

Georgia State University's Perimeter College  
36th Annual Mathematics Conference

# BACK TO THE FUTURE

*FACE-TO-FACE  
AND BEYOND*

Friday | Feb. 10, 2023  
Clarkston Campus

# **36<sup>th</sup> Annual Mathematics Conference**

## **Perimeter College at Georgia State University**

*February 10, 2023*

**Clarkston Campus**

**36<sup>th</sup> Annual Mathematics Conference Perimeter  
College at Georgia State University**

### **Conference Guest Speakers**

<b>Welcome</b>	<b>Dr. Cynthia Lester, Dean of Perimeter College, Georgia State University</b>
<b>Introduction of Speaker</b>	<b>Dr. Nikita Patterson Chairperson, Perimeter College Mathematics Conference</b>
<b>Keynote Address</b>	<b>Dr. Mike Wolf Professor of Mathematics and Chair of the School of Mathematics at Georgia Tech</b>
<b>Closing Remarks</b>	<b>Dr. John King Chair of the Department of Mathematics, Computer Science, and Engineering</b>

## About the Keynote Speaker

Mike Wolf is Professor of Mathematics and Chair of the School of Mathematics at Georgia Tech, positions he only just assumed in July. Prior to that, he was at Rice University for 34 years, eventually becoming the Milton B. Porter Professor of Mathematics. His research is in geometric analysis, and his studies have led to his being named a Sloan Fellow, a Simons Fellow, several terms as a Research Professor at MSRI and a Fellow of the American Mathematical Society.



In the years 2006-11, Wolf and his family lived on campus as head of a residential college of 350 undergraduates. He became frustrated with university support for students who arrived on campus from less well-resourced high schools and he co-founded the Rice Emerging Scholars Program in response. STEM students in that program now remain in STEM majors at comparable rates to their better-prepared peers, and many have gone on to the most prominent graduate schools and corporations in the country. The university extended a number of the RESP initiatives to the entire student population, and the resulting programs have left the institution far more equitable and supportive for low-income, minority and first generation students.

## Description of Keynote Address

**TITLE: “Transitions: The Peril of Preparation but the Promise of Potential”**

### ABSTRACT:

Some of the leakiest parts of the STEM educational pipeline occur at the junctures. Freshmen from the full range of the nation's high schools -- urban to rural, affluent to under-resourced -- crowd together into the same gateway classes, with a curriculum set almost purposely independently of the audience. Too often, both in the classroom and in the national dialogue, preparation is confused with potential. The pattern repeats at the graduate school level. What can be done? What should be done? We reflect on our idiosyncratic experiences confronting these issues.

## Announcements

### Evaluation Forms

Please complete an evaluation form for the conference, which can be found at our website, <http://sites.gsu.edu/pc-gsu--mathconference/end-of-conference-survey/>. We value your feedback and appreciate you taking the time to submit your comments!

### Name Badge Holders

Please return your name badge holder to the registration table after you have attended your last conference event.

### Parking

Parking passes are available at the registration table if needed.

### Handouts

Copies of handouts will be available online at the conference website <http://sites.gsu.edu/pc-gsu--mathconference/>

*Thank you for attending!*  
*We hope that you enjoy the conference!*

***Thank you!***

The Perimeter College Mathematics Conference Committee thanks the following for their contributions and generous support of the 36<sup>th</sup> Annual Perimeter College Mathematics Conference.

Pearson Education  
McGraw-Hill Education  
Open Learning Initiative  
Maplesoft

## Schedule at a Glance

<b>Friday, February 10, 2023</b>		
<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>8:00 AM</b>	<b>Registration Begins</b>	<b>CN building, 1<sup>st</sup> floor</b>
<b>8:30 AM</b>	<b>Hot Breakfast</b>	<b>CN-2220</b>
<b>9:00 AM - 10:45 AM</b>	<b>Full Sessions</b>	<b>CE building</b>
<b>10:55 AM</b>	<b>Welcome &amp; Keynote Address</b>	<b>LRC - 1100</b>
<b>12:00 PM</b>	<b>Lunch</b>	<b>CN-2220</b>
<b>12:00PM - 12:55PM</b>	<b>GMATYC Meeting</b>	<b>CN-2240</b>
<b>1:00 PM - 2:45 PM</b>	<b>Full Sessions</b>	<b>CE building</b>
<b>2:00 PM - 3:20 PM</b>	<b>Mini Sessions</b>	<b>CE building</b>
<b>3:45 PM</b>	<b>Closing Reception</b>	<b>CN building, 1<sup>st</sup> floor</b>

