a lot of my questions and was very kind when I reached out for help
Any assistance was available to us during the course. Office hours, one on one instructions, etc.
There was a lot of office hours available for students as well as tutorials
Mujahed was always available for office hours and assisted to the best of his ability, the group work helped to clarify subject matter

Part B. Divisional Items

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
9. Compared to other courses, the workload for this course was...	3.6	3.5

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
10. I would recommend this course to other students.	3.5	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
11. The course inspired me to learn more about the subject matter.	3.6	4.0

Part C. Departmental Items - Political Science

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
12. The course stimulated new ways for me to think about the world.	3.9	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
13. When lecturing, the instructor (Md. Mujahedul Islam) went beyond their personal opinion and included different perspectives on course topics.	4.4	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.	4.4	4.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

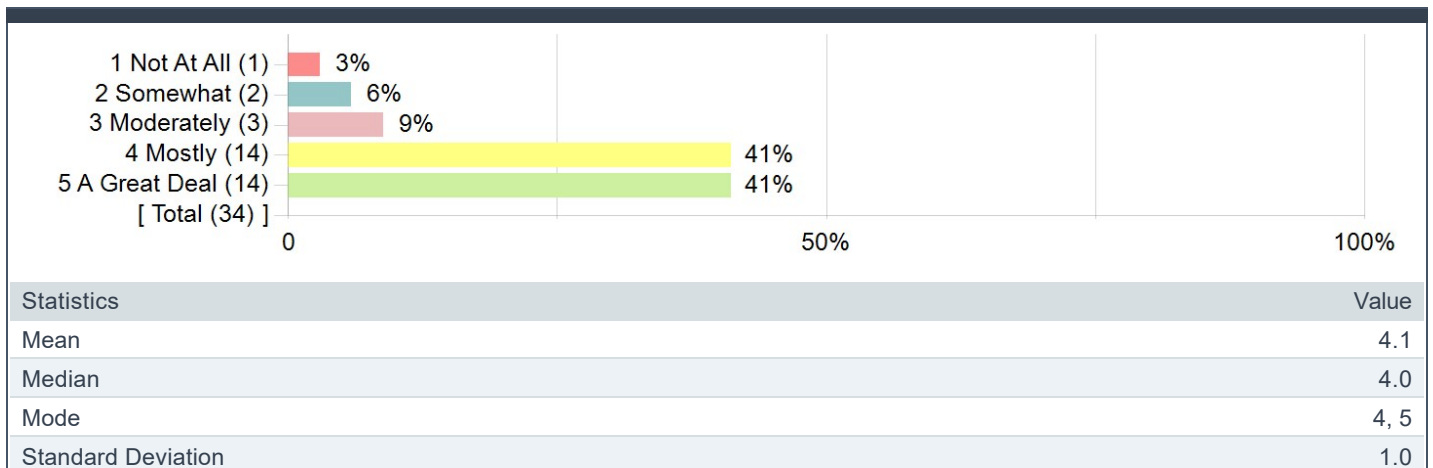
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

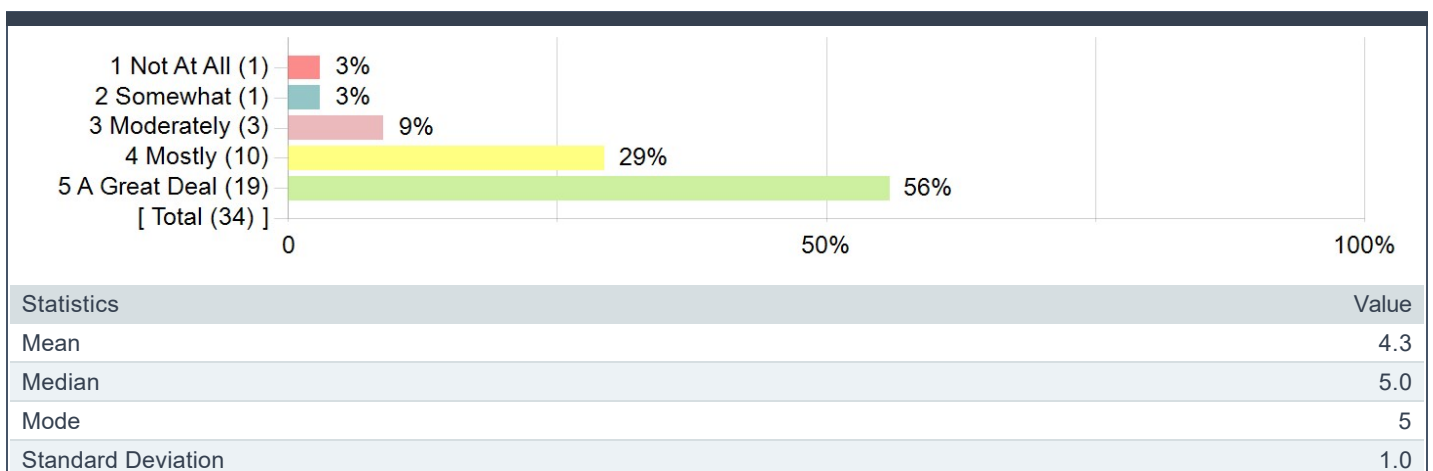
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

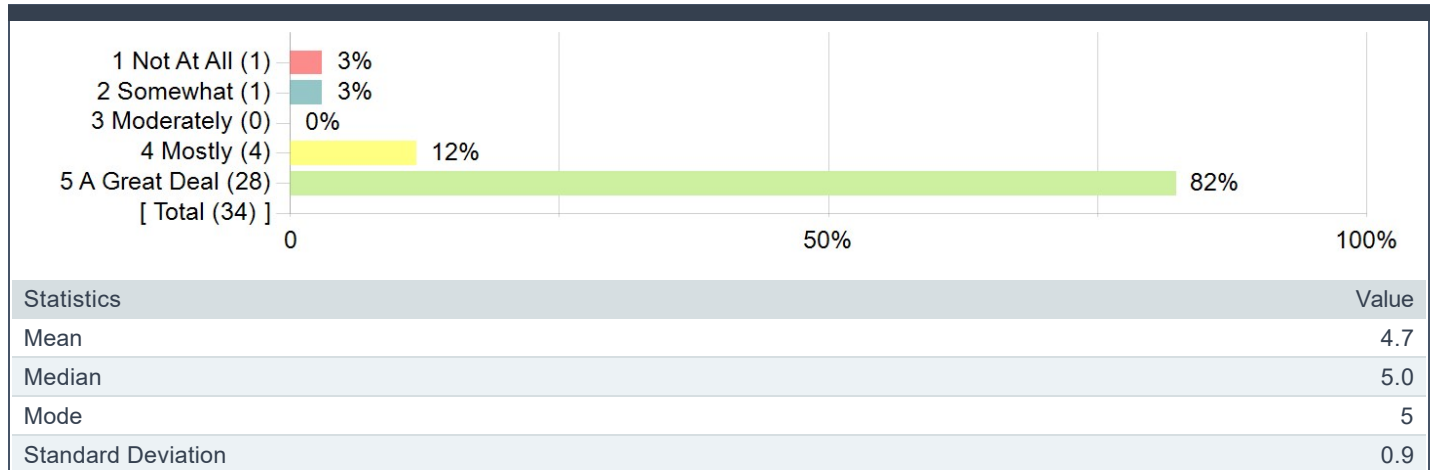
1. I found the course intellectually stimulating.



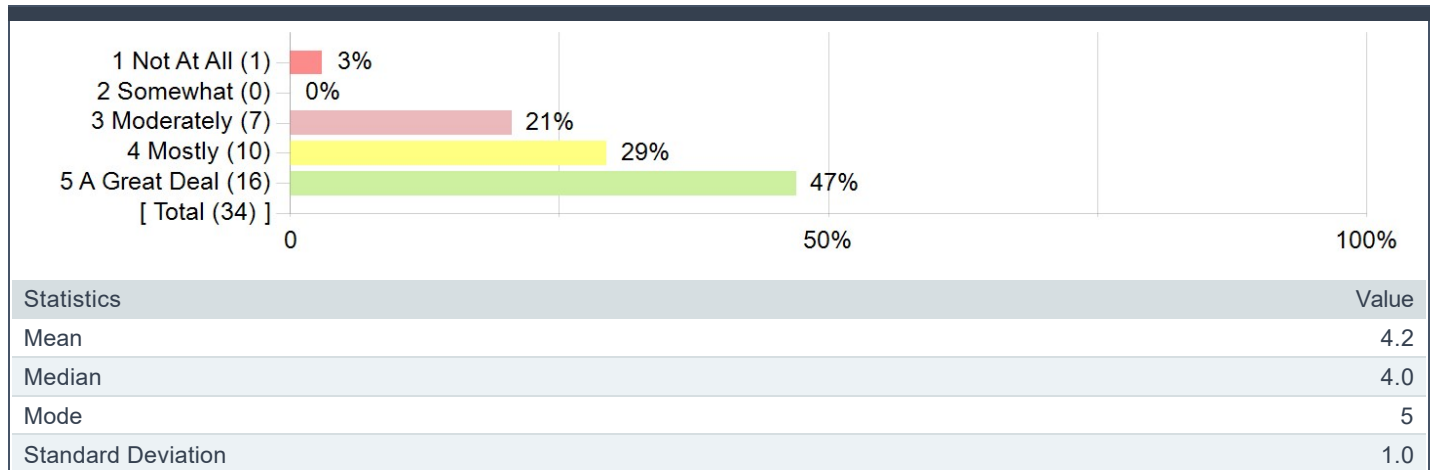
2. The course provided me with a deeper understanding of the subject matter.



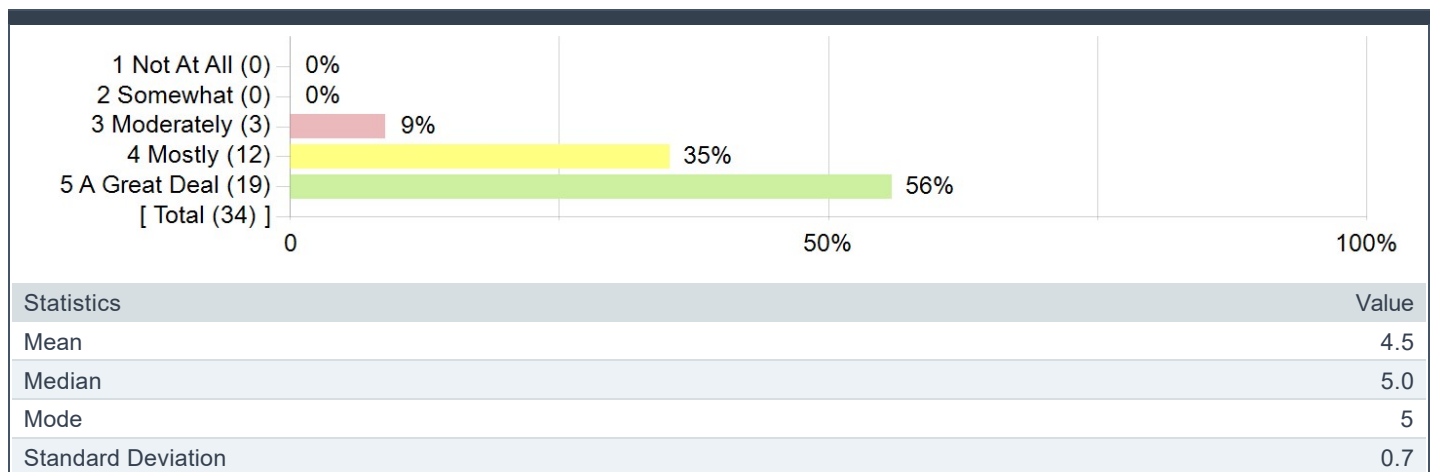
3. The instructor (Md. Mujahedul Islam) created a course atmosphere that was conducive to my learning.



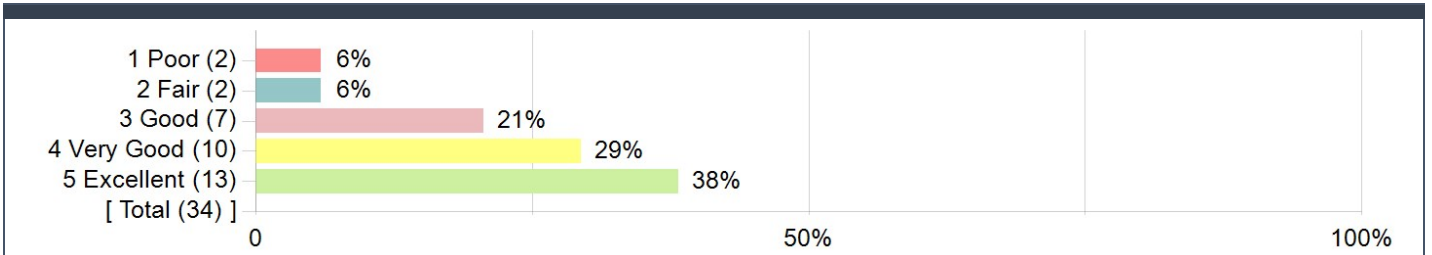
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



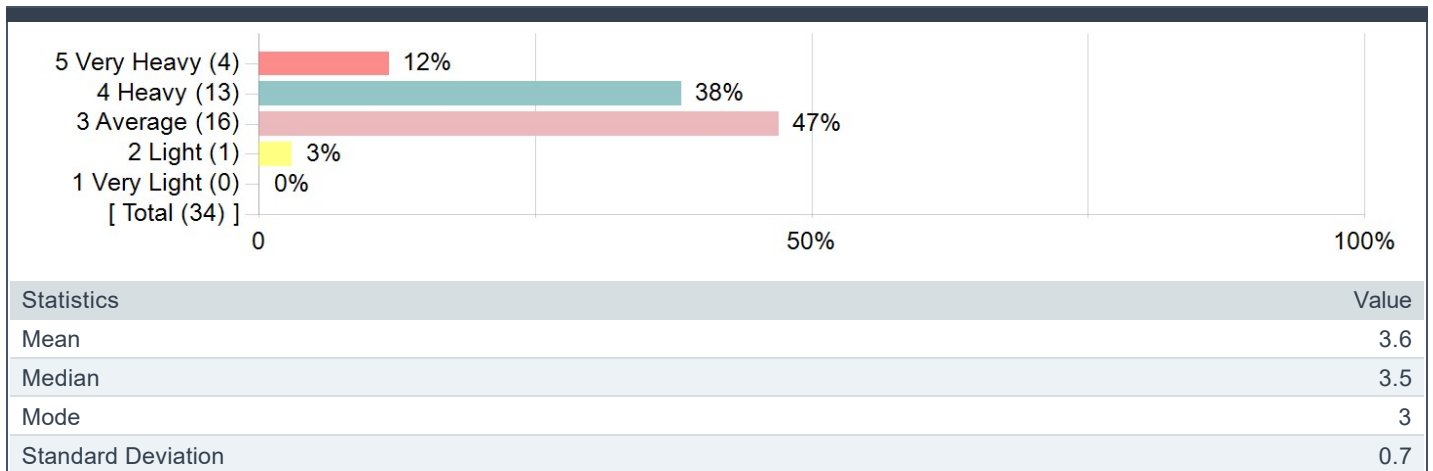
6. Overall, the quality of my learning experience in this course was....



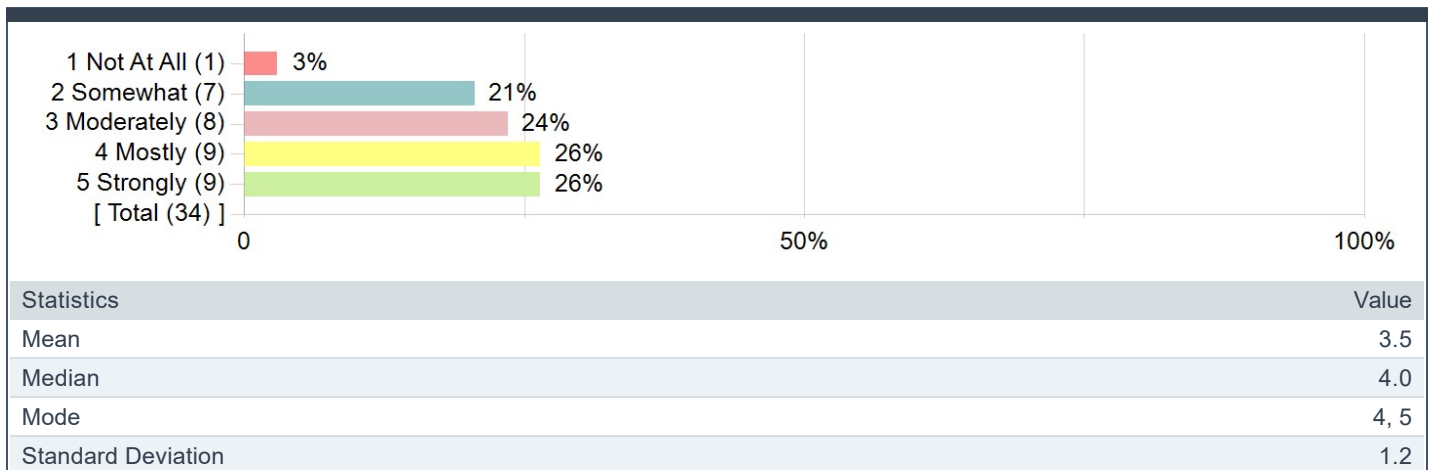
Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.2

Part B. Divisional Items

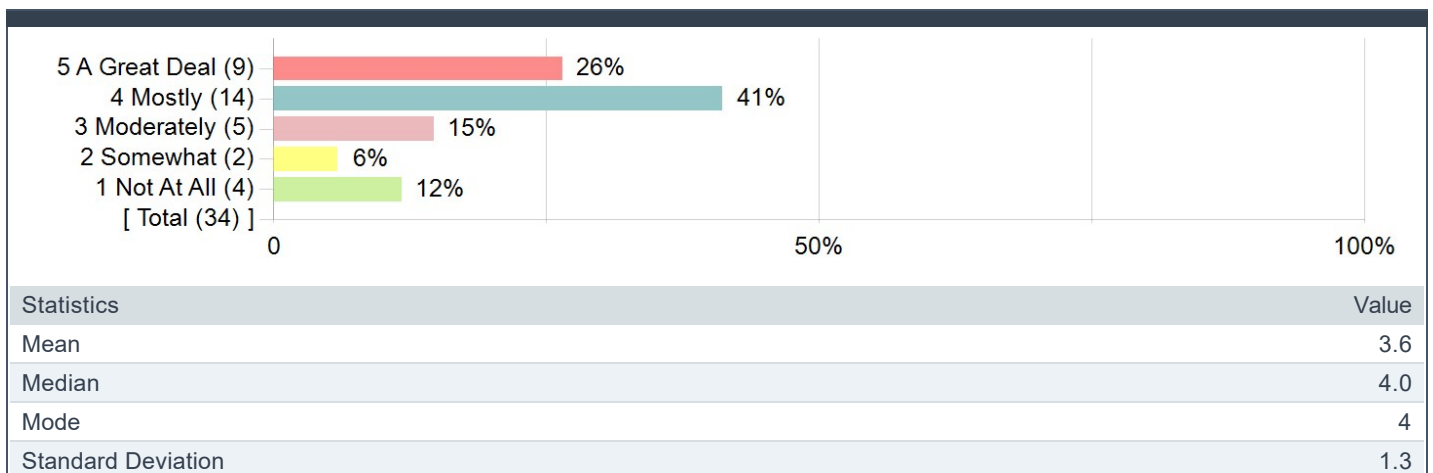
9. Compared to other courses, the workload for this course was...



