

Teaching and Learning in Maths Courses

A student perspective



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Introduction

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- ▶ Exams
- ▶ Grading Scheme

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- ▶ In addition, the students might also miss out on an alternate method, an analogy or an impromptu comment by the instructor.

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- ▶ Students don't write notes. They feel out of sync and are more probable to falling asleep.
- ▶ The conventional blackboard-and-chalk teaching gives one enough time before it is erased.

Tutorials

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- ▶ might lead to chaos at times

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- ▶ Or one and a half hour slot for tutorials

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- ▶ Some weightage of tutorial performance in grading
- ▶ Submission of written solutions as an assignment, specially for students not doing well

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- ▶ Uploading model question paper and solutions so that the students have an idea what and how they are expected to write
- ▶ Uploading model solutions for tutorial questions

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- ▶ Instead of multiple choice, we can have fill in the blanks since they require more understanding
- ▶ Many department core courses have the concept of bonus/challenging problems in exams- no weightage but a certain prestige associated

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 - ▶ Example: Polynomials are continuous
1. $f(x) = x$ is continuous with $\delta = \epsilon$;
 2. Powers of x are continuous by product rule
 3. Scalar times x^n is continuous
 4. Sum of continuous functions is continuous

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- ▶ Continuous evaluation
- ▶ No assignments in Maths courses- can give some weightage to assignments