2010 PNW Section NExT Schedule **April 8 & 9, 2010**
Seattle University **Seattle, WA**

Thursday, April 8, 2010

7:00 p.m. Informal Gathering: Dinner and/or Conversation
Elysian Brewery, 1221 E. Pike St.
http://www.elysianbrewing.com/Elysian.html

Friday, April 9, 2010

Casey Commons (5th Floor Casey Building)
http://www.seattleu.edu/campus_community/visit_campus/campus_maps/main_campus_map/

8:00 a.m.	Registration/Coffee
8:05 a.m.	Greeting and Introduction of New Fellows
8:15 a.m.	Session 1: The transition from HS to College Calculus
9:15 a.m.	Coffee Social
9:45 a.m.	Session 2: How to Run Effective Discussions Both On-line and In-class
10:30 a.m.	Session 3: Teaching Quantitative Reasoning with the News
11:35 a.m.	Session 4: Outreach
12:15 a.m.	Lunch: Casey Commons.
1:15 p.m.	Session 5: Undergraduate Research
2:15 p.m.	Session 6: What's NExT
2:20 p.m.	Project NExT Meeting Adjourns. (MAA Minicourses begin at 2:30 p.m.)

6:00 p.m. Dinner – Piecora's, 1401 E. Madison (corner of 14th and Madison)
http://www.piecoras.com/

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Abstracts

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Session 1
Panel Discussion: The Transition from HS to College Calculus
Organizers: Hannah Callender (University of Portland), Vesta Coufal (Gonzaga University)

In a Calculus I course, how do you serve the students who have already had some calculus (of varying quality) in high school, at the same time that you are introducing it to others for the first time? Panelists will explain their experience with this issue, with both high school and college calculus students, and their perspective on how to help these students.

Panelists: Chris Lane (Pacific University), Dale Hoffman (Bellevue College), Steve Dunbar (University of Nebraska – Lincoln)

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Session 2
Panel Discussion: How to Run Effective Discussions Both On-line and In-class
Organizers: Mark MacLean (Seattle University) Jenny McNulty (The University of Montana)

Communication is an essential part of mathematics; one that gives students an opportunity to solidify their ideas, ask questions and be unique. It is also an area in which many students struggle. How do we teach our students to be good communicators of mathematics? What are factors that will encourage students to participate and share their mathematical ideas; either in-class or on-line? What types of questions are good for on-line vs. in-class discussions? What are useful tips, techniques and strategies for leading a fruitful discussion? Can electronic forums such as discussion boards, blogs and social networking be used to motivate this techno-savvy generation of students? The discussion will be focused around these questions.

Panelists: David Green (Center for Excellence in Teaching, Seattle University), Klay Kruczek (Western Oregon University), Jenny McNulty (The University of Montana)

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Session 3
Talk: Teaching Quantitative Reasoning with the News
Speaker: Stuart Boersma, Central Washington University

Quantitatively literacy is necessary for a well functioning democratic society. However, many educated adults remain functionally innumerate. Many mathematics departments at our colleges and universities have been asked to help address this problem by teaching quantitative reasoning courses. These courses vary greatly in content and pedagogy, are often considered "terminal" courses, and are frequently used to "teach" remedial algebra skills. As dedicated and passionate teachers of mathematics, we should use these courses to give our students the tools they need to think for themselves, ask intelligent questions of experts, and to confront authority with confidence. Newspapers can provide a surprisingly wide variety of study materials for a quantitative reasoning course. In this session we will peruse some newspapers,

identify useful articles, and develop of list of quantitative skills which are necessary for the critical reading and analyzing of newspaper articles.

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Session 4
Panel Discussion: Undergraduate Research
Organizers: Allison Henrich (Seattle University), Robert Ray (Gonzaga University)

Many of us have thought about trying to involve undergraduates in research. Some of us have even had experience doing research with undergraduates. Regardless of which category you fall into, there are questions you may have about undergraduate research: How do I choose students? How do I choose problems? Should I involve students in research in my field? Should I advise several students on a single project, or should students work individually? What funding opportunities are there for doing research with undergraduates? In this session, our panelists will share their experiences with us to lay a foundation for discussion on this topic.

Panelists: John Carter (Seattle University), Shannon Overbay (Gonzaga University) Jim Morrow (University of Washington), Mike Spivey (University of Puget Sound),

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Session 5
Panel Discussion: A Conversation on Mathematics Outreach
Organizers: Allison Henrich (Seattle University), Nancy Ann Neudauer (Pacific University)

We will host an informal discussion on mathematics outreach and explore how we can all remain intellectually connected with the society that we live in. We begin by describing various types of outreach, and invite everyone to bring their own experiences and questions. Topics we may discuss include single events versus organised programs, the impact of various types of programs, the nuts and bolts of starting up an outreach program, finding funding for outreach, career recognition (or non-recognition) for outreach, and how academics at different institutions might collaborate on projects. This discussion will generate questions and ideas that may be discussed further during the panels on outreach to follow during Saturday's sessions.

Panelists: Leanne Robertson (Seattle University), Jeff Weeks

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Session 6
Discussion: *What's NExT?*
Moderator: Jenny McNulty (The University of Montana)

This final session is intended to help us look back over the days' activities and decide on future directions and planning for subsequent meetings. This year we will also talk about NExT plans for Alaska in 2011.
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