The purpose of this assignment is to help you design an effective group activity for your class that is intended to be used during the week of September 14th to September 20th. If you have a lab class, you might want this activity to only take 15-30 minutes, but will hopefully still be feasible. If you anticipate that it will not be possible to conduct a group activity in your section email ColleenL@berkeley.edu

**On September 13th bring 3 copies of your handout that you will provide to the students.**

**Preparing the worksheet**

- Collect a set of questions. Possible sources of questions:
  - Simple definitions – Simple definitions of key terms can be good warm-ups to make sure everyone knows the basics.
  - Textbooks - There are usually many options of textbooks for each course. Check the engineering library or with friends that might have used a different textbook.
  - Previous exams – EECS Released exams at Berkeley can be found at [http://hkn.eecs.berkeley.edu/exam/browse/](http://hkn.eecs.berkeley.edu/exam/browse/)
  - Old sections notes from previous TAs might have appropriate questions.
- Order the questions from not hard to hard. There should be more questions on the worksheet than you think students can finish. The hardest questions at the end should challenge your most advanced students
  - Make a worksheet with the problems in this order. The font should be large enough that 2 students can share a piece of paper.
- Solve the questions yourself
  - Prepare solutions for a set of questions that you think students will be able to finish.
- Before class: make copies of the worksheet (for EECS classes you can ask for a copy card at the Soda front desk).

**Using the worksheet during class (Colleen’s suggestions)**

- Explain to the students the plan for the section
  - Tell them that there are more questions on the worksheet than they will have time to finish and you’ll be going over the answers to even fewer questions.
- Handout a single copy of the worksheet to pairs of students (important so that people can’t just work alone)
  - OR – I hand out a copy of the worksheet to all students, and a single copy of solutions to the problems to each group. That way each group can check their answers as they go.
- While the students are working on the problems (~35 minutes in a 50 minute section):
  - Walk around the room and answer questions.
  - Try to find groups that are stuck and give them a few hints
- After about 25 minutes
  - Select 3-4 problems that are worth talking about that you think that most of the class will have finished.
  - Try to find pairs that are willing to write their solution on the board. Offer to check their solution before they write it on the board. Have them start writing their solution on the board while other pairs continue to work on the problems.
- After ~35 minutes
  - One at a time, have a pair come up to the board and present their solution (which should already be written on the board). Have the class direct any questions to the pair. When the pair is done, you might want to mention why this question is important in the class as a whole and what key concepts it demonstrates or tests.