



AMATYC News

American Mathematical Association
of Two-Year Colleges

Serving the professional needs of two-year college mathematics faculty

Volume 19 Number 3

May 2004

ISSN 0889-3845

AMATYC's 30th Annual Conference Is Coming!!!

by Wanda Garner, Program Coordinator

It's time to plan your trip to AMATYC's Annual Conference. This year's event is scheduled for November 18-21 in Orlando, FL, so leave your winter coat at home, pack your sunglasses, and join your colleagues to explore "Bright Ideas: Communicate, Calculate, Educate" at the Renaissance Orlando Resort near SeaWorld.

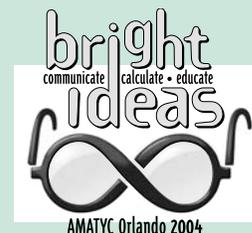
Highlights of the 2004 conference include presentations by several of the 2003 Teaching Excellence and INPUT Award winners, two themed sessions, and five featured speakers whose presentations will challenge and often entertain attendees. Thursday's keynote address, "Building Bridges and Changing Lives: The Role of Community Colleges," by Yolanda T. Moses, will highlight the critical role community colleges play in educating a diverse cadre of future mathematics and science professionals.

Saturday morning's breakfast address will be "Passing the Grade as a Student Consultant" by Brian Winkel of the United States Military Academy, West Point. Other featured speakers include professional magician and mathematician, Arthur Benjamin, and mathematics sage, Ignacio Bello. On Thursday, there will also be a special symposium, "Preparing to Teach Statistics," presented by noted authority, Joan Garfield.

This year's themed sessions are "Growing Mathematically Using Biotechnology," focused on real applications of mathematics, organized by the Technical Mathematics/AAS Programs Committee; and "Mathematics Placement and Assessment: Here's How We're Doing It," presented by AMATYC's Placement and Assessment Committee. Both themed sessions include nine separate short presentations and will occur Thursday morning.

The overall balance of topics planned for this conference is exceptional, offering something for everyone in every time slot. Like last year, sessions and workshops will be coded by topic to assist attendees in choosing presentations. The codes have been updated, adding two new categories, "History" and "Research Based." The second of these is in response to requests to identify presentations based on data and those that present results of research projects.

All sessions and workshops, except for Saturday's PC lab workshops, will be located in the Renaissance Orlando Resort, which includes a convention center area within the facility. So, all onsite events will be conveniently located. Plan to arrive Wednesday evening to take full advantage of conference events. See you in Orlando!!!



A Roast and Reunion at the 30th Annual AMATYC Conference

Come one, come all! Learn what pair of Executive Board members shared a hotel suite with two six-nozzled bathroom showers. Hear an audited report on how many AMATYC members were eaten by bears while searching for coffee during summer workshops at Ricks College (caffeine verboten). Marvel at three decades of oddities which conference staff will unveil in their voluminous files. Yes, we also will announce the winner of the coveted award for Most Cantankerous Executive Board Member of the 20th Century.

The roast, of course, is just a fun event around which we hope to get many AMATYC old timers to come to Orlando, see friends, and re-live early AMATYC history. We hope there also will be many chuckle-inducing vignettes from more recent AMATYC members.

More details about the roast will be available with your conference registration information at the end of summer. For now, we need your help in making sure that all the right people are contacted and all the best stories are told.

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President's Corner



Judy E. Ackerman

Montgomery College • Rockville, MD

Spring break is over, and we're moving toward the home stretch of the semester. Some classes are really clicking while in others, things just aren't working. Wouldn't you like to know what really will work in your mathematics classroom? Where do you look to find out what is effective? Informally, many of us share information with our colleagues about a special program, application problem, or use of technology. And sometimes the colleague actually tries out one of our ideas in the classroom. But what is missing are widely accessible ideas with data to support their effectiveness.

Although I would like to find out what works for a number of courses, like many of our members, I am particularly interested in finding ways to help students succeed in developmental mathematics courses so that students will be prepared to enter college-level mathematics courses. Recently, I read an article that presented data on student success in a math course in which students were required to complete computer homework assignments. What I found particularly interesting about the article was the different ways that student success was calculated. I had to read very carefully to figure out which way corresponded to how student success is computed at my school. Initially, I was quite excited about the potential of the computer homework assignment approach until I realized that the success rate that was quoted was lower than what was happening at my campus. Of course, to find this out I had to calculate our success rate the way it was done in the article. Do you think that we need to agree on how to describe student success in a math course? Should we include in our computations the number of students who drop the course before it even appears on their transcripts? Do we only consider the number of students taking the final exam as the base and then compute success as the percent of course grades of A, B, and C for those who took the final exam?

Recently an AMATYC affiliate president contacted me to ask whether or not I knew of data related to an issue of concern to the affiliate. They are planning to issue a "white paper" to promote the idea that students in their state should take mathematics during their senior years in high school. Although members of the affiliate believe, based on their experiences, that not being engaged in the study of mathematics for a year is "not in the best interest of the student," they thought that without data, their statement would not get the attention that it should get. A review of literature found a number of strong statements to support their premise, but no studies on which the statements were based. The affiliate president indicated that a statement made without supporting data would be considered weak and subject to scrutiny.

If the research reports that many of us would like to see are not out there, who is responsible for conducting this research and then reporting the results? Of course, the answer is simple: we are. How many of you have studied the effectiveness of a new approach to something in your classroom or course? What happened with your results? Did you report on them at a national meeting such as the AMATYC Annual Conference, or did you submit an article to *The AMATYC Review* or another refereed journal? Can you think of one or more topics that you and your colleagues researched at your institution without disseminating the results so that your colleagues could benefit from your work?

