Summary of Student Responses

# Positive

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| REF | Comment |
| Respect | Flow of lecture made sense |
| Respect | Funny Piazza post - loved it. |
| Respect | The lectures are very helpful in understanding content. Need to go a little faster in order to stay on track with what needs to be taught. |
| Respect | Very organized and his lectures teach you a lot. |
| Helpfulness | Actively engaged in trying to get students to work together. Though there wasn't much interaction, it was not his fault. |
| Helpfulness | Is respectful in handling questions in class. |
| Helpfulness | Mukto was always very receptive to questions and always tried his best to answer them. I always felt welcome to ask a question and never felt like I was being judged for asking a simple question! THANK YOU MUKTO! |
| Helpfulness | No stupid questions with Mukto Akash. |
| Helpfulness | They were very thorough! |
| Helpfulness | Very helpful in answering students' questions. |
| Overall | All I needed was Mukto Akash's voice. |
| Overall | A bit slow, so may disengage some people. I'm sure this isn't a particularly bad thing, esp. for some slower students. |
| Overall | All of the written blackboard content is good, but I found the overhead content out of place. The time spent turning on the overhead and bringing the screen down then waiting for us to copy the content could just be used to write the content. |
| Overall | Best handwriting out of all my professors! |
| Overall | Great when writing on the board. Did not like the PowerPoint. |
| Overall | I liked when you wrote on the whiteboard much more than when you projected notes. |
| Overall | I really enjoy the use of different colour markers, and the handwriting is very clear |
| Overall | Mukto has very neat writing, I love it. |
| Overall | Nice handwriting, neat slides. |
| Overall | The large hand-writing is great! And it is nice that you draw pictures and graphs carefully and with a high amount of detail. |
| Overall | The layout was really clean and easy to follow |
| Overall | you have a really good handwriting :) |
| Organization | His tweed helps with the professor vibe. |
| Organization | Very loud and clear. |
| Expectations | I went to office hours. Mukto Akash is awesome. I had questions about another course I was taking and he stayed past office hours to answer my questions. I love this guy. |
| Expectations | Many of my friends say that he's almost always available and is really helpful during consultation. |
| Expectations | His hours were not long enough based on the amount of people going to them. I once waited 40 mins for a single person. |
| Assignment Value | Dude I love Mukto Akash. |
| Assignment Value | He's really great. Speaks very clearly, explains things very thoroughly. |
| Assignment Value | I thought Mukto did a great job at explaining things for the most part! Thank you! |
| Assignment Value | Prof Akash is definitely one of the better professors I have had in the faculty of mathematics at uWaterloo. He seems to really care about his individual students - this is a massive asset to his students. |
| Learning Climate | But the instructors power-points were helpful. |
| Learning Climate | Course notes are top notch, this is the standard all courses should hold themselves to. Examples, practice problems (and solutions) theorems, the flow and easiness to follow are all fantastic. |
| Learning Climate | I found I learned way better with the PowerPoints because I was less focused on trying to copy everything down and could focus more on the explanation and make my own annotated notes. |
| Class Atmosphere | Class was very positive and had a good attitude towards the class (reflects Mukto's teaching) |
| Class Atmosphere | help each student after class |
| Class Atmosphere | I cannot think of anything that he can improve on. Thank you for being an awesome instructor, Prof Akash! Keep doing what you are doing. |
| Class Atmosphere | I felt that the instructor was always very even-handed in his dealings with all students, especially difficult students. He did a good job. |
| Class Atmosphere | I thought our class had a fantastic atmosphere! I always felt welcome to ask questions and I thought everyone was welcoming of other people's questions too! |
| Class Atmosphere | it is positive  A lot students would like to ask questions and helps others to understand the course content better. |
| Class Atmosphere | It is positively affected by attitude of the instructor. |
| Class Atmosphere | Mr Mukto's passion for the subject is infectious, and cheery attitude keeps the students from getting bored, but at the same time, the latter proves to be less effective when some students takes his friendliness for granted and chat among themselves as he teach, which in turn disturbs the rest of the class. |
| Class Atmosphere | Mukto was very welcoming of everyone; never put anyone on the spot or made them uncomfortable. Good job overall. |
| Class Atmosphere | Positive affect by instructor's appreciation of all cultures. |
| Class Atmosphere | Positive, instructor is very nice and friendly, always open to talk and discuss theorems further |
| Class Atmosphere | Positive, much interaction, student participation |
| Class Atmosphere | Positively by the instructor. I felt no bias as a minority. |
| Class Atmosphere | Positively influenced by the instructor's enthusiasm for the material. |
| Class Atmosphere | Positively! All his lectures are wonderful to attend!  Positively. Answers to questions were always respectful. |
| Class Atmosphere | Positively. He took time to answer questions of students. |
| Class Atmosphere | Positively. Professor was respectful to everyone. |
| Class Atmosphere | Positively. The instructor treats everyone equally. |
| Class Atmosphere | Positively. There was no judgment. |
| Class Atmosphere | Super positive. He was always kind to students, answered questions and tried to make the lecture as enjoyable as possible |
| Class Atmosphere | The instructor made the class atmosphere feel very inviting. I was always happy to go to MATH 136 because of the instructor. |
| Class Atmosphere | The instructor was positive towards everyone |
| Class Atmosphere | yes, his sometimes his funny sense of humour make a positive atmosphere in the class. |
| Class Atmosphere | Yes, since the class is relatively small, students and the instructor collaborate together, it is a study friendly atmosphere. |
| Other Comments | Everything was good. Thanks Mukto for such a great semester ! :) |
|  | Good class size! Excited to have Prof. Akash next semester for MATH 235 |
|  | I got like 5 chocolates, he he he. Thanks mukto |
|  | Mukto Akash is the best |
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## Overall Strength

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| - Flexibility with assignments, having 2 weeks to complete them gives the opportunity to ask questions and fit work around daily responsibilities - The optional quizzes and quiz solutions available for self evaluation |
