

UTA Reflection
Spring 2020
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I was an UTA for MATH 254, Introduction to Differential Equations, during the Spring Semester of 2020. I held office hours, attended classes, and created and guided problem sessions (extra problems that students could try). My UTA responsibilities consisted of reviewing material, and transforming that content into problems for other students. Personally, this helped me revise my understanding of the course, but also transformed my view on problems. This transformative perspective on mathematics relied on my engagement and comfort with the material, thus strengthening my connection with Math. In the process of reviewing the material and engaging with problem creation, it produced a level of confidence with the material. This confidence ensured better communication with students and their struggles with homework. On top of building confidence, the UTA program taught me skills that I will hopefully take into academia. One of the most interesting skills included creating your own problems, especially within the motivation and outcomes behind them. I no longer look at mathematics as a series of problems to practice, but now I search for the underlying motivations that the problems are trying to show. I feel you gain a more beneficial and intimate relationship with mathematics by doing this. Overall, I highly encourage other undergraduates to join the UTA program, because in my experience, I was able to enhance my communication skills, confidence, reestablish my mathematical knowledge, and bond with other UTAs. It was an absolute joy to work with other undergraduates and mentors, who shared a love for mathematics and exploring its beautiful mysteries.