Experiment ‘links’ freshman physics, calculus

(Continued from page 1) I make friends and study partners in the linked sections, according to Richardson.

Instructors appreciate interdepartmental discussions.

The physics professors and calculus instructors were encouraged to hold lunches to discuss the subject matter, students who were experiencing difficulties, and any other pertinent matters. They were “very enthusiastic about the collaboration,” Richardson said.

Alan J. LazArs '55, who taught one of the linked physics recitations, met with the calculus instructor twice this term to trade syllabi and discuss the classes. The interactions across departments was an “unexpected benefit,” LazArs felt. The two instructors were “both involved in the educational enterprise” and this interaction has lead to improved teaching,” he said.

Richardson also suggested that the instructors of each other’s classes, a proposal LazArs thought “entirely reasonable but impractical.”

Linked students are one step toward making them feel more comfortable in recitations, but it is not enough, LazArs said.

Calculus instructor Peter Heller-Gooding said he would like to link introductory physics and calculus because they are simultaneously related. He would like to see the calculus instructor interpret the “especially important for technical, formula-ridden classes” because they are usually taught by the physics instructor and the calculus instructor is the one who is more familiar with the material, Heller added. The “personality of a class can greatly influence teaching,” he said.

New policy on academic honesty

(Continued from page 15) when to expect to be notified of an honest misunderstanding.

When the faculty member in-

duced the ODSA. This copy will be kept in a special file where the faculty member is not

The faculty member may want to write a letter to the student ex-

plaining the conclusions that the student behaved dishonestly with respect to the assignment or exam, and that the grade given reflects what the student actually did. If the misconduct of the student is suffi-

ciently serious to merit an F in the course, the student has received previous warning letters about such misconduct, the faculty member should seriously consider referring the present case to the ODSA.

Faculty warning letter — The faculty member may want to

newly jitters during the first few weeks of the term,” Dean for Undergraduate Education George Koster said.

The interaction across departmental lines holds “by no means a perfect solution,” Richardson admitted. "This sort of departmentally-based educational effort by faculty across departmental lines holds great promise," Dean for Undergraduate Education Margaret L. A. MacVeen ’83 said.

Student comments

Students interviewed by The Tech had varied reactions to the experiment. Many studied within their living groups, regardless of the linking of the recitations.

“Do it again” — Mr. Casas ‘89 felt that discussing students who failed to attend class. “The link more have potential than was brought out by this experi-

ence of what was being taught in his class, and when he should teach related mat-

ters. Students who were falling behind one class were often failing the other as well, he said, and the same was true of students who failed to attend class. "The link might have more potential than was brought out by this experi-

ment," Roby said.

Professor George Kestor, the administrator of 8.01 and an in-

structor of a section in this term, found it “very hard to evaluate the impact of the link on the students." Learning about the curriculum for 8.01 and getting to know the math instructor were positive results, Kestor said. "Ul-

timately it has to be good for the students."

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