

## Panel Discussion – Abstracts for Opening Remarks

**Joshua Cole:** I was a teaching assistant during the fall 2006 semester for 10550. I'll briefly describe the duties, one of which was conducting group activities. I'll give one bit of advice for carrying out group activities (always prepare well), describe a few of the pros and cons of group activities as I experienced them, and suggest the possibility of removing the requirement students work on the activity in a group, while preserving for students the freedoms to collaborate with one another and to receive individual attention from the teaching assistant.

**Thomas Edgar:** I plan to discuss the consideration and preparation of group activities for Math 10350 by Erica, Bonnie, Yumi and myself. I will discuss our methods for determining proper group activities and more importantly the implementation of the group activities. Additionally, I will remark on the problems that we found with managing time, making activities that worked for all sections at the same time, and managing large groups. Lastly, I will discuss some of the feedback that I personally received about the activities from my students.

**Stacy Hoehn:** While the prospect of teaching for the first time can be very exciting, it can also seem overwhelming if you try to do so without help or advice from people who have taught similar classes in the past. I will discuss what I have done the past few months to prepare for teaching my first course, Principles of Finite Mathematics, this spring.

**Benjamin Jones:** I would like to talk two things: first about the challenges of engaging students in exploring mathematical ideas and concepts in the rigid setting of a multi-section calculus course, and second about my experience teaching number theory to freshman as part of the freshman seminar course.

**Christina Maher:** I taught Math 10250, Calculus for Business, over the summer, and Math 10240, Principles of Calculus, this fall. Both were small classes, and each had a very different atmosphere and personality, which I tried tap into to maximize their learning and enjoyment of calculus. I'll talk about the different things I tried and they worked or didn't work in each class.

**Christopher Porter:** In just a few days, I will step into a classroom full of students, all eyes upon me. Having been a TA in the past, this experience will not be a new one to me. However, in this case, I'll be their instructor. Yep, things are gonna be different this time around. In my remarks during our panel discussion, I'll describe some of the things I've done to help prepare myself for this new experience as an instructor.