Mathematics Pedagogy Fellow

2021-2022

Nathan Yang, 04/29/2022
Main Projects

- MATH 300: Teaching Undergraduate Mathematics Seminar (TUMS)
- Workshop on MATH 99R (tutorials)
MATH 300: TUMS
What are the students taking MATH 300 like?

• From math student to math teacher — teaching math (calculus, linear algebra) to non-math concentrators

• G-1’s: mostly no prior experience as a section leader — but some experience as a peer tutor, or a course assistant?
MATH 300: TUMS
Course Goal

• Be aware of the background of the audience
• Be comfortable in front of the audience
• Control the dynamics and tempo in the classroom
MATH 300: TUMS

Course structure

• Weekly meeting, led by two experienced preceptors and pedagogy fellow

• Topic oriented (First day of class, public speaking, question-oriented teaching, class choreography, body languages, experienced TF class observations, undergrad diversity and inclusivity, etc.)

• Three rounds of interactive micro-teaching at different stages of a course (first day, specific topic, student activity, etc.), with actual undergrad audience, video recordings, and synchronous topics with ongoing class!
What are the undergrads taking MATH 300 like?

- Mostly math concentrators (junior or senior year)
- Want to learn interdisciplinary and fun topics that don’t constitute a semester-long course on its own
MATH 99R: Teaching Tutorials
Workshop on Tutorial

• Meet with DUS — a brief intro of Tutorials (length, topics, proposal writing and submission)

• Logistics (Books? Online? Course structure? Syllabus creation? Homework? Grading?)

• Experienced TFs sharing their course plans & executions

• Q&A
Miscellaneous

• Coaching program & Apprenticeship
• Social gatherings in-person again! (Cookies & Fruits & Wine & Cheese)
Challenges & Ideas for Future

• Connecting with senior grad students
• More diverse math courses offered — more diverse workshops and trainings?
Thanks for listening!