One example that comes to mind is the research that my colleagues and I did in the early 1990s when there was concern that students who were permitted to use graphing calculators in precalculus would do poorly in calculus. We learned a couple of things from that study including some unanticipated things. First, the students who

used graphing calculators in precalculus did as well in calculus as students who did not use them. The unexpected finding was that half of the students who enrolled in precalculus did not enroll in calculus for at least four semesters after taking precalculus. In other studies, we found that in most of our mathematics courses approximately half of the students that we would expect to continue on to the next course don't take the next mathematics course.

Many two-year college mathematics faculty don't consider the "classroom research" that they have done important, but clearly many of us can benefit from knowing about the results of our colleagues to help inform our mathematics programs. Please let me hear from you about your ideas on how AMATYC can facilitate this.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December 1, February 1, April 1, June 1, and September 1 for the respective issues.

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Call for Nominations for AMATYC Office

by Philip Mahler, Committee Chair ex officio

The Nominating Committee seeks recommendations for AMATYC officers for 2005-2007. Serving as an AMATYC officer is an excellent way to expand your professional horizons and contribute to AMATYC and to your profession.

The offices that will be filled in the 2005 election are: Vice President for each region, President-Elect, Secretary, and Treasurer. Nominations are due **February 1, 2005**. Any regular individual member of AMATYC is eligible to run for office.

The Nominating Committee consists of twelve members who represent a cross section of AMATYC delegates, members, and leadership, with at least one member from every region. For more information about the duties and requirements of office, as well as the nomination process, follow the "Call for 2005-2007 AMATYC Officer Nominations" link at the AMATYC website. If you have questions or wish to suggest someone, including yourself, please contact one of the members of the Nominating Committee, listed below.

Philip Mahler	mahlerp@middlesex.mass.edu	Region 1 - Northeast
Mary Beth Orrange	orange@ecc.edu	Region 1 - Northeast
Claude Moore	cmoore@dcc.vccs.edu	Region 2 - Mid-Atlantic
Judy Williams	jwilliams@tcc.edu	Region 2 - Mid-Atlantic
Ray Collings	rcollings@gpc.edu	Region 3 - Southeast
Judy Giffin	giffin.j@rhodesstate.edu	Region 4 - Midwest
Dale Johanson	dale@northeastcollege.com	Region 5 - Central
Carolyn Neptune	cneptune@jccc.net	Region 5 - Central
Quincy Magby	quincy.magby@azwestern.edu	Region 6 - Southwest
Jane Weber	ffjw@uaf.edu	Region 7 - Northwest
Wanda Garner	wagarner@cabrillo.edu	Region 8 - West
Sue Parsons	parsons@ceritos.edu	Region 8 - West

AMATYC Professional Development

AMATYC Traveling Workshops Deliver

by Doug Mace

Now is the time to begin planning professional development activities for the next academic year. Consider an AMATYC Traveling Workshop to assist you and your colleagues in increasing your effectiveness in the classroom. Workshops are custom-designed to meet the needs of your department, and are cost-effective since they are offered onsite at your college.

AMATYC offers:

- **Traveling the Crossroads Workshops** to help your faculty implement the recommendations from *Crossroads in Mathematics*
- **Traveling Technology Workshops** that provide instruction on the use of a variety of handheld and computer technology in the teaching of mathematics, and
- **Traveling Teacher Preparations Workshops** to support the ever more important function of teacher preparation in community colleges

Experienced facilitators work with you to design workshops ranging in length from a half-day to two or three days. If you are an affiliate leader planning an upcoming conference, consider scheduling an AMATYC Traveling Workshop as part of your affiliate conference. To set up a workshop for your college or affiliate, contact Doug Mace, Traveling Workshop Coordinator, Maced@Kirtland.edu.

Submit a Teaching Excellence Award Nomination Now

by Kathy Mowers

Demonstrate your respect for your colleague, your profession, and yourself by nominating an outstanding teacher for the AMATYC Award for Teaching Excellence. **In San Diego, one awardee from each region with at least three nominees will receive a medallion from AMATYC as well as a \$500 check from Houghton Mifflin.**

You are strongly encouraged to identify a colleague who is an exceptional teacher and work with that person to put the nomination packet together. When you do this you have already honored the quality of their teaching, and they deserve it! While good teaching is the main focus, awardees are rated on their support of students, professional development activities, interaction with colleagues as well as other qualities listed at www.amatyc.org. Nominees must be AMATYC members whose primary assigned duties must be delivering instruction in an associate degree-granting program. There is also a FAQ page to assist you. Other questions should be directed to Kathy.Mowers@kctcs.edu.

It is through the recognition of our best teachers that we emphasize the significance of what each of us does, the importance of our profession, and the value of the professional goals to which we all aspire.

President-Elect Kathy Mowers must receive complete nomination packets no later than **Thursday, December 9, 2004**. You can beat the last minute rush and submit it NOW. Forms may be found on the AMATYC website.

The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Lamar State College-Orange, 410 Front St., Orange, TX 77630. Author Guidelines may also be found at www.amatyc.org/Publications/Review.

The *Crossroads* Revisited Project— Moving Forward

To date, many AMATYC members and other colleagues have been involved in various ways in the *Crossroads* Revisited Project. Through this project, AMATYC will release a new Standards document with accompanying digital products in 2006. The second draft will be released in fall 2004 and will be discussed at the 2004 AMATYC Annual Conference in Orlando. Visit www.amatyc.org/Crossroads/revision.html to see a list of the approximately 150 dedicated professionals from 44 states, the District of Columbia, and Canada who have participated as members of the National Advisory Committee or the Planning Team, as Writing Team Chairs, Section Writers, Contributing Writers, Association Review Group (ARG) I or II leaders or members, or in other special and important ways. AMATYC thanks each of you who has volunteered already and looks forward to even greater participation in the future. This will be YOUR document; it grows stronger and more useful to our profession when you share your expertise. Stay on the lookout for opportunities to participate in *Crossroads* Revisited activities in Orlando and through the *Crossroads* page on the AMATYC website.