10. I would recommend this course to other students.

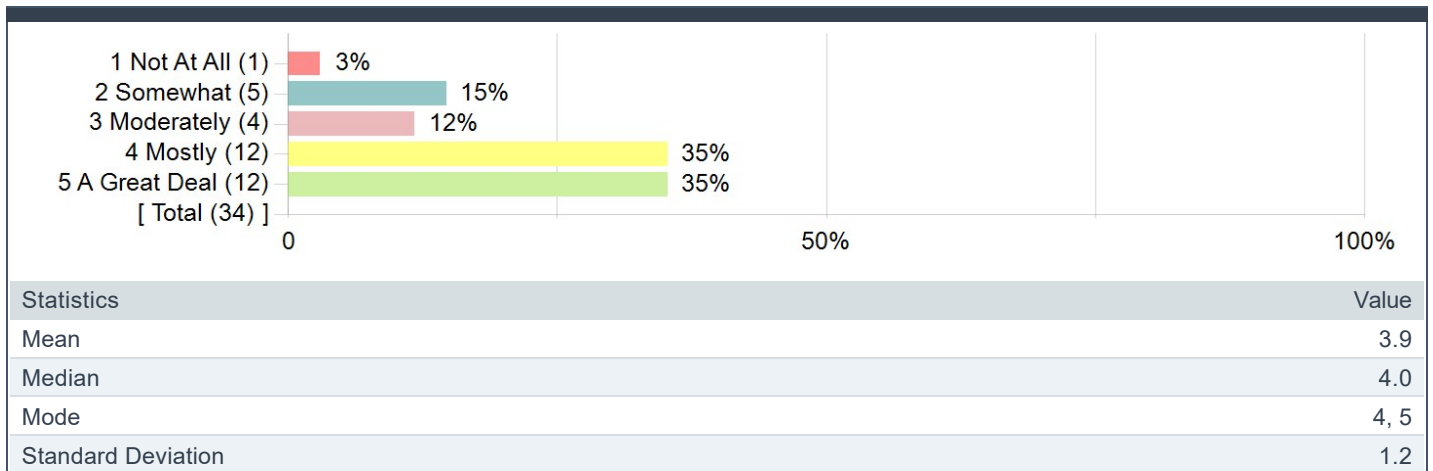


11. The course inspired me to learn more about the subject matter.

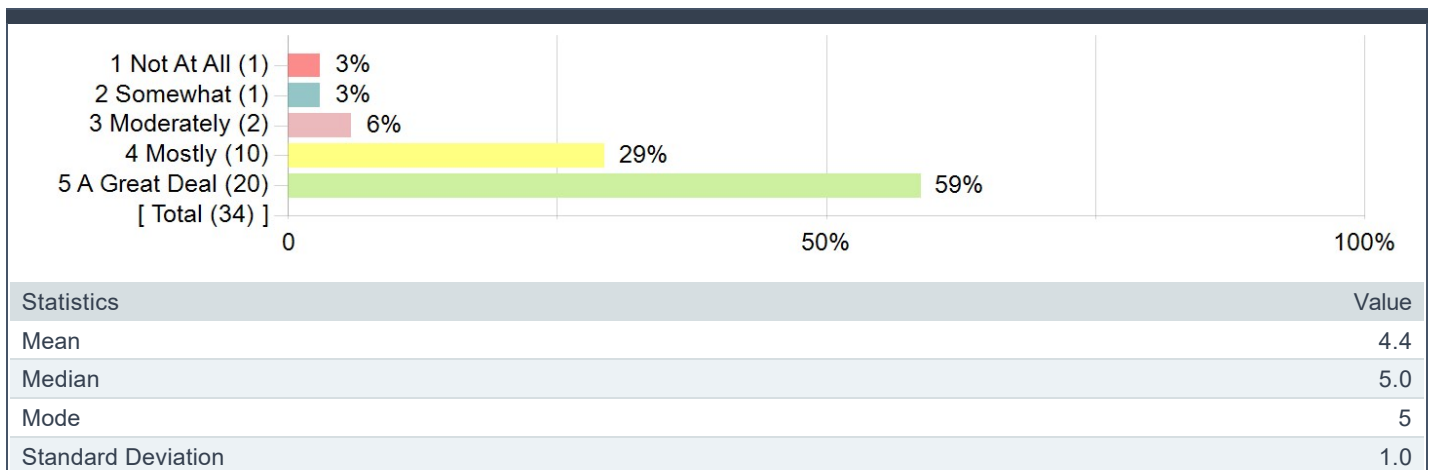


Part C. Departmental Items - Political Science

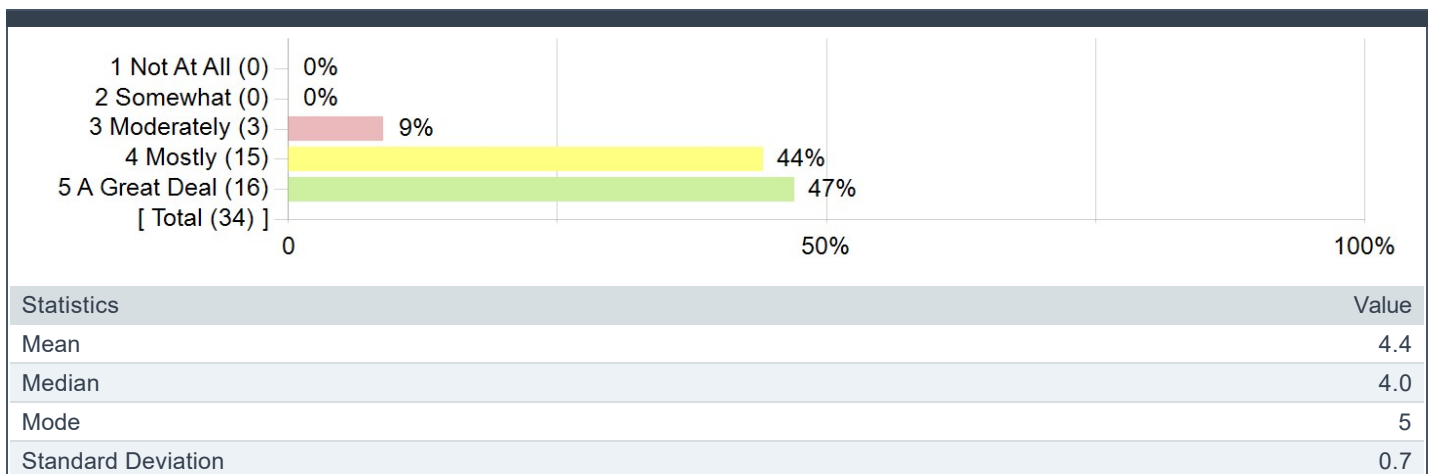
12. The course stimulated new ways for me to think about the world.



13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



Section 3. Comparative Data

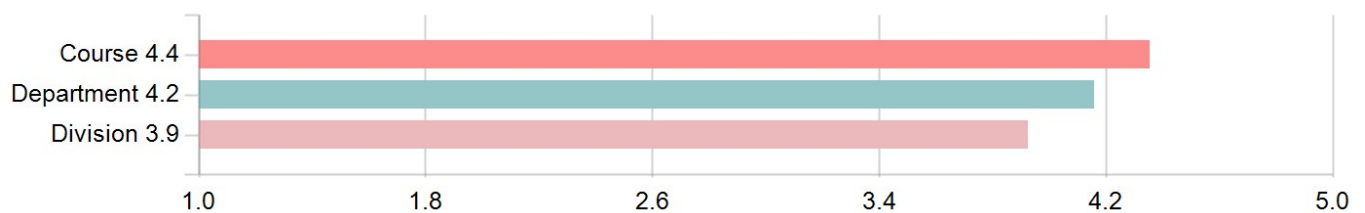
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

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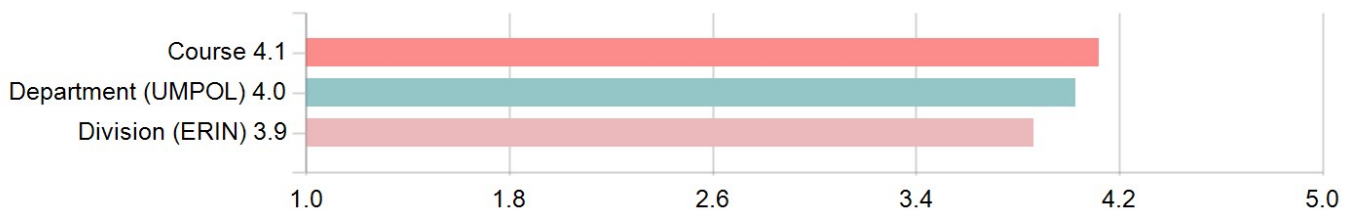
Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

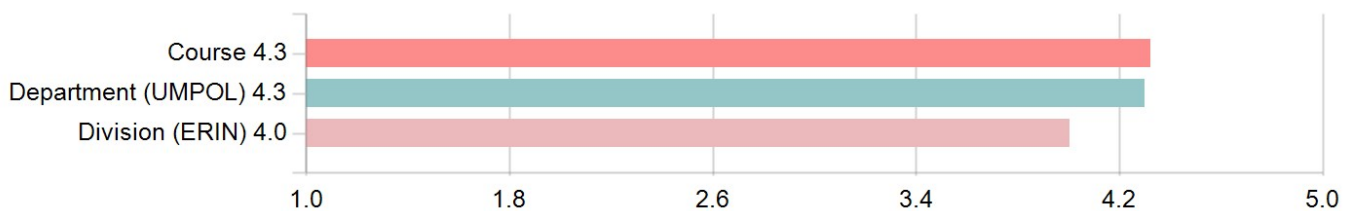
Institutional Composite Mean



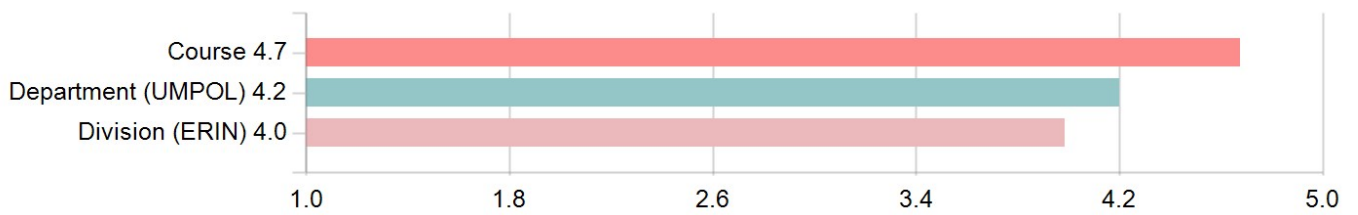
1. I found the course intellectually stimulating.



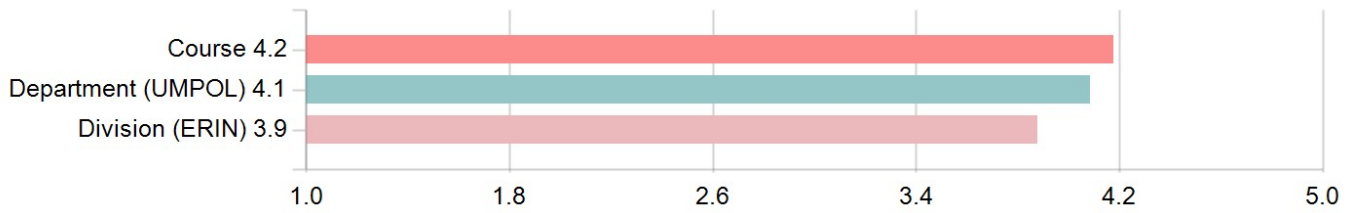
2. The course provided me with a deeper understanding of the subject matter.



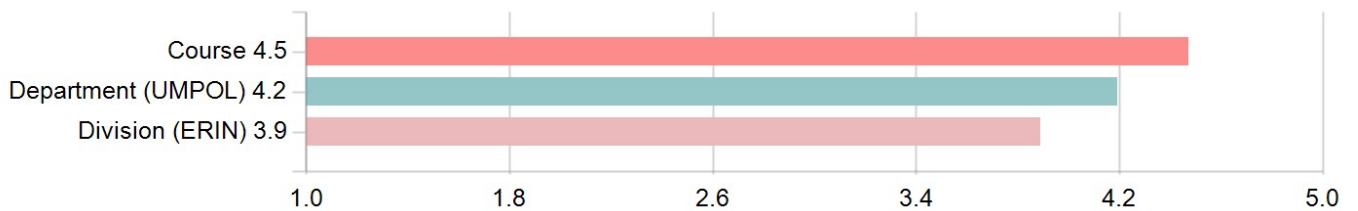
3. The instructor ([Md. Mujahedul Islam](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

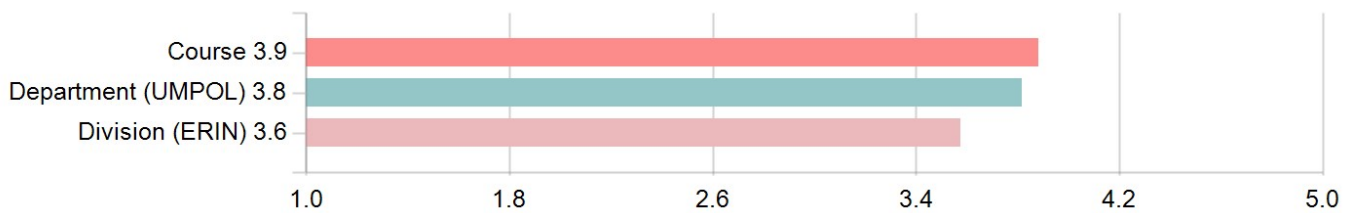


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

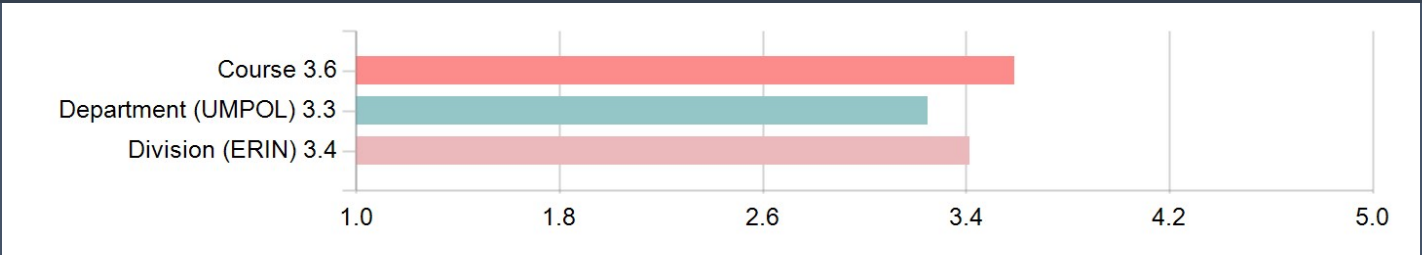
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

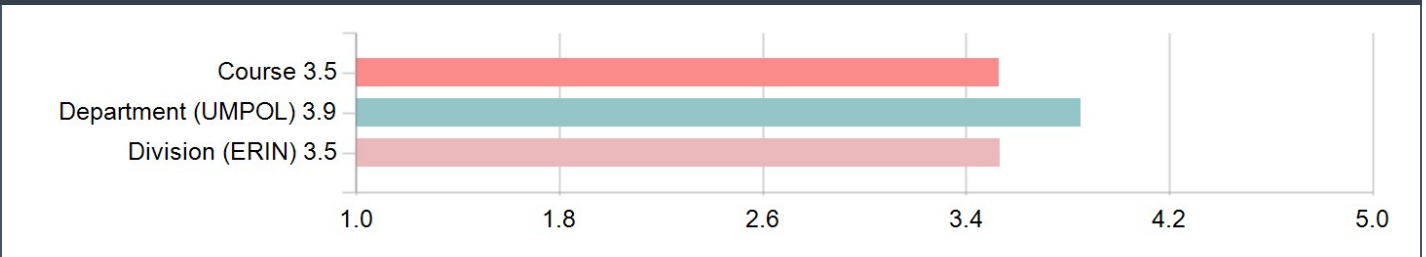
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

9. Compared to other courses, the workload for this course was...



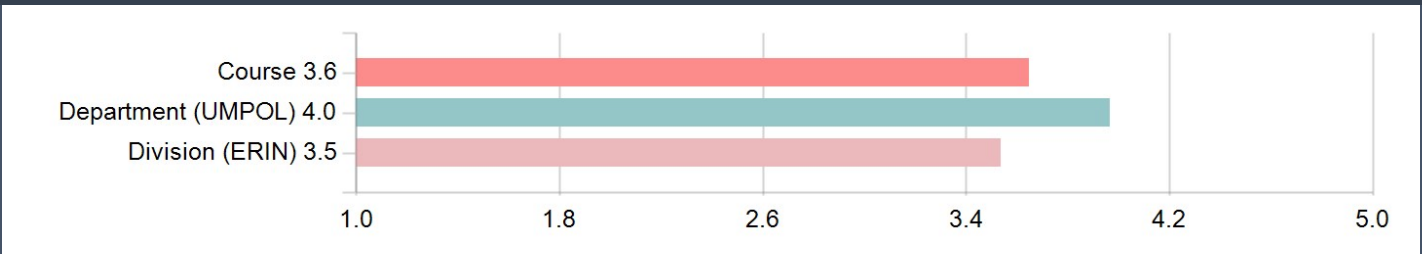
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

10. I would recommend this course to other students.



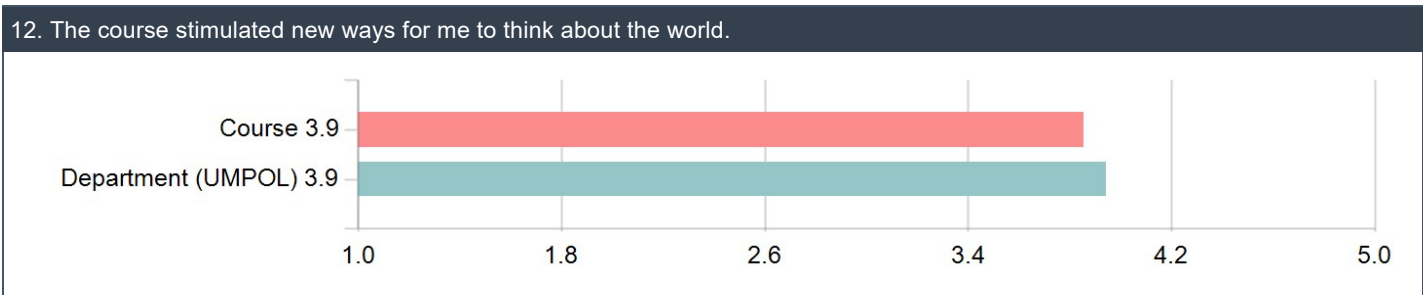
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

11. The course inspired me to learn more about the subject matter.

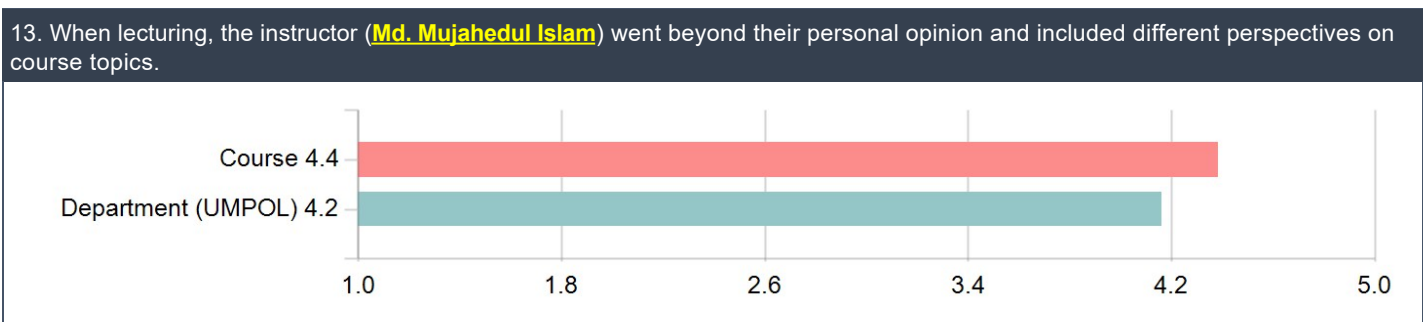


Part C. Departmental Items - Political Science

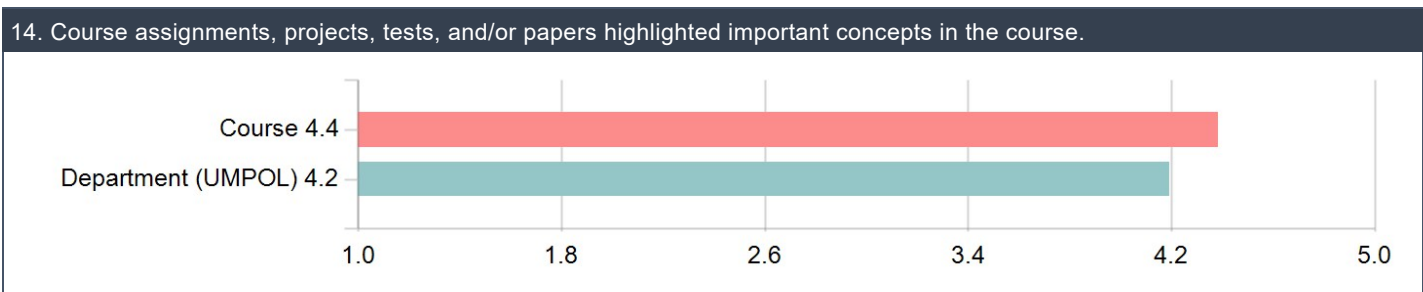
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