| adapted well to teaching online |
| Akash did not make any assumptions of the students' knowledge when they asked for explanations. Explanations were easy to follow for a "dummy" which is an important talent for instructors to have. |
| Akash is very clear and easy to follow. |
| almost all aspects |
| Almost everything |
| Always available to answer questions with detailed explanations. |
| Always made sure that everyones questions were answered before moving on.  Had online office hours before Waterloo shut down (which I found to be helpful) |
| Always tries to make sure the students understand the content. Is always willing to do extra examples to help solidify concepts. |
| Answer the questions with specific examples |
| answering students' questions |
| Answers students' questions well. |
| Arranged the examples well |
| Available and happy to explain things. |
| Blackboard notes were very well done. Explanations were every coherent. |
| class representation |
| Clear and concise |
| Clear and concise, sounded like he enjoyed the content |
| Clear explanation |
| clear lecture note and careful explanations |
| Clear voice |
| Clear, coherent lectures. Good order of material presented. |
| Clearly understands material very well. In addition to simple explanations, goes above and beyond to give additional remarks, observations, applications, and other insight. Helps students to achieve a much greater understanding and appreciation for the course content. |
| Communicates well, good pace of lectures. |
| Compassionate professor, obviously teaching with good faith, that alone is pretty awesome |
| Connecting the abstract ideas with relevant explanations |
| Decent lectures and fine wording of questions on assessments (a lot of linear algebra vocabulary can be very confusing). |
| Did a good job helping students with concepts.. |
| did examples almost every class |
| Effective communicator, explains concepts well |
| Effective explanations of abstract concepts |
| Effective style of teaching using blackboard. |
| enjoyed slides |
| enough prove for each theorem |
| every thing is good |
| Everything was great! Specially the jokes haha! |
| Examples given in class were very helpful |
| Excellent at presentation, taking time, and building foundational understanding |
| Excellent explanations |
| Excellent oral presentation. |
| Excellent use of examples to solidify understanding of the computational aspects of linear algebra. The in-class examples were quite useful. |
| explain very clearly |
| Explained concepts clearly and gave good examples. |
| Explained concepts clearly  Answered questions clearly |
| Explained concepts very clearly and in a logical manner. |
| Explained concepts well. Added examples outside of course notes are very helpful. |
| Explained most concepts very well, very good examples |
| Explained new concepts and ideas extremely well and connected it to past concepts which built a better understanding. Provides good and useful examples, and worked through solutions. |
| Explained the contest in a well organized manner. |
| Explained the material well. |
| Explaining the content and giving examples |
| Explains concepts at a good pace that allows for better understanding of the material |
| Explains concepts thouroughly and does not teach too fast ðŸ‘ðŸ» |
| Explains everything in a straightforward and logical manner. |
| Explains topics clearly, sometimes gives insight beyond what the textbook provides. |
| Explanations clear and concise. |
| Extension of course material. |
| free candies |
| From a teaching and class involvement perspective, the candy thing was a really great incentive to participate in class (and point out mistakes. Everyone makes them, and its good to practice looking for them) |
| Gave good examples that were not in the textbook |
| Generally well done and thoughtful prof who makes lectures meaningful and engaging. Materials were well presented and follows the course textbook well. |
| Great presentation and board skills. Very clear speaking. |
| give time for us to think about a question ourselves |
| Gives exercises during lectures. Highlights important content for the exam. |
| Going through the proofs of theorems. |
| Good |
| Good clear explanations with a lot of examples to help us understand. |
| Good explanation |
| good explanation on new materials |
| Good explanation with good examples. |
| Good explanations |
| Good explanations in-class. |
| Good explanations when using the blackboard over the slide show. |
| good hand writing for blackboard. good voice projection. |
| Good job! |
| Good notes and examples |
| Good organzation, good delivery. |
| good presentation |
| Good presentation, speaks clearly, very neat writing on blackboard so taking notes is easy to follow along with. |
| Good recap and connection for leanred materials |
| Good use of examples |
| Good visual presentation. |
| Great |
| great explanation |
| Great explanation. |
| Great handwriting |
| Great teaching pace |
| has a lot patient to students  explain even single questions that students were asked. |
| He explained concepts well. |
| He explained new concepts in a lot of detail and this really helped me understand the content |
| he explains theorems in details |
| He explains things clearly |
| He gives flashback on the thing we did last class. He always make sure everyone get what is going on the lecture. |
| he had gone over some interesting proofs not covered in textbook |
| He had made the course very enjoyable to learn and taught the material at a slow pace which was very helpful for me |
| He has a really good way of explaining the content. |
| He has a strong pronunciation and explain every concept very clear. |
| He has explained difficult concepts in an easy way so that it is easier to understand. |
| He is a very patient prof., he can always answer students' questions. |
| He is a nice and helpful teacher. |
| HE IS VERY CLEAR ABOUT THE CONTENT |
| He is very good at making sure that his examples are useful. He also makes sure that his examples have value added over simply reading the textbook. |
| He made the course very enjoyable to learn. Mukto Akashs class is one of my most favorite classes to be in as I am never confused by his explanations. |
| He provided enough amount of useful examples with good explanation. |
| He takes into consideration how the students feel about certain topics and adjusts the difficulty of those topics accordingly, reducing the stress of the course overall |
| He taught very well |
| He was always open to questions and wanted to help student succeed. It was really nice and refreshing to have a professor who seemed to really care about us and our learning. |
| He was helpful during office hours especially on covering material from math 136 which was expected to have already. Also really appreciated him having additional classes/help sections outside of class time to prepare us for finals on even the computation questions. |
| He was very vocal and his handwriting is very clear! |
| He writes everything on the board. |
