

# ArizMATYC Conference

Hosted by Northern Arizona University

Friday, October 11, 2019

**\*\*Need to update this schedule still from last fall - but hope the template helps!**

7:30 – 8:30	<b>Breakfast &amp; Registration</b> [Copper Room, IE Building, west end] + Vendors
8:30 – 8:45	<b>Welcome</b> [Copper Room] ★ Dr. Steven Gonzales – President, GateWay Community College ★ Dr. April Ström – President, ArizMATYC
8:45 – 9:30	<b>Keynote</b> [Copper Room] ★ Dr. Maria Wise – Vice President of Academic & Student Affairs, GateWay Community College
9:45 – 10:30	<b>αBreakout Sessions</b> [IE 2nd Floor Classrooms] (see <a href="#">details</a> ) + ATF Meeting [IE 1234]
10:45 – 11:30	<b>βBreakout Sessions</b> [IE 2nd Floor Classrooms] (see <a href="#">details</a> ) + ATF Meeting (continued) [IE 1234]
11:30 – 12:45	<b>Lunch &amp; Student Panel</b> [Copper Room] + Vendors
1:00 – 1:45	<b>γBreakout Sessions</b> [IE 2nd Floor Classrooms] (see <a href="#">details</a> ) + ArizMATYC Business Meeting [Copper Room]
2:00 – 3:15	<b>Ice Cream Social, Campus Reports, and Preview of Spring Conference</b> [IE 3rd Floor Patio]
3:30 – 4:30	<b>Ultimate Frisbee Game</b> with GateWay Math Club Students [Grass in center of campus]

[Map of GateWay's Campus](#) (park in Lots 7, 8, or 9); [Map of IE Building](#)

# ArizMATYC Conference

Hosted by GateWay Community College

Friday, October 5, 2018

See the full day's agenda [here](#).

Breakout Session Details	[IE 2201] <i>Featured Student Presentation</i>	[IE 2202]	[IE 2203]	[IE 2204]	[IE 2213]	[IE 1234]	
<p><b>αBreakout Sessions</b> 9:45 a.m. - 10:30 a.m.</p>	<p><b>Venn Diagram and Math in Nursing</b></p> <p>Amy Herrera, Ada Balcarcel, Diego Lorenzana Jr., Prisca Ndifor, and Irene Gaither, South Mountain Community College</p> <p><i>Math and science always have close relationship in many ways. In this presentation, the nursing students take a closer look in John Venn and Karl Landsteiner, using Venn diagram in the blood transfusions between type A, B, and O with its rhesus factors. With this knowledge, blood drive for certain blood types are needed.</i></p>	<p><b>Our First Year: CGCC Reforming Developmental Math Education with a Purpose</b></p> <p>Roberta Pardo and Shannon Bishop, Chandler-Gilbert Community College</p> <p><i>Chandler-Gilbert C.C. has redefined how we serve our students testing into developmental math courses. We offer 5-week courses focused on one core mathematical concept that provide streamlined success towards their educational goals. The session will give you insights into how we have accomplished this structure (successes and challenges), the content taught in each of the six courses, data to support the model is working, and future plans for the courses and our students.</i></p>	<p><b>Are your classes student ready... for student misconceptions? Shifting the perception of student errors from mistakes to misconceptions.</b></p> <p>JW Gaberdiel, GateWay Community College</p> <p><i>We often believe that if we construct the best lesson possible, our students will learn. But sometimes we must first deconstruct the false lessons they have learned so they can learn the true lessons.</i></p> <p><i>Using a collection of well chosen examples taken from real life, participants will reframe student mistakes as student misconceptions. Solutions will be brainstormed, including one-on-one time between teacher and student, especially office hours. Participants will consider the shift from "re-teaching" and explaining concepts to students, to listening to students explain the concepts themselves to give the teacher the opportunity to identify their misconceptions.</i></p>	<p><b>Teaching Corequisite Courses with MyLab Math/Stat</b></p> <p>Stephanie Walker, Pearson</p> <p><i>Corequisite courses are becoming a common trend around the country for a variety of courses including College Algebra, Intermediate Algebra, Statistics, Liberal Arts Math and more. In this session, we will focus on important considerations when developing a corequisite course, such as model types, commingled v. cohort classes, number of hours needed for the support course, and more. We will introduce MyLab Math and Statistics innovations and implementation best practices that boost student success in corequisite courses. The following MyLab features will be highlighted: Mindset and Student Success, Personalized Homework, Companion Study Plan, Skill Builder, and Integrated Review.</i></p>	<p><b>Solving Polynomial Equations: Visualization from Linear to Cubic, from Rational to Complex Numbers</b></p> <p>Martin Flashman, Humboldt State University</p> <p><i>Using recent work with Geogebra on mapping diagrams, an alternative to graphs, Professor Flashman will provide visualizations for both the algebra used to solve linear and quadratic equations and for the relation of quadratic and cubic equations to their complex number solutions.</i></p>	<p><b>Articulation Task Force Meeting</b></p> <p>Chaired by Laura Watkins, Glendale Community College</p>	<p><b>Celebrating 50 Years: A Tour of GateWay Community College</b></p> <p>Danny Vingochea, GateWay Community College</p> <p><i>Meet right outside the Copper Room to experience a guided tour of GateWay's unique campus!</i></p>

