

the mathematics classroom. This session promises to be not only very informative but a great deal of fun. Come and meet the speakers. The session is on Thursday from 8:45 a.m.-11:40 a.m. and runs concurrently with the Themed Session on Assessment.

The committee is currently critiquing the appropriate sections of the current draft version of *Beyond Crossroads* through email. This discussion will continue during our second meeting in Orlando, which is Saturday from 1:15 p.m.-2:05 p.m. Please attend and add your input to this important project. Further conversation will occur on what a next step might be for a follow-up to the current NSF grant, "Technical Mathematics for Tomorrow: Recommendations and Exemplary Programs."

Our first meeting, Friday 12:15 p.m.-1:05 p.m., will concentrate on assessing the themed session, discussing what and when our next themed session might be, the biotech workshop held in May 2004, and the transferability of some of the technical mathematics courses. Please join us.

Time will be allocated at each meeting for networking. You can be a part of this committee by attending one of the meetings at the conference or by emailing Mary Ann Hovis, hovis.ma@rhodesstate.edu. New people and new ideas are always welcome.

Technology in Mathematics Education Committee

by David J. Graser

As our annual conference nears, a committee chair's thoughts turn to visions of committee meetings. This year the TIME committee will meet on Thursday, November 18, 11:15 a.m. to 12:05 p.m. and Saturday, November 20, 2:30 p.m. to 3:20 p.m. The TIME Committee meetings are open to all AMATYC members. In the past few years there have been fewer and fewer new faces, so I want to encourage everyone to attend one or both meetings.

You are probably asking yourself, "What happens at a committee meeting?" Committee meetings at the annual conference are an opportunity for leaders in technology to get together and discuss the issues facing the AMATYC membership. In past meetings, the committee has discussed directives from the AMATYC board,

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Students Learn by Teaching

by Sandra Tannen, Camden County College, NJ

A few years ago, in my quest to be creative and innovative, I devised an assignment requiring each of my students to teach a lesson. To add impact, I decided to grade it as an exam. When I explained the project, a few of my students balked at the idea. Now, several years later, I have honed the assignment and it has proven to be an effective and enjoyable teaching tool.

I am a big proponent of the Socratic/Didactic method of teaching which involves part lecture and part exploration and collaborative efforts. It has been well documented over the years that when students verbalize concepts and think out loud, it enhances their learning. Students learn and retain knowledge more effectively when they build and explore knowledge for themselves.

To that end, I require my students to be teachers and they are graded on how well they accomplish this. My assignment asks each student to teach a lesson. It must be something that I have already taught and cannot be within two weeks of my lesson. The students are graded on clarity of explanation, proper use of mathematical terms and language, poise, and creativity. They must be prepared to answer questions pertaining to their topic. The actual lesson is usually around 10 minutes. In addition, each student has to prepare a 10-question worksheet for the class as well as a solution page with each problem carefully worked out. Students must submit this to me at least three days prior to their presentation date, so I can make copies for the class. The students can pick their topics and I do not permit repeat lessons that other students have taught. I instruct them to be creative and have fun. During their presentation, I participate as a student.

Although occasionally I get some dissenters, this activity has proven to be very effective. In addition to improving critical thinking by using active learning, this assignment also serves as a great review. All through the semester, my students are reminded of concepts they have previously learned. In the process of completing this assignment, some of my students have shown immense creativity. One student put the

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AMATYC CALENDAR OF EVENTS

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

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

February 18-19, 2005 TexMATYC/TCCTA Conference, Renaissance Hotel, Austin, TX. Contact: Linda Zientek, lzientek@blinn.edu. Website: www.texmatyc.org

February 26, 2005 MinnMATYC's Second Annual Future Teachers Conference, Minneapolis CTC, Minneapolis, MN. Contact: Tara Evensen-Daas, chateletvn3620@aol.com

March 4, 2005 ColoMATYC Conference, Red Rock CC. Contact: Rick Reeves, 303.914.6400, rick.reeves@rrcc.edu

March 10-11, 2005 NCMATYC's Annual Spring Conference, Durham Technical CC, Durham, NC. Contact: Chuck Wessell, wessellc@durhamtech.edu

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

April 14-16, 2005 IMACC Conference, Allerton, IL. Contact: Marybeth Beno, mbedo@southsuburbancollege.edu

April 22-23, 2005 4th Annual TMatYC Conference, Pellissippi State Technical CC, Knoxville, TN. Contact: Bobby Jackson, rtjackson@pstcc.edu

May 20-21, 2005 NMMATYC Conference, New Mexico State Univ-Alamogordo, Alamogordo, NM. Contact: Janet Delgado, janet@nmsua.nmsu.edu

May 25-27, 2005 OCMA 25th Annual Conference, Talisman, Ontario, Canada. Contact: Gary Helmer, gary.hlemer@mohawkcollege.ca

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

faculty.mc3.edu/rhofman/camtasia/graphicalindex.htm). She would be interested if others found them useful.

