Presentation Overview

❖ Engagement Research and Partnerships
❖ What have we done to engage our students?

➢ Instructional Modality
  Synchronous / Asynchronous / Face to Face

➢ Engagement Structure
  ■ Student-Content Interaction
  ■ Student-Student Interaction
  ■ Student-Teacher Interaction
Engagement Research and Partnerships

- MAA
  - Common Vision (2016)
- AMATYC IMPACT (2018)
- Conference Board of the Mathematical Sciences (CBMS-2018 - Active Learning Position Statement)
- NSF projects (StatPrep-2016)
- 4th National Mathematics Summit
What have we done to engage our students?

Kate Kozak
Coconino Community College, Flagstaff, AZ
How to engage

❖ Synchronous classes (Virtual/Face to Face)

❖ Asynchronous classes (online)
Synchronous classes

❖ Student-content/student/teacher
➢ Zoom breakouts

<table>
<thead>
<tr>
<th>Groups (3)</th>
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<tbody>
<tr>
<td>break out room 1</td>
<td>2 students</td>
</tr>
<tr>
<td>break out room 2</td>
<td>3 students</td>
</tr>
<tr>
<td>break out room 3</td>
<td>2 students</td>
</tr>
</tbody>
</table>

➢ Google docs
Asynchronous Classes

❖ Student-Teacher Interaction
➢ Orientation Video
  https://youtu.be/xEiyfGe1_HA
➢ Email

Chapter 7 HW

Hi Ms. Kozak,

I am a little confused about what are Alpha levels and are the related to Type errors?

Thank You,
Asynchronous Classes

❖ Student-Content Interaction
  ➢ Videos
    https://youtu.be/X8TYmN246As
  ➢ Group work

You will discuss with your group members in the group section of the course. In this group section, you will find a discussion that your group can discuss your answers to the Lesson F Worksheets.pdf (Lesson F Worksheets.docx). (The docx version of the lesson worksheet is given if you wish to type the answers, however, use the pdf version to see the correct formulas.) Once you have a consensus of the solution, the group leader must submit a typed or scanned solution to the assignment. You can also submit the URL if you use the Page in the group section of Canvas.

Points 30
Submitting a website url or a file upload
File Types doc, docx, and pdf
Asynchronous Classes

❖ Student-Student Interaction
➢ Discussions

One thing I still do not get is the empirical rule. I am still confused on what exactly it is and how to use it properly.

From what I understand is that it just gives you a basic knowledge of where certain data will fall, so in other words it's giving you a percentage on where certain data falls on the graph. I don't know if this helps because I'm still trying to understand it as well.

Hey, thank you so much that helped me understand it better on when to use it.
What have we done to engage our students?

Julie Phelps
Valencia College, Orlando Florida
Student Engagement

❖ Examples for you to explore later
  ➢ Google Jamboard: [link](#)
  ➢ Question Recording using ([iPad/Flipgrid](#) and [Google Jamboard](#))
  ➢ Desmos Classroom College Algebra Activity (this activity is not mine… it is one of the free Activities that can be “CASE’D”: [Parabola Activity](#))
Community Building

Let do this:
❖ This activity is a pre-built activity I made mine: Desmos Classroom

Let’s interact after this webinar using Flipgrid!
❖ Flipgrid instead of ‘discussion’ post or ‘forum’ post
Questions??
McGraw-Hill Higher Education is proud to support the 2021 AMATYC Webinar Series
Upcoming 4th National Mathematics Summit
June 14 & 15, 2021
Westgate Resort and Casino
Las Vegas, NV

Planning Leadership Team
Annette Cook, Paul Nolting, Julie Phelps and Nancy Sattler

Steering Committee
Christina Cobb and Denise Lujan (NOSS)
Rochelle Beatty, Kathryn Van Wagoner, and Laura Watkins (AMATYC)
Connie Richardson and Paula Talley (Charles A. Dana Center)
Ann Edwards (Carnegie Math Pathways/WestEd)
April Strom (MAA)
The 4th National Math Summit begins at 1:00 p.m. on Monday, June 14th, and features keynote speaker, Jenna Carpenter, concurrent sessions, and more. The program will conclude Tuesday, June 15th 5:00 p.m. This is a pre-conference to the NOSS 2021 conference and requires separate registration (https://thenoss.org/Math-Summit/)

The Math Summit is sponsored by AMATYC, NOSS, and Paul Nolting. Supporting partners include: Charles A. Dana Center, Carnegie Math Pathways/WestEd, and the MAA.
February 11, 3 pm ET
How Three Imposters Did Technology, OER, and Accessibility During a Pandemic
Presenters: Mary Monroe-Ellis, Amy Tankersley, and Suzanne Etheridge

March - Topic: Affective Domain and Student Engagement
   Presenter: Paul Nolting
   Date: TBD

April - Professional Development and Department Issues
   Presenters: Christine Mirbaha, Linda Braddy and Behnaz Rouhani
   Date: TBD

May - Topic: Student Engagement
   Presenter: April Strom
   Date: TBD