

MOMATYC

Missouri Mathematical Association of Two-Year Colleges

2018 Spring Conference



**Ozark Technical Community College
Table Rock Campus (Hollister, MO)**

Notes:

Thursday, April 5, 2018

7:00 – 10:00pm	Conference Check-In & Reception <i>Join us for snacks, drinks, and conversation, featuring some conversation starting messages!</i>	LaQuinta Inn & Suites (Eval Session Thu Opening)
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Friday, April 6, 2018

6:00 – 8:00 am	Breakfast	LaQuinta Inn & Suites
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8:00 – 8:30am	Conference Check-In	Community Room (409)
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8:30 – 10:15am	Keynote Session: The Pathway to Student Success Through Redesign <i>Dr. Tristan Denley</i> With the nationwide spotlight on improvements in graduation rates in higher education, the growing need for STEM graduates, an increased struggle in developmental or core curriculum courses, and costs associated with a college degree, many across the country are putting their heads together to advocate change. Join Dr. Tristan Denley, former Vice Chancellor for Academic Affairs at the Tennessee Board of Regents and Current Chief Academic Officer of the University System of Georgia as well as NCAT Course Redesign Scholar, as he shares his analysis of the educational landscape as we know it, highlighting some of the major movements gripping the country and discussing the impact course redesign and rethinking curricular delivery can have on student success. Special attention will focus on the corequisite course structure and other methods to support major courses, including the pathways approach. Factors to consider when redesigning courses, tips on leading a successful change in courses, ways to measure success, and reasons why you should incorporate technology in the classroom will be discussed.	Community Room (409) (Eval Session Fri Keynote)
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<p>Breakout Session 1 10:30 – 11:20 am</p>	<p>Ready or Not, Here They Come: The Rise of Corequisites Room 413 Dave Sobecki (Miami University Hamilton (OH)) (Eval Session #1)</p> <p>In an ideal world, all students would enter college ready to take college-level math courses. Also, I'd be a legendary rock star. Sadly, neither of those things is in the cards. More pressure is being put on math departments to get students through their credit-bearing math classes in an expedient manner, and the inevitable end result is corequisites. This has the genius benefit of putting all of the burden on us, with no additional expenditure. So we might as well prepare and make the best of it. I'd like to talk about some best practices for corequisites, with some general thoughts, as well as some specific focus on non-STEM courses in liberal arts math or quantitative reasoning.</p>
	<p>Co-Requisites in Mathematics Room 415 Tamela Randolph (Southeast Missouri State University) (Eval Session #2)</p> <p>During this presentation, participants will be asked to think about pros and cons around implementing co-requisite mathematics courses at each of their institutions. Implementation information and "success" data will be provided from a mathematics program which has had co-requisites for the last five years.</p>
	<p>Best Practices for Increasing Student Retention in Online Courses Room 417 Melissa Wittmer (Ozarks Technical Community College) (Eval Session #3)</p> <p>Do you need help or have questions about creating an online course that is designed to increase student success? It is easy to feel disconnected from your online students and your students may feel isolated and frustrated by the lack of direct support. This session will focus on successful strategies like virtual study groups, tutoring sessions, streamlined course design, educational apps and much more.</p>
	<p>Catch Them Before They Fall Room 403 JB Dunn (Cengage/Louisiana Delta College) (Eval Session #4)</p> <p>Participants will discuss static and digital OER/LMS integration, perfecting 'Triad', and explain E-Tech 'Weeding' routines and strategies. With all the tools available nowadays, there's simply no reason developmental classes should be boring. They can easily become dynamic learning environments. It begins with a sincere desire to meet the developmental learner on their own terms.</p>

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Breakout Session 2 11:30 am – 12:20 pm	Projects and Mini-projects for Non-stem Pathway Courses Kim Granger (St. Louis Community College) Room 413 (Eval Session #5)
	<p>Many concepts in Non-stem Pathway (Statistics, Quantitative Reasoning, Teacher Prep) courses can be learned through the use of active projects and mini-projects that promote critical thinking. In this session, participants will have access to various projects that can be implemented this semester and will learn how to develop new projects.</p>
	Empowering Math Redesign with Modern Adaptive Technologies and Open Educational Resources Marissa Geyer & Adam Rooke (Knewton) Room 415 (Eval Session #6)
	<p>Teach your way with confidence your students are with you. Built on Knewton's expertly-designed technology and integrated with high-quality open content, alta puts achievement within reach for everyone. Come discuss the approach of mastery-based learning, see how to use alta's just-in-time remediation for pathways and corequisite courses, learn about our process for vetting open educational resources to ensure high quality content, and observe how Knewton is integrating Desmos into the learning process.</p>
	Implementation of Placement Exams for Corequisite General Studies Mathematics Gavin Waters (Missouri Western State University) Room 417 (Eval Session #7)
	<p>This talk will show you how to effectively place students into corequisite courses and how you can tailor these placement exams for your students. Data from MWSU will be shown and the success of corequisite courses shall be discussed.</p>
	Factoring Coreq Support into Pathway Courses for Higher Retention Jennifer Kolb (Hawkes) Room 403 (Eval Session #8)
	<p>Design pathways that encourage students to persist and increase gateway course completion. Accelerate the track to credit-bearing courses by targeting mathematics content needed for future careers and providing corequisite support. NEW editions of developmental titles are available for students with foundational skill gaps. Win a \$25 Amazon gift card!</p>
12:30 – 1:30 pm	Lunch (ticket required) Community Room (409) (Eval Session Fri Lunch)
1:30 – 2:00 pm	Visit our Vendors