| Help explain abstract concepts effectively |
| Helped students feel involved, engaged, capable and challenged in class. |
| Helpful examples not found in course notes |
| His energy bars for students |
| HIs explanation is clear. |
| His explanations of the course material was very well done in a concise and simple manner. |
| His explanations were clear and reasoning was made obvious. |
| His presentation on the black board is amazing. His demonstrations and use of examples helped me a lot throught the course. |
| His teachings were good. |
| I appreciate your explanations of questions and examples! |
| I felt as though he cared about students' success in the course. |
| I found the lectures to be very well organized in terms of introducing new ideas and interconnecting different areas of content. I also felt the assignments and quizzes were very good representations of bigger evaluations and so I was rarely surprised when it came to the midterms. |
| I like his way of explaining concepts in depth |
| I like the pace at which the course was going. |
| I love Mukto Akash |
| I loved Mukto's enthusiasm for what we were learning!! |
| I REALLY enjoyed the quizzes over assignments. It allowed me to study the content more in-depth and not spend the majority of my out of class study time just looking to solve an individual question. |
| I think Mukto did a very good job at discussing the content in detail, giving applicable examples, and providing a solid visual representation of the content. |
| I think my instructor is really good at explaining course material and respond to students' questions in class. |
| I have taken both M136 and M235 with Prof. Mukto and in both courses he was very clear with his explanations, very well structured and tries his best to make sure we understand every little detail. |
| In-class exercises to attempt. |
| Instructor Akash was funny and engaging to listen to. |
| Instructor did prove some statements that were not included in course notes and this sometimes could tremendously ease our job with assignments. |
| Instructor is available to provide extra help for those who needs it and is friendly and approachable. |
| Interesting tricks and helpful examples |
| Is really patient in answering students' questions inside and outside class and answers the question straight to the point. Sometimes the "Q&A session" right after lecture may go up to an hour and Mr. Akash would solve everyone's question before leaving. Reallt appreciate it. |
| kind and patience |
| Lectures planned well, answered student questions well, great lecturer. |
| Like the mini review of the previous class at the beginning of each class, helps refresh what we learned. |
| Lots of examples that really help understand the material. |
| Made abstract concepts much easier to grasp than if I were to read only the course notes. |
| Made sure that students actively participate |
| Making the class engaging, highlighting important concepts throughout the course. |
| materiels were explained thoroughly |
| Mr Mukto answers to questions very patiently and tries his best not to answer in a way that is either too difficult to understand at our level, or too easy that we barely have to think. |
| Mukto Akash always takes time to ensure students understand concepts. He goes out of his way, even, to make sure students feel comfortable, by hosting online office hours and always being open to emails. |
| Mukto does a good job ensuring students receive the basic idea of course content. |
| Mukto explains the concepts very clearly and his written notes on the blackboard are really organized and easy to follow. He is a great professor and I enjoy taking courses with him! |
| Mukto is a good blackboard teacher. I like his style. |
| Mukto is so thorough that people often think he's slow and always behind, but the reality is he is going into the right amount of depth that we need to understand. He really goes into depth which is awesome. |
| Mukto seems to genuinely care about how the students. The course is hard and sometimes confusing but I think that's the course and not the instructor. |
| Mukto was very informative, friendly, and quite often an entertaining lecturer. |
| Mukto writes extensive in-lecture notes |
| nice |
| Not a lot of wasted time in class. Examples were clear and most steps were easy to understand. Instructor answered any questions clearly. |
| Notes are written very clearly on the board |
| one of the better overall profs I had this term, thank you |
| Organization of lectures was really good. Felt like everything was thought through and prepared in advance instead of just following the textbook. |
| patient |
| Peak interest, humor to keep students' attention |
| Please make the tutorials longer. 1 hour isnâ€™t enough sometimes. |
| Prof explains things very well. He not only told us the principles and formulas, but also explains to use the rationale behind that, which I found really helpful. |
| Professor Akash is very ensuthiastic in every class and really take the time to efficiently explain all course materials with demonstrative examples. I love his lectures! He also encourages us to actively participate in class through giving out candies. Thanks for inspiring us! |
| prove and explain specific |
| Provides lots of opportunities to learn more on your own |
| Really clear handwriting |
| Seems like a good guy. |
| Speaks very clearly, makes sure everyone understands what's going on. Always does a quick review of anything we haven't seen in a while. |
| Stresses the fundamentals. Points out common traps. |
| summarize the material that cover on last class which warm up students' memory |
| Takes care that students understand the material, generally goes at good speed |
| Taught all the material necessary for the quizzes and midterms. Answered many of my questions with very good answers |
| Taught very well and very thoroughly, course is very interesting i loved it. |
| Teach |
| The course is really engaging because the professor is passionated about it. He always did a lot of examples and change the course outline according to the needs of the students. |
| The examples in class are helpful. |
| The explanation of concepts and the process of proof is very clear. |
| The explanations of theorems and examples were very good. They made perfect sense after the explanation |
| The flexibility, as well as the lecture content online. Also, the professor was very easy to connect with online and to discuss course content with whenever I required clarification. |
| The in-class examples cover a broad array of the question types that were seen in the course assignments, I always felt prepared for a question. |
| The instructor builds our understanding from MATH136, so that we have the notion that everything from the course is mostly built from our previous knowledge, making it easy to understand. |
| The instructor clearly explained basic principles of the course and kept students engaged. |
| The instructor completed the linear algebra parts of the course with no struggle. |
