28th Annual Georgia Perimeter Mathematics Conference

February 13, 2015
depts.gpc.edu/~gpcmathc/

New Frontiers

Newton
28th Annual Georgia Perimeter College Mathematics Conference

Conference Guest Speakers

Welcome  Susan Keith
Chairperson, Georgia Perimeter College Mathematics Conference

Margaret Ehrlich, Ph.D.
Dean Mathematics, Computer Science, and Engineering
Georgia Perimeter College Online Campus

Introduction of Speaker  Andrea Hendricks
Co-Chairperson, Georgia Perimeter College Mathematics Conference

Keynote Address  Dr. Julie Phelps

About the Keynote Speaker
Julie has served as a mathematics faculty member, the developmental mathematics coordinator and the Project Director of Achieving the Dream at Valencia College in Orlando, Florida since 1997. She earned her doctorate in Curriculum and Instruction specializing in Community College in 2005 from the University of Central Florida in Orlando. Her dissertation topic was “Supplemental Instruction in a Community College Developmental Mathematics Curriculum.”

Julie teaches Developmental and College-level Math at Valencia, consults for the Carnegie Foundation for the Advancement of Teaching, the Center for Community College Student Engagement and the Charles A. Dana Center. She continues her research in the area of developmental math and is using this data to understand community college issues such as supplemental instruction/supplemental learning, learning communities, closing the achievement gap, developmental math redesign and self-efficacy.

Julie has been the recipient of several teaching and leadership awards including the most recent 2010 Virginia B. Smith Innovation in Higher Education Leadership Award.

Description of Keynote Address:
Policy Changes Everywhere! How are mathematics departments responding?
Suddenly, the nation is paying attention to the ‘need’ for developmental education (particularly in mathematics) and we are being asked to make big changes VERY quickly. How are mathematics departments responding to state mandates while maintaining content in curriculum level courses?
Announcements

**Evaluation Forms**
Please complete evaluation forms for each session you attend and give your completed forms to the presider of the session. The conference evaluation form is available at the back of this program. Please complete and submit this form, to a member of the conference committee or in the box on the registration table, before you leave the conference. We value your feedback and appreciate you taking the time to submit your comments.

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

**Parking**
If you receive a parking ticket, turn it in at the registration table.

**Handouts**
Copies of handouts will be available online at the conference website.
[depts.gpc.edu/~gpcmathc/](http://depts.gpc.edu/~gpcmathc/)

Thank you for attending!

We hope that you enjoy the conference!

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The Georgia Perimeter College Mathematics Conference Committee thanks the following for their contributions and generous support of the 28th Annual Georgia Perimeter Math Conference.

- Cengage Learning
- HAWKES Learning Systems
- McGraw-Hill Education
- Pearson
- ThinkWell

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### 28th Annual GPC Mathematics Conference

**Schedule at a Glance**

**Friday, February 13, 2015**

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>Hot Breakfast</td>
<td>2N Building, 1st floor</td>
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<tr>
<td>8:00 AM</td>
<td>Registration Begins</td>
<td>2N Building, 1st floor</td>
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<tr>
<td>9:00 AM – 10:45 AM</td>
<td>Parallel Sessions</td>
<td>2N Building, 2nd and 3rd floors</td>
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<tr>
<td>10:55 AM</td>
<td>Welcome &amp; Keynote Address</td>
<td>2N Building, 1st floor Lecture Hall</td>
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<td>12:00 PM</td>
<td>Lunch</td>
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<tr>
<td>1:00 PM – 4:00 PM</td>
<td>Parallel Sessions</td>
<td>2N Building, 2nd and 3rd floors</td>
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<tr>
<td>2:45 PM – 3:00 PM</td>
<td>Snack</td>
<td>2N Building, 1st floor</td>
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<td>4:00 PM – 5:00 PM</td>
<td>Themed Sessions</td>
<td>2N Building, 2nd and 3rd floors</td>
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<td>5:00 PM</td>
<td>GMATYC Meeting Dinner &amp; Raffle</td>
<td>2N Building, 1st floor</td>
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<td>Time</td>
<td>College-Level 2N-2210</td>
<td>Miscellaneous 2N-3220</td>
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<td><strong>College-Level 2N-2210</strong> 19. Learning Challenges and Teaching Strategies in Calculus I: Online &amp; Face-to-Face 20. Metacognition</td>
<td>31. What is the shape of the reflectors of your car’s headlights</td>
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<td><strong>Student-Centered 2N-2100</strong></td>
<td>33. Stretching College Algebra for Underprepared Students</td>
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<td><strong>New Math Frontiers 2N-2260</strong></td>
<td>34. Statistics and Microbiology Learning Community</td>
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<td><strong>Teaching with Technology 2N-2220</strong></td>
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Abstracts for Parallel Sessions