<p>Breakout Session 3 2:00 – 2:50 pm</p>	<p>Increasing Rigor in a Co-requisite Support Course Charlene Atkins (University of Central Missouri)</p> <p style="text-align: right;">Room 413 (Eval Session #9)</p> <p>Institutions have been working to create co-requisite pathways, for underprepared students, in order to eliminate obstacles, decrease time to graduation, and decrease financial burdens. We must now work to determine best practices for supporting students in the developmental course. This session will focus on increasing rigor through differentiated instruction. Come and participate in co-requisite strategies proven to strengthen student understanding of gateway content.</p>
	<p>Reaching Out to Commuter Students: How Zoom Helped Us Reach Our Students No Matter Their Geographic Location Tamela Randolph & Cheryl J. McAllister (Southeast Missouri State University)</p> <p style="text-align: right;">Room 415 (Eval Session #10)</p> <p>The presenters will discuss how they have taught blended courses in the past and how using a FREE interactive webinar product (Zoom) increased the interactions for them and for their students. Students who could not have participated in the past due to geographical limitations were active participants in these online synchronous classes. Participants will be immersed in a class setting using Zoom. Come have fun and see what the possibilities are for interactivity in your classroom! If you want to actively participate, please bring your favorite device (phone, tablet, laptop, etc.) and you too can Zoom!</p>
	<p>A Co-Requisite Pilot – Year Two. How’s It Going? Kevin Bodden (Lewis and Clark Community College (IL))</p> <p style="text-align: right;">Room 417 (Eval Session #11)</p> <p>As an alternative to placing underprepared students into the traditional developmental math sequence, Lewis & Clark Community College is piloting co-requisite developmental math courses that provide just-in-time remediation for students who are co-enrolled in college algebra, statistics, liberal arts math, or technical math courses. Lewis & Clark’s pilot is part of a broader initiative by the State of Illinois to implement programs that will allow developmental math students reach credit-bearing courses within their first year of college. Come learn about our design and hear the results.</p>
	<p>A Model for Faculty Outreach to High Schools Joyce Lindstrom & Jackie Randle (St. Charles Community College)</p> <p style="text-align: right;">Room 403 (Eval Session #12)</p> <p>For ten years now, St. Charles CC has been sending math instructors (mostly adjuncts) to local high schools to present “Achieving Success in College Math”. This presentation is offered to Algebra II classes and is widely embraced throughout the region. We talked to over 3900 students this year alone! The presentation will show how this program was conceived, as well as how it is maintained. We will run through a quick version of the classroom visit and share some stats showing the success of the program.</p>

Friday, April 6, 2013

Breakout Session 4 3:00 – 3:50 pm	Designing Co-Requisite Courses with Online Assessment Michael Lafreniere (Ohio University-Chillicothe) Room 413 (Eval Session #13)
	<p>For this presentation, we will explore the design choices available when using an online assessment tool like WebAssign to build a co-requisite course. From the use of diagnostic resources to the inclusion of engagement elements (e.g., video, analytical tools, etc.), this presentation will provide a thorough exploration how WebAssign's online assessment capability weaves all of these co-requisite elements together. Content creation, content management, and efficacy in student learning are the primary drivers for this co-requisite course design presentation. Reusable modules and the management of these modules to assess student learning will be presented.</p>
	Learning and Assessment in the Community College Mathematics Classroom Laurie McManus (St. Louis Community College) Room 415 (Eval Session #14)
	<p>This interactive workshop will introduce participants to connecting learning and assessment in the community college mathematics classroom with professional standards for teaching mathematics. Participants will be introduced to a model for critical reflection on choices for assessing mathematical learning and understanding.</p>
	Making Review Days Count Cheryl Eichenseer (St. Charles Community College) Room 417 (Eval Session #15)
	<p>This presentation will focus on a specific technique for exam review which has been used with much success in the classroom. It combines aspects of a take-home assignment, an in-class quiz, and group work. Because it is a graded assignment, students have the incentive needed to perform well.</p>
	Math from the 1904 World's Fair Kim Granger (St. Louis Community College) Room 405 (Eval Session #16)
	<p>Come enjoy some fun 1904 World's Fair Memorabilia and photographs, and practice your math skills with various math application problems that can be used in developmental and college-level math courses based on "Facts from the Fair". This session will share fun historical facts, and will also help faculty find ways to write meaningful application problems that tie to the faculty member's personal interests. How many weddings took place on the Observation Wheel? How many people could the Observation Wheel hold? What was the average daily attendance? How much would a ticket to the fair cost today, with inflation rates from 1904 to 2018? And did people really eat DOGS at the fair? This is a great session if you want to enjoy some of our state's history and see some neat artifacts and photographs.</p>

