7FED GYNHADLEDD DYSGU AC ADDYSGU

7TH ANNUAL LEARNING AND TEACHING CONFERENCE

8-10 GORFFENNAF | JULY 2019

ENCOURAGING MATHEMATICIANS AND MASTER'S STUDENTS TO REFLECT

KIM KENOBI

Three courses, aimed at different cohorts, come together for a series of seminars on Statistical Consultancy. I use this triple of modules (Topics in Biological Statistics for third year maths students, Statistical Techniques for Computational Scientists for Master's students and Statistics in Context: Collecting, Handling and Presenting Data for PhD students) as an opportunity to introduce an unusual form of assessment in mathematics - reflective writing.

In this presentation, I will give an overview of the course structure and describe how the students in the different cohorts engage with the assessment. For all of the students, their active participation in their respective module begins with a presentation that is not assessed. For the PhD students this is an individual presentation and for the Master's and undergraduate students it is a group presentation. The assessment consists of an individual presentation and a reflective essay, both on the theme of "What have I learnt as a result of participating in the module?"

One theme I will elaborate on is the difference between the undergraduates and postgraduates in terms of the maturity they bring to their reflective assignments. I will share details of how I prepared the students for their reflective writing, and give some examples of the students' reflective writing.

Overall, this suite of modules has been very successful this year, particularly in terms of the cohesiveness of the mixed class by the end of the semester. It has been fascinating to watch how the students have interacted, and to appreciate their growth not only in terms of handling data, but also in terms of team work and general support for one another.