## Detailed Schedule

**Friday, February 10, 2023**

### Full Sessions

<b>9:00 – 9:45 AM</b>	<b>CE-1120</b>	<b>CE-1130</b>	<b>CE-1150</b>
	1. Using MyLab Math to teach Face-to-Face	2. Teaching Calculus in College Algebra	3. Lumen Courseware: Tool for Student Engagement and Performance
	<b>CE-1160</b>	<b>CE-1170</b>	
	4. Two-year College Students' Perceptions and Usage of Tutorial in Mathematics	5. Statistical Inference Made Easy with Excel	
<b>10:00 – 10:45 AM</b>	<b>CE-1120</b>	<b>CE-1130</b>	<b>CE-1150</b>
	6. Improving Equity, Engagement, and Student Achievement with OER Introductory Statistics	7. From Compliance to Empowerment: How I Got There	8. Connecting Industry to Mathematics Instruction
	<b>CE-1160</b>	<b>CE-1170</b>	
	9. Transforming College Math Education through the Science of Learning	10. McGraw Hill Education- Fostering Equity, Student Success & Affordability by using Personalized Learning platforms for Non-Stem Courses	
<b>10:55 AM</b>	<b>Keynote Address: Dr. Mike Wolf LRC - 1100</b>		
<b>12:00 PM</b>	<b>Lunch CN – 2220</b>		

12:00PM - 12:55PM	<b>GMATYC Meeting CN-2240</b>
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**Full Sessions**

<b>1:00 – 1:45 PM</b>	<b>CE-1120</b>	<b>CE-1130</b>	<b>CE-1150</b>
	<b>11.</b> Teaching on Multiple Platforms at the Same Time	<b>12.</b> Departmental Change Initiative: Lecture to Active Learning in Statistics	<b>13.</b> The Pandemic Pause
	<b>CE-1160</b>	<b>CE-1170</b>	
	<b>14.</b> Using RSI as a Tool to Increase Student Engagement and Improve Outcomes in Online Courses: A Fireside Chat	<b>15.</b> Is it that Simple? "Educating, Elevating and Empowering Students to Overcome Challenges and Barriers."	
<b>2:00 – 2:45 PM</b>	<b>CE-1140</b>		
	<b>16.</b> McGraw Hill Education- Forging Constructive Learning Paths & Fostering Equity using Personalized Learning for STEM Courses (lower DFW rates and better student success in future math courses)		

**Mini Sessions**

<b>2:00 – 2:20 PM</b>	<b>CE-1130</b>	<b>CE-1150</b> Student Presentation	<b>CE-1160</b>	<b>CE-1170</b>
	<b>1.</b> On-demand Faculty Development Portal for Mathematics Professors	<b>2.</b> Simulation of Thin Film Growth during Magnetron Sputtering	<b>3.</b> Paths to Financial Sufficient Retirement	<b>4.</b> Attempting to Improve Interest and Financial Literacy Among College Students: Results of Options Workshops

<b>2:30 – 2:50 PM</b>	<b>CE-1120</b>	<b>CE-1130</b>	<b>CE-1150</b>
	5. Integrating WebAssign in ICollege	6. Using Checklists and Intelligent Agents in D2L	7. Using standards-based grading in Precalculus during the pandemic and beyond
	<b>CE-1160</b>	<b>CE-1170</b>	
	8. Integrating Basic R Programming in Teaching Statistics	9. Maple Learn: Teaching, learning, and doing math online just got easier!	
<b>3:00 – 3:20 PM</b>	<b>CE-1120</b>	<b>CE-1130</b> <b>Student Presentation</b>	<b>CE-1150</b>
	10. Getting back to the classroom: learning how to study	11. <i>Good Hair: An Asset-Based Perspective to Exploring Mathematics Within Black Hair Culture</i>	12. Above and Beyond the Classroom Practices
	<b>CE-1160</b>	<b>CE-1170</b>	
	13. Helping Students Make Connections with Prior Mathematical Knowledge in Their STEM Courses	14. How incorporating historical and conceptual aspects of geometry can enhance students learning in college mathematics courses	
<b>3:45 PM</b>	<p><b>Reception - CN building, 1300</b></p> <p>Remarks by Dr. John King</p>		

