

## MA300 EMAILS, PART 1

### 1. PERFORMANCE

- What is the appropriate level of abstraction?
  - specific problems versus general techniques/abstract heuristics
  - help the ones you can help
  - the hard parts of 1A happen now, with  $\varepsilon - \delta$  stuff
  - the hard parts of 1B (53) happen later, with basic reasoning (integrals)
- Do I go too slow (fast), or am I too easy (hard)?
  - leave the easy parts out
  - anticipate confusion
  - skip (add) groupwork to speed up (slow down)
- How do I get them to talk (shut up)?
  - time of day is a factor
  - ignore the problem and it will go away?
- Do they like me?

### 2. GROUP WORK

- Pick good problems!
- How much and how often will strike a good balance?

- Managing the groups
  - move quickly, and recruit helpers
  - forced participation vs. the option to work alone
  - Give orders! (extra credit movie assignment: “Kindergarten Cop”)

### 3. TIME MANAGEMENT

- Quizzes
  - writing them
  - grading them
  - giving them
- Efficiency (see previous points)
- Do I prepare too much (too little)?

### 4. FAIRNESS

- Quizzes across students/sections/GSI's
- Awkwardness
  - personal inquiries
  - student panic
- section 1  $\neq$  section 2
  - performance
  - audience
  - time of day

**Homework:** Trade observations of the quiz sections, and set up videotaping.