9:00 a.m. – 9:45 a.m.

1. **Active Learning in Precalculus** 2N-2210
   Emily Whaley, Georgia Perimeter College, Emily.Whaley@gpc.edu
   Student success increases when Precalculus is taught with little to no lecturing! In each class meeting, the students work in groups using guided notes. The instructor observes and interacts with the groups. Come see how you, too, can do it.

2. **In Search of the Perpetrator: Application of Math in Forensic Sciences** 2N-3220
   Joyati Debnath, Winona State University, jdebnath@winona.edu
   Forensic mathematics has gained importance and popularity over the years and has become a new frontier since mathematical understanding is needed to solve crimes. For example, Blood Splatter Analysis, Time of Death, and Fingerprint Analysis use elementary knowledge of mathematics from Algebra, Trigonometry, Calculus and Graph Theory. This presentation will focus on how we can use applications of mathematics in forensic sciences, prepare our students with deeper appreciation of mathematics and make mathematics more interesting.

3. **Developmental Counseling: A Reality Check for Students** 2N-2100
   Terry (Tee) Barron, Georgia Gwinnett College, tbarron@ggc.edu
   There’s no time to cover all of the material we need to in class; ever. How would we ever have time to counsel them to let them know how they are doing? Find out how with amazing results!

4. **Online vs. the Traditional Model: The Best of Both Worlds** 2N-2260
   Robert Blumenthal, Georgia College, Robert.Blumenthal@gcsu.edu
   In a lecture-style course, students are often merely passive observers who are quite disengaged from the learning process. The National Center for Academic Transformation has pioneered various models of course redesign with the aim of increasing student engagement, student satisfaction, student success, and institutional efficiency. At Georgia College, we implemented one of these models, the Emporium Model, for the teaching of College Algebra. In this presentation, I will discuss the merits of this model and our experiences with it.

5. **Simple Applications of GeoGebra** 2N-2220
   Joanna Wilson, Georgia Perimeter College, Joanna.Wilson@gpc.edu
   William Griffin, Georgia Perimeter College, William.Griffin@gpc.edu
   GeoGebra is a quick and easy tool to use in the classroom to help students visualize concepts. This presentation will focus on some basic applications of GeoGebra that can be used in College Algebra, Precalculus, and Calculus.

6. **Turning Towards Student Engagement** 2N-2230
   Rebecca Leidy, Turning Technologies, rleidy@turningtechnologies.com
   Jordan Ferns, Turning Technologies, jferns@turningtechnologies.com
   The Turning Point session will demonstrate and discuss the development of student response technology, its influential impact on pedagogical best practices, and the advanced options we have available to measurably improve student engagement and success.
7. **Report on Data Analysis for Project UPLIFT: Universal Portability of Learning Increased by Fun Teaching** 2N-2210
   John J Weber III, Georgia Perimeter College, John.Weber@gpc.edu
   Project UPLIFT is an NSF-funded research project to explore the use of fun items [e.g., jokes, cartoons, etc., from CAUSEweb.org] in introductory statistics classes. The presenter will discuss the findings from data collected during fall 2013 and share some suggestions on how to use fun items in Introductory Statistics classrooms.

