Your Feedback

and how we implement it

Clarity of Learning Objectives

- Motivating question at the beginning of each class
- Learning outcomes in the notes

Clarity of Learning Objectives

- Undergrads and new postgrads may not have a clear idea for a course project
  - → The proposal and primer talk may be delayed in the future
  - → In case of any doubts, please always come and talk to me! This is what office hours are for!

Effective Communication

- Skeleton notes are used effectively to convey both important ideas and also extra background information.
- Pictures help to illustrate ideas.
- The videos are helpful, in particular for those who learn better by watching/listening than by reading.

Effective Communication

- Obstacles in oral communication: technical jargon, fast pace
  - → **Please ask me straight away!** If practicable, you'll also get a glossary of possibly new terms before they are used in class.
- Disastrous handwriting!!!
  - → I know. Maybe the tablet helps (provided that it works)?
- What is just an aside, what is most important?
  - → I'll try and point this out more clearly.

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Motivation and Stimulation of Interest

- A good mix of theoretical analysis and practical aspects
- Flexibility in tailoring assignments / the project to own interests

Motivation and Stimulation of Interest

- Can you show some of your own research?
  - → Sure thing! This will come later, once we've all gained a bit more experience and background knowledge.

Effective Feedback

- Tremendous feedback on assignments!
- Mingfeng & Timm don't just point out mistakes, but also comment on things that have been done well.
- Assignments are marked and returned promptly.
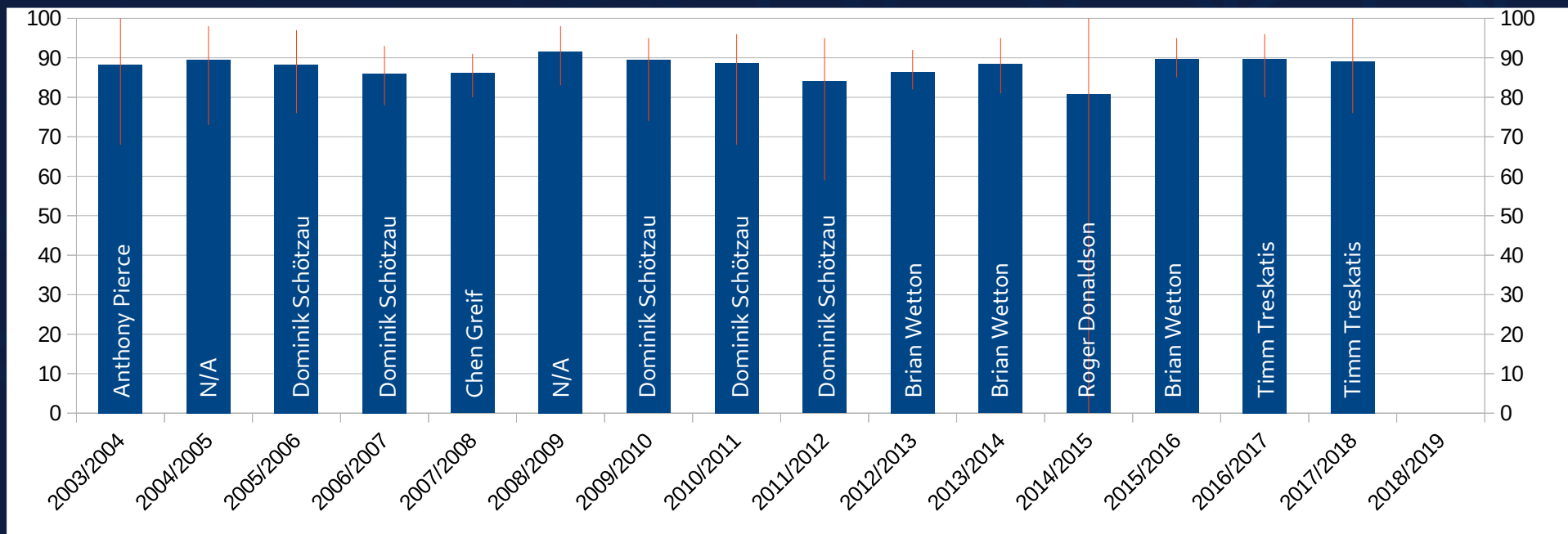- Model answers are posted on Canvas.

Assessment Fairness

- Grading scale is rather coarse and minor mistakes are heavily penalised.
  - → HW5 bonus mark to compensate for strict grading in HW1-4
  - → From HW5 onwards, I prepare a list of learning outcomes for each problem, which I also make available to Mingfeng. No marks are deducted for mistakes unrelated to those (e.g. sign errors, algebraic mistakes).

MATH521 Grade History*

*Take-away: don't worry about your grade, she'll be right.

Further Comments

- In-class group activities are great to loosen things up and test understanding.
- In-class problems are ineffective. Unsure how to approach them.
  - → I even consciously design them for so-called constructive failure!!! Experiencing how things don't work is (almost always!) didactically more effective than being shown how it's done.
  - → Not always popular, but proven to be beneficial to all!

Further Comments

- The break shouldn't happen too late.
  - → That's easy to implement! And since we don't have a wall clock in our room, please don't hesitate to remind me!

Further Comments

- I like weekly assignments because they force me to keep on track.
- There should be fewer assignments.
  - → No, sorry ;)
  -

Further Comments

- Many assignment problems are too easy.
- Assignments are too difficult and take way too long to solve.
  - → UBC expects you to work ~3 hours per credit per week outside of class, i.e. ~9 hours/week of self-study for MATH521.
  - → **Please use the resources we offer: office hours, Canvas forum**
  - → Assignments will get slightly shorter after the break to give you time for your project
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Further Comments

- This is my first course where we have class reps to give feedback during the term!