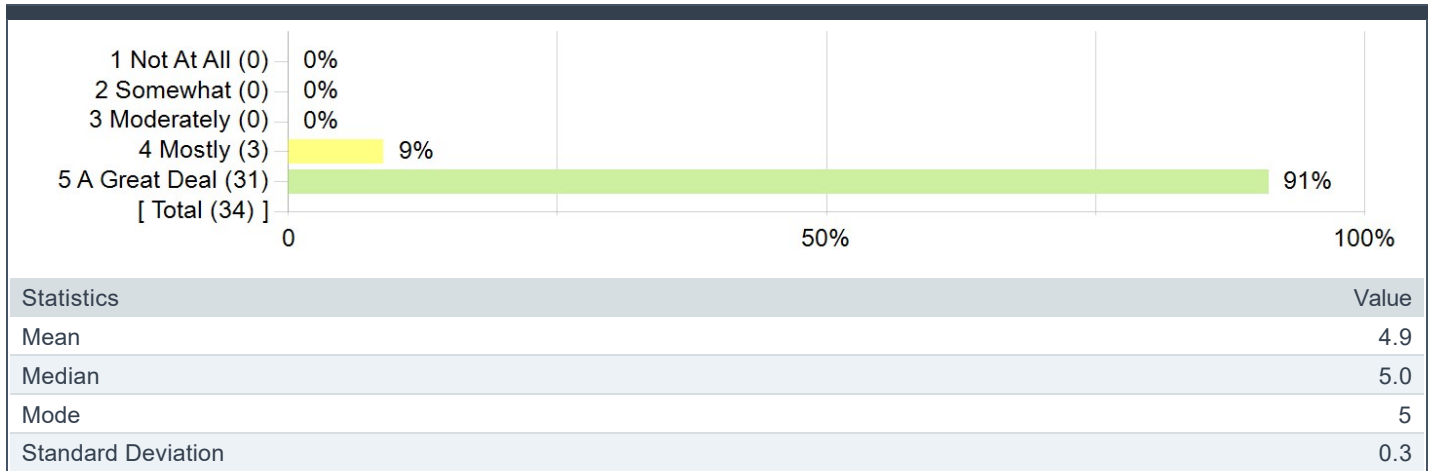
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



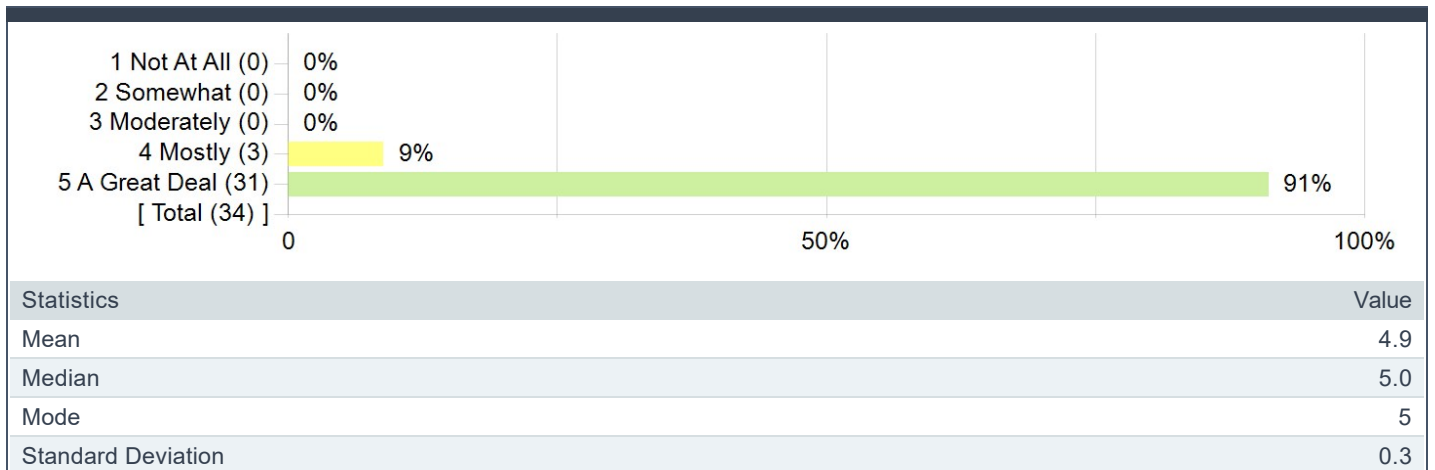
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

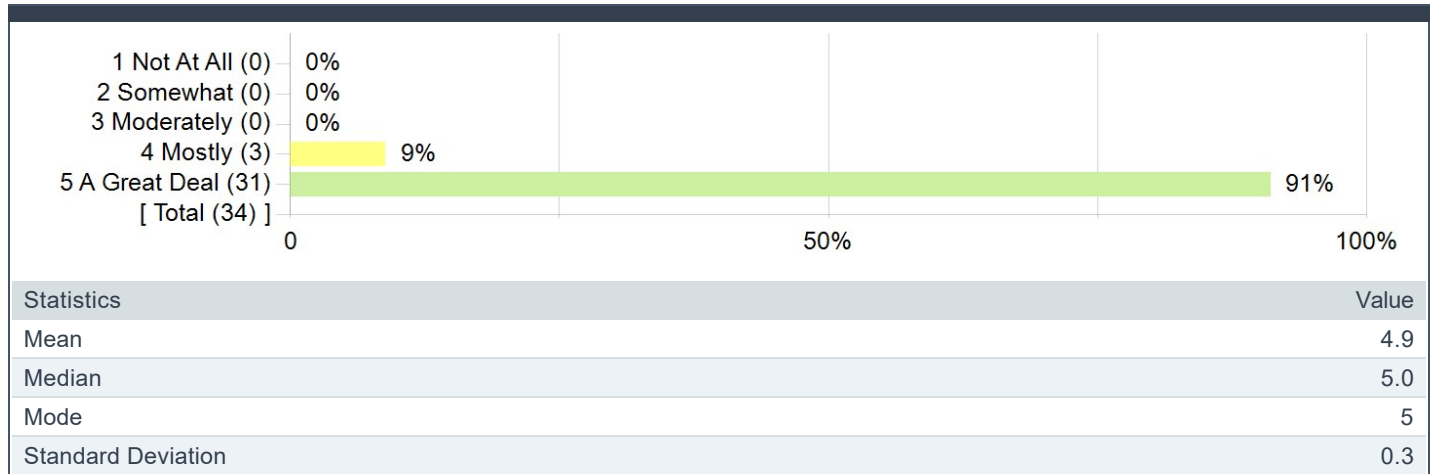
L-5. The course instructor ([Md. Mujahedul Islam](#)) maintained a regular, engaged presence during online activities and discussions throughout the course.



L-6. The ways in which the instructor ([Md. Mujahedul Islam](#)) was available to students was effective throughout the course.



L-12. The course instructor (**Md. Mujahedul Islam**) encouraged online interaction among students within the course.



2.4 Methods Course Evaluation 2019—University of Toronto

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

UTM Summer 2019 UG Y/S

Course Name: Methods POL242Y5-Y-LEC0101 Division: ERIN Session: Y Session Codes: F = First/Fall, S = Second/Winter	Instructor: Md. Mujahedul Islam Section: LEC0101 Report Generation Date: August 19, 2019
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Raters	Students
Responded	8
Invited	9

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.6	5.0
The course provided me with a deeper understanding of the subject matter.	4.6	5.0
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.	4.8	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.8	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	5.0
Institutional Composite Mean	4.7	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	4.4	5.0

7. Please comment on the overall quality of the instruction in this course.

Comments
Very informative that provided me with information I could use outside of this class
Prof. Mujahed employed lots of visual aids which made the concepts even clearer. Also, being a small class we used group work for various in-class activities that were provided us with the opportunity to share our ideas with the colleagues. Prof Mujahed regularly held office hours which were quite helpful to me with the assignments and the tests. The TA (Amir Abdul Reda) was also on top of his game by always uploading the R-scripts to quercus before hand which was helpful in familiarizing myself with the concept.
I liked the professor overall, in the beginning learning the theories and concepts were easy for me, but then halfway through when we went to the harder material in the course that is where grasping the concepts became hard for me. I wish we had gone through the theory stuff faster so that we had more time to focus on the harder material not the way the professor is teaching it now.
Prof Islam was great, always attentive to our needs and made sure every student understood the content.
Mujahedul Islam has done the impossible and has made statistics and quantitative method and analysis understandable to someone whom has no background in math whatsoever.
This course, thought by a professor that is very much in love with the subject of statistics, is one of the best, informative, and especially pragmatic courses offered at UTM, and I personally believe that it could not of been taught better with a professor like Mujahedul.
At any moment the course became difficult, or the material was difficult to interpret, Mujahedul would always be quick to respond to questions with quick witt and humour that made the material very and especially interesting – considering how dry statistic analysis can be to a political science student used to studying qualitative methods.
Professor Islam is very helpful that he answers all the questions efficiently and effectively. He is very encouraging on me to learn statistics more extensively and thoroughly.
Mujahed was an incredible instructor who was invested in his students' success. He always made himself available if we had questions, and did his best to explain complex topics.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
Both the prof and the TA held office hours which were used in clarification of the assignment and the concepts taught.
Sometimes I felt more confused after he would do the lecture, maybe because sometimes I could sense he was nervous himself because I think this is his first year as a professor, so hopefully in the future he will be able to work on his teaching skills.
Whatever we needed – Islam was there. He would answer emails within 10 hours and was always accessible during office hours.
Mujahedul was always available to help students. Always. Always let us know he had offer hours, and even permitted us time after class to discuss any topics about the course or otherwise.
I hope the library's IT specialists can provide assistance to deal with the R program. It will relieve the Professor's computer technical workload.
There were many opportunities for me to speak to Mujahed and Amir and get help on assignments, and projects.
The professor answered any emails and other inquiries in a timely fashion and also had flexible office hours, this was very conducive for learning.

Part B. Divisional Items

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
9. Compared to other courses, the workload for this course was...	3.3	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
10. I would recommend this course to other students.	4.4	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
11. The course inspired me to learn more about the subject matter.	4.4	5.0

Part C. Departmental Items - Political Science

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
12. The course stimulated new ways for me to think about the world.	4.4	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
13. When lecturing, the instructor (Md. Mujahedul Islam) went beyond their personal opinion and included different perspectives on course topics.	4.1	4.5

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.	4.5	5.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

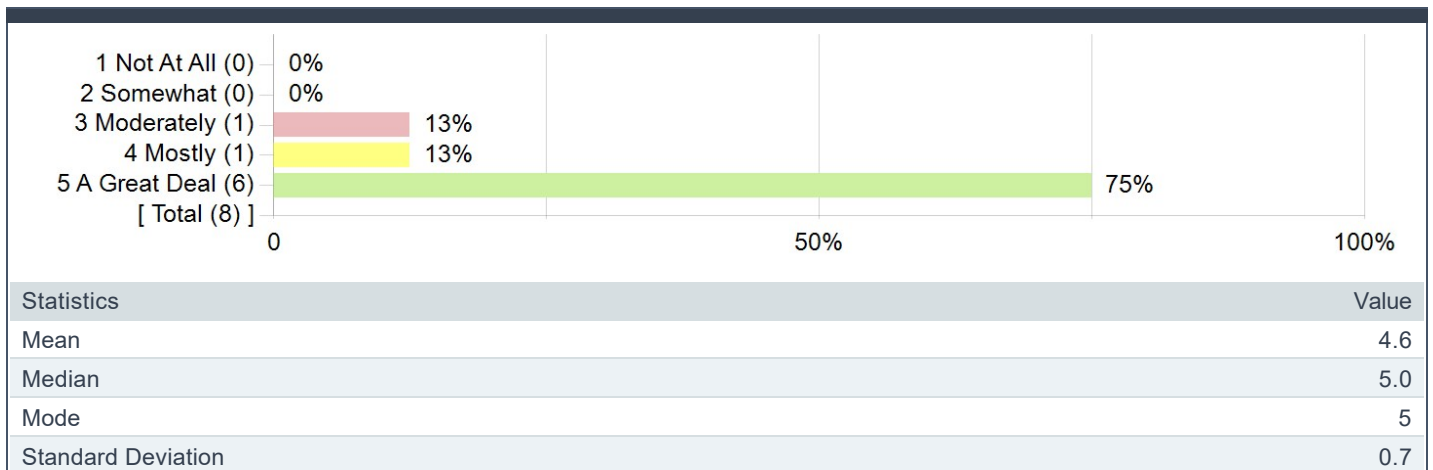
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

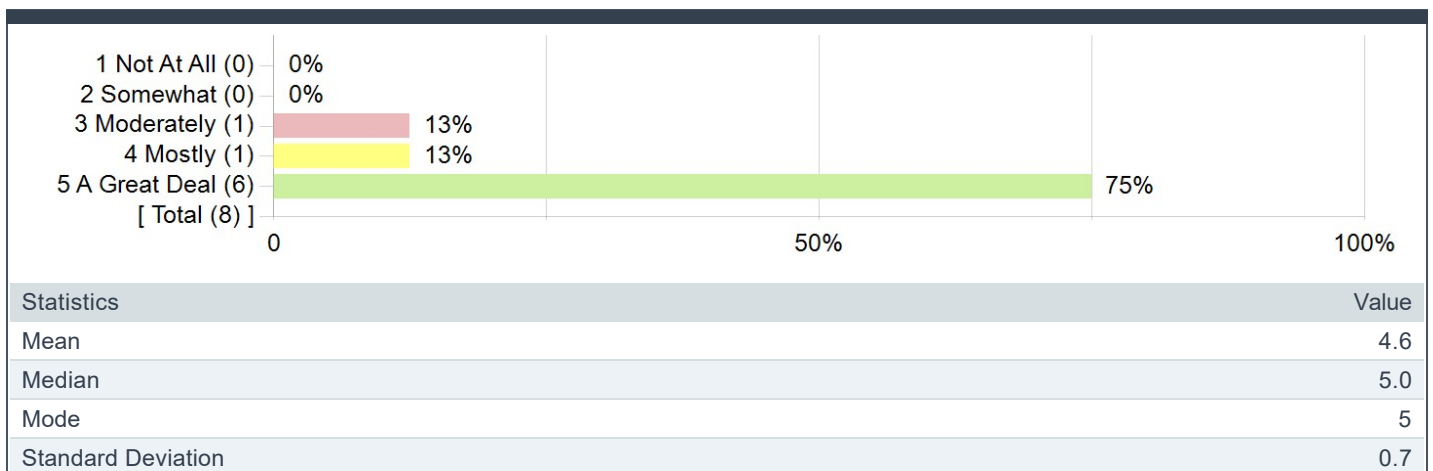
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

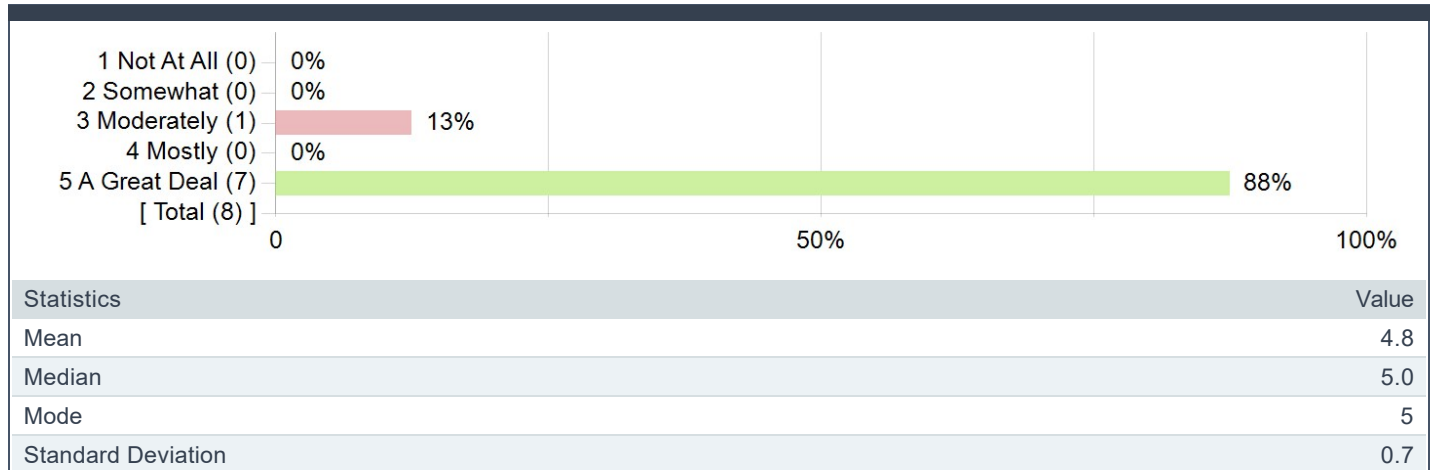
1. I found the course intellectually stimulating.



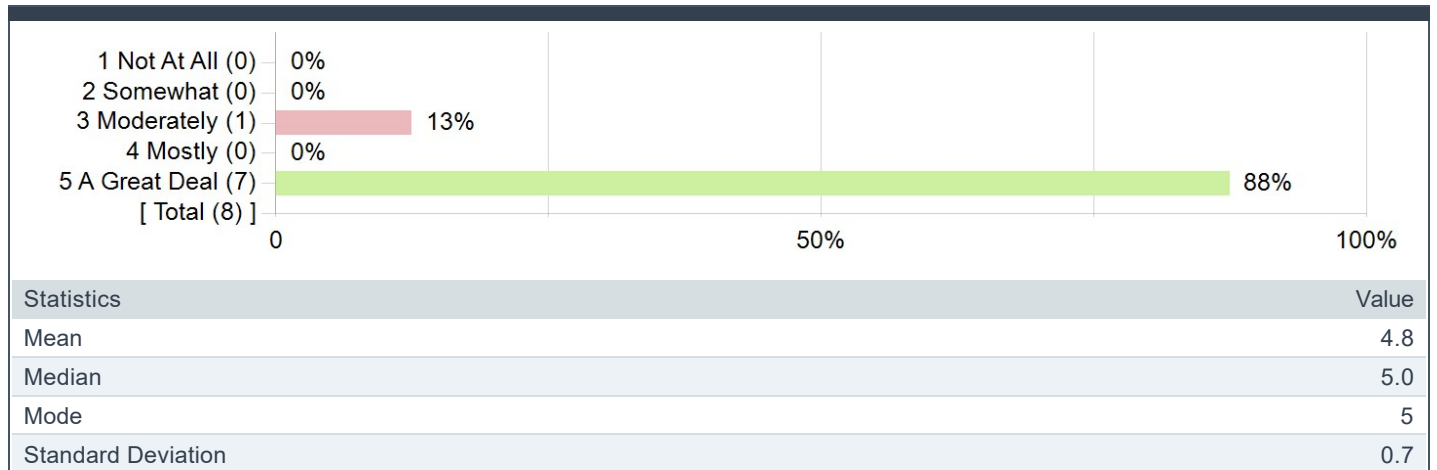
2. The course provided me with a deeper understanding of the subject matter.