| The instructor did an excellent job explaining every material in the course, give detailed explanation, proofs and examples which was really helpful. |
| The instructor explained concepts very well in the course and provided good examples |
| The instructor explained the concepts in the course in a manner that allowed students to learn effectively. |
| The instructor explains clearly the concepts, and takes time to answer the questions. |
| The instructor is really clear at presentation, and takes good care of students' questions. |
| The instructor knew the concepts by heart and used to be well-prepared. |
| The instructor presents the information in a way that is helpful for students (not too much theory, more examples). |
| The instructor's explanations were helpful, and the instructor was very enthusiastic. |
| The lectures were very thorough and helped me learn about the content being taught. |
| The notes of questions we discussed are quite useful. |
| The quiz is useful for testing us on course content but for a subject as difficult as grasping as linear algebra, I think students could benefit for a problem solving tutorial block |
| The teaching style of writing on the black boards made the course much easier to follow and understand (better than professors that use power points ect) The professor was always prepared for lecture. |
| The use of examples directly after introducing topics helped solidify the material really well, walked around and helped people who were struggling which is nice |
| The way he taught was engaging and he seemed passionate about the material |
| This instructor is a legend. They taught well and he was very engaging. They made good jokes, very funny, and this helped especially on days that were not going all too well. I personally think he is among the best professors in our math faculty. |
| thoroughly explained most concepts and ensured students were following along. |
| Usage of examples was good |
| Use of black board definitely helps me to stay focused more than lectures that used slides. |
| usually review the previous knowledge at the beginning of the class |
| Very clear |
| Very clear explanation. Humorous. |
| Very clear handwriting, good explanation |
| Very Clear notes, easy to follow lectures. |
| Very clear, coherent lectures. Handled questions well and really explained the logic behind proofs instead of just writing them down. |
| Very coherent explanations. Made sure that students understood the material before moving on to next topic. |
| very detailed explanations, good explanations of theorems |
| Very good |
| Very good in most areas |
| very good oral presentation, treat his mistakes seriously and fixed them on time |
| very good presentation, detailed explanation |
| Very good treatment of student's questions, and good incentive for students to pay attention by rewarding them chocolate if they find mistakes. |
| Very good! |
| Very helpful |
| Very neat and well organized notes |
| very patient to the students questions |
| very patient. |
| Very structured, which is good. Always clear and I was never confused or lost |
| Very thorough and clear explanations. Evidently cares about students. |
| Walked around and checked to see how students were making headway on a task and whether they were having difficulty. |
| well-organized |
| Went through content very thoroughly at a deep level. |
| Writing on the board and walking through examples. |
| You explain things very well. I usually understand completely the first time you explain it. Your teaching style is very engaging. I like when you make jokes, haha. |
| you have clear voice and really nice handwriting, also explained things well. it's good to have a recap of the previous lecture in the beginning of every class |
| |  |  | | --- | --- | | Linear algebra is everywhere! Mukto is a nice person who has some serious math skills |  | |

# Negative

* Disappointing how he gets confused sometimes. Otherwise, lectures have planned material.
* Goes very thoroughly into examples, even the computation ones. However, at times he felt slow such as proving something that was more or less done from previous example (he does try to avoid though). It was unfortunate there is not enough time to sit in his class to have him explain more and his slower teaching led to more rushed content before quizzes
* He goes way to fast a d has lots of unnecessary stuff in his lectures at the start of the uear
* Occasionally Mukto's explanations needed clarification. Sometimes he'd say something as a matter of fact and people would be confused
* Please donâ€™t start writing a bunch of stuff before the lecture officially begins. It just puts everyone who arrives just in time not able to pay attention for the first couple minutes madly scribbling.  
    
  Respect your studentsâ€™ time and follow the schedule.
* Professor Aktast was extremely slow with conveying the lecture notes, often he was behind on lecture content that was tested on assignments.
* Really disliked the slides though
* Sometimes gets a little confused
* Sometimes made mistakes on the board, particularly earlier in the term when crunching martices and took long periods of class time to find the errors, forcing later parts of lectures to be a bit rushed. Should come prepared with solutions written out to prevent the errors. Got better later in the term.
* Takes too long to cover all content for the week.
* The lectures are ver helpful in understanding content. Need to go a little faster in order to stay on track with what needs to be taught.
* Very organized and his lectures teach you a lot. Sometimes the examples he chooses he teaches wrong for the entire lecture and we spend the next lecture re-learning an already hard concept.
* Most of the time i did not understand his explanations to the questions people asked
* Often assumed things were obvious or we knew things off by heart right after they were given to us (meaning in that lecture or next). It is not a given that we memorize everything right after it is taught.
* Professor Akash left many problems as "exercises" to the student.
* Since a lot of this material is quite new sometimes I would have appreciated a bit more of an explanation of where things came from as new concepts were used the first few times.
* Sometimes his responses to questions in class are too high and other times too low but rarely on point.
* Sometimes spoke really fast when explaining how to get from step to step and I got a little lost, especially towards the beginning of the course when I hadn't taken math in 3 years and wasn't completely confident in my math skills.
* Would often assume that students understand the content already, when parts of the class had not previously learned concepts.
* He did try to help explain things to us and was always open to question but the explanations went over my head since he used a lot of technical jargon
* Shut students down. Also made them feel like their was a rush (pressure) and also when student got answer wrong usually not an encouraging reaction from him.
