

Communicating Confidence in Your Students' Abilities

Robert Puhak, PhD; Associate Professor, Department of Mathematics; Rutgers University - Newark [00:00:02] So let's start out with any questions that you have on the problems from Chapter 14. I want to hear everybody. Remember I say I want to hear voices. I want to hear a lot of voices, not just the ones in my head, okay.

Danzell; Student; Rutgers University - Newark [00:00:17] It's just the way he teaches. He doesn't go, he doesn't go ahead until he answers everybody's question.

Robert Puhak, PhD [00:00:23] We're not afraid of mistakes in here. Right?

Robert Puhak, PhD [00:00:25] Their input is valuable in class, whether it's correct or it's not correct, because we learn a lot from our mistakes.

Student [00:00:33] I said if you see a negative 13 and the positive 3, you know, to reject a negative 13 from the door?

Robert Puhak, PhD [00:00:39] Okay, very good question. But the answer is no. But I want to go over. There's a really important point, and I like the way you're thinking, but we have to make sure that we get it clear right through to the end.

Robert Puhak, PhD [00:00:50] There's benefit for us to be able to look at a mistake, analyze it, and understand why it was the wrong path to choose.

Kristin Webster, PhD; Assistant Professor, Department of Mathematics; California State University, Los Angeles [00:00:58] Incorrect student answers happen all the time. Students forever have struggled with the difference between what a variable is and what data is in statistics.

Kristin Webster, PhD [00:01:06] Your variable is grade level. What is your data that goes with that variable?

Student [00:01:13] Their GPA or their grade level?

Kristin Webster, PhD [00:01:13] Now GPA would be another variable.

Kristin Webster, PhD [00:01:15] Incorrect answers actually can be opportunities, because one student may have, give an incorrect answer, but it's usually a few students in the class are thinking the same thing.

Kristin Webster, PhD [00:01:23] You are looking at low income, right? Is low income your variable or your data?

Ece Karayalcin, MFA; Professor of Film; Miami Dade College [00:01:30] I made notes on your assignments. Go over the notes and see me, and let's just make sure that you understand what needs to be done.

Ronnie, Student; Miami Dade College [00:01:37] You get the feeling that she has an enthusiasm for your success because she's enthusiastic. You get that energy from her and then you want to succeed even more.

Ece Karayalcin, MFA [00:01:45] I do think they all have the potential to be able to go to where they need to be. They will go somewhere for sure. Even if it is not their ultimate goal, they will definitely move towards their ultimate goal.

Robert Puhak, PhD [00:02:01] It's a lot of steps and don't let a lot of steps automatically trigger, it's too many steps I can't do it. You can do it. It takes patience. It takes discipline. Right?

Jolina, Student; Rutgers University - Newark [00:02:13] He wants us to succeed in whatever we do.

Robert Puhak, PhD [00:02:15] I have office hours today.

Jolina, Student [00:02:17] I realize that if I try really hard, I can do it.

Robert Puhak, PhD [00:02:20] I say to the students, we have one simple mission here and that's to see each of the students in the class learn and do well. Everything we do is guided towards that goal.