Supplemental Funding Received from NSF

by Mary Ann Hovis, Robert Kimball,
and John C. Peterson

AMATYC received supplemental funding from the National Science Foundation (NSF) for the project “Technical Mathematics for Tomorrow: Recommendations and Exemplary Programs.” Project recommendations for the original phase were contained in the publication *A Vision: Mathematics for the Emerging Technologies*. Each member of AMATYC received a copy of the *Vision*. Among the recommendations in the *Vision* was a reform in mathematics texts.

Participants believed that textbooks should include writing assignments, projects, technology-based activities, a sufficient amount of skill-and-drill exercises, useful web materials, and information relevant to the technologies represented in their mathematics courses. They also felt that some materials should include too much information and other materials should omit some relevant information and force students to find the missing information.

The materials the participants described are, for the most part, not available in areas of emerging technology. The additional funding will be used to demonstrate to NSF that these types of materials can be developed in biotechnology and related areas. The materials will be

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Crossroads Revisited Writing Team Meets in Rockville, Maryland

The *Crossroads* Revisited Project held a meeting in February 2004 at Montgomery College in Rockville, MD, hosted by AMATYC President Judy Ackerman. Project Planning Team members, Writing Team Chairs, Section Writers, and Special Advisors reviewed feedback on the AMATYC *Standards 2006* Annotated Outline Version 4.0, finalized the new set of Student Support Standards, and brainstormed about the digital products that will accompany the written document, scheduled for release in fall 2006.

You can help!

- ☞ Can you suggest a title instead of *AMATYC Standards 2006* for the final document to be released in November 2006?
- ☞ The document will be accompanied by a variety of products in digital format. Can you give examples of products (topics and type of media) that would be useful to you?

Send your responses to either question by email to Project Director Susan S. Wood (swood@jsr.vccs.edu).



Attending the Rockville *Crossroads* Revisited Meeting (not all pictured): Judy Ackerman, Norma Agras, Nkechi Agwu, Geoffrey Akst, Rikki Blair, Sadie Bragg, Cheryl Cleaves, Dennis Ebersole, Greg Foley, Susan Forman, Jim Hall, Jim Ham, Margie Hobbs, Mary Ann Hovis, Alan Jacobs, Alice Kaseberg, Rob Kimball, Doug Mace, Judy Marwick, Marilyn Mays, Pat McKeague, Kathy Mowers, Carolyn Neptune, Sue Parsons, Fred Peskoff, Jim Roznowski, Nancy Sattler, Myra Snell, Bill Steenken, JoAnne Thomasson, David Wells, Susan Wood

Project ACCESS Applications Now Available

Project ACCESS Fellows' application materials are now available online at the Project ACCESS website. To find out more about the project, and to download and print the application materials, go to www.amatyc.org and click on Project ACCESS.

A complete application consists of the application form, vita, personal statement, and letter of support. Completed applications must be received by July 1, 2004. Send four hard copies of all materials in your application packet to: Project ACCESS, AMATYC Office, Southwest Tennessee CC, 5983 Macon Cove, Memphis, TN 38134.

Conference News

Symposium on Teaching Statistics Planned for Orlando

by Philip Mahler

Thursday's events at the 2004 AMATYC conference in Orlando will include a symposium presented by Joan Garfield of the Univ of Minnesota, on **Preparing to Teach Statistics**. The symposium is sponsored by the ASA-AMATYC Joint Committee on Statistics and its chair Brian Smith. Partial support is provided by a grant from Central Michigan Univ funded by the Annenberg/CPB Project. The symposium is in two parts—an open session for all interested, and a workshop that requires pre-registration.

The session portion of the symposium presents an overview of the recently developed guidelines on teaching introductory courses in statistics. The workshop portion of the symposium will engage participants in a variety of hands-on activities related to designing, teaching, and evaluating statistics courses. Numerous resources that illustrate aspects of the guidelines will be shared.

Joan is the author and co-author of numerous articles and books related to the teaching of statistics, on developing statistical reasoning, assessment, and classroom research. She is currently a co-director of the American Statistical Association (ASA) funded GAISE Project (Guidelines for Assessment and Instruction in Statistics Education) and associate director for research for CAUSE (Consortium for the Advancement of Undergraduate Statistics Education).

Presiders Wanted!

Presiders are needed for the 30th Annual AMATYC Conference, November 18-21, 2004, in Orlando, FL. Serving as a presider is a great way to become involved in the conference program, and it's fun. But, seriously, presiders play an important role in the flow of the conference. Their duties include seeing that sessions start and end on time, introducing the speaker(s), and distributing, collecting, and summarizing the session evaluation forms.

Presider assignments are made after the conference presentations have been finalized, usually early May. At the conference, presiders are provided with packets that include all the necessary directions, forms, and information.

Your presider application may still be submitted at the conference website. Go to the conference website at www.amatyc.org/Orlando/AMATYC_2004_Orlando.html and click on Presider Application form to submit your application.

If you have any questions, please contact Bob Malena at bmalena@ccac.edu.

Future AMATYC Conferences

2004	Orlando	November 18-21
2005	San Diego	November 10-13
2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23

Roast, Continued from page 1

Amber Steinmetz has agreed to do the general planning. Amber needs to track down as many old timers as possible, some of whom will have retired. Please be sure you have provided the AMATYC Office with your historical information (see directions in the box below). Amber also needs to line up individuals willing to pick a target for roasting or willing to recount a wild or happy AMATYC story. Contact Amber at ambers@semo.net.

Stephen Rodi, srodi@austincc.edu, never shy about exaggeration in the name of humor, has agreed to be the M.C. He needs material to fill those lonesome pauses between speakers. If you are too shy to approach a mike, email him about your favorite or funniest AMATYC memory.

We know who the extroverts are among you! If you don't email one of them, Amber or Steve will come and get you!

HELP!!!

What year did you join
AMATYC?