* sometimes answers the questions that most of the students understand and it becomes a waste of time
* Sometimes his responses to questions in class are too high and other times too low but rarely on point.
* A bit slow, so may disengage some people. I'm sure this isn't a particularly bad thing, esp for some slower students.
* All of the written blackboard content is good, but I found the overhead content out of place. The time spent turning on the overhead and bringing the screen down then waiting for us to copy the content could just be used to write the content.
* Great when writing on the board. Did not like the PowerPoint.
* I liked when you wrote on the whiteboard much more than when you projected notes.
* Occasionally he would have previously written definitions and examples that were put on the document camera! These were great and well written but I found that the class was rarely given enough time to write down the definitions and examples. More time to write down the document camera information in the future would be beneficial!
* Really hard to understand complex topics by just reading it off the slideshow, especially when not given time to write it down, the blackboard lectures were much more effective.
* Sometimes the instructor puts up a powerpoint slide of a new concept and talks at the same time, which kind of creates an overload of information
* Sometimes write too low on the board so it is tough to see, but overall very good.
* the mix use of slides and blackboard writing makes it difficult to review the materials
* Writing on blackboard is sometimes hard to read, please write bigger.
* Just say m and n please when discussing vector and matrix sizes, that Mark and Nancy stuff is just distracting.
* Sometimes spoke a little fast
* Frequently unsatisfactory email replies if there were any. Disappointing to have dropped communications. Does not seem like effort is made to understand question.
* He was available but not exactly helpful when looking for feedback on the midterm, I was looking for help and yet he treated it more like I was looking for extra marks. This was especially frustrating because he was actually the one to offer to go over my midterm with me to help me figure out what exactly I had done incorrectly and how I could go about improving my performance.
* His hours were not long enough based on the amount of people going to them. I once waited 40 mins for a single person.
* I understand that you may be busy but then the faculty needs to provide you with a staff or free your schedule. The bulk of questions on Piazza were never addressed by any instructors. It would be fine if it was a MOOC but this is an expensive course at what is supposed to be a top-tier higher-learning institution.
* Once had to wait for 15 minutes during office hours because professor wasnâ€™t in his room and no sign was hung up explaining why.
* You need to understand previous topics very well, and if you don't it's hard to understand new topics. As well, the topics very covered very fast.
* Couldâ€™ve been more interesting. I didnâ€™t feel like there was any connection between different parts of the course. i.e pre-midterm content vs post midterm content
* I barely attended the lecture and ended up teaching it to myself; I think I currently have an 80+ average, because the textbook was a bit more coherent than my prof.
* I did not enjoy math136 at all. i feel like i've enjoyed math235 more, but not my most favorite subject. Prof made it more bearable.
* It would be nice to do a little bit of practical application of concepts
* He had to correct himself a lot - sometimes even a few days later. But he always did - which is good!
* He was going a bit too slow, and sometimes finished lecturing on a topic that is on the assignment the day before it was due.
* In previous years this course has been very light on the proofs because it is not supposed to be geared towards MATH students but rather towards science, etc. students, since MATH Honours students are required to take MATH 235 instead of MATH 225. This year, the professor actually made the course about 50% proof based and multiple of the assignments were actually assignments from his MATH 235 class. As a result, 3 students who had taken MATH 225 already and were offering their services as tutors actually told me that they would be unable to tutor me in this course because when they took MATH 225 they had not really had to do ANY proofs at all.
* Made too many errors in class, spent too long doing algebra of some questions instead of showing more examples
* I started going to another session of the course about halfway through the semester, but if you count attendance to the other session, it was 100%.
* Stopped attending once I realized he was only reading what was written in the textbook, and due to the fact that I could not read his writing on the board for the life of me.
* I found I learned way better with the PowerPoints because I was less focused on trying to copy everything down and could focus more on the explanation and make my own annotated notes.

## Overall Weaknesses

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| 1. Reduce the amount of typos lol. Sometimes the typo really confused me e.g. wrote mxn matrix when you really meant nxn matrix. But we do appreciate you effort in encouraging us to doubt your typos and then change them, sir!  2. The lecture progress can't catch up with the assignment progress. Most of the time I couldn't do the assignment over the weekend when I have ample time but have to wait for Monday's lecture and then rush it. |
| A bit too slow. Sometimes we didn't learn assignment content until the day the assignment was due, which doesn't give us much time to complete it. |
| a little bit slow |
| A little slow |
| A little too slow for my liking |
| A lot of assumptions were made that we knew our knowledge from previous courses well. This isn't really an issue as we could have reviewed it ourselves and the course did not require too much knowledge from it. I personally would have liked a bit more practice on complex numbers before we started the chapter. |
| although I understand the importance of proving theorems, I feel like the lectures could have been slightly more example focused (seemed a bit proof heavy). |
| As someone who struggled with Math 136 previously, I found that he frequently made comments like "this is an easy question, come on guys" or "you should remember this from Math 136" to be somewhat condescending, although others might not have taken it that way. I also found it a little bit annoying (more so early-on in the course than later) when he would stop in the middle of the lecture to look up the exact theorem number from Math 136 that he was referencing. |
| At times the prof goes too fast. |
| Be more concise |
| Be nicer to students who answer your questions |
| Can go a bit faster in teaching. |
| Can make fewer examples. |
| Could go through sections a bit faster. |
| Could have spent a bit more time on topics new to us due to steep likening curve of the topics |
| Could teach a bit faster |
| Course was a little behind other classes. |
| every thing is good |
| Explanations were a bit vague. |
| Further explanation of higher-level concepts. |