8. **Math Matters!** 2N-3220
   Sherry Saurini, BARD Medical, Sherry.Saurini@crbard.com
   The presenter was a math major in college and is serving as the Vice President of Quality Assurance at BARD Medical in Covington, GA. She will share how math is used in her job and will answer the question, "Does learning math really matter?"

9. **Academic Coaching: Stimulating Student Success through Affiliation, Asking and Accountability** 2N-2100
   Dr. Katrina Hunter, Georgia Perimeter College, Katrina.Hunter@gpc.edu
   Vickie Johnson, Georgia Perimeter College, Vickie.Johnson@gpc.edu
   Participants will learn how to use academic coaching as a tool to build a rapport with students, to help students create goals, increase problem solving skills and to inspire them to commitment to success.

10. **Support for College Algebra Using ALEKS** 2N-2260
    Blair Cohen, Georgia Perimeter College, Blair.Cohen@gpc.edu
    Ginny Powell, Georgia Perimeter College, Ginny.Powell@gpc.edu
    Beginning in fall 2015, Math 0999 will be the new co-requisite support course for Math 1111 College Algebra at GPC. Students in Math 0999 will start at different levels. Some will need quick reviews, and others will be learning the material for the first time. This pilot of 3 Math 1111 College Algebra classes in spring 2015 adds remediation and just-in-time learning in an effort to try some things before the Math 0999 course is officially added in the fall. ALEKS software is used in these pilots as both the means of pretesting/remediation and as the "homework system". Come hear how it’s going, and help us brainstorm ways to make it even better.

11. **Statistics is Everywhere** 2N-2220
    Keisha Brown, Georgia Perimeter College, Keisha.Brown@gpc.edu
    Lynda Cain, Georgia Perimeter College, Lynda.Cain@gpc.edu
    In this collaborative session, participants will analyze 5 real world data sets using Excel, Statcrunch, and/or the TI-84 calculator. Instructors will leave this session with 5 projects that may be implemented in their statistics classes. Through this project-based approach, students will have hands-on opportunities to study and apply many of the concepts covered in the course and will be able to readily grasp that statistics is used everywhere!
12. Responding to Redesign's Impact on College Algebra to Maximize Student Success

Kristina Parker, McGraw Hill, Kristina.Parker@mheducation.com
McGraw Hill Author Julie Miller will discuss and present strategies and pedagogy for ensuring that students coming into the College Algebra course at varying levels can maximize success. Julie is from Daytona State College where she has taught college level mathematics courses for 20 years. During this time, Julie realized that student motivation and preparation was an area that needed to be addressed. She wanted to be able to provide students with a clear and logical presentation of the basic concepts that would prepare them for continued study in mathematics. She also wanted to help students develop logical thinking and problem solving skills that would benefit them in their STEM and business courses through the use of relevant applications. Julie will showcase some of these applications and digital materials that address these key areas and how they can impact redesign efforts on the college algebra course.
Abstracts for Parallel Sessions

1:00 – 1:45 p.m.

13. Making It Real: Using Real Data for Teaching an Introductory Statistics Course
Laura Ralston, Georgia Highlands College, lralston@highlands.edu
Camille Pace, Georgia Highlands College, cpace@highlands.edu
Society is inundated with statistics; therefore, it is important that students are able to think critically about statistics, and to make informed decisions. Learn how students are challenged to apply statistical vocabulary to real data while integrating concepts such as data displays, descriptive statistics, and analysis into a complete package.

14. Cool Tools to Enhance your Math Class
Andrea Hendricks, Georgia Perimeter College, Andrea.Hendricks@gpc.edu
Sharon Evans, Georgia Perimeter College, Sharon.Evans@gpc.edu
The presenters will share some new technology tools and suggestions on how they can be incorporated in the mathematics classrooms.

15. Creating videos using Camtasia and TI Smartview
Mary S Hall, Georgia Perimeter College, Mary.Hall@gpc.edu
As we are turning more and more to online resources and courses, we must find ways to teach our students how to use technology. One form of technology that all math teachers use is the calculator. While we might have offered in class demonstrations in the past, how might we do the same thing for our online students? This demonstration offers one way to do this.