Friday, April 6, 2013

4:15 – 6:00 pm	General Session and Business Meeting	Community Room (409) (Eval: Fri General Session)
6:00 – 10:00 pm	Branson Landing / Magnificent Seven Show	Branson

Saturday, April 7, 2018

6:00 – 8:00 am	Breakfast	LaQuinta Inn & Suites
Breakout Session 5 8:30 – 9:50 am	Introductory GeoGebra: A Graphing Calculator Without the Cost Rob Brieler (Jefferson College)	Room 103 (Eval Session #17)
	This will be a workshop on the free software offered by the GeoGebra institute. This software is available free to both educators and students via the web, a desktop application, or the app stores. We will go through all of the basic functionality you might have wanted for your algebra, calculus, and statistics courses so you'll be prepared to introduce GeoGebra to your class.	
	Using R for Introductory Statistics Doug Runge (St. Louis Community College)	Room 113 (Eval Session #18)
	This session will introduce the R programming language for use in an introductory statistics course. There are several statistical software programs available (Minitab, Matlab, Excel, SPSS, etc.), and one advantage of choosing R is that it is free. Topics in this presentation include those important to an introductory course: graphical and tabular representation of data, confidence intervals, hypothesis testing, and regression.	
	Designing CoReqs and Pathways Courses with MyLabs Diane Hollister (Pearson)	Room 413 (Eval Session #19)
	Explore the big picture questions about corequisite and pathways courses and then learn how MyLab Math features can be used to help you with course design and delivery. Learn more about adaptive tools, integrated review, analytics, and more!	
	Opportunities & Challenges: Engaging struggling students in co-requisite courses Trish White (Ozarks Technical Community College)	Room 415 (Eval Session #20)

	<p>Changes in assessment and structure at Ozarks Technical Community College have greatly increased the number of underprepared students in College Algebra and College Algebra with Support courses. While the co-requisite model presents tremendous opportunity for students, it also poses significant challenges for the instructor as weaker students engage college level math curriculum. This session will facilitate an open conversation about opportunities, challenges, and strategies for increasing student success in co-requisite courses.</p>
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Saturday, April 7, 2018

<p>Breakout Session 6 10:00 – 11:20 am</p>	<p>Using LaTeX in the Classroom Jim Munden (St. Louis Community College)</p> <p>LaTeX is a powerful, free document preparation system used extensively in academia. LaTeX is not a WYSIWG ("what you see is what you get") editor like Microsoft Word, but it is much more powerful and versatile for this reason. Learning LaTeX is relatively easy and an introduction to using LaTeX will be provided in this workshop. Even if you do not plan or want to use LaTeX in the class, it has benefits to knowing some of its basic coding for use in other products such as Microsoft Equation Editor. The presenter will share some course materials (e.g., syllabi, exams, slides) with the participants, who will get a chance to use LaTeX hands-on using Overleaf. <u>Bring exams that you would like to typeset in LaTeX, any questions about LaTeX and a USB drive to this workshop.</u></p>	<p>Room 103 (Eval Session #21)</p>
	<p>A Statistical Reasoning Pathway with StatCrunch Steven Klassen (Missouri Western State University)</p> <p>At Missouri Western, we are remodeling our Elementary Statistics course to better align with Missouri's Statistical Reasoning pathway objectives and include it in our general studies curriculum. I'll share how the use of StatCrunch, in combination with Pearson's MyLab, has helped us to focus on the statistical concepts and create an active-learning classroom experience.</p>	<p>Room 113 (Eval Session #22)</p>
	<p>Ups and Downs of Teaching Elementary Statistics Csilla Tasi (Northwest Missouri State University)</p> <p>What works and what doesn't in teaching elementary statistics, some main goals to strive for, as well as articles and projects that the students enjoy.</p>	<p>Room 413 (Eval Session #23)</p>
	<p>Integrating CoRequisite Topics into your Introductory Statistics Course Sharon North (St. Louis Community College)</p>	<p>Room 415 (Eval Session #24)</p>

	<p>This session will investigate the design of an effective Statistical Reasoning course. Prerequisite skills necessary for student success identified by the MO Mathematics Co-requisite at Scale Task Force will be examined. The integration of co-requisite support topics will be highlighted through the use of the Knewton alta courseware platform. Active learning techniques, open educational resources, and the use of student designed projects and presentations will also be discussed.</p>
<p>11:30 – 12:30 pm</p>	<p>Closing Session Attendance Prizes</p> <p style="text-align: right;">Community Room (409) (Eval: Sat Closing)</p>
<p style="text-align: center;">Boxed lunches will be available near/at the end of the closing session. Thanks for joining us this year; we look forward to seeing you again in 2019!</p>	