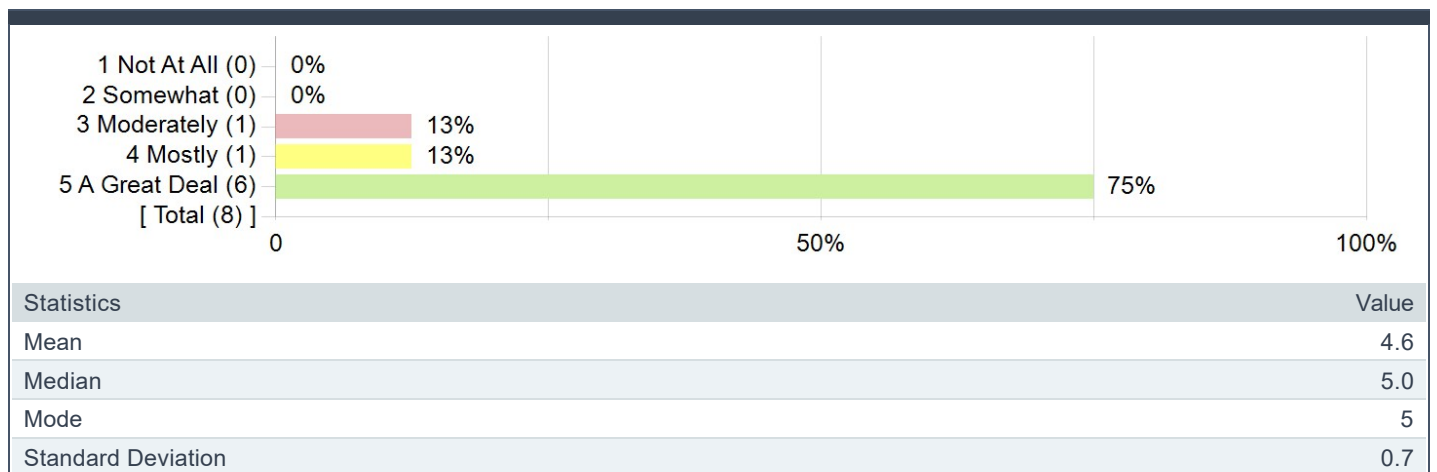
3. The instructor (Md. Mujahedul Islam) created a course atmosphere that was conducive to my learning.



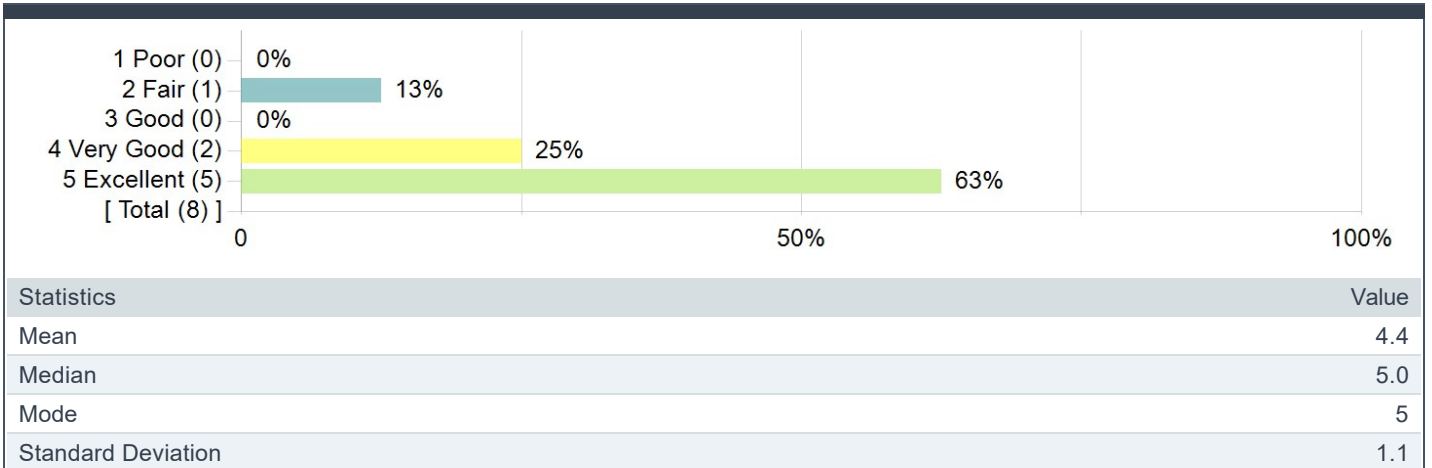
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

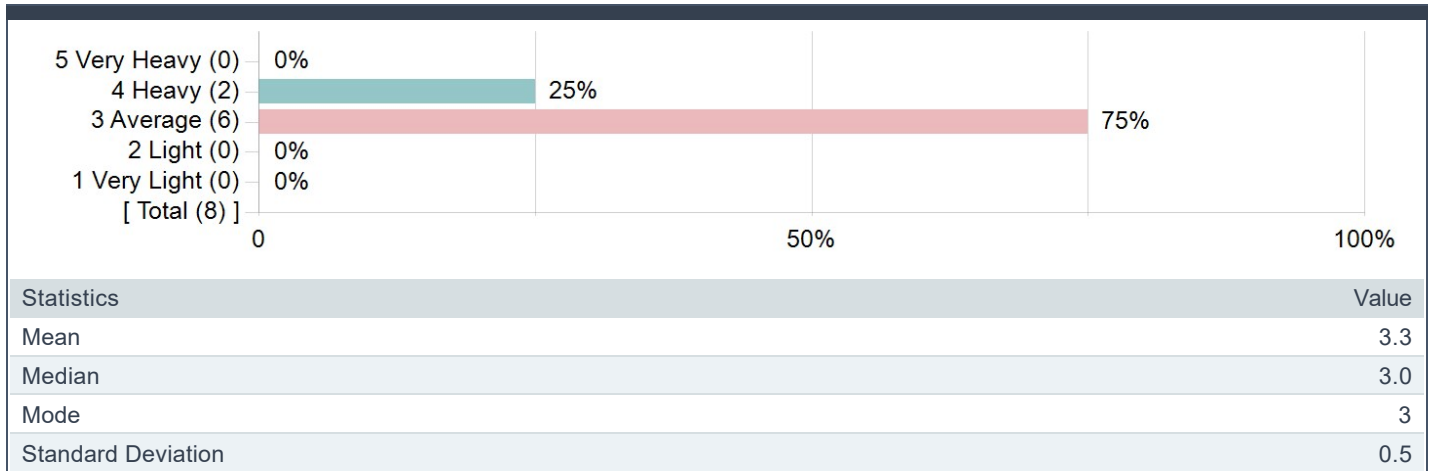


6. Overall, the quality of my learning experience in this course was....

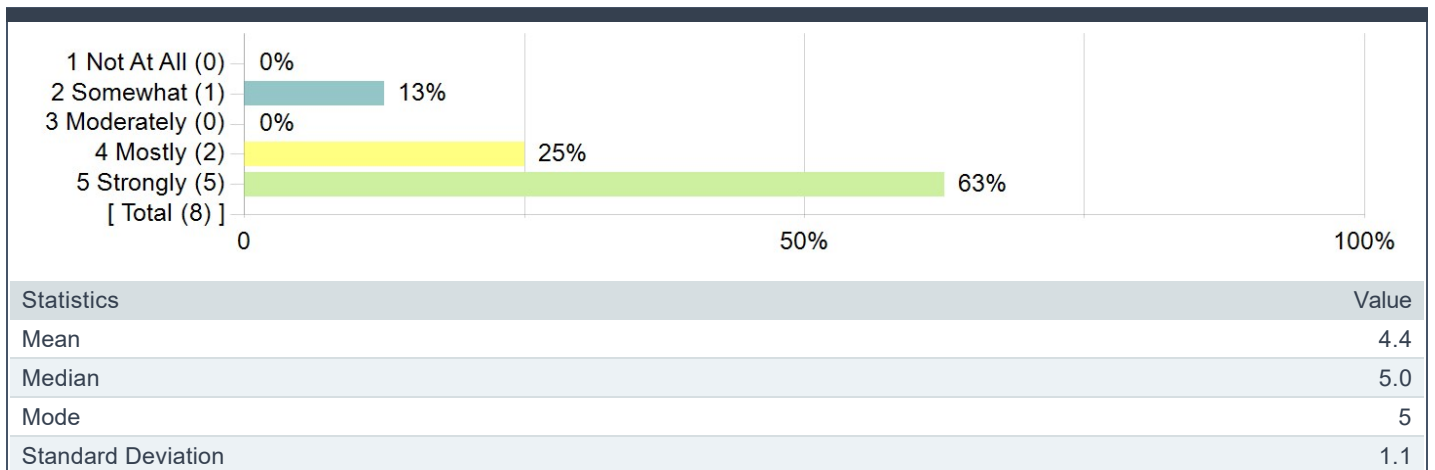


Part B. Divisional Items

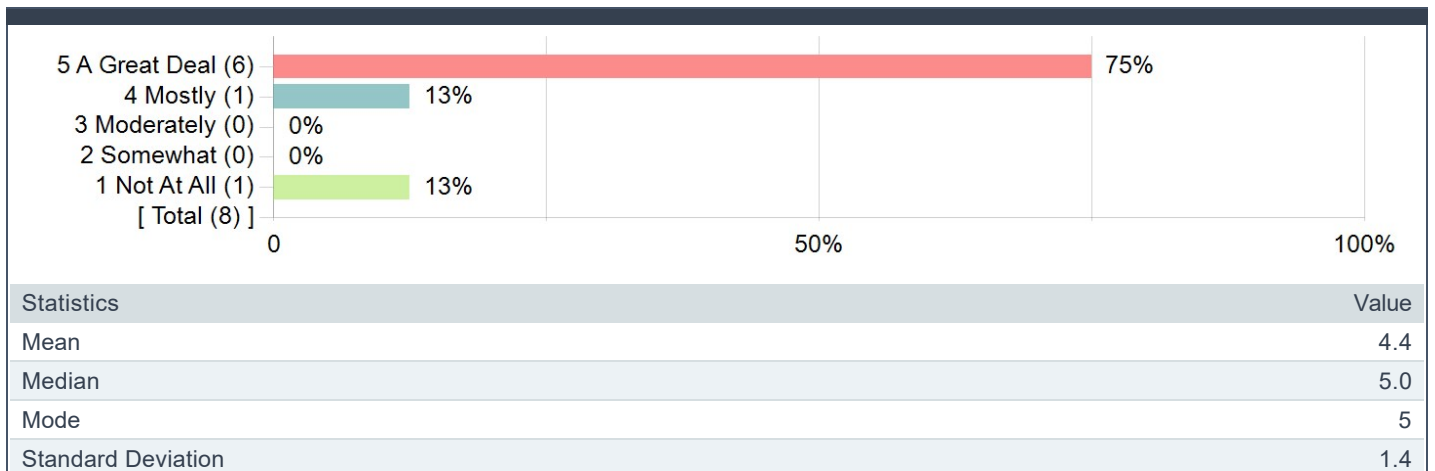
9. Compared to other courses, the workload for this course was...



10. I would recommend this course to other students.

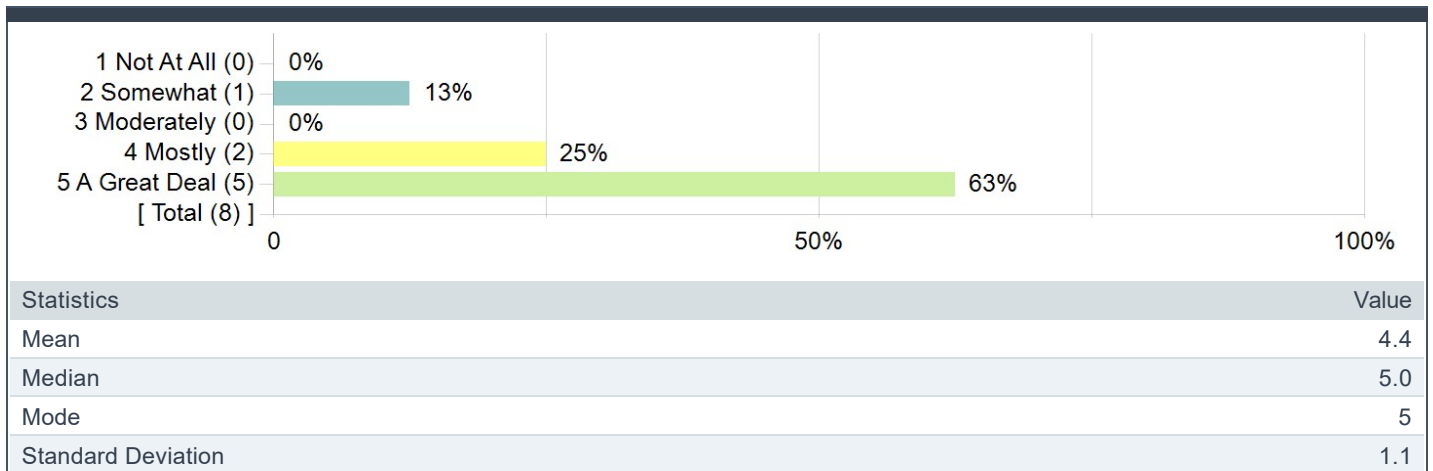


11. The course inspired me to learn more about the subject matter.

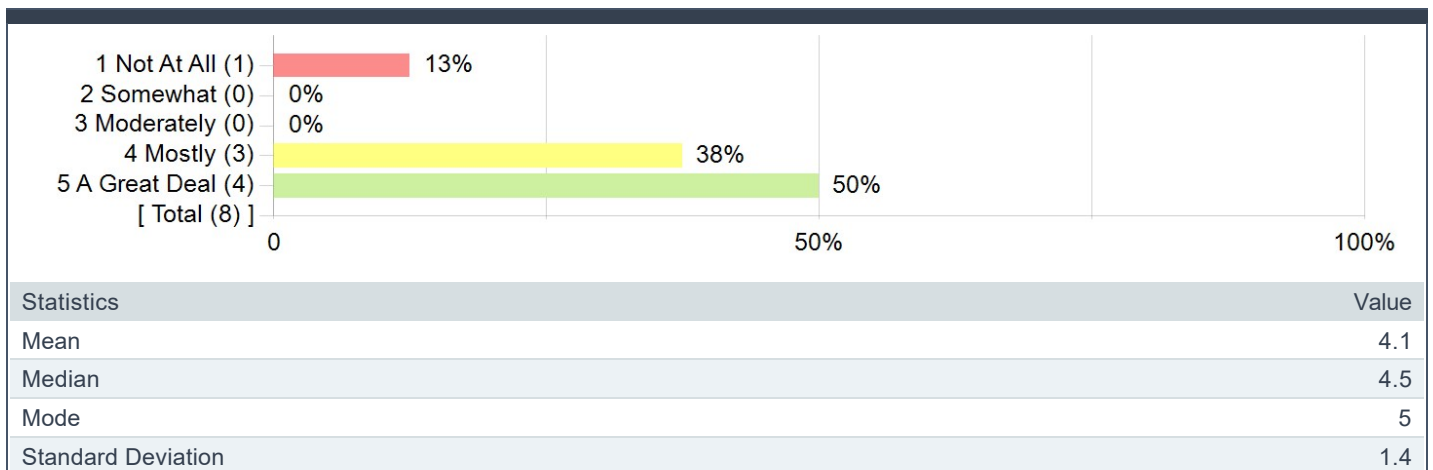


Part C. Departmental Items - Political Science

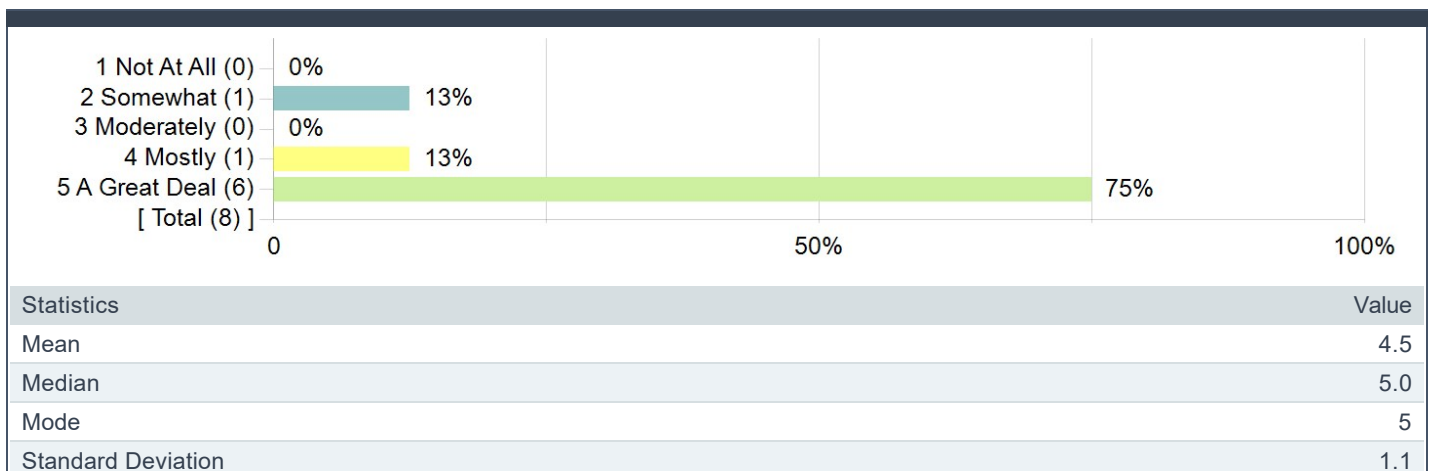
12. The course stimulated new ways for me to think about the world.



