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The day before the withdraw deadline, one of my best calculus students sat in my office asking whether I thought she should drop the class. The first two tests had been rough for everyone, and she thought maybe she just wasn't cut out for calculus. By the end of our conversation I convinced her to stick it out. Fast forward six months and she's back in my office, stopping by just to chat, bubbling over with enthusiasm about her calc II class: "I really surprised myself," she says, "I thought I was totally not a math person but I'm actually in love with calculus. There are so many patterns there once you look for them!" That moment summarizes what I love so much about teaching, and what keeps me going when my own research can feel

frustrating and lonely. Math is communication and community – the opportunity to share the beauty that I see in mathematical patterns and the power of mathematical problem solving, and to serve as a mentor for a wide array of students, is the most

moving and fulfilling part of my job. I've had the chance to teach classes from multivariable calculus to arithmetic for elementary education majors; and it might be cliché, but the joy of watching a student suddenly bond with an idea, claim agency over it, just never gets old. When someone's self-confidence can be buoyed and her worldview expanded through math, like my calculus student, I feel like I made a real difference.