**Abstracts for Full Sessions  
Friday, February 10, 2023**

**9:00 a.m. – 9:45 a.m.**

<b>1</b>	<b>Using MyLab Math to teach Face-to-Face</b>	<b>CE – 1120</b>
	<p><b><i>Aaron Warnock, Pearson Education - Faculty Advisor, <a href="mailto:aaron.warnock@pearson.com">aaron.warnock@pearson.com</a>, Jose Mesquita - Pearson Education, <a href="mailto:jose.mesquita@pearson.com">jose.mesquita@pearson.com</a>, Bill Leonard - Pearson Education, <a href="mailto:bill.leonard@pearson.com">bill.leonard@pearson.com</a></i></b></p> <p>NEW MyLab Math features are designed to help instructor's achieve success teaching Math and Statistics F2F. New features include Freehand Grader, Geogebra Figures and Exercises, Topic/Assignment Analysis, and new Learning Catalytics assignments. Also, we will feature a guest speaker - Professor Aaron Warnock to discuss how he uses these features in his own classroom.</p>	
<b>2</b>	<b>Teaching Calculus in College Algebra</b>	<b>CE - 1130</b>
	<p><b><i>Chandra French, Georgia State University Perimeter College, <a href="mailto:cfrench@gsu.edu">cfrench@gsu.edu</a></i></b></p> <p>College Algebra is a course full of skills that need be learned in order to be successful in the Calculus series. The presenter will introduce the assignments and activities used in a Co-requisite course that have fostered engagement in the classroom. Simple changes in the presentation of the course content improved participation and discussion. Assignments from other courses may be included.</p>	
<b>3</b>	<b>Lumen Courseware: Tool for Student Engagement and Performance</b>	<b>CE-1150</b>
	<p><b><i>Allison Williams, <a href="mailto:awilliams89@gsu.edu">awilliams89@gsu.edu</a>, Behnaz Rouhani, <a href="mailto:brouhani@gsu.edu">brouhani@gsu.edu</a>, Michelle Chung, <a href="mailto:mchung12@gsu.edu">mchung12@gsu.edu</a>, Perimeter College at Georgia State University</i></b></p> <p>Fostering student engagement is not impossible! Learn how courseware that is accessible, affordable, and uses evidence-based learning design can engage students from day one and impact their learning and performance. Lumen Learning engages students through embedded videos, self-check questions with feedback, and interactive textbooks. There are also bells and whistles for teachers.</p>	
<b>4</b>	<b>Two-year College Students' Perceptions and Usage of Tutorial in Mathematics</b>	<b>CE-1160</b>
	<p><b><i>Keisha Lanier Brown, Perimeter College at Georgia State University, <a href="mailto:klanier1@gsu.edu">klanier1@gsu.edu</a></i></b></p> <p>Educators see tutoring as the panacea for underperformance in mathematics classes. However, office hours are frequently empty, and tutorial attendance is low. In this session, attendees will hear students' voices about their tutoring choices, along with their suggestions for how faculty can encourage more students to pursue help.</p>	
<b>5</b>	<b>Statistical Inference Made Easy with Excel</b>	<b>CE-1170</b>
	<p><b><i>Amos Darrisaw, Georgia State University Perimeter College, <a href="mailto:adarrisaw@gsu.edu">adarrisaw@gsu.edu</a></i></b></p> <p>My proposed presentation will demonstrate how I use Excel to facilitate my students' understanding of statistical inferences. That is, with minimal inputs, my students can: (i) calculate probability measures for sampling distributions, (ii) calculate confidence intervals for population means or population proportions, (iii) calculate the P-Value and perform hypothesis test. Hence, statistical inference is easier.</p>	