13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



14. Course assignments, projects, tests, and/or papers highlighted important concepts in the course.



Section 3. Comparative Data

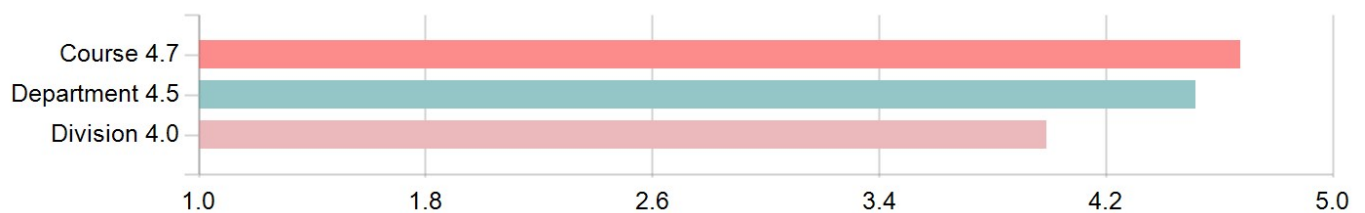
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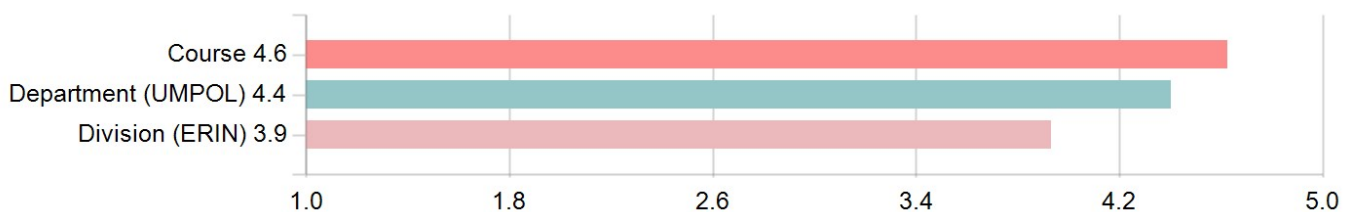
Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

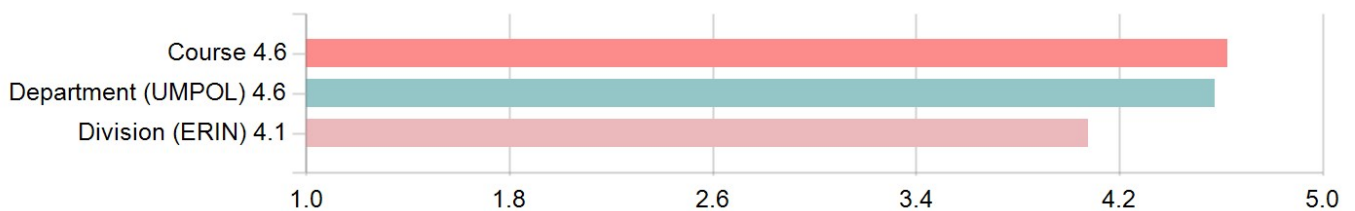
Institutional Composite Mean



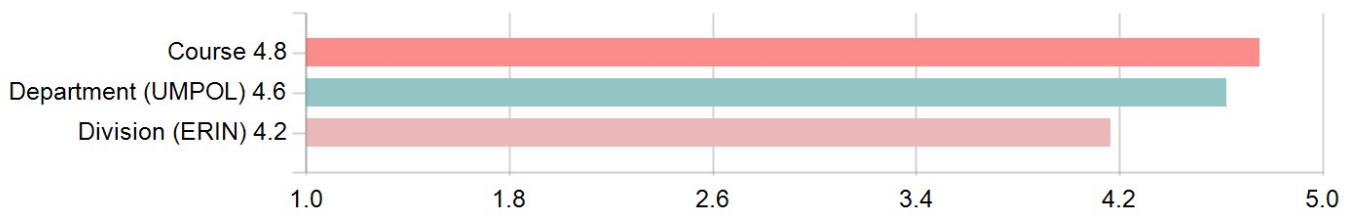
1. I found the course intellectually stimulating.



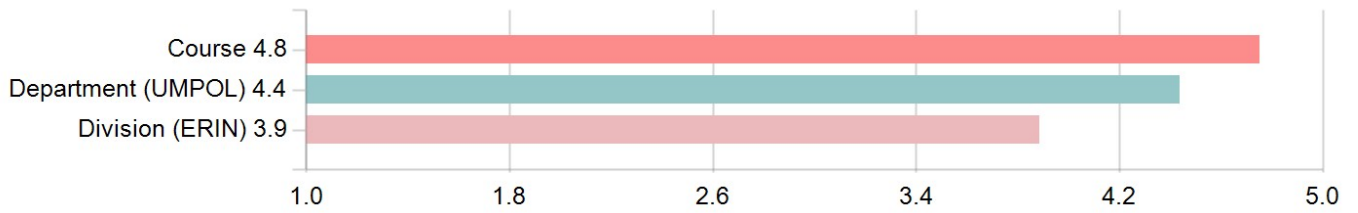
2. The course provided me with a deeper understanding of the subject matter.



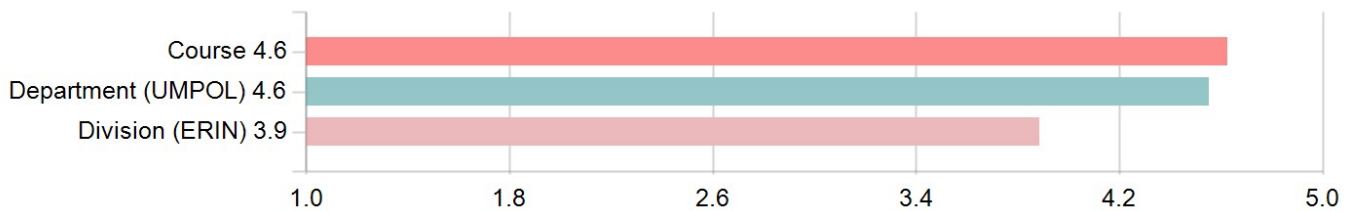
3. The instructor ([Md. Mujahedul Islam](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

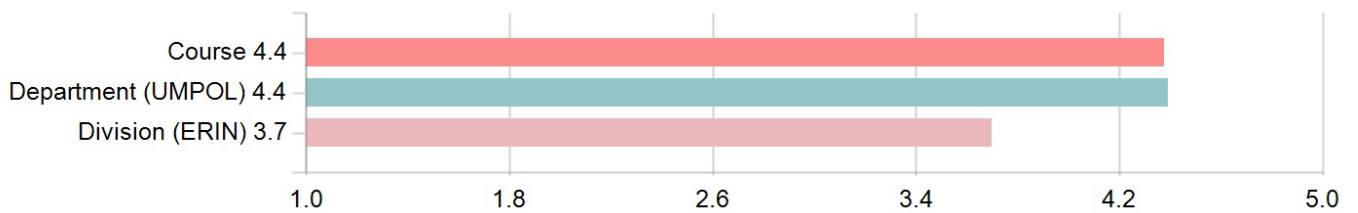


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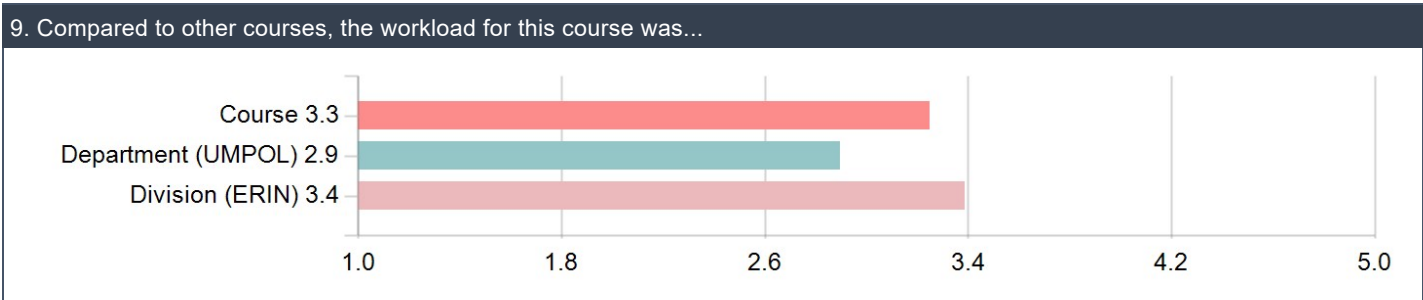
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

6. Overall, the quality of my learning experience in this course was:

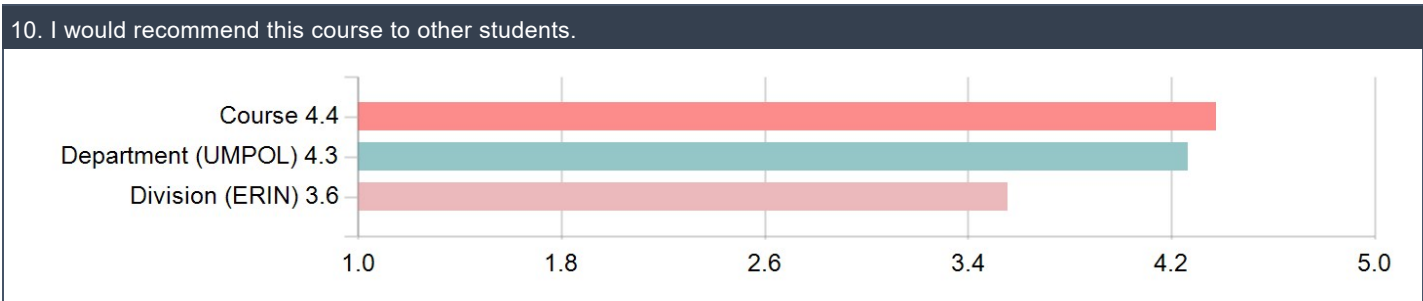


Part B. Divisional Items

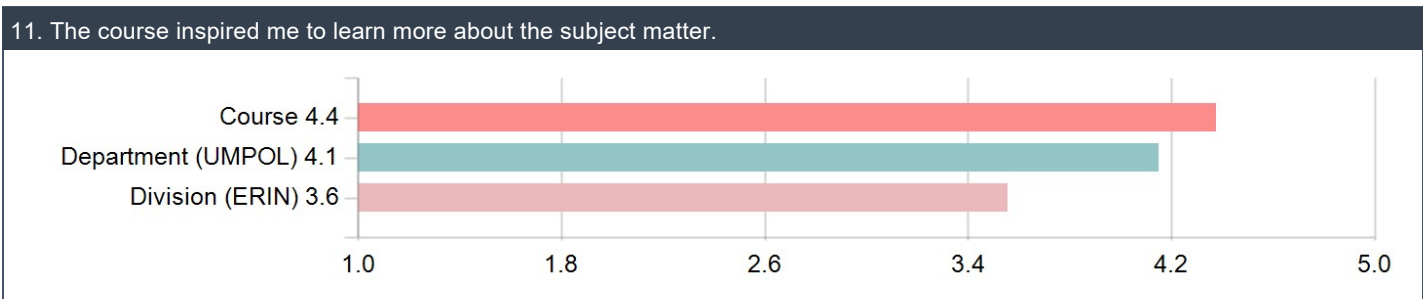
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Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



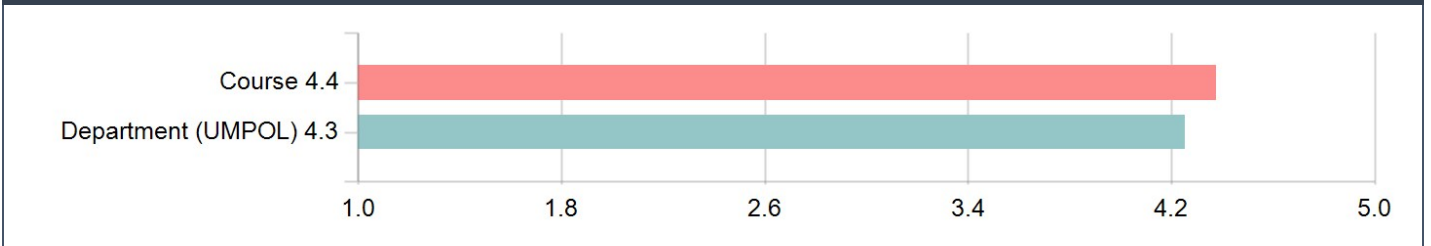
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Part C. Departmental Items - Political Science

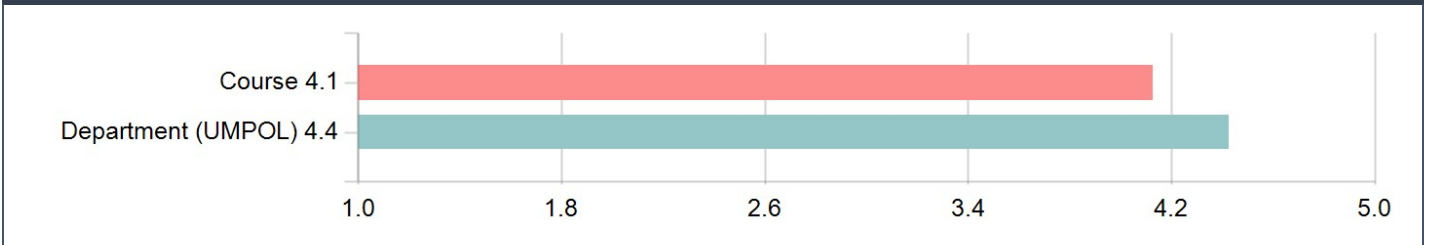
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

12. The course stimulated new ways for me to think about the world.



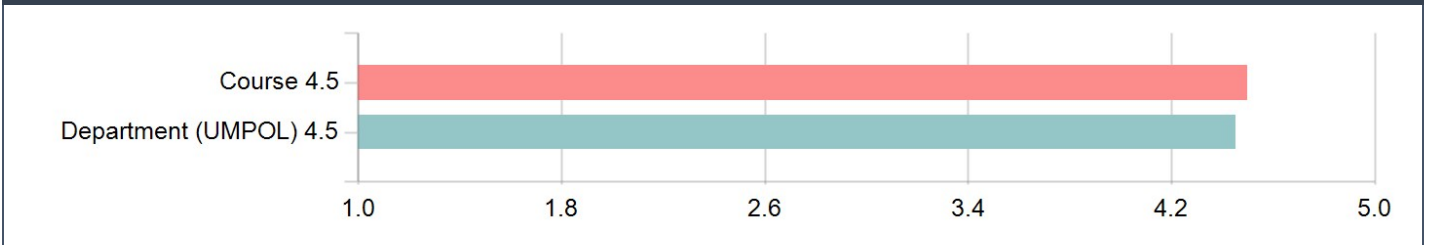
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

13. When lecturing, the instructor ([Md. Mujahedul Islam](#)) went beyond their personal opinion and included different perspectives on course topics.



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

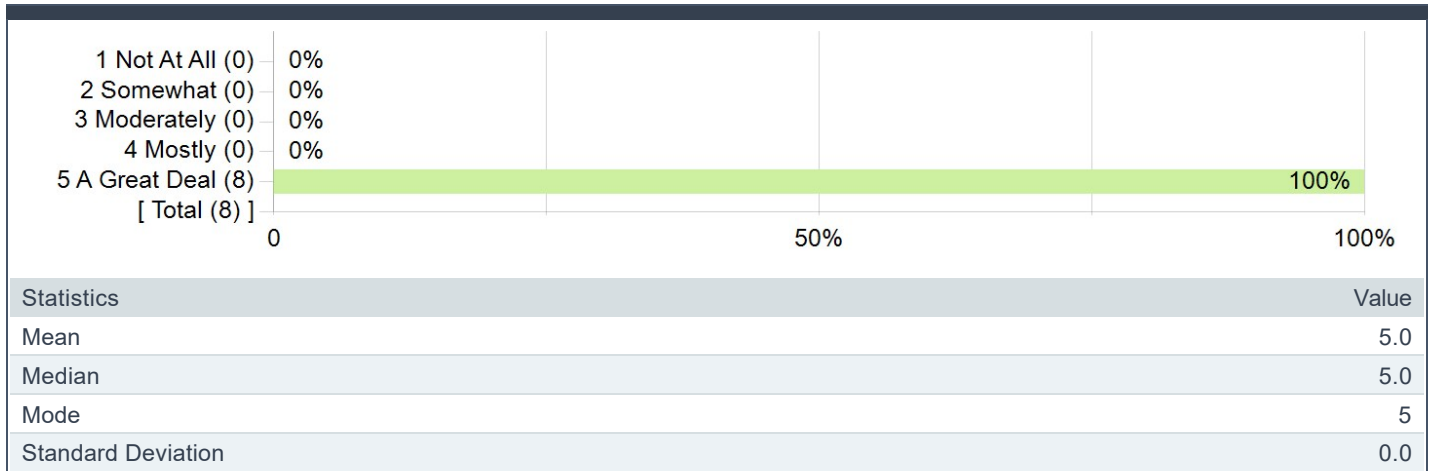
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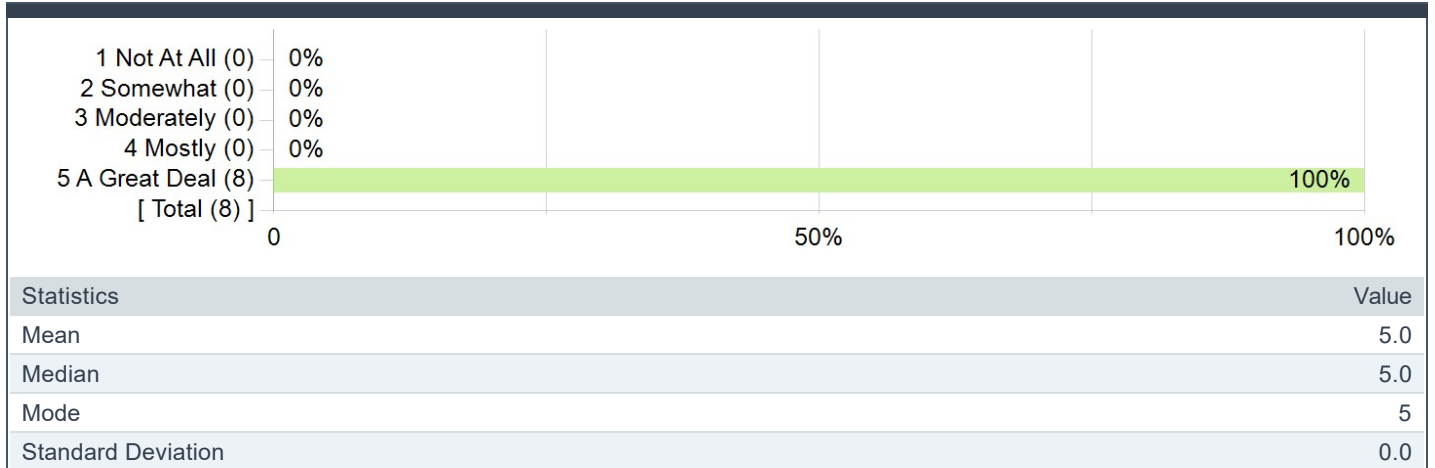
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

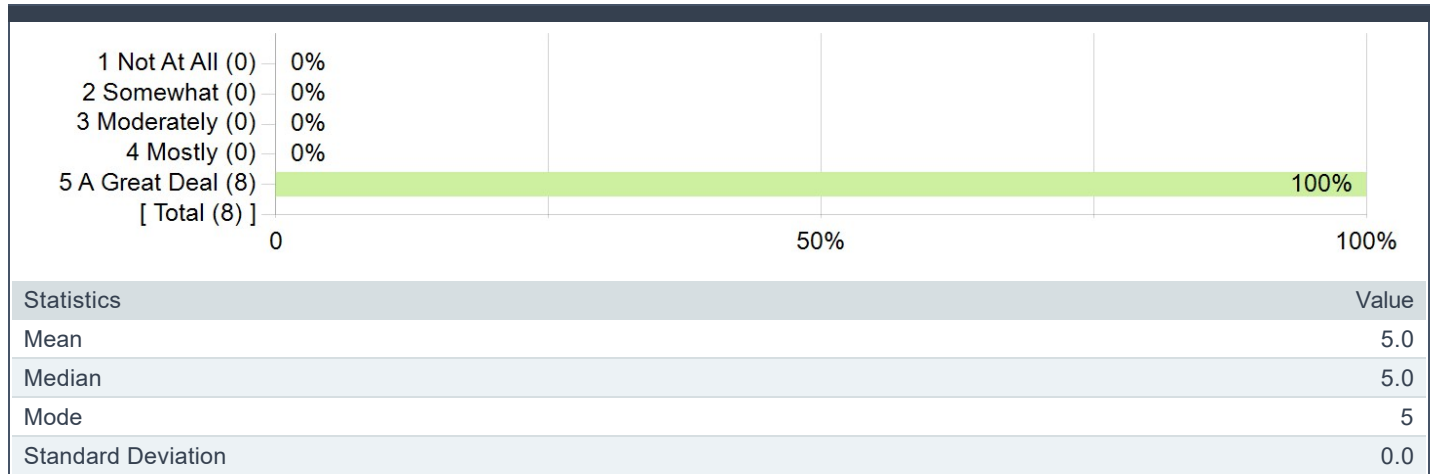
A-1. The course instructor ([Md. Mujahedul Islam](#)) encouraged interaction with students, either through office visits or email.



E-1. The course instructor ([Md. Mujahedul Islam](#)) provided opportunity for classroom discussion.



J-1. The course instructor (**Md. Mujahedul Islam**) used educational technology (e.g. Quercus) to promote learning in the course.



