

Teaching Evaluations Summary – Md Mujahedul Islam

I have accumulated extensive experience over the last seven years as a course instructor and teaching assistant in comparative politics and quantitative methods. This section summarizes my teaching evaluations and demonstrates my expertise and commitment to teaching. Except in one instance, the ratings of my *Methods*¹ and *Introduction to Quantitative Reasoning II* (Quant R II) courses (see Table 1) are consistently higher than the departmental average and the division average—a significant result given that students arrive in my Methods and Quantitative Reasoning classes with little to no background in statistics and mathematics, and who major in different disciplines including Political Science, Philosophy, Economics, Public Policy, Psychology, Journalism and Sociology.

Table 1: Average⁴ of *Methods* and Quant R II Courses Across Years and Comparative Data (University of Toronto)

Course	Total Enroll	Course Average	Dept. Average	Div. Average	Duration	Year	Mode of delivery	TA ²	Role
Methods	10	4.3	4.1	4.2	Year-long	Sum. 2022	In-person	2	Instructor
Methods	15	4.5	4.3	4.1	Year-long	Sum. 2021	Online	2	Instructor
Methods	42	4.4	4.2	3.9	Year-long	Sum. 2020	Online	2	Instructor
Methods	9	4.7	4.5	4.0	Year-long	Sum. 2019	In-person	1	Instructor
Quant R II	15	4.4	4.2	4.2	One-semester ³	Sum. 2022	Online	1	Instructor
Quant R II	21	4.0	4.5	4.2	One-semester	Sum. 2021	Online	2	Instructor

I would particularly like to draw your attention to my teaching evaluations for the summer of 2020 when 42 students were enrolled in my *Methods* course during the initial phase of the COVID-19 pandemic, which made it uncertain whether these students would be able to begin the course. It is mainly because the *Methods* course traditionally requires students to use statistical software in a computer lab. Since all in-person classes were suspended due to COVID-19, the department initially decided to cancel offering the summer course on quantitative methods. Since I had experience teaching the same course in person in the previous year as a course instructor, I revisited the course's learning outcomes. I discussed with the department how the course could be run online and how the learning outcomes could be met. The department agreed, and I prepared to teach the class online so that the student's learning would not be interrupted during a crisis such as COVID-19. I quickly responded to this unique situation by completing pedagogical training on teaching online—including Online Teaching and Learning and Adjustments of Policies to New Situation—and offered the course online. As such, many students could fulfill their degree requirements that year by completing the *Methods* course, a required quantitative research methods course for political science specialists, at the University of Toronto Mississauga.

Narrative Evaluations

Create a Positive, Diverse, and Inclusive Learning Environment

- “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” (Introduction to Quantitative Reasoning II, Summer 2022, University of Toronto St. George, Role: Instructor).
- “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.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).

¹ It is a year-long quantitative research methods course. There are a total of 24 classes and 10 laboratory sessions using R.

² Number of TA I have supervised as a course instructor.

³ It is a semester-long quantitative methods course. There are a total of 12 classes and 6 laboratory sessions using R.

⁴ 5-pt scale: 1 – Not At All; 2 – Somewhat; 3 – Moderately; 4 – Mostly; 5 – A Great Deal.

- “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.” (Introduction to Quantitative Reasoning II, Summer 2022, University of Toronto St. George, Role: Instructor).
- “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 an excellent person, but also passionate about teaching methods. He was amazing.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “Quality of instruction was brilliant — professor was diligent, took questions and very helpful”. (Introduction to Quantitative Reasoning II, Summer 2021, University of Toronto St. George, Role: Instructor).
- “In a fact-faced course that at times felt dizzying, Mujahedul remained calm, pleasant, and supportive...It was clear from his interactions with the instructor, students and fellow TAs that he was an effective contributor to the team.” (ICPSR Summer School, University of Michigan, Summer 2021, Role: TA).
- 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 wit 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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- He made sure everyone was at the same step - He was very responsive to questions. (Hertie School, Fall 2016, Role: TA).
- “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 accommodating to assist his students such as in office hours or re-arranging office hours if needed.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).
- I like his personality and his openness to hear what the students had to say or ask” (Hertie School in Berlin, Fall 2016, Role: TA).
- Mujahed was a joy to work with. His students profited from an abundance of thoughtful commentary on their assignments. He is kind and approachable, both excellent qualities in a teacher. (Politics in the Global World, Winter 2020, Role: TA. Comment provided by the course instructor Dr. Kristin Cavoukian since student evaluations were not conducted).
- 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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).

