

Teaching Experience and Evaluations

I began teaching at the university-level during the final years of my Bachelor's degree and have now worked as a teaching assistant for ten courses. During my time at McGill, I developed and taught an extra-curricular course for political science undergraduates, "Introduction to R for Data Science," which was so well-received that subsequent instructors continued offering the course based on my materials after I had graduated.

Of the 184 evaluations I have received, over 93% have been positive and less than 1% were negative. On average, I received a score of 4.68/5 for the seven courses I taught at New York University and McGill University (evaluations were not available for the courses I taught during my undergraduate degree at the University of Waterloo):

- **Comparative Politics** (Undergraduate), New York University, Spring 2022 and 2023, Evaluations: 4.66 and 4.69/5
- **International Politics** (Undergraduate), New York University, Fall 2021 and 2022, Evaluations: 4.89 and 4.65/5
- **Introduction to Quantitative Political Science** (Undergraduate), McGill University, Fall 2016 and Winter 2018, Evaluations: 4.33 and 4.66/5
- **African Politics** (Undergraduate), McGill University, Winter 2017, Evaluations: 4.41/5
- **Planning Administration and Finance** (Undergraduate), University of Waterloo, Fall 2014 and 2015, Evaluations: Not available.
- **Professional Communication** (Undergraduate), University of Waterloo, Winter 2013, Evaluations: Not available.

Figure 1 summarizes my teaching evaluation scores across different qualities on which students were asked to evaluate me. Table 1 presents quotes from written evaluations to illustrate my core competencies as a teacher.

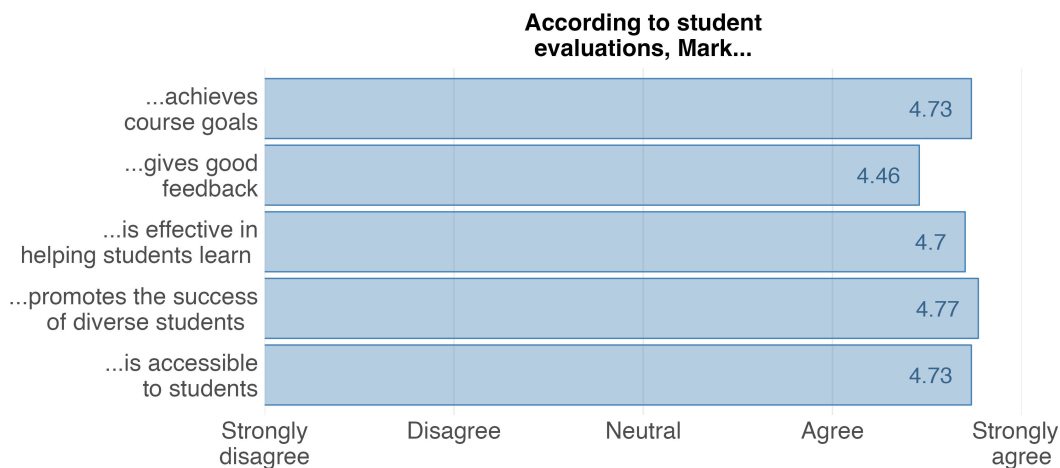


Figure 1: Average student evaluation score by quality evaluated, 2017 to 2023

Table 1: Qualitative Written Evaluations

Trait	Evidence from student comments
Quality	<ul style="list-style-type: none"> ● Mark was one of the best TA I had! He was reachable for questions either in conferences or during his office hours. He had great advice and even sent us a documentary on the subject that interested us by email. ● He helped me review my final project and even did research after our conversation, and emailed me back with examples he found that could help my project. He went above and beyond! ● Mark is super accessible and understanding. I have little math experience and he was super helpful and even carved out extra time for me.
Clear	<ul style="list-style-type: none"> ● Because he explained the logic behind each mathematical equation, I was better able to remember how to correctly solve the equation and why the equation was important in the context of international politics. ● Mark was able to take the complicated subject matter and break down the concepts into digestible information. ● The way Mark covered topics was concise yet extremely eye opening. He gave us ways to remember topics and even understand ones that had seemed convoluted and complicated.
Engaging	<ul style="list-style-type: none"> ● Engaged in student commentary rather than giving a brief “mm-hmm” and moving on to the next student. ● Makes some generally uninteresting topics very engaging by creating a very clear connection to the real world. ● Having us often work in pairs/groups was effective in helping me learn as it facilitated the exchange of ideas and knowledge.
Encouraging	<ul style="list-style-type: none"> ● Being a student with dyslexia and ADHD, Mr. Williamson was patient to help me overcome the game theory part of the course. With my learning disabilities, [his] teaching style allowed me to understand and genuinely learn the materials. ● He always made time for questions and never let anyone feel bad for being confused or not understanding something. ● Mark was very willing to clarify any questions students had and was very good at introducing challenging new topics to us in a non-intimidating way.
Challenging	<ul style="list-style-type: none"> ● He walked through practice problems and asked us to answer them instead of just showing us how to do it, which was very helpful. He made sure we were involved. ● He was able to lead me in the right direction without giving me the answer (helping me learn how to figure out things on my own).