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<p><b>βBreakout Sessions</b> 10:45 a.m. - 11:30 a.m.</p>	<p><b>Want a Math Club on Your Campus?</b></p> <p>Garvin Phillips, Amber Crabtree, and GateWay Math Club Officers, Past &amp; Present</p> <p><i>This round-table discussion will kick off with a short introduction about the formation of the GateWay Math Club, then provide ample time for Q&amp;A about how to maintain an active club on campus so that you can be prepared to form a math club of your own.</i></p>	<p><b>Are you ready for your students reaction to this four letter word?</b></p> <p>Rosemary Acosta, Dominique Stephens, GateWay Community College</p> <p><i>From a community college counselor's perspective, this 45 minute session will focus on supporting math teaching professionals to improve and better understand the anxious math student. Reasons why the student might have a particular challenge in math, how to meet the student where they are at, and simple techniques to reduce the students math anxiety and improve self confidence will be explored.</i></p>	<p><b>Estimation Challenge - A Team Activity</b></p> <p>Anne Dudley, Glendale CC - Emeritus; David Dudley, Scottsdale CC - Emeritus</p> <p><i>Being able to estimate is an important skill in today's world. This session will challenge your general knowledge of Arizona and your estimation skills. Teams will be given a list of questions to discuss and estimate the answers. Bring your friends or join a team when you arrive. No calculators, internet, computers, phones, etc. Just pencil and paper and your brains! Awards for the winning team!</i></p>	<p><b>Derivita - A New Math Online Homework System</b></p> <p>Devlin Daley, Derivita</p> <p><i>Derivita is setting out to replace publisher systems like MyMathLab and WebAssign. It is built on modern technology by the co-founder of Instructure Canvas and an early Google engineer. Derivita integrates seamlessly with Canvas reducing work for teachers, lowering student's costs, delivering a modern simple user experience, and expanding on what is possible with computer-based assessment. It's a system that doesn't crash at the beginning of the semester, or anytime really :) We're going to talk about what we've done, what's new and how we are working with teachers and schools to build something everyone will be excited about.</i></p>	<p><b>Making Sense of Integration Visually: Mapping Diagrams for Calculus</b></p> <p>Martin Flashman, Humboldt State University</p> <p><i>Understanding and evaluating integrals are important challenges of the calculus. Mapping diagrams, frequently coupled with tables, are a valuable alternative to graphs for visualizing functions and integration. Professor Flashman will start with the basics of mapping diagrams to visualize linear functions, the differential, and Euler's numerical method for solving differential equations, followed by a tour using GeoGebra through visualizations of integration theory and practice, concluding with visualizations to make sense of the Fundamental Theorems of Calculus.</i></p>	<p><b>Articulation Task Force Meeting (continued)</b></p> <p>Chaired by Laura Watkins, Glendale Community College</p>	<p><b>Cengage Unlimited: Making Math More Affordable and Accessible for Your Students</b></p> <p>Billie Henning and Ben Weber, Cengage</p> <p><i>Join us to learn the latest about Cengage's proven math learning platforms Webassign, MindTAP for Math Foundations and OpenStax with Webassign, and how they are now more affordable and accessible than ever through our groundbreaking "NetFlix for textbooks" subscription service.</i></p>

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<p><b>γBreakout Sessions</b> <b>1:00 p.m. - 1:45 p.m.</b></p>	<p><b>Want a Math Club on Your Campus?</b></p> <p>Garvin Phillips, Amber Crabtree, Annie Guenin, and GateWay Math Club Officers, Past &amp; Present</p> <p><i>This round-table discussion will kick off with a short introduction about the formation of the GateWay Math Club, then provide ample time for Q&amp;A about how to maintain an active club on campus so that you can be prepared to form a math club of your own.</i></p>	<p><b>Makerspace: Thinking by Design</b></p> <p>Kerry Sanderson, GateWay Community College</p> <p>Through the magic of making, experience how working with your hands can open your mind! In today's session, we will complete a fun, hands-on challenge following the process of human-centered design. Developed for GateWay Community College's new Makerspace, this program emphasizes career-based outcomes, including creativity, flexibility, initiative and collaboration. Participants will gain an understanding of cross-disciplinary instructional strategies that encourage problem-solving, innovative thinking, and an entrepreneurial mindset.</p>	<p><b>Is a Collaborative Learning Space a necessity for Active Learning?</b></p> <p>Elizabeth Lugosi, University of Arizona</p> <p><i>In order to improve the results of students in undergraduate college algebra and business calculus classes, I apply active learning (AL) methods, and I am convinced that it contributed significantly to students' better achievements. On the SPRING 2018 ARIZMATYC / MAA conference, I gave a presentation about the six AL strategies that I have been using. I have used AL methods in regular classroom settings, and recently, I have the pleasure to teach in collaborative learning spaces. In this presentation, sharing my own experiences, I compare the efficiency of applying the AL strategies in the two different types of classroom.</i></p>	<p><b>The Betas</b></p> <p>Brian Beaudrie, Northern Arizona University</p> <p><i>Most people know, or have heard of, the famous Greek mathematicians Pythagoras, Archimedes, and Euclid. But there were many not-as-well known Greek mathematicians - more than 150 of them - who made valuable contributions to the field, contributions that still are felt today. This presentation will discuss a few of them and their contributions to mathematics, allowing you to work on some of their more famous problems and discoveries.</i></p>	<p><b>Are your classes student ready... for students without study skills? How to use your gradebook to require students to build study skills.</b></p> <p>JW Gaberdiel, GateWay Community College</p> <p><i>Teachers sometimes feel powerless to require students to practice effective study skills. Participants will brainstorm the following questions in small groups, then share possible solutions that use the gradebook to hold students accountable: What do you wish you could force your students to do in order to be successful in your class? (Read the text, come to office hours, ask questions, etc.) What is stopping you from requiring these behaviors? (Can't make them, etc.) How could you legitimately require students to use the study skills you recommend by tying these behaviors into your gradebook? (Required office hours, textbook readings, etc.)</i></p>	<p><b>ArizMATYC Board Meeting</b></p> <p>April Ström, ArizMATYC President</p>	<p>-----</p>