

MICHAEL RADIN'S REFLECTIONS OF FLC:

- Leading and participating in discussions during the meetings and during Lilly.
- Adapting new ideas from my group members and from Lilly:
 - Student appointments to get to know them more.
 - Bonus points on tests and homework assignments.
- Adapting new ideas by listening to students' suggestions:
 - Giving workshop problems on the material right after class.
 - Sketching the x & y axes on the workshops and tests for graphing problems.
 - Problem check list on the tests and final exams.
- Expanding and transforming new ideas from the suggestions and other ideas:
 - Camouflaging bonus questions; some problems becoming bonus questions provided that enough progress was done on the problem and went beyond.
 - In addition to student appointments, requiring students to attend a presentation and then have a discussion with me about it for about 15 minutes.
- Test questions in Calculus classes. Creating test questions similar to the workshop problems:
 - Forcing structure on each problem by breaking each problem up into parts and components.
 - Emphasizing the importance of showing all the steps.
 - Awarding bonus points for showing all the necessary steps in very challenging problems.
- Broadening my horizons in discovering new ideas:
 - Getting the material across better with a larger variety of comparisons.
 - Improving communication with the students about my expectations, my responsibilities, their responsibilities, neatness on homework assignments and tests, and showing all the necessary steps.
 - Having more problems with applications and discussing the incentives of studying the material.
 - Have more workshops and less lectures in Calculus courses.
 - Make the classes more enjoyable for the students.
- Desire to share with others my ideas of teaching and listening to others' too.

- Always listen to my colleagues and be open minded during conversations and discussions. Even if I disagree with someone, I may always transform their idea to another idea later on. For example, I was suggested that I should give students bonus points for stapling their homework assignments, which I thought was really stupid. However, I transformed this idea into giving bonus points on tests and homework assignments for completing very difficult questions.