

[MUSIC PLAYING]

**GUOLONG:** Good morning, students.

**STUDENTS:** Good morning, Mr. Su.

**GUOLONG:** Can anyone tell me the answer, please?

**STUDENTS:** I can!

**GUOLONG:** Is everything clear?

**STUDENTS:** Yes, perfectly clear.

**GUOLONG:** Are there any other questions?

**STUDENTS:** No, no questions.

**GUOLONG:** I will see you on Tuesday.

**STUDENTS:** Thank you.

[APPLAUSE]

**NARRATOR:** Wait a minute. That's not what happens in real life. Actual MIT undergraduates often come to class on three hours of sleep.

**GUOLONG:** Can anyone tell me the answer, please?

**NARRATOR:** Sometimes they're afraid to volunteer what might be the wrong answer.

**GUOLONG:** [INAUDIBLE] lecture by considering a simple example.

**NARRATOR:** They're not always paying attention.

**STUDENT:** What?

**NARRATOR:** And they might not understand what you thought you explained well.

**GUOLONG:** Is everything clear?

**STUDENTS:** Not really.

**NARRATOR:** So how can you be a successful TA at MIT? Try thinking of your class as a popular website that visitors come back to again and again. What makes a website user-friendly?

**CAROL:** User-friendly to me means that in order to complete the task at hand, the website is designed in a way that's logical.

**CHANDLER:** Yeah. I feel like format, just a clean, simple format is really nice.

**ADRIAN:** It's not cluttered and messy.

**BILLY:** The most important things for a user-friendly website is a clear interface, simple categories, and a search option.

**ADRIAN:** And accessible language.

**CHANDLER:** So being able to find things very efficiently and quickly is definitely pretty important.

**ADRIAN:** I think it's more user-friendly when you can actually understand what they want you to do and where things are.

**CAROL:** Being able to find the right things in a way that's easy.

**NARRATOR:** In other words, a user-friendly website.

**GUOLONG:** Should be the designed with a thinking that to make the user feel happy and easy, instead of making the computer engineers to feel happy and easy.

**NARRATOR:** What if the engineer is a teacher and the user a student?

**ADRIAN:** The main principle of accessibility should be the same.

**CHANDLER:** A website should be simple, clean, and also, like, should have where you want to go right away. And a teacher should be able to judge where the students need, what the students need to where the students want to go and adapt in that way.

**BILLY:** I guess like the Search button would be asking the TA or asking the professor for more information.

**ADRIAN:** It's not necessarily that everyone is going to be your friend. But it's more about being easy to understand.

**BILLY:** In terms of having a clear interface, just a simple structure of the class, something that students can expect, like the lectures go the same way, the recitation go the same way, and something that students can expect.

**NARRATOR:** So organization and predictability are key to the user-friendly class.

**CAROL:** Planning that way in a logical session, where you, like, review things that are necessary and then going into problem, practice problems, and then going over what were the right answers, I thought that was, like, pretty user-friendly for a student. Because it was a good review and then good practice. So it was, like, logical.

**TA:** For today's recitation, we're going to do--

**NARRATOR:** The TA acts as a guide for the students.

**BILLY:** It's important to, well, explain the learning objectives of the class early on.

**CHANDLER:** Have just, like, an air of confidence and be able to direct the recitation.

**BILLY:** A very big expectation in a recitation is for the TA to provide us with the big picture of the concepts.

**NARRATOR:** The TA is approachable and supportive.

**ADRIAN:** You need to feel that you can approach them and ask questions without any problem.

**NARRATOR:** And knowledgeable.

**CAROL:** The most important thing for a TA is that they have to have a very solid understanding of what's going on in the material.

**NARRATOR:** But is knowledge enough?

**BILLY:** Unfortunately, it's not enough to simply be knowledgeable about the subject. It's the way you present it, the way you communicate it.

**CHANDLER:** They're all very smart. I know they all know what they're talking about. So it's just how they can communicate that to us.

**NARRATOR:** So what is good communication in the user-friendly classroom?

**CHANDLER:** The biggest thing that came across my mind was definitely, like, how they answered questions and the feedback they got the students and how they responded to that.

**ADRIAN:** It's not the same when they read a paper, and they just write the problem in the board and solve the problem than explaining, why is it going like this? Or why is it working like this?

**CAROL:** I think just a willingness to clarify is very, very important.

**BILLY:** Being patient and being able to explain the same concept in different ways.

**ADRIAN:** And they can actually explain it to you at a basic undergrad level.

**NARRATOR:** In the next videos, we will learn communication skills and strategies to meet students' expectations and create a user-friendly classroom.