

## Presentation Schedule for the UW Math Initiative June 2021 Workshop

June 8 and June 10, 2021 10:00 a.m. to noon

| <b>Tuesday Times</b> | <b>Tuesday, June 8</b>  | <b>Thursday Times</b> | <b>Thursday, June 10</b>  |
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| <b>10:10-10:30</b>   | <p><b>Mind Control for Beginners: How to Motivate Students</b><br/><i>Jill Meyers, UW-Milwaukee</i></p> <p>It's no secret that a class of highly motivated students is more enjoyable to teach. When students are interested in the subject matter, they are usually more motivated. But what about the students who dread math? How does one motivate them? I've learned a few simple tricks that have worked wonders in my liberal arts mathematics classes.</p>  | <b>10:00-10:20</b>    | <p><b>Oral Exams for College Geometry</b><br/><i>Holly Attenborough, UW-Platteville</i></p> <p>With the transition to alternative delivery (hybrid and online courses) and the pervasiveness of online solutions, it became evident that my traditional math exams needed revision. Because of this, I integrated oral exams into my senior level geometry classes (spring 2020 and 2021). This presentation will discuss how these exams were executed, what went well, what I might change, and why I will continue to use them even after a return to "normal."</p>  |
| <b>10:30-10:50</b>   | <p><b>Jamboard Work as a Springboard for Productive Mathematics Discussion.</b><br/><i>Kathy Tomlinson, UW-River Falls</i></p> <p>I used the five practices for orchestrating productive discussion (Stein &amp; Smith) as a framework for leading productive whole class discussions, based on Jamboard group activities that I developed for synchronous online courses in Calculus I and II. The level of productiveness in the conversations depended on the kind of Jamboard activities students worked on. I converted some matching activities I had used in the past to the Jamboard which turned out to be more flexible than they were as paper-and-pencil activities. I will discuss implementation of the five practices and the challenges of engaging students in ways that address equity.</p> | <b>10:20-10:40</b>    | <p><b>Specifications Grading in Mathematics at Multiple Levels</b><br/><i>Josh Stangle, UW-Superior</i></p> <p>Specifications grading is an alternative assessment style focusing on specific action-based learning outcomes, re-assessment and only recording positive performances. This talk will focus on the evolution of my Specs-grading system in 100, 200, and 300 level courses. It will reflect on policies that worked well and policies that have since been changed. We will also discuss my thoughts on formative vs. summative assessment and timed vs. un-timed assessment. Questions and discussion will be encouraged.</p> |

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| <p><b>10:50-11:10</b></p> | <p><b>When Should Students Process New Content?</b><br/> <i>Xianwei Van Harpen, UW-Milwaukee</i><br/> Traditionally, students are exposed to new content in class and process new content after class. Very often, students get stuck working on homework and instructors tend to spend lots of time responding to homework. In my new model, students read text and attempt problems before class, then share ideas in class while getting responses from me and others. Seeing student work submitted online ahead allows me to orchestrate more productive mathematical discussion in class. Students have more time problem solving before class, which eases anxiety for many students. They are also more engaged seeing other students' work in class.</p> | <p><b>10:40-11:00</b></p> | <p><b>Using Videos for Assessment</b><br/> <i>Jason Thrun, UW-Platteville</i><br/> Using videos for assessment is not a new idea, but the recent transition to virtual teaching environments has made the logistics for this quite simple. My initial interest in using videos was to see how my students used the dynamic capabilities of spreadsheets and GeoGebra. After watching the videos, I realized they were capable of more. They provided greater insight into how students were thinking about the problem. Come to this session to see what I learned and share your interest or experience using video for assessment.</p>  |
| <p><b>11:10-11:15</b></p> | <p><b>Break</b></p>   | <p><b>11:00-11:20</b></p> | <p><b>Finding Community in the Virtual World</b><br/> <i>Katrina Stullken Rothrock, UW-Eau Claire</i><br/> It's challenging to feel connected to your peers, instructor or even your course when in a large lecture or online class – or worse, both. After watching online-accessible resources go significantly untouched in my Intermediate Algebra course and hearing students say they felt alone and disconnected, I knew change was needed. I'll share the metacognitive assignments I created with peer-input opportunities (so students could share ideas and kudos with each other), and my plans for small study communities, grouped both online (to share big ideas, exam notes, and other resources) and in-person (meeting weekly in the tutoring center).</p> |
| <p><b>11:15-11:35</b></p> | <p><b>Fostering a Community</b><br/> <i>Mckenzie West, UW-Eau Claire</i><br/> Over the past year, I have used class time and Canvas discussions to build community in my virtual classrooms. In this talk, I will share my tactics as well as how I will adapt them for in-person instruction. Most of the content of this talk will pertain to my abstract algebra and number theory courses, but I will also discuss</p>  | <p><b>11:20-11:40</b></p> | <p><b>Providing a "Test Reader" in an Online Mathematics Course</b><br/> <i>Heather Kahler, UW-Superior</i><br/> Accommodating students can be challenging in an online course. This past semester, two students from different nonsynchronous mathematics classes requested a test reader. I will share how I used basic technology in Canvas to create and embed audio files into their tests. Details about working within Honorlock, an online</p>  |

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|                    | ideas on how to implement community building in non-major courses.   |                   | proctoring system, student feedback about the experience, and questions regarding universal design will also be discussed. At the end of the session, I will invite feedback about appropriate next steps.  |
| <b>11:35-11:55</b> | <p><b>Videos in Learning</b><br/> <i>Justin Sukiennik, UW-Madison</i></p> <p>Since the pandemic began last fall, many of us used asynchronous videos as a way to teach or supplement our courses. I will go through the various features I used in my college algebra videos in fall semester. I will walk through the decisions behind the inclusion of each feature and students' reactions to these features. Lastly, as we move back into the classroom with our students, I will discuss what ways we can implement the things we have learned going forward.</p> | <b>11:40-noon</b> | <p><b>More than Math</b><br/> <i>Nathan Warnberg, UW-La Crosse</i></p> <p>I believe that the life skills that can be fostered in the mathematics classroom are just as important as the mathematics skills. This past year has reaffirmed this belief and that strengthening these different skill sets is not a mutually exclusive endeavor. I will briefly describe and reflect on four strategies that I used to cultivate my students both as humans (life skills) and as mathematicians.</p> <ol style="list-style-type: none"> <li>1.) Daily discussions of mostly non-mathematical goals.</li> <li>2.) Emphasizing learning over knowing.</li> <li>3.) Having students reflect on failures and celebrate successes.</li> <li>4.) Communicating that I was working on becoming a better human and mathematician.</li> </ol> |
| <b>11:55-noon</b>  | <b>Close</b>   | <b>noon</b>       | <b>Close</b>  |