| gets confused too often about lecture material he prepared for. |
| Give more explanation on 3D picture |
| Give more time to grasp concepts before going into examples. |
| Give more visualized examples |
| give us more examples expect the exercise in the textbook |
| Giving exercises with no solutions |
| Go a bit faster through content. |
| Go a little slower with the theorems or give time for people to figure it out after writing it on the board |
| Great class in general |
| have better explanations |
| Have better prepared notes to make less mistakes when teaching concepts |
| He can make things more interesting and make more jokes haha |
| He could go faster on the easier materials, answer questions in a more effective way. |
| He could have gone through more examples and spent less time on proofs and theorems. |
| He could try harder to answer questions without sounding like he's trying to defeat the student's argument. |
| He did really well in explaining concepts |
| He goes too slowly. You cover stuff on Monday for an assignment due Wednesday. I loved your teaching but you just didn't keep up with the syllabus at times and I felt like I had to do the assignment late. If you had stayed on track with the other sections you would have been perfect |
| He makes a couple of slight typos or calculation mistakes every now and then, but not a big deal. |
| He sometimes assumes certain materials were taught in high school, which isn't always the case. In fact, I personally have never done linear algebra in high school(in Saskatoon) |
| His organization of the course material needs to be improved so that we are not oftenly behind in the course. |
| His teaching style does not need to be improved! |
| I am quite satisfied with his teaching technique and style and find it suitable for students at the MATH135 level. If there are weaknesses, they have simply been made up as part of where a student has to discover about the course for themselves, rather than to be spoon-fed. |
| I did not like the instructor's reliance on PowerPoint modules early in the course. While his PowerPoints are a great resource, I felt his lectures were much better when he wrote directly on the board. |
| I do not like the projected notes as much as when you write on the board. |
| I don't know if this necessarily falls under technique style but I had a really hard time in this course during the last two weeks when we learned polynomials due to the fact that we got behind in the class and then were trying to get through everything in time to complete the assignment but not really with enough time to understand it! I found it slightly difficult to just accept every theorem for polynomials at face value for a week and then to have to "un-accept" them and have to prove them. I would have preferred if we would have been able to learn it in the intended order! I also would have loved a review class instead of a class on a random concept that we will not be tested on! |
| I felt the section on graphing was a little confusing. Maybe going over more examples would be good |
| I felt unprepared for the proofs on the midterm. I would have appreciated more explanations devoted to how a given theorem could be used in a proof rather than just what a given theorem is. |
| I found that sometimes we were behind other classes or we were learning what we needed to know for assignments slightly last minute! In the end this didn't end up being too much of a problem but it may be a good idea to focus on the pace for future a bit more. |
| I guess he could try to make less mistakes on the board, but we all make mistakes, so its not a big deal. |
| I like his style, just keep it |
| I liked it better when you used the blackboard vs. slides |
| I prefer more applications instead of pure abstract calculations |
| I started going to less classes after he started to teach directly from the textbook which is fine but I found no value in writing notes about examples that are already explained in the textbook |
| I think he went a little bit too slow. We would learn the material for the assignment the class before it was due. |
| I think that it is possible for the instructor to be slightly more organized. This did not negatively affect my learning but I did notice that professor Trelford is a bit more organized in teaching. |
| I think that maybe add some lecture notes with all the theorems and some examples can help to remind students what was cover in the class and until where one have to study for the Quizzes. Since we do not follow the book strictly saying chapter 5.1 and 5.2 is not enough to know what will be tested. |
| I think that u can go a bit faster on easier topics so we are not behind on the lesson plan |
| I think the pace could be just a bit faster. |
| I would have appreciated going through the examples a little more quickly during the lectures. I personally felt that we occasionally spent more time on rudimentary concepts than we had to. |
| I'd prefer if he taught just a bit slower/stopped for questions more often |
| In lectures, there is an above average amount of arithmetic mistakes that can slow down the lecture/significantly change the result of the question. |
| Increase pace of lectures at the beginning so we aren't rushing at the end and I think we may have fallen behind a little bit with content on assignments being covered after the assignment was due. |
| Instructor teaches math225 and math235 at the same time, but he can not distinguish the differences of the difficulty between this two courses. He gave 225 students the assignment which has Math 235 assignment printed on it. Also, in the previous math 225 ,there is not that much proofs in the assignments and tests, but he gave us a lot of proof problems which is required for math235. At the same time , he always let the simple knowledge became harder to understand using a lot of definitions.... |
| introducing propositions slower |
| It was very hard to see the notes on the board especially diagrams. |
| it will be better if quiz material can be covered earlier, not unil the last minute. |
| It will be nice if the instructor can go over more proofs for the theorems. |
| It would be better if he didn't use slides for explanations, and was much slower |
| It would be helpful if fewer errors were made in-class. |
| It's sometimes very discouraging to hear you say that something is trivial, easy, or completely straightforward. I don't think you do that on purpose. It's probably really easy for you but when exposed to the material for the first time, it's actually pretty confusing! |
| I've been to J. West's class every other Friday and I feel the major difference is that West thoroughly clarifies every example. Sometimes the small tangents or knowledge assumptions that you make during lectures can throw people off or make it difficult to keep up. |
| Just ensuring the numbers for examples actually work before starting the examples because sometimes it was a bit confusing to jump back and forward between examples. |
| Lecture moved a little slow. Sometimes needed to look at the textbook to learn the material needed for the week's assignment. |
| Lectures were bland. |
| Less assignment |
| Less projector use (hard to stay focused, also if we are expected to write itâ€™s too fast) |