16. Making Sense of All Those New Courses
Ginny Powell, Georgia Perimeter College, Ginny.Powell@gpc.edu
Cindy Box, Georgia Perimeter College, Cynthia.Box@gpc.edu
John Beatty, Georgia Perimeter College, John.Beatty@gpc.edu
0987, 0989, 0997, 0999: Random numbers? No, new courses for Fall 2015. Join the discussion to help make sense of all the new names, numbers, and courses. The panel will include the chairs of the committees at GPC responsible for implementing the new courses. If you have heard about what’s coming and are confused, will be teaching the new courses, or just want to make your opinion known, please join us.

17. Analysis of Variance: The Mathematics / The Application
Amos R. Darrisaw, Georgia Perimeter College, Amos.Darrisaw@gpc.edu
In this presentation we will briefly examine the assumptions and the mathematics underlying the idea of Analysis of Variance (ANOVA). Then we will consider a few mathematical models (Applications / Examples) which lend themselves to analysis through ANOVA. Finally, we look at the strength of current technology.

18. Mastering Math Anytime, Anywhere
Emily Jones, Hawkes Learning, avonhollen@hawkeslearning.com
Hawkes Learning is excited to launch a new browser-based platform built specifically with the tablet in mind. We offer a distinctive approach to mastery-based learning with instant and specific feedback when students make a mistake, thus improving learning outcomes and reducing anxiety. Plugins or installations are no longer required, allowing students to quickly jump into the material. Join us and enter to win a $50 Amazon gift card!
Abstracts for Parallel Sessions

2:00 – 2:45 p.m.

19. Learning Challenges and Teaching Strategies in Calculus I: Online & Face-to-Face  
   2N-2210  
   Behnaz Rouhani, Georgia Perimeter College, Behnaz.Rouhani@gpc.edu  
   Marjorie Lewkowicz, Georgia Perimeter College, Marjorie.Lewkowicz@gpc.edu  
   This presentation will identify a collection of common student misconceptions as well as  
   teaching and learning strategies that may decrease the likelihood of such inaccuracies. The  
   presenters will describe the results of their research on students’ misconceptions in  
   Calculus I in both face-to-face and online classes. In addition, the presentation will include a  
   collection of course materials that can be used in both mediums of instruction.

20. Metacognition  
   2N-3220  
   John Fulk, Georgia Perimeter College, John.Fulk@gpc.edu  
   Do your students complain that they failed your test even after studying hard for it? The  
   problem might be in how they perceive their understanding of the class material. In this talk  
   we will look at data that show how students’ perceptions align with their actual abilities.

21. Confidence, Communication, and Critical Thinking  
   2N-2100  
   Ayodele Harrison, The Lovett School, Ayodele.Harrison@lovett.org  
   Confidence, effective communication skills, and critical thinking skills are necessary for  
   success in Developmental Mathematics courses and beyond. During this interactive  
   workshop, educators will: 1) explore the basic psychological needs of students; and 2)  
   investigate ready-to-use instructional delivery strategies necessary for generating  
   maximum student engagement and advancing learning.

22. The Florida Experience  
   2N-2260  
   Julie Phelps, Valencia College, jphelps@valenciacollege.edu  
   The presenter will discuss Florida’s experience with regard to changes in their placement  
   process and share some lessons learned at Valencia College. Strategies learned at Valencia  
   and work with other colleges – supplemental instruction, walk-in labs, and study skill  
   courses – will be shared. Outcomes of these changes and personal reflections of work with  
   colleges in building student success strategies will also be discussed.

23. Customizing MyMathLab  
   2N-2220  
   Sandee House, Georgia Perimeter College, Sandee.House@gpc.edu  
   You are probably familiar with how to create assignments in MyMathLab. Do you know  
   how to customize the look and feel of MyMathLab to better meet your students’ needs?  
   Would you like to customize by module? How about linking back to D2L or other website?  
   This session will show the possibilities and some of the how-tos of creating a customized  
   MML course.