- “It was great! Very open and encouraging space. Great vibes!” (Methods, Summer 2021, University of Toronto Mississauga, Role: Instructor).
- “I love how the professor and TAs are passionate and helpful, didnt think i would enjoy this course so much” (Methods, Summer 2021, University of Toronto Mississauga, Role: Instructor).
- “I liked the fact the tutorials were interactive and full of new insights.” (Hertie School in Berlin, Fall 2016, Role: TA).
- “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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).

Simplify Complex Concepts and Develop Students' Critical Thinking

- “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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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.” (Introduction to Quantitative Reasoning II, Summer 2022, University of Toronto St. George, Role: Instructor).
- “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.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2019, University of Toronto Mississauga (University of Toronto Mississauga), Role: Instructor).
- “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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).

- “Very clear explanations, very approachable, encouraging and can break down complex topics into easy to understand explanations.” (ICPSR Summer School, University of Michigan, Summer 2021, Role: TA).
- “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.” (Introduction to Quantitative Reasoning II, Summer 2022, University of Toronto St. George, Role: Instructor).
- “Was always trying to make sure any questions were answered fully. Friendly and approachable. Knew course-material and explained things in a non-complicated way!” (Introduction to Quantitative Reasoning II, Winter 2019, Role: TA).
- “He checks and double checks that we understood the course material!” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “Mujahed is a very good TA, can explain complex ideas and methods well. Teaching R and statistics to Pol Sci students well is not easy but he makes it look it.” (Introduction to Quantitative Reasoning II, Winter 2019, Role: TA). Very knowledgeable on material, was made available for help. (Democracy, Dictatorship, War, and Peace, Fall/Winter 2017-2018, Role: TA).
- “Professor Islam was very helpful and constantly paused for questions.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “He was very clear and so, so nice! I appreciated his kindness throughout the course.” (ICPSR Summer School, University of Michigan, Summer 2021, Role: TA).
- “Prof was great, very accommodating and great at explaining concepts to students.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “Very good pace for a full year summer course. Prof took time to answer all questions with enthusiasm, very clear on all topics.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).

Foster Student Engagements in Classroom and in Real-World Problems

- “Course is straightforward and interesting. Very useful material for future use. Learned new skills to use.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).
- “Very informative that provided me with information I could use outside of this class” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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!” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).

- “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. 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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- The TA treated all of the students differing viewpoints with respect. (Democracy, Dictatorship, War, and Peace, Fall/Winter 2017-2018, Role: TA).
- “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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “Interactive. friendly atmosphere. Rather good balance between revision and Stata.” Hertie School, Fall 2016, Role: TA).
- Encouraged discussion, welcomed opposing viewpoints. (Democracy, Dictatorship, War, and Peace, Fall/Winter 2017-2018, Role: TA).
- “Excellent TA, extremely knowledgeable and systematic, was a great and invaluable addition to the instruction team.” (ICPSR Summer School, University of Michigan, Summer 2021, Role: TA).
- Very approachable, helpful when asked a question. (Democracy, Dictatorship, War, and Peace, Fall/Winter 2017-2018, Role: TA).

Commitment for Student Success

- “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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2021, University of Toronto Mississauga, Role: Instructor).
- “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.” (Introduction to Quantitative Reasoning II, Summer 2022, University of Toronto St. George, Role: Instructor).

- “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”. (Methods, Summer 2020, University of Toronto Mississauga, Role: Instructor).
- “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 chance to everyone to succeed.” (Introduction to Quantitative Reasoning II, Winter 2019, Role: TA).
- “Whatever we needed – Islam was there. He would answer emails within 10 hours and was always accessible during office hours.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2019, University of Toronto Mississauga, Role: Instructor).
- “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...” (Methods, Summer 2021, University of Toronto Mississauga, Role: Instructor).
- “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.” (Methods, Summer 2022, University of Toronto Mississauga, Role: Instructor).