2.5 Intro Quant Reason II Course Evaluation 2022—University of Toronto

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

FAS Summer 2022 'YS' Undergrad

Course Name: Intro Quant Reason II POL232H1-S-LEC5101 (SYNC)
 Division: ARTSC
 Session: S
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Md. Mujahedul Islam
 Section: LEC5101
 Delivery Mode: SYNC

Report Generation Date: September 2, 2022

Raters	Students
Responded	9
Invited	15

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.1	4.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.	4.6	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.4	5.0
Institutional Composite Mean	4.4	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	4.0	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
Great! Both Mujahedul and Semuhi did a great job with creating a welcoming atmosphere.
Dr. Md. Mujahedul Islam has helped us a great deal in understanding statistics when most of us don't really have the math background that others might have. This has been extremely useful as it has allowed me to understand statistics at a perfect pace over this summer.
Mujahed is incredibly passionate about what he teaches and employs a variety of engagement techniques to ensure learning across our diverse student group. I enjoyed this course, and Mujahed is an asset to the profession.
Mujahedul was a great professor who generated a lot of enthusiasm. Lectures were accessible, office hours were plentiful, readings & tutorials were fantastic – I came into this course with fairly high expectations and had every single one surpassed. Solid course, solid TA, solid prof
My lone complaint is that much of the data used in the course, I think by necessity, was American-centric and rather old. It would be nice to see a Canadian equivalent to the poliscidata R package developed for future classes.
great content, great instructor!
Professor provided us with many opportunities to ask questions and make sure we understood course material
Instructions were very clear and detailed. The instructor had multiple examples, group and solo exercises to allow students to demonstrate their understanding and develop questions to help clear any confusion. Presentation slides were also concise and to the point making note taking a lot easier.
The course was very repetitive, which made it hard to stay focused.
The professor was amazing and really took the time to make sure each student understood the content.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
Lots of office hours – great!
Dr. Md. Mujahedul Islam and our TA were always available during office hours to chat about course topics and use R Studio for coding. They put a lot of emphasis on helping us understand statistics in a friendly way which made the support system great.
Flexible office hours.
I spent most of the course sick out with COVID & lost a lot of enthusiasm/motivation along the way – both the professor & my T/A were extremely understanding and flexible. Office hours were similarly enjoyable, with a relaxed environment, and hosted frequently. Students who couldn't make the scheduled times were also able to email at any time or schedule a different meeting time. Definitely some of the best support I've experienced
Office hours, TA study sessions
Both TA and professor office hours offered a great way to get additional help and a better understanding of materials. I also liked how the professor and TA offered review sessions for assignments and tests because they really helped to guide my studying and preparation for course work.
The TA and the instructor were very willing to help sort out questions and issues.

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Md. Mujahedul Islam) generated enthusiasm for learning in the course.	4.6	5.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	3.8	4.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	4.0	4.0

Part C: Departmental Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course provided instruction on how to interpret quantitative information (e.g. statistics, statistical analyses).	5.0	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
Course lectures improved my understanding of the course material.	4.3	5.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
The course stimulated new ways for me to think about the world.	3.9	4.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

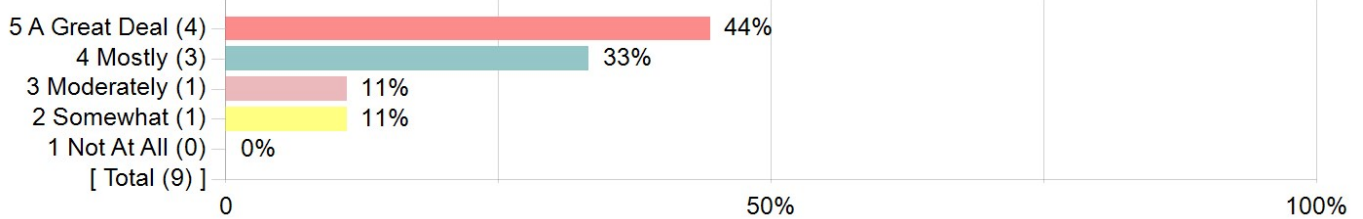
Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

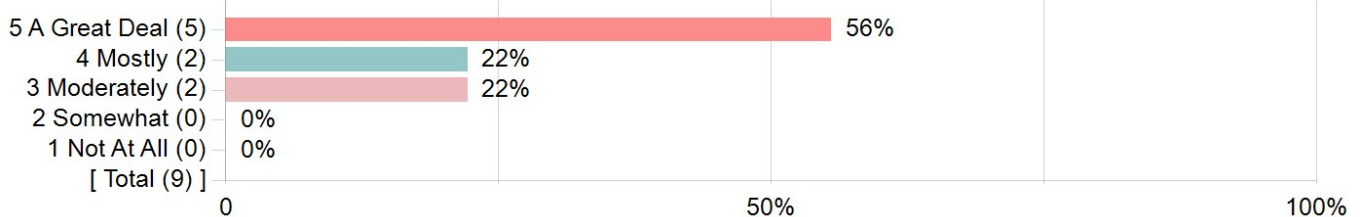
I found the course intellectually stimulating.



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.1

2. The course provided me with a deeper understanding of the subject matter.

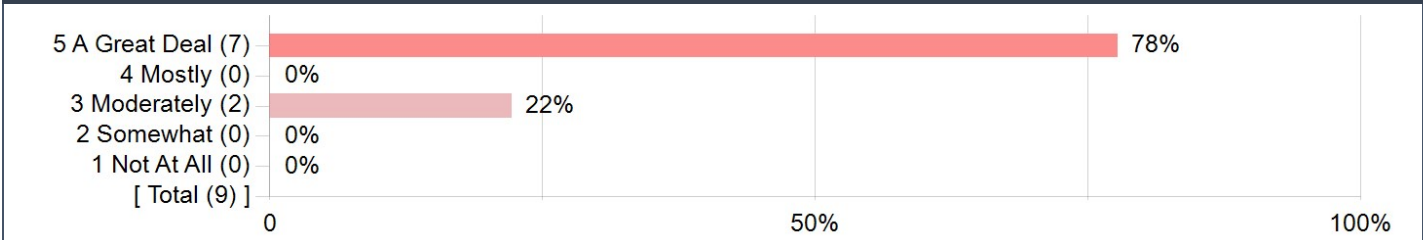
The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	0.9

3. The instructor (Md. Mujahedul Islam) created a course atmosphere that was conducive to my learning.

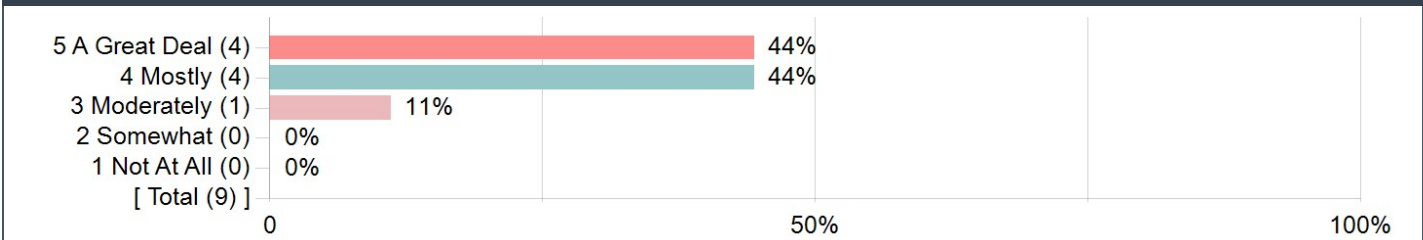
The instructor (Md. Mujahedul Islam) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.9

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

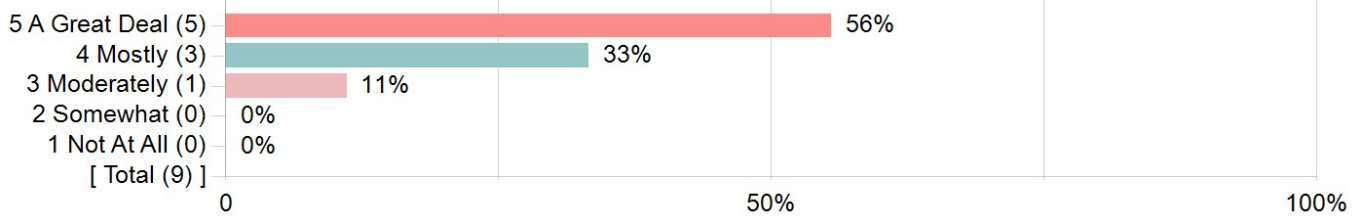
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.3
Median	4.0
Mode	5, 4
Standard Deviation	0.7

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

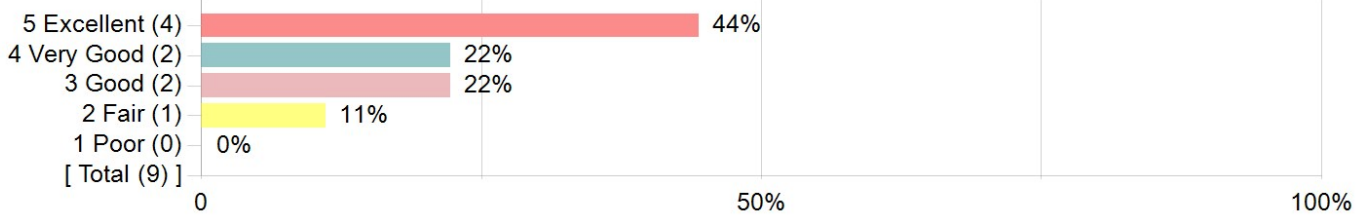
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	0.7

6. Overall, the quality of my learning experience in this course was....

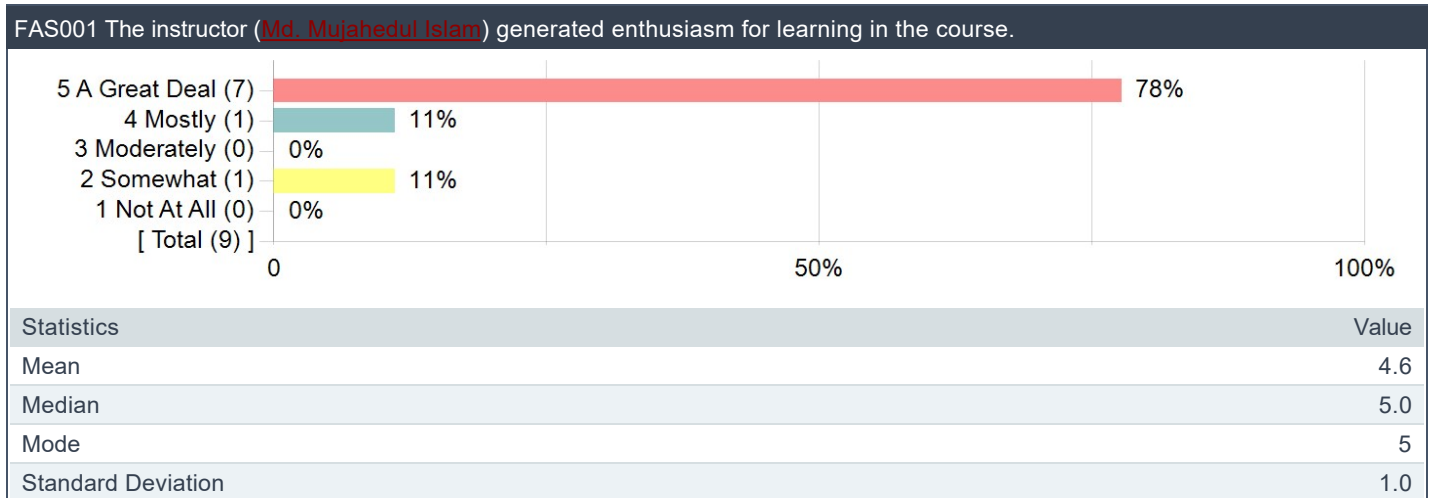
Overall, the quality of my learning experience in this course was:



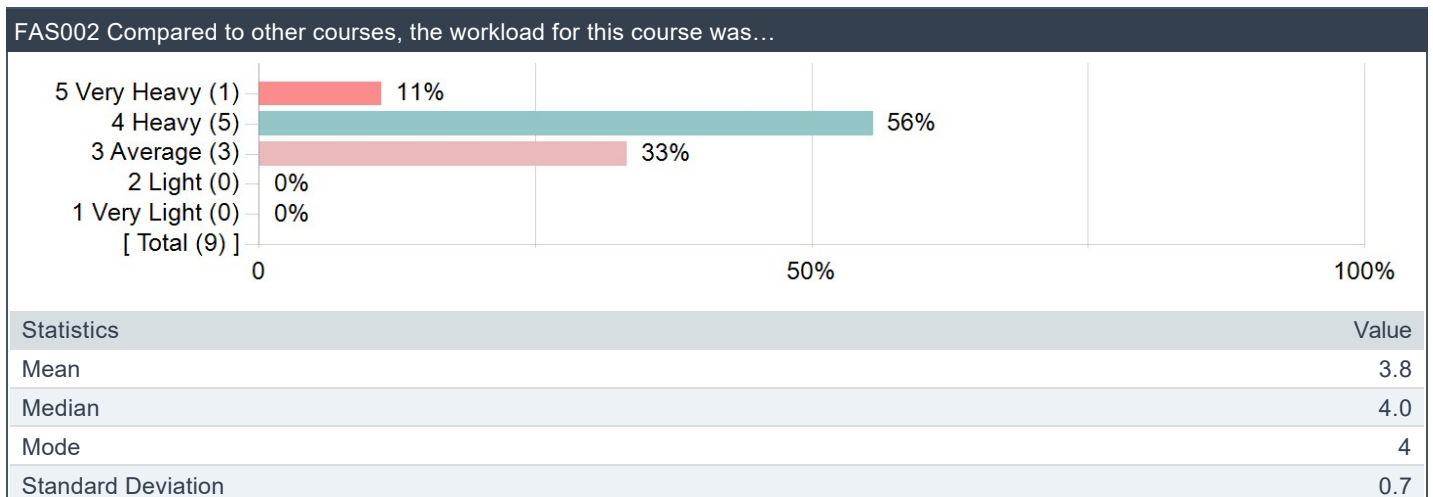
Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.1

Part B. Divisional Items

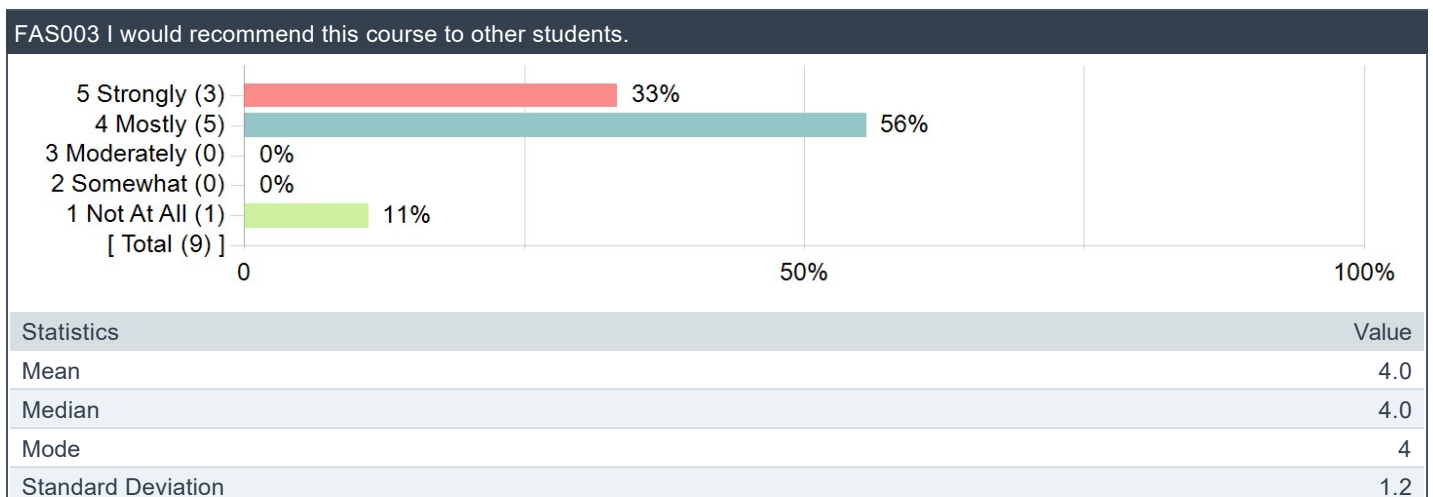
The instructor (**Md. Mujahedul Islam**) generated enthusiasm for learning in the course.



Compared to other courses, the workload for this course was...

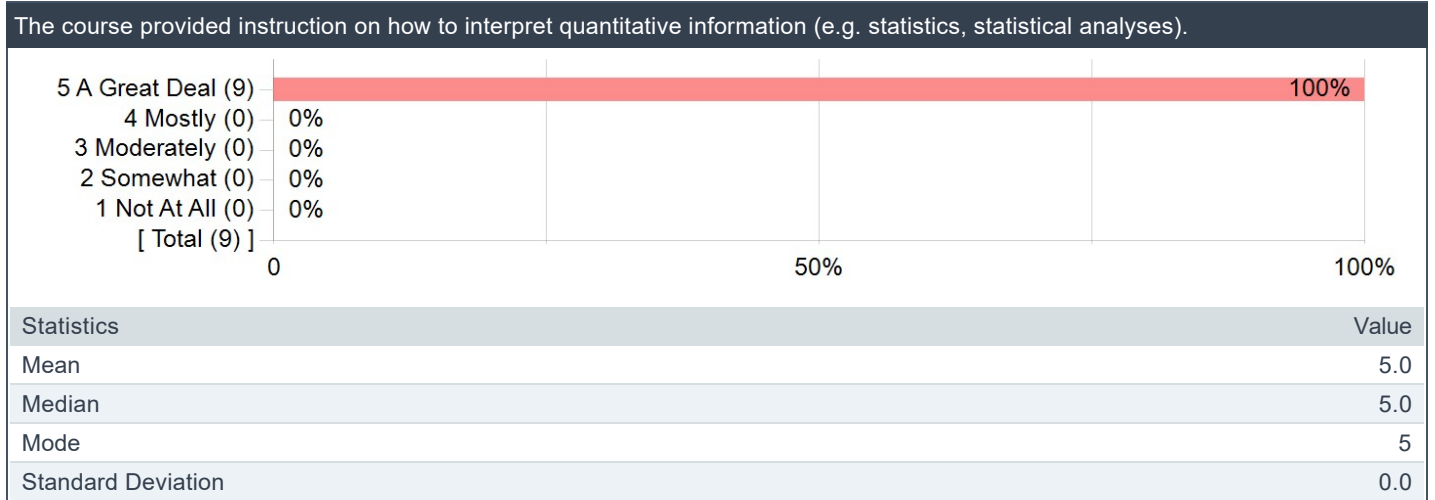


I would recommend this course to other students.

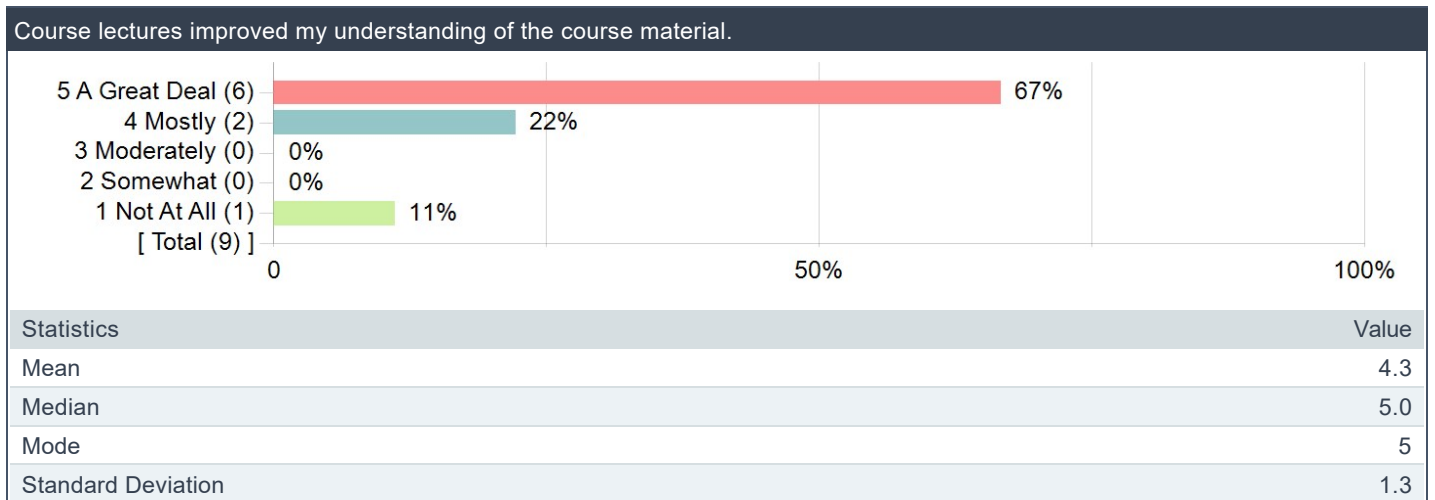


Part C. Departmental Items

The course provided instruction on how to interpret quantitative information (e.g. statistics, statistical analyses).

