Gmail **Andrew Ho <kironide@gmail.com>**

Week 3 Day 2 meetings, etc.

3 messages

Jonah Sinick <jsinick@gmail.com> Mon, Feb 29, 2016 at 9:58 PM
To: Ali Bagherpour <ali.bagherp@gmail.com>, Andrew Ho <Kironide@gmail.com>, Chad Groft <clgroft@gmail.com>, David Bolin <david@bolin.at>, Jacob Pekarek <jpekarek@trinity.edu>, Jaiwithani <jaiwithani@gmail.com>, James Cook <cookjw@gmail.com>, Linchuan Zhang <email.linch@gmail.com>, Matthew Gentzel <magw6270@terpmail.umd.edu>, Olivia Schaefer <taygetea@gmail.com>, Sam Eisenstat <sam.eisenst@gmail.com>, Tom Guo <tomguo4@gmail.com>, Trevor Murphy <trevor.m.murphy@gmail.com>

Hi All,

Tomorrow we're going to experiment with having scheduled individual meetings. You can sign up for a meeting with either Sam or myself here. This will be a chance to talk about anything that you've been having questions with, as well as to do some pair programming with us if applicable.

A theme that's come up repeatedly is people having a sense that they've fallen behind. A couple of remarks on this:

Everyone who I've talked to who has expressed this concern has been making good progress.

Some reasons why you some of you might have a different impression are:

- (a) You're being presented with a large number of complex ideas and technologies over a relatively short amount of time that you haven't had time to internalize deeply. This is typical of highly skilled practitioners early on in their training. For some perspective, see Stanford math professor Ravi Vakil's general advice for graduate students here, starting with

  A subtle leap is required from undergraduate thinking to active research (even if you have done undergraduate research). Think explicitly about the process, and talk about it (with me, and with others). For example, in an undergraduate class any Ph.D. student at Stanford will have tried to learn absolutely all the material flawlessly. But in order to know everything needed to tackle an important problem on the frontier of human knowledge, one would have to spend years reading many books and articles. So you'll have to learn differently. But how?

  [...]

- (b) Some students are picking up the **very rapidly**, learning several times faster than is necessary for being well prepared at the end of the program. In some contexts, working several times slower than others would be an indication that you're behind expectations, but this is not one of them.

What I would like to ensure is:

- That you're finding the time that you spend learning to be productive.
- That you feel good about how things are going.

The number of days that it takes you to develop fluency with a topic is much less significant.

I look forward to seeing you tomorrow :-)

Jonah

Andrew <kironide@gmail.com> Mon, Feb 29, 2016 at 10:17 PM
Reply-To: Kironide@gmail.com

To: Jonah Sinick <jsinick@gmail.com>

I can't edit the spreadsheet myself, but sign me up for 3PM if possible.
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Jonah Sinick <jsinick@gmail.com> Mon, Feb 29, 2016 at 10:18 PM
To: Andrew Ho <Kironide@gmail.com>, Ali Bagherpour <ali.bagherp@gmail.com>, Chad Groft <clgroft@gmail.com>, David Bolin <david@bolin.at>, Jacob Pekarek <jpekarek@trinity.edu>, Jaiwithani <jaiwithani@gmail.com>, James Cook <cookjw@gmail.com>, Linchuan Zhang <email.linch@gmail.com>, Matthew Gentzel <magw6270@terpmail.umd.edu>, Olivia Schaefer <taygetea@gmail.com>, Sam Eisenstat <sam.eisenst@gmail.com>, Tom Guo <tomguo4@gmail.com>, Trevor Murphy <trevor.m.murphy@gmail.com>

Thanks Andrew, done, and made the spreadsheet editable
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