Brief Overview of the “Methods” Course That I Have Taught at the University of Toronto Mississauga as a Course Instructor

Course Description and Objectives: This course offers an introduction to political science research methods. The full-year undergraduate course covers basic approaches to political science, the choices that researchers need to make when designing their research, and basic methods of analysis for both qualitative and quantitative data. It covers a wider range of topics including validity and reliability, levels of measurement, questionnaire design, experiments, elite interviews, participant observation, policy evaluation, and multivariate regression analysis. By the end of the semester, students are expected to have a better acquaintance with quantitative and qualitative data and methods that are employed in political science and policy research. Students are also expected to be able to comprehend and critique the techniques employed by others. The course does not assume any prior knowledge of statistics and will make every effort to address concepts both quantitatively and theoretically. The course employs the most important quantitative concepts through the hands-on application using R/RStudio. The objectives of this course are not only to produce informed consumers of quantitative and qualitative research but also to provide the required software skills for students to conduct their own empirical research independently with minimum guidance.

Brief Overview of Course Topics:

Session 1: Motivation and Overview: Studying Politics Scientifically
Session 2: Theories, Concepts, Variables, and Level of Measurements
Session 3: Research Design and Hypothesis
Session 4: The Fundamentals of Research Design for an Experimental Study
Session 5: The Fundamentals of Research Design for an Observational Study
Session 6: The Fundamentals of Research Design for a Case Study: Small n Versus Large N
Session 7: The Fundamentals of Research Design for a Textual Study
Session 8: Data Collection Methods: Surveys, Experiments, Interviews, and More
Session 9: Sampling: Random (Representative) Versus Selective (bias) Sampling
Session 10: Descriptive Statistics: Visualization and Interpretation
Session 11: Controlled Comparisons and Cross-tabulation
Session 12: Probability 1: Statistical Inference
Session 13: Probability 2: The t-distribution, Confidence Intervals, and Sample Proportions
Session 14: Bivariate Regression Analysis I
Session 15: Bivariate Regression Analysis II
Session 16: Multiple Regression Analysis I
Session 17: Multiple Regression Analysis II
Session 18: Multiple Regression Analysis III: Model Specification and Practical Problems
Session 19: Interactions with Interval Variables
Session 20: Interactions with Dummy Variables
Session 21: Regression Diagnostics: Multi-collinearity, Heteroskedasticity, & Correlated Disturbances
Session 22: Binary Logistic Regression: Concepts & Terminology
Session 23: Research Ethics
Session 24: Overview and Review

Brief Overview of the “Introduction to Quantitative Reasoning II” Course That I Have Taught at the University of Toronto St. George as a Course Instructor

Course Description and Objectives: This course builds on any introductory quantitative methods course and continues to build theoretical foundations of quantitative empirical methods and the practical aspects of data analysis using computers. In addition to introducing students to fundamental concepts in statistics, the course covers descriptive statistics such as measures of central tendency and dispersion, visualization techniques, measures of association between variables, and bivariate and multivariate regression analysis, along with key concepts of probability theory and statistical inference. The course uses replication datasets to practically apply the most important concepts related to quantitative methods through hands-on programming with R/RStudio. The objectives of this course are to produce informed consumers of quantitative research and to equip students with basic methodological skills so that they can conduct their own empirical research independently with minimum guidance. The course requires students, using an appropriate dataset of their choice and conducting necessary statistical analysis in R/RStudio, to write an empirical research paper with an option to write it in LaTeX, a document preparation system. By the end of the semester, students will learn the basic use of statistical software (R/RStudio) and be able to conduct basic data analysis and communicate their findings by themselves.

Brief Overview of Course Topics:

Session 1: Motivation, Overview, and R Language

Session 2: Summary Statistics and Data Visualization I: Measures of Central Tendency

Session 3: Summary Statistics and Data Visualization II: Measures of Dispersion

Session 4: Controlled Comparisons and Crosstabulation

Session 5: Introduction to the LaTeX Text Processing System

Session 6: Probability I: Statistical Inference

Session 7: Probability II: The t-distribution, Confidence Intervals, and Sample Proportions

Session 8: Linear Regression I: Bivariate (Two Variables) Regression Analysis

Session 9: Linear Regression II: Multivariate (More than Two-Variables) Regression Analysis

Session 10: Linear Regression III: Multivariate (More than Two-Variables) Regression Analysis

Session 11: Model Specification, Interactions, & Polynomial Regression

Session 12: Ethical Considerations in Empirical Research

Further details on course descriptions, syllabi (for comparative politics, public policy, and quantitative methods courses), as well as the select-original course evaluations from all the institutions, are available on my website at <https://www.mdmujahedulislam.com/teaching/>.