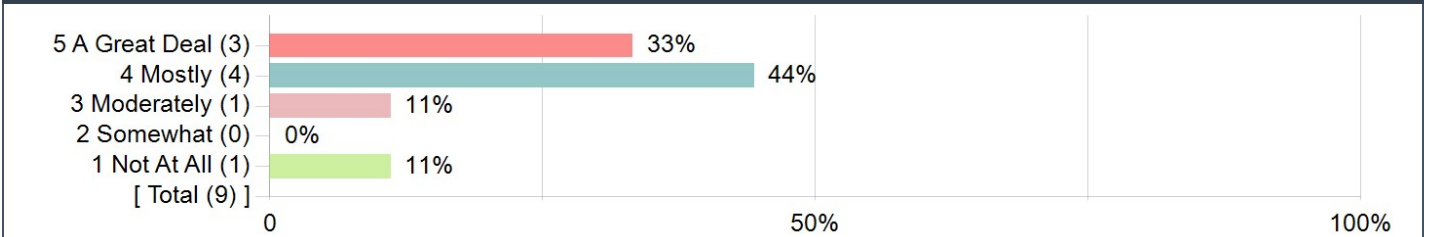


Course lectures improved my understanding of the course material.



The course stimulated new ways for me to think about the world.

The course stimulated new ways for me to think about the world.



Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	1.3

Section 3. Comparative Data

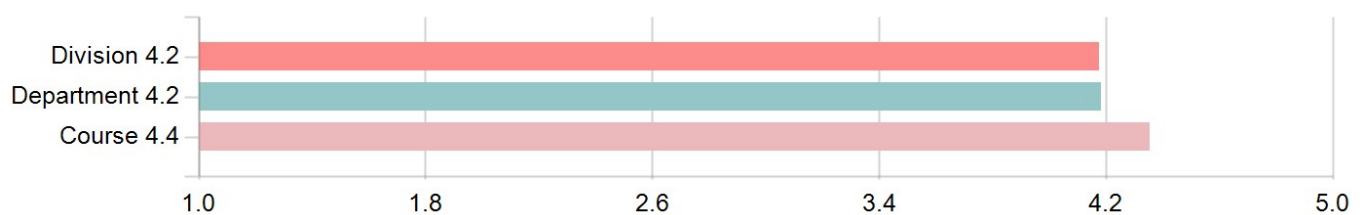
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

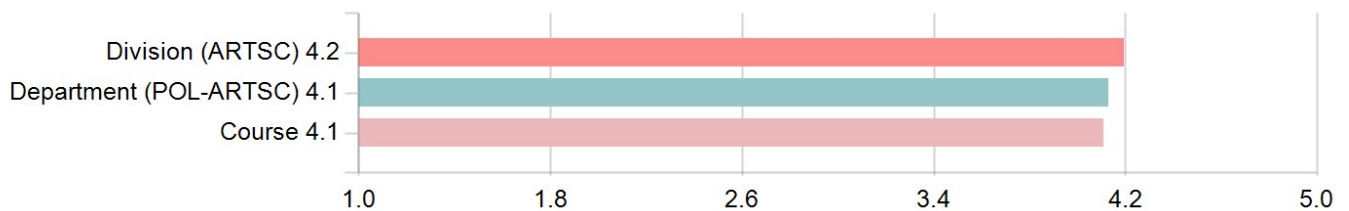
Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

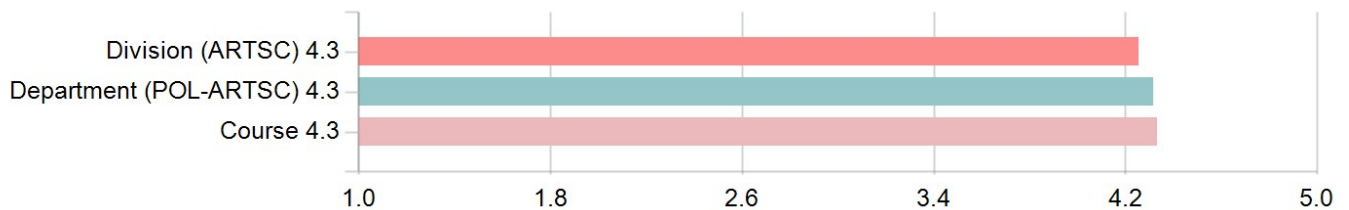
Institutional Composite Mean



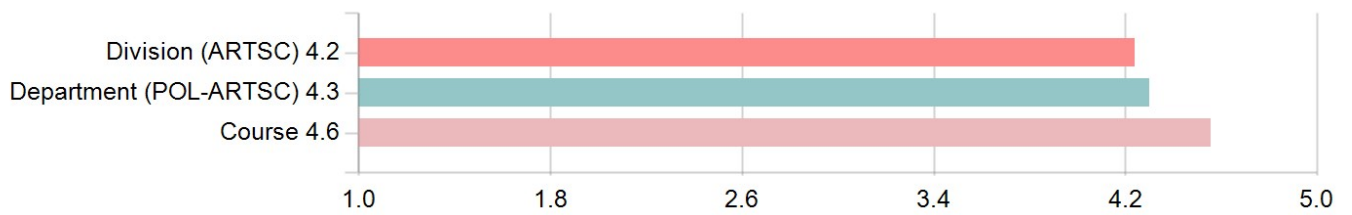
1. I found the course intellectually stimulating.



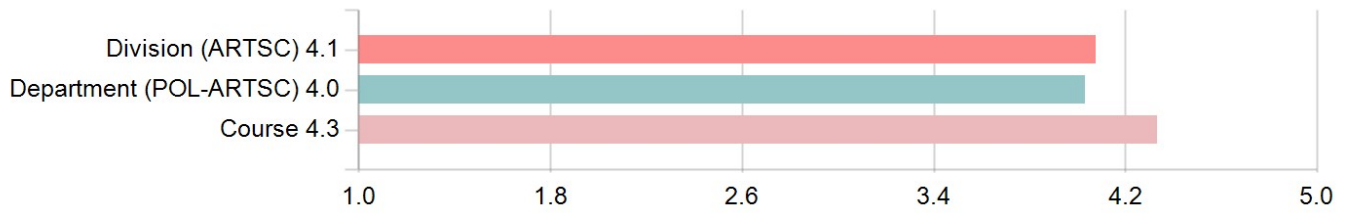
2. The course provided me with a deeper understanding of the subject matter.



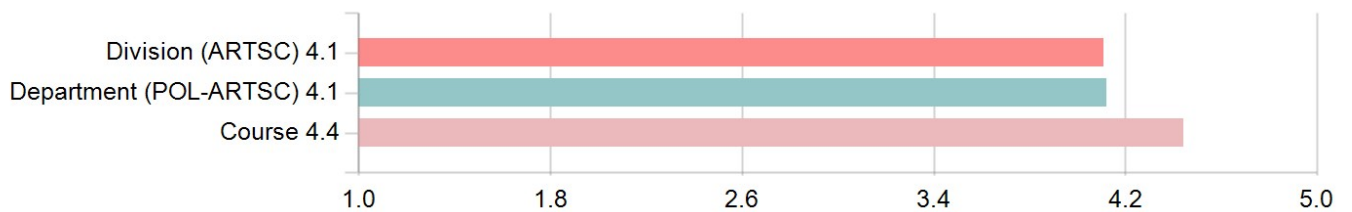
3. The instructor ([Md. Mujahedul Islam](#)) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

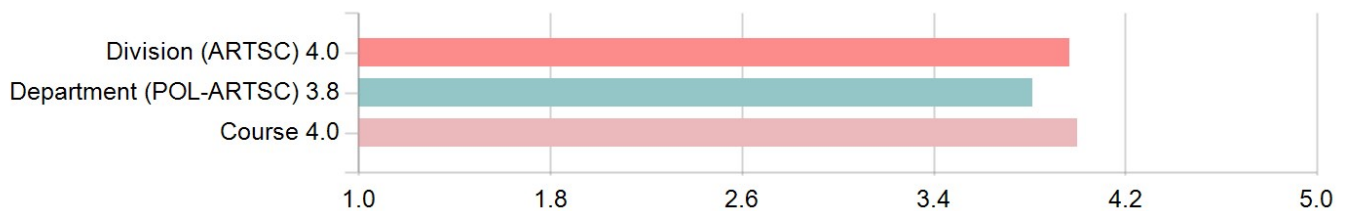


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

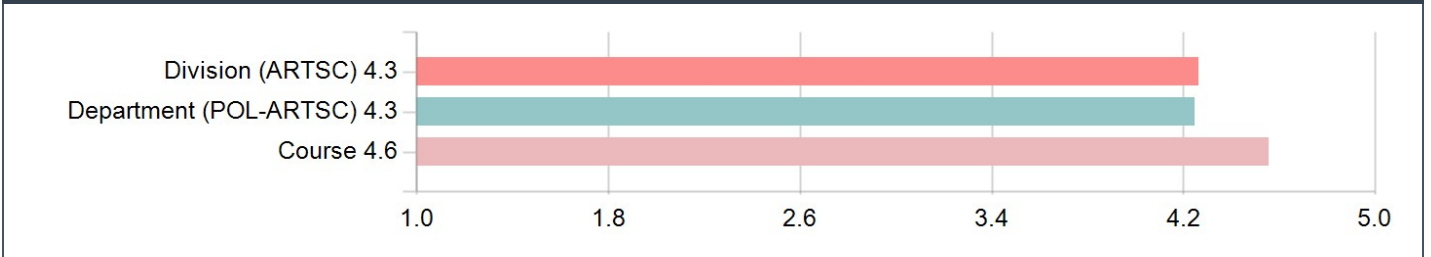
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

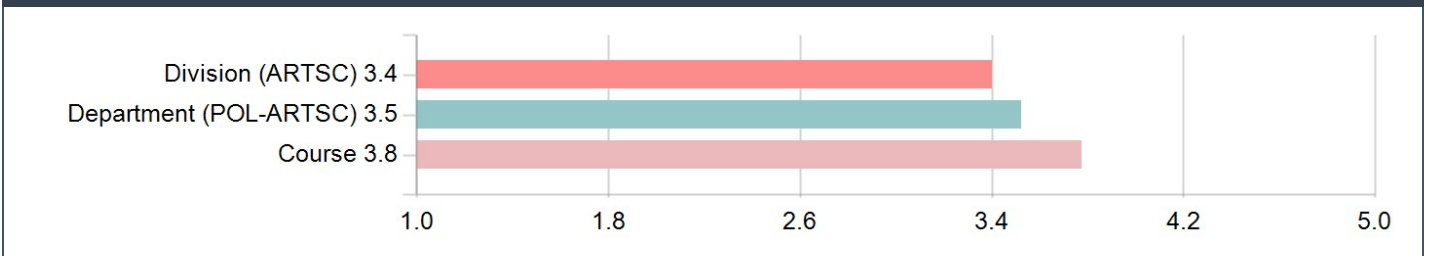
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

9. The instructor generated enthusiasm for learning in the course.



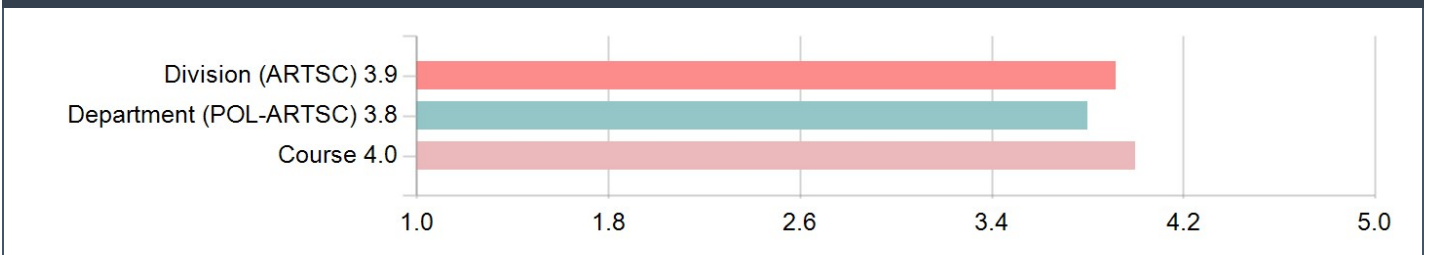
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

10. Compared to other courses, the workload for this course was:



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

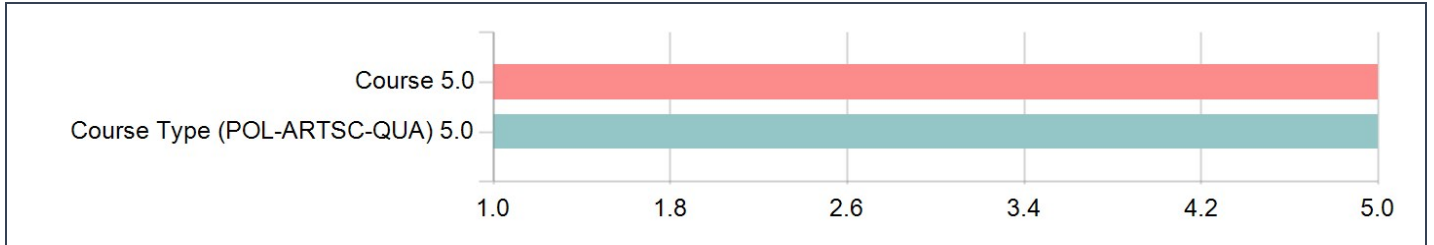
11. I would recommend this course to other students.



Part C: Departmental Items

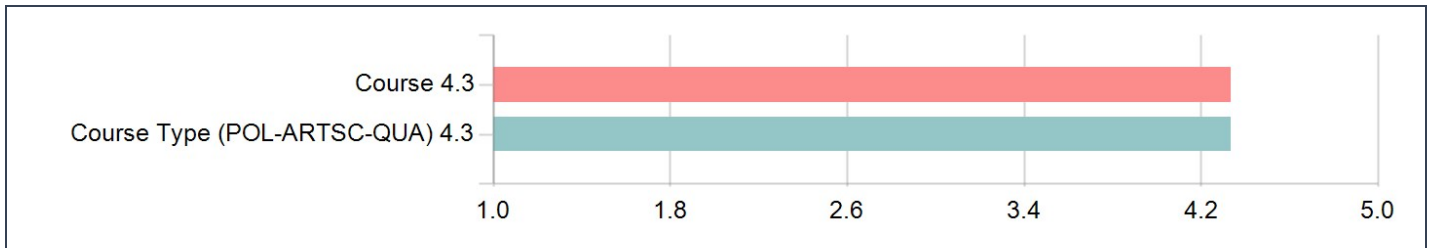
The course provided instruction on how to interpret quantitative information (e.g. statistics, statistical analyses).

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



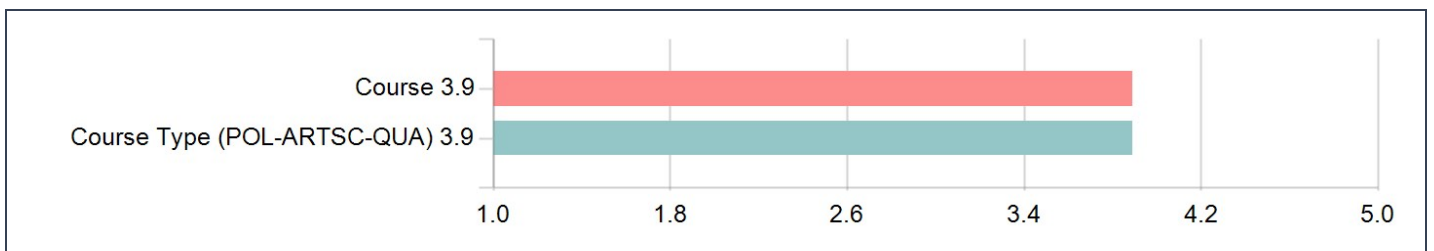
Course lectures improved my understanding of the course material.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



The course stimulated new ways for me to think about the world.

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

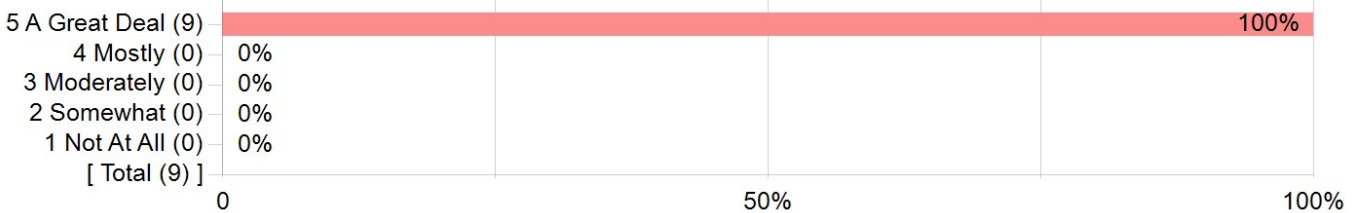


Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

A-2. During the course, the course instructor ([Md. Mujahedul Islam](#)) was approachable when students sought guidance.

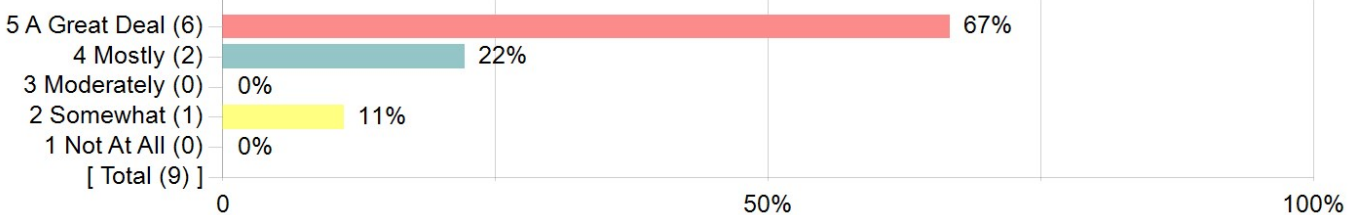
A-2. During the course, the course instructor ([Md. Mujahedul Islam](#)) was approachable when students sought guidance.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

G-1. The course instructor ([Md. Mujahedul Islam](#)) related course concepts to current issues or real-life situations.

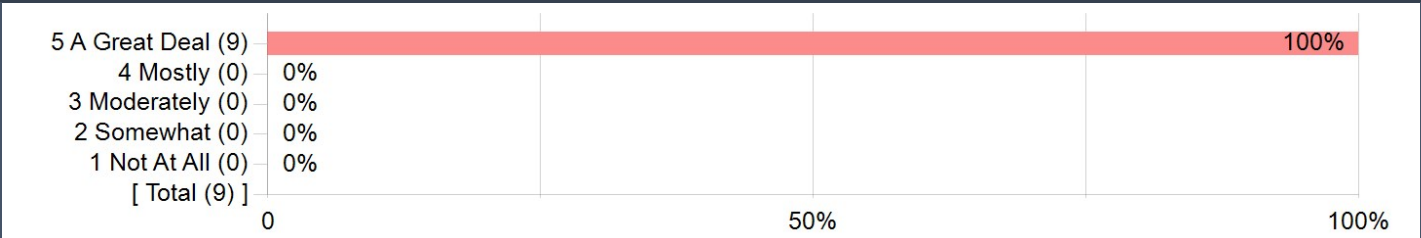
G-1. The course instructor ([Md. Mujahedul Islam](#)) related course concepts to current issues or real-life situations.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.0

H-1. The course instructor ([Md. Mujahedul Islam](#)) demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc) in the classroom.