24. Cengage Learning’s Latest Digital Offerings  
   2N-2230  
   Glenda Blake, Cengage, Glenda.Blake@cengage.com  
   Looking for ways to easily set your course, help students elevate thinking and improve  
   outcomes? Then join us for an exciting demo of Cengage Learning’s latest digital offerings  
   (including integration into D2L) at the GPC Math Conference.
Abstracts for Parallel Sessions

3:00 – 3:45 p.m.

25. Acrobatiq and Gates' Foundation Exemplary Courseware Challenge    2N-2210
Howard Lurie, Acrobatiq, howard@acrobatiq.com
In late 2014, the Bill & Melinda Gates Foundation awarded $20M to a diverse portfolio of
digital courseware and adaptive learning providers to design, develop, and scale best-in-
class digital courseware in a variety of general education disciplines. Acrobatiq, a Carnegie
Mellon innovation company, is one the grant awardees, and is developing a wide array of
new adaptive and personalized courseware designed to improve student learning in general
education courses, including statistics, algebra and precalculus. Among its grant funded
partners will be the University System of Georgia. This session will provide an overview of
Acrobatiq's cognitive science based learning model, and will showcase examples of
personalized courseware, including probability and statistical reasoning. The courseware
represents a new generation of exemplary digital courseware targeted to benefit low-
income learners in high-enrollment undergraduate 100- and 200-level general education
courses.

26. Lessons Learned from the Flipped Classroom    2N-3220
Diana McGinnis, Georgia Perimeter College, Diana.McGinnis@gpc.edu
Allison Wolf, Georgia Perimeter College, Allison.Wolf@gpc.edu
Students learn best when they are engaged and in charge of their learning. One way to
better involve students is the flipped classroom. The presenters will provide a summary of
their individual approaches and experiences with flipping Calculus I, Calculus II and
Discrete Math. Advantages as well as challenges will be discussed.

27. Encouraging Students to Skip Class    2N-2100
Erin Cooke, Gwinnett Technical College, ecooke@gwinnetttech.edu
In an attempt to have students putting forth more effort, this presenter has offered
nontraditional incentives in College Algebra and Statistics classes. These tactics include
additional test attempts and allowing students to miss class. As time permits, the presenter
will lead a discussion of questions and suggestions about student incentives.

28. Preparing for the New MPI    2N-2260
Nancy Henderson, University of North Georgia, Nancy.Henderson@ung.edu
Margaret Poitevint, University of North Georgia, Margaret.Poitevint@ung.edu
Under the new Math Placement Index, there may be some students taking the entry level
college credit math class who would have previously taken a Developmental Math class
before taking their gateway math class. These students may now be in a credit math class
with or without the support of a co-requisite class. The presenters will share resources,
including handouts that instructors can use to help these students succeed. The resources
might be used in either a gateway math class, the co-requisite support class, or a
foundations math class.
29. Maple TA - Beyond Multiple Choice Tests
Tricia Snider, MapleSoft, tsnider@maplesoft.com
Maple T.A. is a powerful online testing and assessment system designed especially for
courses involving mathematics. Its unparalleled abilities allow instructors to truly assess
student understanding of math-based concepts, making it ideal for science, technology,
engineering, and mathematics (STEM) courses. During this seminar, you will have the
opportunity to see how Maple T.A. works from the instructor view point, and see how
features such as conventional mathematical notation in questions and responses, intelligent
evaluation of responses for mathematical equivalence, and extensive mathematical and
visualization tools provide instructors the ideal testing and assessment environment for
technical courses.

