LA Notes for 2/4/15

Albert & Adam will say hello to whole class and HKN rep will mention tutoring.

Albert will say

"Class sessions in 6.042 are ENTIRELY based on team-study. Participation is required. You're already sitting with 6--8 other students in a team space with shared whiteboards. Each team has an LA/TA coach to help you work together and learn from each other.

All lectures are offered online at oour MITx website. You need to REGISTER AT THIS SITE BY MIDNIGHT FRIDAY for a permanent team assignment.

There is a Stellar website with lots of info about the class. Visit it right away to prepare for next class.

Now let's get started by introducing yourself to your teammates for today and meet your team coach."

OUTLINE OF YOUR TEAM SESSION:

* You should bring YOUR OWN COPY OF THE STAFF SOLUTIONS to the class problems, which you will find on the staff page

    https://courses.csail.mit.edu/6.042/spring15/staff/

* Introduce yourself (name, major, class, brief mention of your background that led to your being a team coach). Note that your contact info is on the Stellar page. (Don't bother writing out the URL; it's easy for students to find by themselves.) Have students introduce themselves.

* Say that this is a Math class for CS, which means that topics are chosen for importance in CS, but as a Math subject, we do PROOFS not programming. Today's problems offer some fun examples.

* Start off with the Pythagorean Triangle problem (paper cut-outs will be provided for all students), with people working separately, but encouraged to watch their neighbors if they want. When everyone has seen the two arrangements that provide the proof, get students to discuss and ACTUALLY WRITE ON THEIR BOARD some of the hidden assumptions in the proof by picture/arrangement. Prompt with an example from the problem solution if they are at a loss.

* Next explain that the objective for all remaining problems is to work together to get TEAM answers written, problem by problem, on the whiteboard. They can start work separately or by discussion, but the end should be a common answer that everyone is ready to defend.

* Explain that the written team solution should be something that a student who had not heard the team discussion could find very helpful. Students will typically write initial solutions consisting of formulas or unclear telegraphic comments. When this happens, try to get a discussion going about whether what’s written would actually be understandable by a newcomer. Ask them to revise their answer so it would be helpful.

* End the session with reminders to

  ** check the Stellar site for what to prepare for Friday, especially the "class info" section that explains more about the teamwork protocols.

  ** register on the MITx site for a Team assignment and to watch videos for Friday.