**10:00 a.m. – 10:45 a.m.**

<b>6</b>	<b>Improving Equity, Engagement, and Student Achievement with OER Introductory Statistics</b>	<b>CE – 1120</b>
	<p><b><i>April Crenshaw, Chattanooga State Community College, <a href="mailto:april.crenshaw@chattanoogastate.edu">april.crenshaw@chattanoogastate.edu</a>, Harsh Patel, Chattanooga State Community College, <a href="mailto:harsh.patel@chattanoogastate.edu">harsh.patel@chattanoogastate.edu</a></i></b></p>	

	How can we increase engagement, improve success rates, provide transferrable skill sets, and reduce costs for students? Presenters will discuss the development of their new Microsoft Excel-based OER Introductory Statistics course and offer strategies to achieve more equitable outcomes for first-year, general education mathematics students.	
<b>7</b>	<b>From Compliance to Empowerment: How I Got There</b>	<b>CE - 1130</b>
	<b>Pamela Seda, Georgia State University, pamseda@sedaeducationalconsulting.com</b> This presenter will share how she went from prioritizing order and control to empowering her students through cooperation and collaboration. Participants will learn why releasing control is an equity issue and examine specific strategies from an equity framework that help teachers share the responsibility of learning with their students.	
<b>8</b>	<b>Connecting Industry to Mathematics Instruction</b>	<b>CE-1150</b>
	<b>Jay Martin, Wake Technical Community College, jemartin@waketech.edu</b> Ignite your students with Industry-inspired tasks and prepare them for the workplace! STEM applications will be presented that are launched with a professional video, explored with real industry tasks, and concluded with a discussion. Function composition and Trigonometry are the applied math topics. (NSF-ATE Project #1954291)	
<b>9</b>	<b>Transforming College Math Education through the Science of Learning</b>	<b>CE-1160</b>
	<b>Hong Du, Georgia State University Perimeter College, hdu7@gsu.edu, Norman Bier, Director, Open Learning Initiative, Executive Director, Simon Initiative, nbier@andrew.cmu.edu</b> Since 2017, GSU has partnered with CMU's Open Learning Initiative to provide students with customized, low-cost Statistics courseware. GSU educators continue to iteratively refine the course, leveraging data for better teaching and learning. This presentation provides an overview of the collaboration, highlighting outcomes (including COVID-related research) and discussing future opportunities.	
<b>10</b>	<b>McGraw Hill Education- Fostering Equity, Student Success &amp; Affordability by using Personalized Learning platforms for Non-Stem Courses</b>	<b>CE-1170</b>
	<b>Rachel Nichols, Community College of Rhode Island, rhnichols@ccri.edu, Leigh Jacka, McGraw Hill Education, Sr. ALEKS Specialist, leigh.jacka@mheducation.com</b> The session features successful implementations of McGraw Hill Education's personalized learning platform for the Non-STEM pathway, focusing on the Quantitative Reasoning Co-Requisite course. It also includes college-readiness programs (i.e. Math Boot camps and bridge programs). New features in ALEKS will highlight the flexibility instructors have to deliver their course, their way. ALEKS effectively targets learning loss/knowledge gaps and helps underprepared students have the unique support they need to be successful.	

**1:00 p.m. – 1:45 p.m.**

<b>11</b>	<b>Teaching on Multiple Platforms at the Same Time</b>	<b>CE – 1120</b>
	<b>Todd Andrew Hendricks, Georgia State University Perimeter College, thendricks@gsu.edu</b> In an effort to better engage online students, synchronous online sections of MATH 2211 were offered in Fall 2022. Students are fully online but are expected to attend lectures at a set time. To improve efficacy, face to face students attended in person in the classroom where the online lectures were being offered. Pros and Cons of this delivery will be discussed along with a discussion of the special classroom equipment that was used.	
<b>12</b>	<b>Departmental Change Initiative: Lecture to Active Learning in Statistics</b>	<b>CE - 1130</b>
	<b>Carrie L Ritter, Randolph Community College, clritter@randolph.edu</b> Learn how a mathematics department at a rural CC is transitioning from lecture based instruction to a more active learning approach to teaching Introductory Statistics.	
<b>13</b>	<b>The Pandemic Pause</b>	<b>CE-1150</b>