The AMATYC Office needs your help
gathering historical information!

Please go to www.amatyc.org and
follow the links to complete the online
survey form!



College Algebra Study

by Sheldon Gordon

AMATYC is collaborating with MAA and NCTM on a major project to assess how well courses such as college algebra actually meet the needs of the students who take them. Anecdotal evidence abounds that indicates that these courses are not particularly effective. As a first step, the working group seeks some hard data on these courses:

- Who are the students who take them and why?
- How many are successful in the courses?
- What subsequent courses do they take and how do they do in those courses?

Looking back from Calculus I, for example, how many students came through "college algebra" courses?

If you or your department has conducted any studies on these issues or has any hard data and would be willing to share this information, please contact Sheldon Gordon, gordonsp@farmingdale.edu; Jerry Kissick, jerrykissick@comcast.net; Jack Bookman, bookman@math.duke.edu; or Susan Ganter, sganter@clemson.edu. Any information that you provide will be kept in the strictest confidence.

Distance Learning Committee

by Nancy J. Sattler

It is well-known that collaborative group learning experiences promote active learning (Johnson, Johnson, & Smith, 1991; Palloff & Pratt, 1999). Palloff & Pratt (1999) offer the following suggestions to promote these experiences when teaching an online course:

- (a) Begin with introductions. Students should introduce themselves to one another and share their expectations for the course.
- (b) Post the group introductions. Students are often times more comfortable introducing themselves in this medium.
- (c) Create teams. Teachers should provide guidelines and expectations for small group discussions, group assignments, and small-group activities and simulations.
- (d) Ask discussion questions. Teachers should encourage students to bring their life experiences into the discussion and relate it to the course material.
- (e) Create small group assignments with real-life situations. Teachers can ask their students to solve a problem collaboratively.
- (f) Pose questions as a jumping-off point. Teachers can promote exploration of a topic and help students develop critical thinking skills.
- (g) Ensure active participation. Teachers should share the responsibility for the facilitation of the course with their students.
- (h) Provide feedback. Students can provide constructive and extensive feedback to one another.
- (i) Include Internet assignments. Teachers should encourage their students to explore the Internet to promote collaboration with other learning communities around the globe.

There are many websites that offer resources for teachers whether they are teaching a traditional class or a distance one. The Eisenhower Clearing Center offers a "Digital Dozen" exemplary websites for educators, handpicked each month. These sites can be found at www.enc.org/weblinks/. The National Council of

Teachers of Mathematics has interactive math tools and i-Maths, which are online, interactive, multimedia math investigations. All i-Maths are built around interactive math applets, and some also include video clips. They can be found at <http://illuminations.nctm.org/>. Another source of applets is www.ruf.rice.edu/~lane/rvls.html. If you know of other sites that could be useful to AMATYC members, please contact Nancy Sattler so that they can be included on the AMATYC Distance Learning Committee's website.

References

- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book.
- Palloff, R., & Pratt, K. (1999). *Building learning communities in cyberspace*. San Francisco: Jossey-Bass.

Faculty Development Committee

by Judy King

The Faculty Development Committee invites AMATYC members to assist us in reviewing our position papers, available on the AMATYC website. The position statements that need to be reviewed are:

- The Academic Preparation of Mathematics Faculty at Two-Year Colleges
- Internships for Two-Year College Mathematics Faculty
- The Working Conditions of Adjunct Faculty
- Support for Professional Development

The committee wants to know your opinion, such as, save as is, tweek a little (provide comments), consider a complete revision (rationale?), or reire (why?). Send your comments to Judy King, judy.king@ptk.org.

Placement and Assessment Committee

by Ed Gallo and Bill Coe

The Placement and Assessment Committee (PAC) is working on a Summer 2004 PAC Newsletter. Please send any short articles or items that you think would be of interest to all of the PAC membership to ed.gallo@sinclair.edu by **June 18, 2004**. Also, please email Jim Ham, PAC Newsletter editor, jaham@alpha.delta.edu, if you want to be

on the distribution list for the PAC Newsletter.

Bill Coe, Montgomery College, Rockville, MD, is the new chair of the Placement Subcommittee. Under his leadership, the Placement Subcommittee is planning to conduct a survey about any placement programs you use, the cut off scores you use to determine placement, how you determine success of the placement program, and a few other items.

We plan on sharing the results of the survey in the PAC Newsletter, as well as at the Placement Subcommittee meeting at the AMATYC conference in Orlando. We would like to get as many colleges to respond as possible, so we are going to use a number of distribution methods. We will email the survey to people on our PAC membership list and to those who have attended our PAC committee meetings during recent AMATYC conferences. If you can think of other ways to "get the word out," please let us know.

When you receive the survey, we would very much appreciate your prompt response. If you have any questions about the proposed survey now or when you receive it, please contact Bill, william.coe@montgomerycollege.edu, or the Placement Subcommittee assistant chair, Beverly Parnell, bparnell@yvcc.edu.

Technical Mathematics/AAS Programs Committee

by Mary Ann Hovis

The Technical Mathematics/AAS Programs Committee is very pleased to sponsor another themed session at the AMATYC conference in Orlando. The session will revolve around mathematical applications in the field of biotechnology which are currently being developed by bio-tech faculty from across the country. Several committee members along with bio-tech faculty will present realistic examples of how mathematics is used in areas related to biotechnology. The applications will be written at all levels of Bloom's Taxonomy. You will come away from the session with anywhere from 50 to 100 problems which can be used in your classroom.

The committee, through the NSF grant "Technical Mathematics for Tomorrow: Recommendation and Exemplary Programs" (DUE-0003065),

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sponsored two CRAFTY Workshops for Technical Mathematics producing four reports. These reports have now been published by the MAA in *Curriculum Foundations Project: Voices of the Partner Disciplines*. They comprise over 40 pages in the new publication. The document can be downloaded from www.maa.org/cupm/crafty/.

