

**How can I be successful in this course?**

- Follow what is posted on the section website;
- Participate fully in class and talk to your classmates about the course material;
- Do the WeBWork (but not only the WeBWork . . .);
- Review the Learning Goals and **do the Suggested Problems** for practice;
- Visit office hours and/or the Math Learning Centre (LSK 301/302) with questions;
- **DO NOT GET BEHIND** – it is often impossible to catch up by cramming. In past years, students at the end of the course have emphasized this on surveys.

**Why are we using worksheets and clicker questions?**

There is significant evidence that, instead of only listening and copying notes, “active learning” in the classroom (time devoted to students figuring things out and explaining their reasoning) leads to better learning of concepts (not necessarily for pure computation, which requires practice) and being able to remember them longer. Part of this process is getting feedback on your thinking, which is why we have you write things down, then go over some items in class and/or post follow-up on the website.

For you to receive these benefits, it is important to treat the activities seriously by keeping to the given tasks during the time available; getting some feedback on your thinking is an important part of the process, and that also has to fit in the available time. If you find something easy, focus on being able to explain to somebody who does not and also use the activities that we do not get to as further practice. If you are stuck, make sure to talk to somebody about it!

**What is the diagnostic quiz for?**

The diagnostic quiz is to check on the calculus knowledge from your previous calculus course (almost everyone in our section had one). It will help shape what is done later this term as we revisit these topics, as well as future planning for the course. It is also useful for learning (again, based on learning research) to be tested and try to remember things (even if you aren’t successful at it right now).

**What is Warren Code’s role in this?**

As a Science Teaching and Learning Fellow with the Carl Wieman Science Education Initiative, Warren Code has been studying teaching and learning (and teaching some semesters) in Math 104/184 for the last few years. This term, he is assisting Professor Sujatha Ramdorai in implementing these in-class activities and measuring how you and other students in the course are doing (for example, in the course-wide surveys) in order to provide information to current and future instructors. If you have any questions, please email [warcodes@math.ubc.ca](mailto:warcodes@math.ubc.ca) to reach him.