Texas

TexMATYC is conducting a membership drive and trying to organize campus representatives on all Texas two-year college campuses.

TexMATYC is planning a pre-service workshop for teachers on the Thursday before the spring TCCTA-TexMATYC conference in February. The workshop will be presented by **Robert M. Capraro** and **Mary Margaret Capraro**.

TexMATYC recently conducted a survey to determine how TexMATYC can better to serve community college mathematics faculty in the state. The survey was sent to TexMATYC members and non-members across the state, and, so far, the response is good. If you want to see a copy of the survey, it can be accessed at www.texmatyc.org/survey.html.

The new TexMATYC Executive Board took office in June of this year. The new officers are as follows: president, **Linda Zientek**; past-president, **Natile Woodrow**; vice-president, **Paula Wilhite**; secretary, **Mel Griffin**; treasurer, **Habibolla Far**; affiliate delegate, **Raja Khoury**; and newsletter/webpage editor, **Irene Doo**.

Utah

Clayton Brown was named Utah Valley State College (UVSC) Wolverine Teacher of the Year. **Chris Christopherson** received the UVSC Alumni Educator of the Year Award. **Jana Lunt** received the Teacher of the Year by UVSC Athletes.

Officers for UMATYC are President **John Jarvis**, Utah Valley State College, and Secretary/Treasurer **Ben Moulton**, Utah Valley State College.

Virginia

The Virginia Highlands CC (VHCC) Mathematics Department made a decision in the spring of 2004 to adopt the TI-84 Plus Silver Edition graphing calculator as its standard. Consequently a 2004 T³ College Short Course was held at VHCC for all faculty–full-time and adjuncts. Faculty from the surrounding sister colleges also attended the Short Course. **Debbie Crocker** was the instructor, and **Pansy Waycaster** was the on-site organizer.

Washington

A group representing Washington community college mathematics departments met to work with a state project aimed at better defining the “college-ready” mathematics student and easing transitions between high schools, community colleges, and four-year schools. The project’s work will continue over the next two years.

Thirty-five faculty gathered for four days in August at the Sleeping Lady Retreat Center in Leavenworth, WA, to focus on integrating mathematics into their curricula. The fifth annual Math Across the Curriculum (MAC) Summer Institute was hosted by faculty from Edmonds CC and funded by the National Science Foundation. This year, the MAC institute was held jointly with the MAA PREP workshop on Quantitative Literacy Across the Curriculum, hosted by The Washington Center. Over 100 faculty total were in attendance at the conference from 30 institutions around the country.

MAC participants worked in interdisciplinary teams to create curriculum integrating mathematics and/or quantitative reasoning into economics, biology, ESL, English, art history, computer science, environmental science, Spanish, and gerontology. Further information about these and other MAC projects are available on the MAC website, <http://mac.edcc.edu>, or by contacting the coordinators **Deann Leoni**, dleoni@edcc.edu, or **Rebecca Hartzler**, rhartzle@edcc.edu. The coordinators also will be presenting on the MAC project at AMATYC’s annual conference in Orlando.

Wyoming

William Manzer, math and physics, retired from Western Wyoming CC after 35 years of service.

See Calendar on page 7 for specific conference information. Due to space limitations, not all news submitted may have been printed.

Committee Reports,

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technology usage outlined in the *Crossroads* document and sponsorship of sessions at future conferences.

At the Conference, plan to attend the TiME Committee meetings, which are open to all AMATYC members. The agenda includes a review of the signature documents of the TiME Committee: the Position Statement on the Instructional Use of Technology in Mathematics and the Position Statement on the Use of Internet Resources to Enhance Mathematics Instruction. These documents were authored as long as six years ago and may need a facelift to reflect current technology usage. In addition, the committee will examine the reasons for the committee existing and focus members on what is important to us.

All of these documents and an agenda for the committee meetings are available on the TiME Committee’s new website at www.time.amatyc.org. If you are interested in contributing to the TiME Committee’s work, please review these documents prior to the conference and email suggestions to david_graser@yc.edu. You can also contribute to the committee by suggesting links for the webpage or by authoring an article for the website. These links and articles appear on the website upon receipt. There are currently over 40 links to companies producing technology for use in the mathematics classroom and electronic journals documenting the effective use of technology.

Students Learn,

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rules for the four operations of signed numbers into a rap song. Before long the whole class was rapping. It was a riot. Another challenged the class to come up with a new acronym for the Order of Operations. The winner was Please Eat My Dead Alligator Soon. After some of my students get over their initial fear of coming up in front of the class, they genuinely seem to enjoy the activity. One of my students told me that she decided to become an educator, after realizing that she had a knack for teaching. I have even learned some new tricks from my students. It is very exciting to see how resourceful and creative people can be when given the opportunity!