

Dr Kevin Granville
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March 25, 2020

Dear Colleagues,

I am writing this reference in support of Dr Apurva Nakade, a fellow postdoctoral associate working at Western University. As a part of the Teaching Mentor Program offered by the Centre for Teaching and Learning, I observed Dr Nakade conduct a Calculus 1501B lecture for approximately 100 students on February 24, 2020.

Dr Nakade made use of a whiteboard in his lecture. Through the combination of clear writing, coloured markers, and good board practices (e.g., separating important information within boxes, separating portions of boards with vertical lines), I found his material very easy to follow. Something that stood out to me was that he carried no personal notes and everything he wrote for the students was from memory or improvised, clearly showing his mastery of the subject matter.

Dr Nakade also demonstrated great interactions with his students. Frequently throughout the lecture he would pause and prompt the class for any questions that they may have had. Despite the large size of his class, he responded to students by name, which was very impressive. After answering a particularly important question, he wrote the answer down on the board so that nobody in the class would miss it. Throughout the lecture, when Dr Nakade asked his students questions, there were no issues having them participate and provide their thoughts. Following the conclusion of the lecture, he remained in the classroom to answer any remaining questions from his students.

Having personally taken dozens of courses in Mathematics and Statistics, it is my impression that Dr Nakade is off to a strong start as a lecturer and will continue to improve as he continues his career in academics. If you have any further questions, please do not hesitate to contact me.

Sincerely,



Kevin Granville

Date: 19 March 2020

Dear Colleagues,

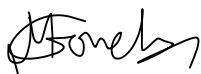
I am writing this letter to comment on the teaching practices of Dr Apurva Nakade. I observed Dr Nakade give a lecture as part of first year level Calculus course on the 5th March 2020. This lecture was part of the Teaching Mentor Program that is offered through the Centre for Teaching and Learning at Western University. The lecture was presented to a class of approximately 100 students, who were in their 1st year of undergraduate degree.

Dr Nakade employed an excellent combination of teaching methods, including the use of the white board to solve equations. The lecture content was organized in a very logical and easy to follow format, with seamless transition between theory, examples and answering student questions. I was especially impressed by the level of student engagement and how much students were encouraged to ask questions. Furthermore, Dr Nakade showed excellent interaction with the students, as seen by him referring to them by name and being clearly familiar with their level of knowledge. I was especially impressed by how Dr Nakade used his familiarity with the students to ensure questions are answered by different students and more people in the class had the opportunity to participate.

I observed a great relationship between Dr Nakade and his students, with open communication and feedback on how equations should be solved. He also clearly embraced suggestions for alternative solutions, but also emphasized the benefits and drawbacks of the alternative methods. I was delighted to see Dr Nakade bring in previous lectures and specific examples of equations that are needed for the current material to be analysed and focusing on key concepts.

Overall, I found the lecture I attended to be very well planned and executed, with a great balance of active learning components and real-life applications.

Sincerely,



Dr Mariya Goncheva
Postdoctoral associate
University of Western Ontario



March 24, 2020

To whom it may concern,

I am writing this letter to comment on the teaching practices of Dr. Apurva Nakade. I attended a lecture that Dr. Nakade taught on Calculus, a basic algebra lecture. This lecture was presented during a peer-review process as part of the Teaching Mentor Program that is offered through the Centre for Teaching and Learning at Western University. The lecture was presented to a class of about 50 undergraduate students.

Dr. Nakade employed an excellent combination of teaching methods, mainly usage of the board, as the most appropriate way to teach mathematics. He created a learning environment that was very engaging and supportive, properly for undergraduate students. The lecture content was organized in a very logical and easy to follow format, with an excellent transition between theory, examples and answering questions. I was especially impressed by his ability in knowledge transformation and his comfort with the topic. It was amazing how he explained a new abstract concept in simple words and with many examples, which were quite understandable for the audience.

Dr. Nakade very well handled many questions after every step. His responses were very clear step-by-step solutions. So, he ensured each student received an opportunity to contribute in a very welcoming atmosphere without getting anxious. In other words, Dr. Nakade made the subject understandable and interesting to those with little formal or technical training in algebra.

Overall, I found the lecture I attended to be very well planned and executed, with a great balance of active learning components. I believe he would be an asset in any teaching role.

Sincerely,



Dr. Mojtaba Soltanlou
Postdoctoral Associate
University of Western Ontario