30. Using MyLabsPlus
David Harris, Trident Technical College, David.Harris@tridenttech.edu
When Trident Technical College's Developmental Math Department transitioned to
MyLabsPlus our success rates hovered around 45%. After the Fall semester the success rate
now stands around 72%. We have had great success being able to manage the courses
ourselves while still being able to have little to no impact on the on campus IT department.
31. **What is the shape of the reflectors of your car’s headlights**  
Robert E. Clay, Dalton State College, rclay@daltonstate.edu  
A way to teach (re-teach) a significant part of college algebra in more depth by answering a non-trivial question. The solution translates a geometric problem into an algebraic problem. It uses the distance formula, tangent line, parallel lines, simultaneous equations and the quadratic formula. It distinguishes between variables and arbitrary constants.

32. **Permutation Groups and Nearly Even Chords**  
Candace Carroll, Gordon State College, ccarroll@gordonstate.edu  
A perfectly even chord is one that divides the scale evenly. By single semitonal displacement, a perfectly even chord becomes a chord that is nearly even. Mathematically, permutation groups may be used to model this single semitonal displacement.

33. **Stretching College Algebra for Underprepared Students**  
Nickie Baker Reich, Georgia Regents University, NREICH@gru.edu  
Dr. Robert Scott, Georgia Regents University, RSCOTTS@gru.edu  
Dr. Brooke McGuire, Georgia Regents University, BMCGUIR2@gru.edu  
The addition of stretch college algebra classes, classes that meet every day, has been a success for Georgia Regents University. The presenters will discuss why these classes were introduced and describe how these classes differ from traditional GRU algebra courses. Data supporting the success of these classes will be presented.

34. **Statistics and Microbiology Learning Community**  
Gina Reed, University of North Georgia, Gina.Reed@ung.edu  
Jeanelle Morgan, University of North Georgia, Jeanelle.Morgan@ung.edu  
The presentation will center on a learning community between Microbiology and Statistics taught in Fall2014. Students took the two courses as a cohort and worked with one another and with their professors. Faculty co-ordinated syllabi, assignments, and a capstone undergraduate research project/poster into the courses.
35. Assembly Graphs and Index Numbers 2N-2210
Tilahun Muche, Savannah State University, muchet@savannahstate.edu
The assembly number of an assembly graph increases if the polygonal paths are to travel along certain edges. This enforcement can be obtained by introducing loops on the edges. We give formulas for the assembly number of graphs obtained by adding loops on edges and investigate odd index of loop-saturated graphs.

36. Helping Students Experience Growth in Math and Beyond 2N-2100
Erin Cooke, Gwinnett Technical College, ecooke@gwinnetttech.edu
Many students think that they just are not “math people”. By encouraging a growth mindset, students can learn that effort is more important than “talent”. Explaining this mindset to students can help them be successful not only in math but also in other areas of their lives.

37. "Quantified Self" - Classroom and Beyond 2N-2260
Andy Imm, Georgia Perimeter College, Andrew.Imm@gpc.edu
The Quantified Self movement is a way to teach and learn about daily applicable data. Does anyone other than google.com know the number of milliliters in a cup? Are there even any benefits to using unit measurements anymore? Is there a critical communal responsibility process to support this knowledge base? Do we foster desirable habits of mind? Can we better live our lives to the fullest? Further, is mindfulness part of our personal health plan anyway? We know the answer to all of these questions is yes. This presentation will support that claim through the use of free self-assisted mobile computer apps.

38. Lacing: A Better Way to Teach Polynomial or Rational Inequalities 2N-2220
David Vogel, Middle Georgia State College, David.Vogel@mga.edu
Solving polynomial and rational inequalities is a challenge for most college algebra students. Textbooks recommend techniques such as sign graphs, test points, or graphical analysis. The “Lacing Technique,” commonly used by many Chinese instructors, streamlines this analysis and unifies the graphical and symbolic approaches taken by Western authors. We believe this lacing approach is not only easier for students but reinforces other algebraic concepts such as asymptotes and end behavior. Our presentation will describe the lacing method, explain why it works, and compare it to other techniques.
2015 GPC Mathematics Conference

Thanks for your Participation!!

We invite you to offer your comments and suggestions for the conference organizers in the categories of:

Facilities:

Food:

Parallel Sessions:

Themed Sessions:

Anything else you’d like to say: