
CARMEN BRUNI, University of Waterloo
Lessons Learned From a Graduate Student Seminar

Graduate students spend a large majority of their degree receiving technical training in doing research mathematics. What is somewhat underemphasized is that these students also must give presentations and eventually teach classes. Often times, students receive very limited training in these facets of their degree, especially from trained mathematicians who's role it is, in part, to give these talks in their discipline. To help bridge the gap in training, we discuss a seminar for graduate students looking to teach their first course that a group of colleagues developed in the Faculty of Mathematics at the University of Waterloo. It ran for the first time in winter of 2018 and we are running it again in winter 2019. This was based on experiences gained in part from a similar course offered at the University of British Columbia.

I will discuss our seminar format, including micro teaching sessions, practicum, assessment design and presentation skills. I will also discuss some of the challenges of this seminar and some of the ways we are trying to overcome these difficulties. Lastly, I will talk about some improvements we will be making from the first to second iteration based in part on instructor training received at the 2018 CoMInDS workshop in Orono, Maine.

This is joint work with Brian Forrest, Diana Skrzydlo and Dan Wolczuk at the University of Waterloo and with Fok-Shuen Leung at the University of British Columbia.