

## AMATYC Friday, November 16, 2018

1. I attended the Chat and Chew session and discussed extra credit and set up of future conferences. There were no great take-aways.
2. I visited the vendors. Carnegie Learning has a \$35 product that might meet the objectives of Mathematics in the Modern World. I left my contact information so they could contact me.
3. I attended a session on professional development for adjunct faculty due to my role as CTEI co-director. They had too long of a preamble. They are from Carnegie (makers of Statway and Quantway) so they have to do nation-wide professional development. Statway and Quantway address fostering belonging and stereotype threat as part of the curriculum. It might be interesting to read their curricula again and to see if some of those ideas are adaptable.

Participants were asked what is done on their campuses. We have tried almost all of it- offer sessions to all, pay for attendance, grants, mentoring, funds for state affiliate conferences.

Goals for them:

- Support to teach Pathways
- Create a community
- Respond to adjunct needs
- Respond to institution needs
- Keep expectations reasonable given the distance and breadth

They held a focus group at a national conference. Then they interviewed 12 adjunct teachers from diverse institutions (background- e.g. HS teacher, work life, experience at college, experience teaching Pathways, challenges, insights, resource suggestions).

With 10 minutes left they still had not started talking about their program- they were still describing the scope of the problem. I filled out my first evaluation of the conference.

**From their website:**

### [Robust Professional Development](#)

We recognize that teaching is complex and that learning to teach differently is particularly challenging. Thus, we see faculty development as a process not a single injection, and that requires a long-term commitment. We provide support to faculty through intensive initial preparation, ongoing mentoring, online training and forums, and in-person meetings.

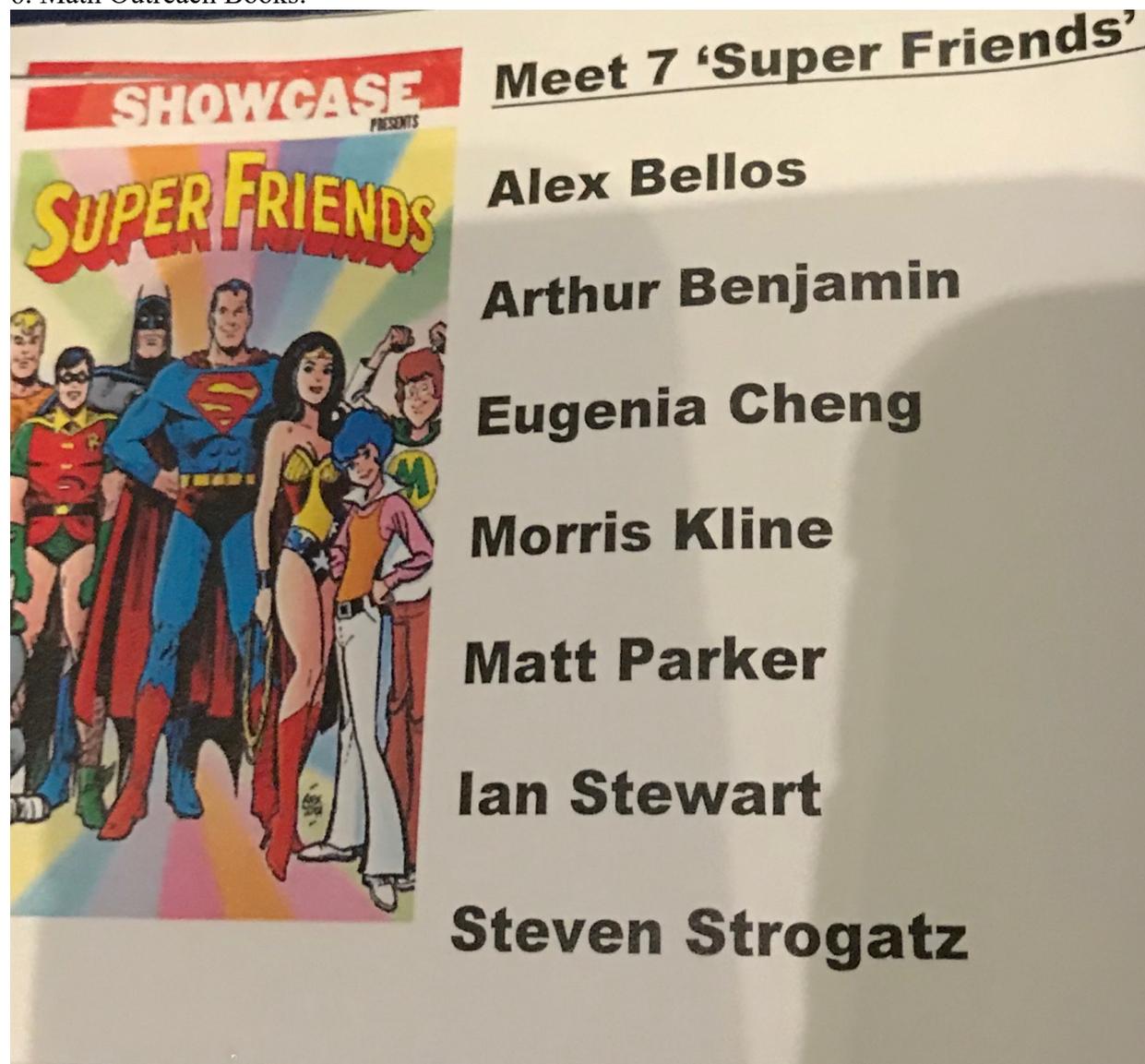
They have a resources website. You can get a badge for completing a preparation course. They have a mentor per college- adjunct specific mentors. They survey for good times.

4. An Austin Community College has created highly scaffolded activities that they use for a cohort model of corequisite education for statistics and QR. It is a good idea. While neither of

their activities would work for us, I think the idea is a pretty good one and an interesting idea, I could see doing this for the Central Limit Theorem and some financial math topics. I have scans of the sample lessons they provided.

5. The Regional Meeting was uneventful.

6. Math Outreach Books:



The presenter recommends the authors in the photo. It was interesting. I bought some books and may add topics now and then to QR.

7. What to teach in an era of artificial intelligence? I thought this might focus on math topics, but it was at a very high level- metacognition and personal interaction, for instance.

8. Faculty Development and Equity in an Era of Math Reform- The slides are in the Guidebook App. It was a little more about convincing faculty of the utility of pathways than I thought.

I bailed and went to a College Algebra session on reflecting whether algebraic manipulation can be de-emphasized in College Algebra.