

## Worksheet United we Stand, Divided we Fall

In this, our last class, I'd be grateful if you'd consider some non-math questions. They all come down to:

### How can we improve DHSP?

Here are several categories. I hope each group will consider at least one category in depth.

1. **Mail.** In May we will send email and paper mail to about 500 students to invite them to apply to DHSP. Links for both messages and the DHSP brochure are near the bottom of our homepage. Go ahead and pull one up on your phone.
  - (a) Is the message honest? Will it give students a good idea whether DHSP is a good choice for them? Is the brochure interesting and honest?
  - (b) What else could we do to get the word out?
  - (c) The mail links to the public DHSP website, which is also linked at the top of our homepage. Is the website honest, and how could it be improved?
  - (d) What student quotes should we add this year? See the list of your class's profiles, linked on the homepage. Click on people to see their quotes.
2. **Summer Recruiting.** I meet with a lot of students over the summer—a lot more than actually end up in DHSP. My talking points are linked on our homepage. Same questions as above:
  - (a) Are they honest?
  - (b) Will they give students a good idea whether DHSP is a good choice for them?
  - (c) What would be better left out, and what else should I say?
3. **Exam Prep.** This year we took practice exams, had review sessions, and made review sheets before each exam.
  - (a) How can we improve the review sheet system, so that it is more helpful in studying for exams?
  - (b) How else can we collectively, as a group, support each other on exams?
  - (c) Were the practice exams useful, and were they worth two days of class time apiece?
  - (d) Would you have preferred that the review sessions had more structure, e.g. me doing problems at the board?

4. **Mechanics of the class.** Here are some things that needed to be decided once. Should the decisions be revisited?
  - (a) *Selecting groups.* In the fall, I dictated groups until everyone had been in a group with everyone else. Then we used a pseudo-random method. Was this a good choice? Would you have liked more or less freedom in picking your groupmates? How could we speed up the process?
  - (b) *Zoom.* How can we make it smoother for people on Zoom to interact with those in the room?
  - (c) *Control.* One of the categories on which instructors are rated is how much control they have over the classroom. I never want to have too much control, because I want you to own the experience. Also, I'd always rather listen to you than talk. Were there times when you wished I would exert more control?
5. **Jeopardy.** How can we change the rules of Jeopardy so that more people get involved?
6. **Alternatives to worksheets.** Some things we could do/have done occasionally, for a break from the worksheet routine:
  - (a) *Guest speakers.* (Suggest topics.)
  - (b) *Exam review.* (Should the review sessions have more structure?)
  - (c) *Jeopardy.* (Is once per semester the right amount?)
  - (d) *Interactive lecture by me about related topics.* (Boring?)

Did we break the routine not often enough, or too often? Other suggestions?

7. **Mentoring.** We have DHSP alumni from every year back to 2006. I am fortunate to know all of them (except the first year). We used that resource more than ever before this year, with the fall dinner, 8 alumni panels, and 35 interviews. A total of 84(!) alumni participated in at least one of those, and quite a few more volunteered. Questions:
  - (a) Did those things work?
  - (b) Thoughts on which alumni make good subjects?
  - (c) How else could we involve alumni? More to the point, how would you like to be involved next year?