Specific activities performed by STLF

1) Professional development
   - Attended reading group (Aug 11, 18, 25)
   - Attended NOJO meetings for new STLFs (Aug 5, 19, 26)
   - Attended Daniel Kaplan seminar – Statistical Modeling as Part of Science (Aug 4)
   - Attended Statistics Workshops with Wendy Adams (Aug 10, 12)
   - Attended Ken Koeding seminar – Learning Science and Technology to Understand Your Domain and Improve Student Learning (Aug 17)

2) Math SEI general meetings/activities
   - Attended weekly STLF meetings (Aug 23, 30)
   - Met with Wendy Adams to discuss about attitude surveys (Aug 10)
   - Met with Math-SEI group to review current projects and discuss future plans (Aug 17, 31)
   - Met with Costanza to discuss about BST (Aug 23)
   - Met with Sarah and Math-SEI group to review current projects and discuss future plans (Aug 26)
   - Met with Fok-Shuen to discuss future plans of MATH 110 (Aug 27)
   - Met with Costanza to review current projects and discuss future plans (Aug 31)
   - Met with Warren and Sandy to discuss the online class survey (Aug 30, 31)

3) Course-specific meetings/activities
   MATH 110 – Differential Calculus
   - Discussion about future plans
     - A new workshop proposal (2nd draft)
       - Groups of ~6 are assigned during lectures. These groups will normally be kept for the rest of the course.
       - Two workshop formats alternating each week
         - Format 1: Practice with peer evaluation
           - Intro quiz
           - Two versions of worksheets, each group is given one version
           - Work within a group for ~40 min
           - Form teams of 2 to 3 so that for each version of worksheet there is a team member who have worked on
           - Each team does an exercise which consists of questions (or trivially similar questions) from both versions of worksheet
         - Format 2: Work within a group
           - Intro quiz
           - Each group is given an exercise to do for ~40 min
- Individual quiz for ~15 min
- Group quiz for 10 min – this quiz is the same as the individual quiz

o Assignments
  - Webwork will be used in all sections
  - Written assignments consists of two parts
    - Problems from webwork – common to all sections
    - Other problems – could be different for each section
  - We will emphasize more on students’ abilities on explanations and solution writing.
  - There could be group projects during the term

o David Kohler have set up a Wiki page in UBC Wiki for his section
  - Consists of pre-reading assignments
  - Discussion groups
  - Notes/solutions to exercises done in class activities

o Precalculus diagnostic test will be given on Sept 24
  - Consists of questions that are from the BSTs
  - Multiple choice
  - Students who pass will get 5% of the term grade, students who failed will need to do something else to get the 5%
  - A few questions will reappear in Oct midterm and perhaps in Dec exam

o Surveys
  - Modified from CLASS, done with Warren and Sandi
  - The first attitude test will be given during the 2nd week of classes
  - The second attitude test will be given in April
  - There will be ~3 midterm surveys

o Lecture observations
  - Mainly in students’ engagement, especially during class activities done in Djun and David’s lectures
  - Interview students after lectures
  - Immediate feedback will be provided to the instructors

o Workshop observations
  - How the new formats are functioning
  - Students’ engagement during workshop activities
  - Interview students after workshops
  - Immediate feedback will be provided to the instructors and the head TA

- The second draft of learning goals is complete, which consists of lecture-level and workshop-level objectives. It will be posted on course website during 2nd week of classes

MATH 300/305 –Complex Variables and Complex Analysis
- Discussion about future plans
  o Diagnostic assignment
    - Given as HW 0, common to Math 300 and 305
    - Consists of series and line integrals
    - Will be analyzed during the 2nd/3rd week of classes
  o Future plans:
    - Michael will decide on course materials and set up the course website/outline for Math 305 during the last week before classes
    - Math 300 and 305 midterms will have common questions
Current project status (material prepared by either STLF or other members of the MATH SEI)

MATH 110:
Learning Goals: 2nd draft of learning goals is complete, will be posted during the 2nd week of classes
Assessments: BST is modified based on Costanza’s analysis of 2009 BST questions and will be given on Sept 2 and 9; diagnostic test will be given on Sept 24
New Methods/Materials: 2nd draft of workshop proposal is done; UBC wiki will be used in David Kohler’s section

MATH 300/305:
Learning Goals: Not started
Assessments: Diagnostic assignment is on the way
New Methods/Materials: None at this point

Plan for immediate future work

MATH 110:
1. Get results from BST
2. Prepare workshop activities for the 1st workshop
3. Give attitude surveys
4. Work on 3rd draft of learning goals based on instructor’s suggestions
5. Begin lecture/workshop observations
6. Compile the diagnostic test

MATH 300/305:
1. Analyze diagnostic homework, find the differences in students’ background between Math 300 and 305