	<b><i>Dihema Longman, Perimeter College at Georgia State University, dlongman1@gsu.edu</i></b>	
	The COVID-19 Pandemic pause--the moment of separation for all-- is beyond us (relatively), and more students are beginning to return to the face-to-face classroom setting (Jansen, 2020). This return to the face-to-face classroom will highlight how the Pandemic Pause created instructional and social interruption between faculty and students. The new student has a new profile, and it behooves us to know what this new profile looks like for effective mathematics classroom outcomes. How do we incorporate more student engagement in our mathematics classroom?	
<b>14</b>	<b>Using RSI as a Tool to Increase Student Engagement and Improve Outcomes in Online Courses: A Fireside Chat</b>	<b>CE-1160</b>
	<b><i>Deepa Muralidhar, dmuralidhar1@gsu.edu, Sharon Weltlich; sweltlich@gsu.edu, Blair Cohen; bcohen5@gsu.edu, Ginny Powell, gpowell8@gsu.edu, Behnaz Rouhani, brouhani@gsu.edu, Georgia State University Perimeter College</i></b>	
	Have you heard of RSI (Regular and Substantive Interaction), but you are not quite sure what it is? Are you confused about how to meet the requirements, or fill out the form at the end of the semester? Let the "Expert" RSI Instructors help you! Blair Cohen, Keisha Lanier Brown, Ginny Powell, Behnaz Rouhani, and Sharon Weltlich will explain RSI as it relates to online classes, give examples specific to STEM courses, answer your questions, and let you know how you can receive individual help.	
<b>15</b>	<b>Is it that Simple? "Educating, Elevating and Empowering Students to Overcome Challenges and Barriers."</b>	<b>CE-1170</b>
	<b><i>Cicely Abron, E3 Enrichment Learning, abroncice@gmail.com</i></b>	
	Is it that SIMPLE? How can you learn with social challenges and educational barriers? This presentation highlights and give strategies to educate, elevate and empower students to become a life long learner. This presentation also focuses on the importance of having effective communication and being an advocate for all students.	

**2:00 p.m. – 2:45 p.m.**

<b>16</b>	<b>McGraw Hill Education- Forging Constructive Learning Paths &amp; Fostering Equity using Personalized Learning for STEM Courses (lower DFW rates and better student success in future math courses)</b>	<b>CE – 1140</b>
	<b><i>Ken Keating, Senior Lecturer of Mathematics, Math Placement Testing Coordinator, Kennesaw State University, kkeatin5@kennesaw.edu</i></b>	
	This session features successful ALEKS implementations using McGraw Hill Education's personalized learning platform for STEM courses (Precalculus/College Algebra/Trig). New features highlight flexibility to deliver your course, your way. ALEKS for STEM targets students' prerequisite math knowledge gaps and provides individualized learning/remediation on day one, allowing you to focus your lectures on core Precalculus concepts and reducing office hour demands. McGraw Hill ALEKS® online learning program was recognized as the 2022 winner of the "Best STEM Solution for HigherEd"™- <a href="https://www.prnewswire.com/news-releases/mcgraw-hill-aleks-recognized-for-stem-education-innovation-in-2022-edtech-breakthrough-awards-program-301564969.html">https://www.prnewswire.com/news-releases/mcgraw-hill-aleks-recognized-for-stem-education-innovation-in-2022-edtech-breakthrough-awards-program-301564969.html</a>	

Friday, February 10, 2023

2:00 p.m. – 2:20 p.m.

1	<b>On-demand Faculty Development Portal for Mathematics Professors</b>	<b>CE – 1130</b>
<p><b>Keisha Lanier Brown, Georgia State University Perimeter College, <a href="mailto:klanier1@gsu.edu">klanier1@gsu.edu</a></b></p> <p>As a part of the 2022 summer Dean's Seed Grant, an on-demand professional development portal was created with mathematics professors in mind. Attend this session if you would like to learn how to obtain professional development on your own time without the cost of registration, travel, and fatigue.</p>		
2	<b>Student Presentation:</b> <b>Simulation of Thin Film Growth during Magnetron Sputtering</b>	<b>CE - 1150</b>
<p><b>Joel Saucedo, Georgia College &amp; State University, <a href="mailto:joel.saucedo@bobcats.gcsu.edu">joel.saucedo@bobcats.gcsu.edu</a>, Hasitha Mahabaduge, Georgia College &amp; State University Physics Department, <a href="mailto:hasitha.mahabaduge@gcsu.edu">hasitha.mahabaduge@gcsu.edu</a></b></p> <p>Joel's research examines plasma vapor deposition. Monte Carlo methods are used to simulate the growth of thin films during magnetron sputtering. Python programming was used to simulate the motion of constituent atoms to form a thin film. Joel observed the formation of island growth in thin films during the simulations.</p>		
3	<b>Paths to Financial Sufficient Retirement</b>	<b>CE-1160</b>
<p><b>Shinemin Lin, Savannah State University, <a href="mailto:lins@savannahstate.edu">lins@savannahstate.edu</a></b></p> <p>Through discussions and engagement students learn how to design a realistic and measurable retirement plan and hence get better understanding of financial mathematics.</p>		
4	<b>Attempting to Improve Interest and Financial Literacy Among College Students: Results of Options Workshops</b>	<b>CE-1170</b>
<p><b>Mohamed I Jamaloodeen, <a href="mailto:mjamaloo@ggc.edu">mjamaloo@ggc.edu</a>, Atul Saxena, <a href="mailto:asaxena@ggc.edu">asaxena@ggc.edu</a></b>  <b>Adrian Heinz, <a href="mailto:aheinz@ggc.edu">aheinz@ggc.edu</a>, Georgia Gwinnett College</b></p> <p>Weekly online workshops on financial options were offered at Georgia Gwinnett College (GGC) during the Fall semester, 2021. It was open to students of all majors and faculty and staff from all GGC schools. The workshops were free of cost and offered after immense interest shown by students about investing in financial options. Over one hundred interested individuals signed up for the first workshop. The workshops were designed to provide the participants with a comprehensive introductory background to the topic of financial options and followed with the participants taking online quizzes to test themselves. There was also an open chat line where they could post their comments and ask questions, which were answered in a timely fashion. Pre- and post-workshop surveys were given to participants to test their knowledge of options over the period. Participation in quizzes and surveys was voluntary. Data were collected and analyzed.</p> <p>It is well documented that college students, for various reasons, are neither proficient in managing their finances nor are very interested in learning about it. The lack of financial literacy has led to several financial crises. The literature also suggests that experiential learning is a good way to make students learn complex subjects like financial options. The workshops provided a hands-on opportunity to learn about options investing. This paper provides more details of the workshops and shares important findings from our research. From the pre- and post-workshop surveys and quiz results we find that the participants were successful in enhancing their knowledge of options and developing a continued interest in investing, contributing to an increase in their financial literacy.</p>		

2:30 p.m. – 2:50 p.m.

5	<b>Integrating WebAssign in iCollege</b>	CE-1120
	<b>Kouok Law, Georgia State University Perimeter College, <a href="mailto:klaw@gsu.edu">klaw@gsu.edu</a></b> This is a new Cengage feature. It lets the instructor integrate WebAssign in iCollege easily. Students will have access to the WebAssign homework and quizzes directly from iCollege and grades are synched too. Attendants will see how it is easily done.	
6	<del><b>Using Checklists and Intelligent Agents in D2L</b></del> <b>CANCELLED</b>	CE – 1130
	<del><b>Robby Williams, Georgia State University Perimeter College, <a href="mailto:jwilliams345@gsu.edu">jwilliams345@gsu.edu</a></b></del> <del>This presentation will discuss ways to use checklists and intelligent agents in D2L to help keep students engaged in courses.</del>	
7	<b>Using standards-based grading in Precalculus during the pandemic and beyond</b>	CE - 1150
	<b>Rachel Epstein, Georgia College, <a href="mailto:rachel.epstein@gcsu.edu">rachel.epstein@gcsu.edu</a></b> This presentation discusses the results of a study on the impacts of using standards-based grading in Precalculus during the pandemic. Changes made to the structure of the course to address the difficulties students experienced during the pandemic will also be discussed.	
8	<b>Integrating Basic R Programming in Teaching Statistics</b>	CE-1160
	<b>Qing Liu, University of North Georgia, <a href="mailto:qliu@ung.edu">qliu@ung.edu</a></b> R statistical programming has grown in popularity among instructors teaching statistics. This presentation gives a brief introduction (and examples) to how R can be integrated into an elementary statistics course to deepen students' understanding of course contents without overwhelming them with intensive programming.	
9	<b>Maple Learn: Teaching, learning, and doing math online just got easier!</b>	CE-1170
	<b>Max Mckee, Maplesoft, <a href="mailto:jiorgulescu@maplesoft.com">jiorgulescu@maplesoft.com</a></b> Maplesoft created Maple Learn to help schools amplify their mathematics teaching excellence and provide engaging, interactive experiences for their students. This presentation illustrates how Maple Learn provides a flexible interactive environment for solving problems, a great platform for conceptual learning, and incredibly simple content development and deployment solutions.	

**3:00 p.m. – 3:20 p.m.**

10	<b>Getting back to the classroom: learning how to study</b>	CE-1120
	<b>Gaston Brouwer, <a href="mailto:gaston.brouwer@mga.edu">gaston.brouwer@mga.edu</a>, Don Brown, <a href="mailto:don.brown@mga.edu">don.brown@mga.edu</a>, Middle Georgia State University</b> In this talk we will discuss a pre-exam survey aimed at assessing students' preparedness for exams. The results of this low-stakes survey provide valuable insight into students' study habits, areas for improvement in their preparation for exams, as well as their self-assessment and expectations.	
11	<b>Student Presentation: Good Hair: An Asset-Based Perspective to Exploring Mathematics Within Black Hair Culture</b>	CE - 1130
	<b>Jessica Showell, Georgia State University, <a href="mailto:JShowell1@student.gsu.edu">JShowell1@student.gsu.edu</a>, Dr. Nickolaus Ortiz, <a href="mailto:NOrtiz1@gsu.edu">NOrtiz1@gsu.edu</a></b> Mathematics has often been viewed as the objective subject, void of subjectivity. However, we argue that mathematics is a socially constructed phenomenon and cultures mathematize differently. This research looks to explore what mathematical concepts are articulated when the Black community engages in practices associated with Black hair culture.	
12	<b>Above and Beyond the Classroom Practices</b>	CE-1150

	<b>Joy D'Andrea, USF, <a href="mailto:jdandrea@mail.usf.edu">jdandrea@mail.usf.edu</a></b>	
	In this talk we will present a brief analysis of the success and attempted successes of the pedagogical methods that were used in the last few semesters in the return to the classroom.	
<b>13</b>	<b><i>Helping Students Make Connections with Prior Mathematical Knowledge in Their STEM Courses</i></b>	<b>CE-1160</b>
	<b><i>Margie Lewkowicz, Perimeter College at Georgia State University, <a href="mailto:mlewkowicz1@gsu.edu">mlewkowicz1@gsu.edu</a>, Brooke Skelton, Perimeter College at Georgia State University, <a href="mailto:bskelton@gsu.edu">bskelton@gsu.edu</a></i></b>	
	Students often have difficulty applying mathematical and problem-solving concepts learned in one course to more advanced courses. The presenters will share a resource that provides guidance to help students ease their uncertainty about problem-solving, followed by a roundtable discussion about facilitating students' transfer of knowledge from course to course.	
<b>14</b>	<b><i>How incorporating historical and conceptual aspects of geometry can enhance students learning in college mathematics courses</i></b>	<b>CE-1170</b>
	<b><i>Amir H. Barzegar, Perimeter College at Georgia State University, <a href="mailto:abarzegar1@gsu.edu">abarzegar1@gsu.edu</a></i></b>	
	During my many years as a math educator, I have taught various levels of mathematics courses from developmental to advanced. In my teaching at the college level, I try to incorporate historical and conceptual concepts of geometries: Euclidean and non-Euclidean. In general, introducing basic geometrical backgrounds and possible visualization of abstract mathematics concepts, can help students understand, absorb and appreciate other mathematics subjects. Additionally, with this this approach students realize the importance of, "distance", "dimension" and their applications.	
	In this talk, I will briefly present historical development of different geometries and the role that they play in math and science. It is my hope that with this short talk, I can encourage colleagues and math educators to infuse more concrete geometry in teaching abstract mathematical concepts.	



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