Current discussion through email centers on the transferability of technical mathematics courses. Anyone with interest in technical mathematics, please consider joining the committee by sending an email to Mary Ann Hovis, hovis.ma@rhodesstate.edu.

Technology in Mathematics Education Committee

by David Graser

The past three AMATYC conferences have highlighted the use of java applets in mathematics education. Applets have been used extensively in online and hybrid math courses. Nicknamed mathlets, these applications are designed to perform specific teaching tasks such as illustrating volume and area by slicing, approximating integrals, and the effect of changing parameters on the graph of a function.

Mathematics faculty around the world are developing mathlets for use in their classes. Although development takes a fair amount of training, any instructor can make use of mathlets that are available free of charge for noncommercial use. It takes a student almost no time to learn how to use a well designed mathlet. Since they are created to be visual with very few controls, students focus on the concepts and not the keystrokes. Mathlets offer the interactivity of the graphing calculator in a simple to use form that works on Windows and Mac platforms.

Hundreds of mathlets are available on the Internet. The Mathematical Association of America (MAA) manages a library of mathlets through its Mathematical Sciences Digital Library (www.mathdl.org). In this library you can browse classroom tested and peer reviewed mathlets. The MAA electronic publication *Journal of Online Mathematics and Its Application* (www.joma.org) features many articles on the use and development of mathlets. In addition to these MAA resources supported by the National Science Foundation, you can find more mathlets online by searching with your favorite search engine using the keyword "mathlet."

AMATYC Website Statistics

by Tingxiu Wang

How many times was the AMATYC website visited? This summary is based on the statistics between April 2003 and March 2004.

- The AMATYC website is a very popular website. The number of visits has steadily increased and the average number of monthly hits in the past 12 months was about 101,650.
- About 80% of visits occurred between 6 a.m. and 8 p.m.
- The top 38 countries and regions that visited amatyc.org each month included Argentina, Australia, Austria, Belgium, Belize, Bermuda, Brazil, Canada, Czech Republic, Finland, France, Germany, Greece, Hong Kong, Hungary, India, Indonesia, Israel, Italy, Japan, Mexico, Netherlands, New Zealand, Norway, Philippines, Poland, Portugal, Romania, Russia, Singapore, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, United Kingdom, and the United States.
- Besides the AMATYC homepage, the most visited AMATYC webpages included the Online Resource, Electronic Proceedings, Job Board, and Student Mathematics League. Based on the top thirty URLs, other often-visited webpages included AMATYC Affiliates, Conferences and Meetings, Project ACCESS, and Publications.

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created for classroom use and should reflect the mathematics needed in biotechnology.

The effort will involve nine biotechnologists and three mathematicians. Each biotech person will develop 14 problems. Using Bloom's Taxonomy, each problem will be classified at one of Bloom's six levels. Each person must develop at least one problem in each level. A workshop was held at Wake Technical CC, May 16-19, 2004. At this workshop, each biotechnologist interacted with the other eight biotechnology people and with several two-year college mathematics faculty. The purpose of the workshop was to refine the work of each person and make sure that the content is sound from both a biological and mathematical view, and that the problems are appropriate for the two-year curriculum. The problems will be "field tested" with several Wake Tech students.

The complete set of materials will be posted on the AMATYC webpage at the conclusion of the projects. Notice of the availability of the materials will be in the *AMATYC News*.

A themed session at the AMATYC Conference in Orlando, FL, will highlight these projects. Authors will be present to discuss the projects and answer questions about the context. If you've been looking for contextually rich problems that give the student a flavor of what goes on in the "real world," you should attend the themed session sponsored by the Technical Mathematics/AAS Programs Committee.

Announcing a free web resource for assessing students' statistical learning

The NSF-funded web ARTIST project contains numerous resources as well as an online, searchable data base of assessment items for teachers of introductory statistics courses.

In addition, a free roundtable conference on assessment in statistics education will be offered this August at Lawrence Univ. Details are posted on the ARTIST website, www.gen.umn.edu/artist/.

Alaska/British Columbia

A meeting for anyone interested in forming (reviving) the Alaska AMATYC Affiliate (AKMATYC) will be held during the MAA's Pacific Northwest Section meeting June 24-26, 2004 (lunch on Friday, June 25). Please email **Jane Weber** at ffjw@uaf.edu if you're interested.

Arizona

ArizMATYC is looking for ways to increase membership. Ideas are to have keynote speakers at each of the conferences, post conference materials on the website, have a more meaningful newsletter with news from departments, and encourage members to talk to colleagues about the benefits of joining.

California

CMC³ had its Eighth Annual Recreational Mathematics Conference on April 30-May 1, 2004, at the Horizon Hotel and Casino in Stateline, NV. All sessions were recreational in nature. The Friday night event included casino gaming demonstrations followed by dessert and a talk given by **Eli Maor**, from Loyola Univ of Chicago on "The First Uninteresting Number." Saturday's events included a luncheon talk given by **Paul C. Pasles** of Villanova Univ on "Benjamin Franklin's Mathematics: Magic Squares."

The 19th annual conference of CMC³-South took place March 5-6, 2004, with a superb attendance of 278 registered participants. Past-presidents **Jack Wadhams** and **Terrie Teegarden** were recognized for their outstanding service. The new president-elect is **Rich Zucker**, from Irvine College, rzucker@ivc.cc.ca.us. **Tammi Marshall** and **Mark Geenhalgh** were elected as secretary and treasurer, respectively. **Ignacio Alarcon** is now president and **Peg Hovde** is past-president. Peg is also the conference chair for the 31st Annual AMATYC Conference to be held in San Diego in 2005.

Georgia

The 15th Annual Meeting of GMATYC was held at Georgia Perimeter College, Lawrenceville Campus, on February 6, 2004. The meeting is always held as a part of the Georgia Perimeter College Math Conference. In attendance were college and university faculty from across the state

of Georgia. The following newly elected officers were introduced during the meeting: president, **Donna Saye**; treasurer, **Alice Pierce**; secretary, **Diane Wilson**; and nominating committee members, **Beryle Boyd** and **Ann Hardy**. During the meeting, GMATYC presented its first annual GMATYC Teaching Excellence Award. The award recipient was **Gina Reed** from Gainesville College in Gainesville, GA. In addition to a plaque, Gina received a one year membership in both GMATYC and AMATYC.

Many GMATYC members' schools participated in the Tenth Annual Mathematics Tournament for Two-Year Colleges held at Gainesville College in Gainesville, GA, on April 3, 2004. The students competed individually during the morning and as teams in the afternoon. The tournament, as always, was a great opportunity for students to receive awards and recognition for the mathematical talents and abilities.

Illinois

IMACC held its annual conference at the Allerton Conference Center, March 25-27. In addition to announcing the recipients of \$2500 in student scholarships, **Ruth Anne Hartman**, Black Hawk College, received IMACC's first Distinguished Service Award and **Jim Trefzger**, Parkland College, received the first Teaching Excellence Award.

Indiana

IRMC held its spring conference at Indiana Univ at Kokomo on March 26th. The affiliate's fall meeting is now being planned and you can receive more information by contacting IRMC president, **Janet Teegarden**, jteeguar@ivytech.edu.

Iowa

Charles Ashbacher, Mount Mercy College in Cedar Rapids, IA, received a grant of \$1000 for Special Interest Group Computer Science Education (SIGCSE). The grant will allow him to hire student programmers to develop some exercises in computer security.

Kentucky

KYMATYC held its annual conference March 5-6, 2004, at the Shaker Village in Pleasant Hill, KY. Several sessions at the conference addressed the comprehensive mathematics curriculum revision currently in progress in the Kentucky Community and Technical College System. The keynote speaker, **David Leep** from the

Univ of Kentucky, presented the talk, "Number Theory, Trigonometry, and Complex Numbers: A Circle of Ideas." **Kathy Mowers**, AMATYC president-elect, and **Jim Roznowski**, AMATYC Midwest Vice-President, presented a session "Repaving the Crossroads," an update on how *Standards 2006* is progressing. The conference concluded with a business meeting, which included the election of officers.

Louisiana-Mississippi

Spring is Science Fair time and LaMsMATYC participates by awarding a cash prize of \$100 to the winner of the Mathematics category in the Senior Division at each of the State Science Fairs in Louisiana and Mississippi. Members of LaMsMATYC participated in the international conference for Teachers Teaching with Technology that was held in New Orleans on March 12-14. **Pat Roux**, **Richard Sasser**, **Pat Cox**, and **Sue Caire** worked as volunteers for the conference.

Maryland

At a meeting of the statewide math group, two committees were formed to examine the prerequisites and approaches to the liberal arts mathematics course and the statistics course. **John Climent** and **Sylvia Sorkin** will work on the statistics course, and **Tom Armstrong**, **John Beyers**, **Cathy Cant**, **Tracy Leshan**, and **Tom Seremet** will develop the syllabus and assessment methods for the liberal arts course.

In addition, the issue of fast-tracking students through developmental mathematics is important and relevant. **Nancy Priselac** has substantial information on this topic.

Minnesota

The 15th annual MinnMATYC conference was held in Duluth, MN, on April 30-May 1, 2004, and was once again jointly sponsored by MinnMATYC and MCTM, the Minnesota Council of Teachers of Mathematics. The conference offered over 150 sessions and numerous opportunities to discuss what is happening in mathematics education in Minnesota. MinnMATYC's portion of the program featured presentations by authors **Alan Tussy**, Citrus CC, and **Laura Bracken**, Lewis-Clark State College.

Congratulations to the following individuals who were elected this past fall and will help lead MinnMATYC during the

next two years: president-elect, **Gail Burgess** (South Central Technical College-Mankato); treasurer, **Barb Schewe** (Anoka Ramsey CC); secretary, **Ken Grace** (Anoka Ramsey CC); member-at-large, **Melvorn Taylor** (Ridgewater College); member-at-large, **Bonnie Gruber** (Anoka Technical College); and member-at-large, **Jim Leslie** (Inver Hills CC).

Matt Dempsey and **Zika Perovic**, Normandale, received a grant to develop an online Finite Math class. **William Young**, Century College, was awarded curriculum revision funds for a proposal to create a new calculus-based statistics course. Ridgewater College is offering two totally online mathematics courses for elementary teachers. One of the largest changes involved merging several colleges. Fergus Falls CC and three of the former Northwest Technical College schools, Detroit Lakes, Moorhead, and Wadena have been merged to form Minnesota State CTC.

Nevada

NEVMATYC held its annual spring conference on April 17, 2004, at Great Basin College in Elko, NV. The featured speaker, **Ron Larson**, from The Pennsylvania State Univ, spoke on the topic, "Lies My Graphing Calculator Told Me."

New Jersey

MATYC NJ met on April 3 at the County College of Morris. Featured presentations included **Arlene Graper** and **Aditi Patel** who spoke about the positive and negative aspects of teaching online mathematics courses. **Revathi Narasimhan** made a presentation on "Lively Topics to Introduce College Algebra Topics."

New Mexico

Jimmy Smith, retired division head at New Mexico State Univ at Alamogordo, passed away on March 13, 2004. His support of mathematics, mathematics education, and NMMATYC will endure forever in the students' and instructors' lives that he touched in his 34 years of leadership at New Mexico State Univ at Alamogordo.

North Carolina

On March 11-12, NCMATYC held its annual conference in Spruce Pine in the rolling hills of NC. Over 120 participants ignored the threat of 3-6 inches of snow to attend. A wide variety of sessions was offered; topics ranged from "A Reader's

Theater on Math Anxiety" to "Falling in Love With Discrete Math," and included mini-sessions on areas from developmental math to calculus. **Pat McKeague** of Cuesta College, CA, was the keynote speaker and a presenter, and **Lois Yamakoshi** of Los Medanos College, CA, gave a session on statistics. New NCMATYC officers are president, **Chuckie Hairston**; president-elect, **Jan Mays**; secretary, **Janet Yates**; treasurer, **Sharon Killian**; and regional vice-presidents, **Ann DeBoever**, **Chuck Wessell**, and **Phyllis Patterson**.

Pacific Islands

Jane Iida and VMATYC members are busy preparing for the AMATYC Summer Institute in Hawai'i entitled "Mathematics in Hawai'i." The conference will be held in Hilo, HI from July 26-30, 2004. Featured instructors include **Pat McKeague**, **Kalepa Baybayan**, **Fred Stone**, and **Darcy Bevans**. For more information contact **Jane Iida**, iida@hawaii.edu.

Pennsylvania

The PSMATYC meeting was held April 2-3 at Moravian College in Allentown, PA. A panel discussion featuring **Fred Miller**, **Linda O'Connor**, and **Dennis Ebersole** discussed "College Algebra in Flux." **Ruth Collins** presented a session on teacher preparation and **Deborah Hughes Hallet** discussed teaching the next generation using interdisciplinary teamwork.

South Carolina

SOCAMATYC held a meeting in Myrtle Beach, SC, on February 20, 2004. Election of officers were held with the following results: president, **Jerry Marshall**, Tri-County Tech; vice-president, **Donna Foster**, Piedmont Tech; secretary, **Jane West**, Trident Tech; treasurer, **Patty Monroe**, Greenville Tech. SOCAMATYC is in the midst of a membership drive. Members have been encouraged to present at the SCCTM meeting to be held in October 2004 at Myrtle Beach. More information about SOCAMATYC and its members is now available at www.soca.matyc.org.

Tennessee

TMATYC held its third annual meeting on April 16-17, 2004, on the Macon Cove campus of Southwest Tennessee CC in Memphis, TN. By a fortunate turn of events, the AMATYC board was meeting in Memphis at the same time and board members attended the affiliate meeting.

The sessions ranged from improving instruction using technology to teaching issues such as the recent reduction of all developmental algebra classes to three semester hours. This meeting also saw a new president, **Angela Everett** of Chattanooga State Technical CC, assume her new duties for the coming two years.

Virginia

VMATYC held its 18th annual conference April 2-3 at Virginia Highlands CC in Abingdon. Keynote speaker was **Scott Flansburg**, "The Human Calculator," Guinness World Record holder for adding numbers faster than an actual calculator. Also on the program was an AMATYC Teacher Prep Workshop facilitated by **Carol Murphy** of San Diego Miramar College. Funds for the workshop were provided through a grant to J. Sargeant Reynolds CC from the Calculus Consortium for Higher Education.

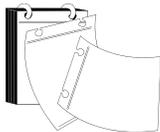
VMATYC has awarded the Glenn Fox Scholarship to **Ashley O'Quinn** of Bee, VA. The \$700 scholarship is given annually to a community college student planning to major in mathematics or to teach mathematics or computer science. Ms. O'Quinn is a student at Southwest Virginia CC. Her faculty sponsor, **William Fiess**, will be given a one-year extension of his VMATYC membership, and the school will host the scholarship plaque for the coming year.

Washington

Edmonds CC is hosting the fifth annual "Mathematics Across the Curriculum" (MAC) summer institute. Any instructor who wishes to integrate mathematics or quantitative reasoning into a course in any discipline is welcome. Faculty are encouraged to attend in interdisciplinary teams. The institute will be held jointly with the "Quantitative Literacy Across the Curriculum" conference hosted by The Washington Center and sponsored by the Mathematical Association of America. The conference will feature resource faculty from around the country, a computer lab with Internet access, workshops given by experienced MAC faculty, and time and assistance for faculty to create projects and

Continued on page 10

See Calendar on page 10 for specific conference information. Due to space limitations, not all news submitted may have been printed.



AMATYC Calendar of Events

Check the AMATYC website, www.amatyc.org, for information on conferences and meetings from other organizations.

June 10-12, 2004 IMACC Teacher Education Workshop, Judson College, Elgin, IL. Contact: Catherine Moushon, cmoushon@elgin.edu

June 13-18, 2004 AMATYC Outer Banks Summer Institute, Duck, NC. Contact: Ed Laughbaum, 614.292.7223, elaughba@math.ohio-state.edu

July 8-12, 2004 AMATYC Teacher Preparation Summer Institute, Enumclaw, WA. Contact: Joyce Hammer, jhammer@greenriver.edu

July 26-30, 2004 AMATYC Hawai'i Summer Institute, Hilo, HI. Contact: Jane Iida, iida@hawaii.edu

September 25, 2004 LaMsMATYC Annual Conference, Delgado CC, New Orleans, LA. Contact: Milton Vavasseur, mvavas@dcc.edu

September 25, 2004 OKMATYC Fall Meeting. Contact: Jay Malmstrom, jmalmstrom@okccc.edu

September 25, 2004 WisMATYC Fall Conference, UW-Fond du Lac, Fond du Lac, WI. Contact: Judy Jones, jjones@matcmadison.edu

October 1-2, 2004 MichMATYC Conference, Grand Rapids CC, Grand Rapids, MI. Contact: Jim Chesla, jchesla@grrc.edu

October 1-2, 2004 NDMATYC Conference, Carrington, ND. Contact: Linda Tonolli, 701.224.5644, linda.tonolli@bsc.nodak.edu

October 2, 2004 CMC³-South Mini Conference, Yucaipa, CA. Contact: Sherri Wilson, 909.389.3336, swilson@crafton.sbccd.cc.ca.us

October 8, 2004 IMATYC Meeting, North Iowa Area CC, Mason City, IA. Contact: Brent Hamilton, hamilbre@niacc.edu

October 29-30, 2004 SOCAMATYC Joint Meeting with SCCTM, Myrtle Beach, SC. Contact: Gerald Marshall, gmarshal@tctc.edu. Website: www.scctm.org/Conferences/conferences.htm

November 18-21, 2004 30th Annual AMATYC Conference, Orlando, FL. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

December 2-4, 2004 CMC³ 32nd Annual Conference, Monterey, CA. Contact: Rick Hough, 650.738.4193, hough@smccd.net

April 7-9, 2005 MOMATYC Conference, Lake Ozarks, MO. Contact: Russell Murray, 314.984.7470, rhmurray@stlcc.edu

May, 2005 NMMATYC Conference, New Mexico State Univ-Alamogordo, Alamogordo, NM. Contact: Janet Delgado, janet@nmsua.nmsu.edu

November 10-13, 2005 31st Annual AMATYC Conference, San Diego, CA. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 2-5, 2006 32nd Annual AMATYC Conference, Cincinnati, OH. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org

November 15-18, 2007 33rd Annual AMATYC Conference, New Orleans, LA. Contact: AMATYC Office, 901.333.4643, amatyc@amatyc.org



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assessments for their courses. Contact **Deann Leoni**, dleoni@edcc.edu, or **Rebecca Hartzler**, rhartzle@edcc.edu, for more information, or see <http://mac.edcc.edu>.

West Virginia

The WVMATYC meeting was held on Saturday, March 13 at Fairmont State's Caperton Center. **Robin Hensel** and **Sue Goodwin** presented sessions on active learning in statistics and **Michael Lunstrum** presented a keynote address comparing traditional college algebra with modular college algebra. At the conclusion of the meeting, the new officers were sworn in—they are president, **Robin Hensel**; president-elect, **Linda King**; treasurer, **Sonya Armstrong**; and secretary, **Michael Anderson**.

Wisconsin

In connection with Mathematics Awareness Month, Madison Area Technical College's Math Club sponsored two presentations: Mathematics to the Rescue: Centrality in Graphs by **Benjamin Collins**, UW-Platteville and Number Theory: Partitions and the Legacy of Dyson

and Ramanujan by **Ken Ono**, UW-Madison.

Wyoming

Central Wyoming CC hosted a short-course workshop, "Teaching Developmental Algebra Using a Function Approach with Hand-Held Technology" presented by **Joe Fiedler**.

The Casper College chapter of the Phi Theta Kappa honorary society presented the TLC (Terrific Learning Coach) award to **Pete Wildman** in December and to **Raymond Steinbacher** in January. Pete is a third time recipient.

Kendall Jacobs of Casper College helped direct a conference on teaching

science and mathematics with technology for the state's public school teachers.

Kendall, Pete Wildman, and Deanna Schaff presented sessions.

The annual WVMATYC meeting was held at Western Wyoming CC, February 20-21, 2004. **Dave Metz** served as conference coordinator. The Dual Enrollment Position Statement under development by AMATYC was discussed further. New officers were elected: president, **Chuck Newberg**, Western Wyoming College; president-elect, **Valerie Harris**, Central Wyoming CC; secretary, **John Spitler**, Univ of Wyoming; and treasurer, **Lynne Ipina**, Univ of Wyoming.

JOIN AMATYC

BECOME A MEMBER OF AMATYC TODAY

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Window on Washington



by Judy E. Ackerman

On March 16, 2004, several hundred educators, representatives of professional science and mathematics education associations, and staff from an array of government agencies gathered for the Secretary's Summit on Science. The secretary in question is the Secretary of Education, Rod Paige. This conference initiated the second phase of the Department of Education's Mathematics and Science Initiative. The first phase started a year ago with the Secretary's Math Summit (www.ed.gov/rschstat/research/progs/mathscience/summit.html).

The initiative to improve mathematics and science achievement has three broad goals:

- Conducting a broad-based public engagement campaign to draw attention to the need for better mathematics and science education
- Initiating a major campaign to recruit, prepare, train, and retrain teachers with strong backgrounds in mathematics and science
- Developing a major academic research base to increase knowledge of what improves student learning in mathematics and science in the classroom.

The purpose of this conference was to spend the day in dialogue about effective science education and the importance of what happens in K-12 science instruction.

John Marburger, Office of Science and Technology Policy, spoke of mathematics as "a beautiful and powerful language of nature" but emphasized that it was not science. Rather he suggested that it is a way of testing ideas about how nature works. Simple questions in science may lead to big ideas. NASA Administrator Sean O'Keefe noted that it was vital to steer students to exciting careers in science, engineering, and

mathematics because of the graying of the workforce and the decline in enrollment in these fields. He indicated that efforts should be focused on the middle school students. The NASA website, www.nasa.gov, has activities for students and educators to promote interest in science. John Segal, Director of Defense Research and Engineering from the Department of Defense, indicated that teachers and science are crucial to the security of the United States and that there is a need to ensure that U.S. citizens pursue Science, Technology, Engineering, and Mathematics (STEM) majors. He suggested that the higher education community look at the freshman year experience in science, engineering and mathematics since it is important in student decision-making to remain in STEM majors. Finally, there was acknowledgement that there is a thin research base in science education. Most of the research is descriptive and there is a lack of quality research on outcomes of different modes of teaching.

Similar concerns were expressed with respect to the science curriculum as with the mathematics curriculum—a mile wide and an inch deep. A related theme that was discussed by many of the panelists was assessing science knowledge. No Child Left Behind will soon require assessment of science in addition to reading and mathematics. Concern was expressed that assessment would drive the curriculum and that what will be assessed might be what is easy to assess, not what is important to assess. Good assessment is costly.

More information about the Secretary's Science Summit may be found at www.ed.gov/rschstat/research/progs/mathscience/sciencesummit04.html.

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