

Ohio NExT Abstracts
Spring 2013

Building a Math Class from Scratch
John Prather, Ohio University – Eastern

One idea that I have thought about over the years, is how little of what we say actually affects how much students learn. Much more important is that the structure of the class supports the needs of the individual students. During my career, I have experimented with a number of different methodologies. In this workshop, I will discuss some of my better ideas, or at least some ideas that are different. I will also seek feedback from participants.

Teaching a Course in Mathematical Perspective Drawing
Sarah Crown Rundell, Denison University

Several years ago, I attended a workshop on Mathematical Perspective Drawing at MathFest taught by Annelisa Crannell and Marc Frantz. After the workshop, I decided to create a first year seminar course on Mathematical Perspective Drawing at Denison University. In this talk, I'll discuss the structure of the course, some of the mathematical topics which are covered in the course, and how the course helps students to further develop their quantitative reasoning, writing, and drawing skills.

A Capstone Project for Introductory Statistics
Justin Post, Mount Union University

I'll discuss a scaffold-designed capstone learning project for an introductory statistics class meant to get students personally invested in the class, while improving their written communication. This is a 3 part project to be done throughout the course.

Barbara Faires, Westminster College

This session has the goal of encouraging the design of liberal arts and/or quantitative reasoning courses by using one's own interests and then teaching the course so it capitalizes on the interests of the students. Exploring mathematical topics in link with history or literature or art or architecture or . . . can be lots of fun.