| Make sure you go over your notes prior to coming to class, several classes you had to make a correction or two |
| Makes a lot of silly mistakes while teaching |
| Makes way too many mistakes when teaching, could have spent more time preparing for his lectures. Did not give good examples, sometimes his examples do not even demonstrate a desired theorem or pattern, and even arrive at the opposite conclusion. That happens a lot of times. He also spent too much time talking about non-important or non-exam-related stuff, I am happy to learn more beyond what's in the course note but at least finish talking about what's in the course notes and exams; my point is have more focus. He gave poor examples, like examples with way too complicated calculations when the point of the example was to illustrate a certain point that's not about computations, which was distracting. Again, focus on what you are trying to demonstrate and reduce the other elements. I actually really liked Mukto as my math136 instruction before but I don't know why he just did not do a good job teaching 237. No offense, but maybe consult Dan on his teaching methods. |
| May be provide some material for revision. |
| maybe could stop for a while and have a recap after doing some important proofs or concepts |
| Maybe its the time of the class being very late, but I felt you talked a bit too fast and so I missed a lot of points. |
| Maybe not leave so many proofs as exercises, or post proofs to those exercises |
| Maybe provide more proof questions in class with solutions |
| Maybe put a little more emphasis on where we are going with certain concepts. For instance GCD doesn't seem terribly interesting until it is applied to LDEs and modular congruences. |
| Maybe some theorems given can be more organized. |
| Maybe talk a little slower |
| Maybe try to make the class more interesting. |
| Maybe use the slides more often for theorem statements / definitions so class time isn't wasted on writing them down on the chalkboard. |
| More useful examples because some of the examples are already in the book. |
| Moreso a problem with me rather than the instructor, I often felt that asking too many questions would waste time, and moved on without understanding concepts completely. |
| Mukto is rather slow in teaching material and has used slides from a past class to teach the material. While this speeds up his lecturing, it heavily reduces student engagement and the quality of Mukto's explanations. Please do not use them again. |
| Mukto is the best |
| My criticism would be that when questions were asked, be it in class or during office hours, the professor seemed to imply that the student should already know the answer, which was somewhat discouraging. This could be resolved by simply employing the "no stupid questions" philosophy more. |
| Need more examples |
| need to teach a little quick |
| nice |
| No complaints. |
| No complaints. I prefer when lecturers spend more time looking at real life applications, and further course material. I feel that I am hear to learn, not to just get marks, so I always appreciate it when I leave a lecture feeling like I know how what I learned can be used, and what more there is to learn. |
| no more proof pls... the process is too slow compares to other sections. I can find them in the textbook, so I don't need to see every proof for every theorem... |
| No PowerPoint EVER. |
| None |
| None. |
| Not that engaging. Pace is a bit slow |
| Notes could be a little more organized. The flip of 10.4, 10.5 and 10.3 was confusing. |
| nothing |
| Nothing much! Mukto is already a great teacher! |
| Often makes minor arithmetic or copying errors. |
| On many occasions, many proofs were left as exercises. I think it would be ideal if there were more questions during lecture that allowed students to practice proofs. |
| Pacing could be faster, some material required for the assignment is taught the day before it is due. |
| pause a little bit when writting, it's too fast for me to write down the notes and understand. Also, reduce the errors made on the board. |
| Pay closer attention to detail in the slideshows. Correcting errors in them lead to some confusion and bothered the general rhythm of the lesson. |
| Please add some explanation of what the theorems are for and where can we use them |
| please follow up the pace with other sections |
| please make your handwriting on the board bigger and more clear. |
| please show your work step by step. i can hardly follow your solution. it would be better if you summarize algorithms and alsoï¼Œplease provide enough good examples for all types of questions |
| Prepare more before lectures |
| Prepare the rigorous and tedious parts ahead of time so you don't spend class time figuring out where an equation went wrong. |
| Preparedness. |
| Professor Akash seemed unprepared for lectures, and consistently made mistakes that affected the flow of the lecture. He does not seem to understand which concepts are more challenging for the students and glosses over important details (or presents them in a very high-level and difficult-to-understand way). This made it difficult for me to truly learn the material in-class. |
| Professor mukto akash is a very good professor. He should keep his teaching style the same. |
| provide the answer for the practice problem |
| Quite a bit of the time, a proof is done at the last 5 minutes of lecture. I believe this could be timed better, as people this is not the best time to insert heavy and crucial examples |
| See above. |
| She using the projector, please give students some time to read the content. |
| should give us more example questions |
| slow down with more examples and be patient |
| slower |
| So mean :( |
| some easy calculations |
| Some notes on the far side are hard to see |
| Some proofs and concepts where there are a lot of different variables could be explained a bit further in order to help students understand |
| Some steps in example proofs were unclear, or where a particular value came from was not always explained. |
| Sometimes can go too fast |
| sometimes going through the calculation part too specifically, need to focus more on the ideas behind the proof, not just writing showing the proof. |
| Sometimes he spent a little too long on some examples and we ended up being a little bit behind |
| Sometimes it's hard for me to see blackboard clearly |
| Sometimes Mukto falls behind or otherwise misaligns himself with the course syllabus. Also, his explanations and/or general vocabulary seem insufficient at points |
| Sometimes the idea is not that easy to understand without suitable examples. The pace is a litttle fast. |
| Sometimes the online videos have errors that make learning difficult, and it's confusing when this happens, as it's hard to differentiate if it's an error or if I had missed a step. |
| Sometimes trip up on questions, would always fix mistake however. Understandable because first time teaching course |
| speak faster a little bit |
| Speed is a tiny bit slow. Otherwise very good. |
| Speed the pace of the lectures up please. |
| spending too long on simple concepts, where the time could be spent doing more examples of more difficult ideas. We fell behind near the end and were learning assignment material the day it was due. |
| Start the course by covering the concept of proofs more like the "rules" of proofs. |
| Talk slower, write bigger. |
| teach a bit faster, because material taught in lecture |
| Technique was good. |
| The class fell behind a lot, maybe go a bit faster |
| The classes where you used powerpoint slides made it really confusing to follow the course. In addition, it felt like you tried not to copy right from the course notes, but that just made it more confusing than just reading the course notes. |
| The content in the course sometimes were not updated - some mistakes in the course content which made it a bit confusing. |
| The instructor could be more engaged. |
| The instructor has very effective style and teaching techniques. |
| The instructor is a bit behind the schedule. We usually have to self-learn the material ahead in order to do some of the assignment questions. |
| The instructor should not use only basic examples within lectures. Having challenging examples provides strategies to students for solving difficult problems. |
| The instructor should speed up his lecture since sometimes I have to wait until Tuesday to finish the assignment due on Wednesday. |
| The instructor uses the contents to engage the students, prompting students to think about the proposed theorems and proofs from our understanding, which I find very helpful in reviewing our standing in the course. |
| The instructor was often late or just on time for class, which can be worked on. Additionally, the instructor frequently stuttered in the middle of the class thus slowing down the process. I believe this is attributed to a lack of a preparation before the lecture. This can be heavily worked on. Please consider reviewing the material thoroughly before commencing the lecture. |
| The instructor would sometimes teach too slow which I feel like used to waste our times as students. Like if he did one example last class that already took 20 mins then why do it again next class. We re-did so many things that was pointless. |
| the mistakes he makes is somehow to many |
| The organization of content is sometimes not clear |
| The PPT can be make in a better way. Some content is wrong but the instructor can fix it in class and told students |
| The professor does his job very well - no recommendations for improvement. |
| The speed of teaching should be a little bit slower in the starting of the course as for new students it's really hard to catch up in all new atmosphere as with high speed, much of the content becomes backlog for them. |
| The speed of the course is moderate, however, it is usually hard to finish assignment beforehand, as the instructor usually manages to cover the material until the last before due day. |
| the speed of your lectures were very slow. we would practically cover material that was on last weeks assignments. not very helpful after class and weren't the best at answering student questions, making me have to go to other profs to get help. |
| The versional material can be clearer. Sometimes, I cannot realize where our prof is talking about. |
| There is a lot of note-taking required. There was times where I could not follow along since I was too busy taking notes. We cover a lot of examples in the class that are found in the notes. Covering these example takes a lot of time, it might be possible to skip over the examples but reference them for after-class study. |
| There was not much wiggle room in terms of time in class, for asking questions, etc. |
| to be honest, i did not feel like i was the best fit for the instructor's class. After about two months of trying to go to lectures, I just stopped since I would learn nothing. I'd go home and learn the entire lecture with the textbook. The textbook was very helpful. The instructor moved too quickly through topics, neglected to show the importance of a topic, and I wasn't able to keep up. Perhaps this is not a fault of the instructor but me. Please note that I do not wish any negative comments to affect the professor. I do know that other students were fine with his teaching style. It just didn't sit well with me. |
| Too detailed, so sometimes are behind. |
| too fast sometimes |
| too good |
| Too much explanation on proving the proofs that already can be used in our answers instead of provided more examples and techniques on how to solve various questions using the proofs itself |
| Try to give better explanation on some questions. |
| Try to make fewer mistakes. |
| Very unorganized. Iâ€™ve also noticed that weâ€™re behind other classes in the course material we have learned. Also, many of the examples used in class are related to physics, which is irrelevant to the objective of the course. The relevant topics are often taught to us near the end of class, and exceeds the class time. |
| Watching pronounciation of words, sometimes can get confusing |
| We sometimes learned new content a little too late given the assignment deadlines. There would be assignments due on Wednesday morning, and we'd only learn everything we needed on Tuesday. |
| We were a little behind other classes, so completing the assignments over the weekend was sometimes challenging as we had to read ahead. Attempting to go a little faster would be appreciated. |
| Wear more tweed. You look badass af. |
| went through the course content too slow, always behind schedule as material were not covered in time for quizzes |
| When attending office hours, Professor Akash was very discouraging. I went in to ask a question about my midterm and clarification, and he ended up suggesting I drop the entire course. I was nowhere near failing. Please be more encouraging to students, even when answering their questions in class. Professor Akash should also not assume that students have seen content before coming to university. Very poor encouragement. |
| When using the slideshow, there was not much time to write down notes, itâ€™s very difficult to understand new topics by just reading it off the slides and not writing anything down, please just use the blackboard and write down notes students can also write down otherwise there is a lot of self teaching we have to do. |
| While it's better to learn by writing down notes from the blackboard, sometimes there's a lot of content that's written down during a lecture and because im busy copying down the blackboard, I miss out on listening to the oral presentation of the notes. |
| While teaching and referring to older concepts, remind students of those concepts and maybe test them to see where their understanding is at. |
| Wish could use slideshow more even for examples, sometimes blackboard was unclear or hard to see. When he does use slideshow its really clear so more would be better |
| Work through content a little faster. It is hard to write a quiz when the content for the quiz is covered on the same day as the quiz itself. |
| Writing on board was occasionally messy and difficult to read |
| Writing on the board was painful. Too small and difficult to read. Clearly knew the material, but simply read of definitions and theorems from the textbook and did not add anything that could not have been learned from the textbook alone. |
| You can sometumes quickly review over an example after you complete it to make sure everyone understands it. |