H-1. The course instructor ([Md. Mujahedul Islam](#)) demonstrated respect for diversity (e.g. race, gender, ability, religion, sexual orientation, etc) in the classroom.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

3 Teaching Assistant

3.1 ICPSR Summer Program in Quantitative Methods—University of Michigan

Inter-university Consortium for Political and Social Research (ICPSR)

ICPSR Summer Program in Quantitative Methods of Social Research

University of Michigan, Ann Arbor, Michigan, USA.

Participant Evaluations for Stats I (Statistics and Data Analysis: Introduction)

2021 Stats I, August 17, 2021 1:40 PM MDT

Instructor: Niccole M. Pamphilis

Teaching Assistant: Md. Mujahedul Islam

Mujahedul explained material clearly.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Mujahedul explained material clearly.	1.00	4.00	1.35	0.79	0.63	20

#	Field	Choice Count
1	Strongly agree	80.00% 16
2	Somewhat agree	10.00% 2
3	Neither agree nor disagree	5.00% 1
4	Somewhat disagree	5.00% 1
5	Strongly disagree	0.00% 0
		20

Showing rows 1 - 6 of 6

Mujahedul provided helpful comments on written work/assignments.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Mujahedul provided helpful comments on written work/assignments.	1.00	3.00	1.40	0.66	0.44	20

#	Field	Choice Count
1	Strongly agree	70.00% 14
2	Somewhat agree	20.00% 4
3	Neither agree nor disagree	10.00% 2
4	Somewhat disagree	0.00% 0
5	Strongly disagree	0.00% 0
		20

Showing rows 1 - 6 of 6

Mujahedul helped me understand the material covered in this course.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Mujahedul helped me understand the material covered in this course.	1.00	4.00	1.40	0.80	0.64	20

#	Field	Choice Count
1	Strongly agree	75.00% 15
2	Somewhat agree	15.00% 3
3	Neither agree nor disagree	5.00% 1
4	Somewhat disagree	5.00% 1
5	Strongly disagree	0.00% 0
		20

Showing rows 1 - 6 of 6

Mujahedul was accessible to participants outside of class.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Mujahedul was accessible to participants outside of class.	1.00	3.00	1.30	0.64	0.41	20

#	Field	Choice Count
1	Strongly agree	80.00% 16
2	Somewhat agree	10.00% 2
3	Neither agree nor disagree	10.00% 2
4	Somewhat disagree	0.00% 0
5	Strongly disagree	0.00% 0
		20

Showing rows 1 - 6 of 6

Mujahedul was an effective part of the instructional team.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Mujahedul was an effective part of the instructional team.	1.00	3.00	1.25	0.54	0.29	20

#	Field	Choice Count
1	Strongly agree	80.00% 16
2	Somewhat agree	15.00% 3
3	Neither agree nor disagree	5.00% 1
4	Somewhat disagree	0.00% 0
5	Strongly disagree	0.00% 0
		20

Showing rows 1 - 6 of 6

Do you have any other comments about Mujahedul's work/performance in this class?

Do you have any other comments about Mujahedul's work/performance in this c...

He was very clear and so, so nice! I appreciated his kindness throughout the course.

In a fast-paced course that at times felt dizzying, Mujahedul remained calm, pleasant, and supportive. Like Haeyoon, it was clear from his interactions with the instructor, students, and fellow TAs that he was an effective contributor to the team.

Excellent TA, extremely knowledgeable and systematic, was a great and invaluable addition to the instruction team

Very clear explanations, very approachable, encouraging and can break down complex topics into easy to understand explanations

Wonderful, enthusiastic knowledgeable and helpful!

Passionate about his classes

Excellent TA. Went out of his way to explain the material and took the time to script out STATA codes to make the lab sessions more effective, easier to follow, and comprehend.

Great feedback on homework.

Excellent knowledge and assistance

3.2 Intro Quant Reason II—University of Toronto

Condensed Item Analysis Report

Fall/Winter 2018-19

POL232H1S

Md. Mujahedul Islam

Intro to Quantitative Reasoning II

1. The TA stimulates me to think and learn:

Response	Frequency	Percent	Mean: 4.52
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	3	9.09	<div style="width: 9.09%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	10	30.30	<div style="width: 30.30%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	20	60.61	<div style="width: 60.61%; height: 15px; background-color: #0070C0;"></div>

2. The TA knows the material and leads discussions effectively:

Response	Frequency	Percent	Mean: 4.82
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	6	18.18	<div style="width: 18.18%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	27	81.82	<div style="width: 81.82%; height: 15px; background-color: #0070C0;"></div>

3. The TA effectively relates the discussion sections to lectures and other aspects of the course:

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	9	27.27	<div style="width: 27.27%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	21	63.64	<div style="width: 63.64%; height: 15px; background-color: #0070C0;"></div>
No Response	1	3.03	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>

4. The TA effectively lead and focused class discussion:

Response	Frequency	Percent	Mean: 4.45
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	4	12.12	<div style="width: 12.12%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	7	21.21	<div style="width: 21.21%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	21	63.64	<div style="width: 63.64%; height: 15px; background-color: #0070C0;"></div>

5. The tutorial environment and size was conducive to participation and constructive discussion for students:

Response	Frequency	Percent	Mean: 4.39
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	2	6.06	<div style="width: 6.06%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	13	39.39	<div style="width: 39.39%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	17	51.52	<div style="width: 51.52%; height: 15px; background-color: #0070C0;"></div>

6. The TA was available to meet with students regarding assignments and provided helpful comments on papers and exams where appropriate:

Response	Frequency	Percent	Mean: 4.82
Strongly Disagree - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Disagree - 2	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Neutral - 3	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Agree - 4	4	12.12	<div style="width: 12.12%; height: 15px; background-color: #0070C0;"></div>
Strongly Agree - 5	28	84.85	<div style="width: 84.85%; height: 15px; background-color: #0070C0;"></div>

7. How would you rate the overall performance of the TA?:

Response	Frequency	Percent	Mean: 4.79
Poor - 1	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Neutral - 2	0	0.00	<div style="width: 0%; height: 15px; background-color: #0070C0;"></div>
Sufficient - 3	1	3.03	<div style="width: 3.03%; height: 15px; background-color: #0070C0;"></div>
Good - 4	5	15.15	<div style="width: 15.15%; height: 15px; background-color: #0070C0;"></div>
Excellent - 5	27	81.82	<div style="width: 81.82%; height: 15px; background-color: #0070C0;"></div>

Response Report by Item

Fall/Winter 2018-19

POL232H1S

Md. Mujahedul Islam

Intro to Quantitative Reasoning II

Question: 8. What are the strengths and weaknesses of the TA? What suggestions would you make for improving the discussion section?:

Response

Md Islam was always willing to help me with any questions regarding essays and exams. His deep knowledge on the matter is outstanding and with his help, I have ~~understood the course in many details of assignments~~ this TA was very effective in clarifying concepts about course material, and assessments

The strengths were his availability and preparation. Little to no weaknesses, not worth mentioning

Can see genuinely caring and want best for the student.

new material was able to relay info to student

No comment.

- strength: thorough explanation of important info. regarding assignments
- weakness: less time could be spent on HW

Question: 8. What are the strengths and weaknesses of the TA? What suggestions would you make for improving the discussion section?:

Response

A clear and knowledgeable TA. Approachable & friendly.
Very soft spoken, sometimes difficult to hear his explanations.

STRENGTHS

-provides us with extra supplement work/explanations
-understands content very well

WEAKNESSES

-confidence on ~~some~~ some topics

Creat.

S: Very good at explaining complex concepts

W: More example/resource (such as links to learn more) → more of a Prof thing

Allow for more discussion

Very positive attitude on the class

Nice, helpful, prepared, knowledgeable
sometimes speaks quickly & really fast

Very helpful & hard-working; tries his best to provide useful information to the class

Could simulate discussion more by calling on students.

Overall fantastic

Question: 8. What are the strengths and weaknesses of the TA? What suggestions would you make for improving the discussion section?:

Response

Strengths \Rightarrow Clearly knows the material and his willingness to help students

Weaknesses \Rightarrow I cannot think of any (somy).

\rightarrow knowledge of subject

\rightarrow ability to help students

\rightarrow would be nice if tutorials were more interactive

Strengths \rightarrow is able to clarify homework material as needed.

Weaknesses \rightarrow N/A

Our TA was consistent in what he was teaching us, and made it easy for students to participate and talk openly.

Overall great T.A., he is always available and is very nice - very helpful & provides good tips, suggestions, & feedback for assignment. He grades very fairly

TA leads discussions effectively and answers students questions appropriately

- Lead tutorials well

- provided emails with extra examples

- ~~Always~~ Answered all questions

- The TA was open to all questions regarding assignments and course material.
- The expectations of a good paper assignment were not necessarily communicated well.

Question: 8. What are the strengths and weaknesses of the TA? What suggestions would you make for improving the discussion section?:

Response

The strengths are knowledge of material and being open to questions. Suggestions include spending more time on homework.

Very knowledgeable about the material. Doesn't relate to students.

Muhammad was very knowledgeable about important topics in the class. He helped me understand some of the more complicated topics much better. I really thought the tutorials supplemented the course lectures well.

- More student involvement

- Very knowledgeable - Very personable & kind!
- Good at breaking down material - Comes to class excited to teach
- Goes above & beyond to ensure we understand & apply the subject matter

I would suggest to talk a little more slowly b/c he knows terms really well but we don't so saying a lot of new terms very fast to explain a new term or thing is not useful.

+ Also hard marker

Strengths of T.A - helpful, answers any questions about homework and assignments
Is knowledgeable of the material

Weaknesses - clarity when explaining concepts, at times his explanations on the material can be confusing. The answer to my questions are normally answered

Question: 9. In your opinion, did the TA welcome alternative viewpoints? Did the TA treat all students fairly? Why do you feel this way?:

Response

Yes, the TA treated everyone equally and always eager to listen everyone. He was always very attentive in case anyone would need help. He indeed gave the class the necessary information to succeed.

AS FAR AS I KNOW YES, BUT GIVEN THAT THIS IS A COURSE ON QUANTITATIVE REASONING WITH A LARGE PORTION OF THE MATERIAL DEDICATED TO DATA ANALYSIS AND THE USE OF R. STUDIO IT WOULD BE DIFFICULT TO HAVE A CONTRARY OPINION UNLESS IT W^{AS} OBJECTIVELY WRONG. AFTER ALL SAYING THAT $2+2=3$ DOES NOT MAKE SENSE.

He absolutely welcomed alternative viewpoints, with a fair treatment of students

Fair evaluation

Yes we were able to expand on lecture topics

Course material was not opinion based in most cases.

Question: 9. In your opinion, did the TA welcome alternative viewpoints? Did the TA treat all students fairly? Why do you feel this way?:

Response

- TA was very fair. didn't play favorites. was accessible to talk to + ask questions

Yes. He taught to have all students participate by keeping discussion open for all

Yes, not much alternative viewpoints discussed because of the nature of the course material. Treated everyone fairly, attempted to get to know our names.

Great

Yes!

Mujahedul was very fair and allowed all viewpoints

Question: 9. In your opinion, did the TA welcome alternative viewpoints? Did the TA treat all students fairly? Why do you feel this way?:

Response

Very fair and always encouraged questions and participation.

Not really a point of concern in a statistical analysis class

There were not many times where alternate viewpoints would have been shared but in the few that the content of the class permits, he was very receptive to all ideas and built on everyone's points.

The TA definitely treats all students fairly. I did not see any evidence to think otherwise.

→ yes

→ yes

↳ all students were given equal attention

no question was left unanswered

Yes he did. He always asked if things were clear before moving on and always asked if we had any questions.

Yes, our TA was fair and welcomed any, and all answers we offered.

Question: 9. In your opinion, did the TA welcome alternative viewpoints? Did the TA treat all students fairly? Why do you feel this way?:

Response

Yes, fair to everyone.

The TA clarified misunderstandings regarding the software and statistical components of the course.

Treated everyone fairly and respectfully answered all students

Yes, the TA was open to ~~a~~ many viewpoints and considered them all equally.

Yes, he did. He did treat all fairly.

Yes, answered questions fairly.

Yes

Question: 9. In your opinion, did the TA welcome alternative viewpoints? Did the TA treat all students fairly? Why do you feel this way?:

Response

The TA treated all students fairly as I have not seen evidence of treating different students in different ways

- Yes, all students were treated fairly.
- This is an empirical analysis/quantitative methods course, so there were no "alternative viewpoints"; students were encouraged to ask questions

Not much time for discussion b/c the course content doesn't really allow for that. I feel okay about it b/c it's a course where opinions are not really relative

All students are treated fairly.

Pertaining to this specific course, there are not many alternative viewpoints because the material is not subjective.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Of course, his deep knowledge and willingness to help every time makes him one kind of T.A. He helped me succeed in this class with his great help. He had great discussions during tutorials, along with key points needed to understand the class better.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes, primarily because I found her very helpful whenever I needed clarification.

I would because the T.A. was prepared and helpful at all times.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes definitely, genuinely thought he was an awesome
TA.

effective yes, does a lot and very

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Would recommend, IR scripts were excellent at demonstrating course material.

- yes! was always trying to make sure any questions were answered fully. friendly + approachable. knew course-material and explained things in a non-complicated way!

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes. Good guy, you feel good learning from him.

Sure. Knows his stuff, is very helpful in supplemental work/exercises for students to do.

Fair grader, with good comments to improve work.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Most definitely.

Yes, Mujahed is a very good TA, can explain complex ideas + methods well. Teaching R and statistics to Pol Sci students well is not easy but he makes it look it.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Would recommend to all, he knows the topic
very well

Would recommend because of his passion
for learning

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes, ~~He is~~ He is very nice & helpful

Yes! He is really helpful and works/tries very hard to help his students succeed. He is a fair marker and welcoming. Also open/receptive to feedback. Would definitely recommend.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes! I would because he is so helpful and kind. Even if you ask "annoying questions" (that can be easily answered by reading syllabus or readings), Islam helps you and treats you with respect and that is not common (or at least not done with a smile like Islam does).

Thank-you!

Yes

↳ knowledge of subject & ability to make concepts accessible lead to a good T.A ship from them

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes, he was easy to reach out to.

3

4

5

6

I was very happy with tutorial, I looked forward to coming as it was an enjoyable environment. It was not tense or stressful.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes! I would, and I would say you need to participate, engage, & try hard.

Yes, he is very attentive and helpful for understanding the course materials and the guidelines for assignments and examinations.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

- Yes, he was very helpful and informative with class work. Even during office hours took the time to go through difficult concepts.

Yes I would because he leads forward well and helps students understand the course material.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes, he is a good TA. The material was dry, but that's not his fault.

Yes, he did the best he could with the dry material.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

Yes - He was very knowledgeable and helpful. I also felt very comfortable in tutorial and thought Mjused was very approachable.

Yes,

- he is informative
- he is well versed on the material.

Question: 10. Would you recommend this TA to other students? Why or why not?:

Response

- Yes, I would! In the context of the strengths above, I felt like he truly cared about my learning & experience
- Too the time to prepare additional materials to support student learning
- He is a wonderful teacher!

Yes I would, he is very helpful and will listen to all your questions without making you feel dumb like other TAs often do

3.3 Statistics I—The Hertie School: The University of Governance in Berlin

Fall 2016 Course Evaluation

C5: Statistics I

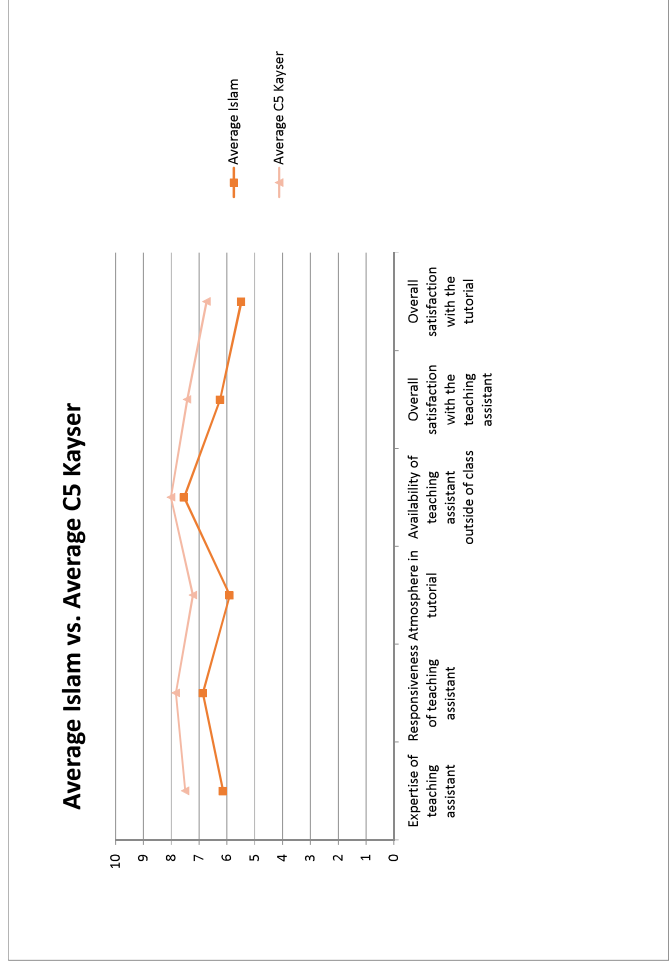
Lecturer: Kayser, Mark

Teaching Assistant: Islam, Md. Mujahedul

Tutorial Participants: 37

Question	1	2	3	4	5	6	7	8	9	10	N/A	Total	Average	Median	Variance
Expertise of teaching assistant (10=highly satisfied)	0	2	1	3	6	4	4	3	3	2	1	29	6,14	6	5,39
Responsiveness of teaching assistant (10=highly satisfied)	0	1	0	3	4	4	6	4	3	4	0	29	6,86	7	4,26
Atmosphere in tutorial (10=highly satisfied)	1	3	3	2	7	2	7	3	3	3	0	29	5,9	6	6,85
Availability of teaching assistant outside of class (10=highly satisfied)	1	0	0	1	2	2	7	1	3	7	5	29	7,54	7	5,98
Overall satisfaction with the teaching assistant (10=highly satisfied)	0	2	2	2	5	5	3	5	3	2	0	29	6,24	6	4,94
Overall satisfaction with the tutorial (10=highly satisfied)	2	2	2	3	7	2	6	1	2	2	0	29	5,48	5	5,9

Average C5 Kayser
7,5
7,8
7,2
8,0
7,4
6,7



4 Conclusion

As the course evaluation reports demonstrate, I am an effective and caring teacher. I have a strong commitment to undergraduate and graduate teaching, as well as experience teaching diverse and multi-disciplinary audiences both in person and online. My teaching evaluations show my expertise and commitment to teaching. I have consistently received strong and inspiring teaching evaluations from both undergraduate and graduate classes.

In addition to my specialization in comparative politics and comparative public policy, I have a sound comprehension of, proven enthusiasm for, and strong skills in quantitative methods. I have completed a sequence of courses in causal inference at the University of Michigan, University of Oxford, University of Toronto, and Hertie School in Berlin. Besides, I am a co-founder and convener of the University of Toronto Quantitative Methods Research Cluster. I co-hosted panels on Causal Inference at the Society for Political Methodology Meeting in 2020. Through training and experience, I am prepared to teach a variety of introductory/advanced courses in computational social science and quantitative methods. Additional information on my teaching, pedagogical training and course syllabi are available at <https://www.mdmujahedulislam.com/teaching/>.