

2015 PNW Section NExT Schedule
University of Washington, Tacoma

April 9 & 10, 2015
Tacoma, WA
Directions: [Campus Map](#)

Thursday

6:30 p.m. Informal Gathering: Katie Downs, 3211 Ruston Way katiedowns.com/

Friday

Dougan 201

- 8:00 a.m. Registration/Coffee
- 8:05 a.m. Greeting and Introduction of New Fellows
- 8:10 a.m. Session 1: Flipped Learning in the Mathematics Classroom
- 9:10 a.m. Coffee Social
- 9:40 a.m. Session 2: Common Core State Standards - What do they mean for College Students?
- 10:10 a.m. Session 3: Mixing It Up: engaging students by changing up the classroom flow
- 11:10 a.m. Session 4: Diversity and NSF ADVANCE grants
- 11:30 a.m. Lunch: The Rock Wood Fired Pizza, 1920 Jefferson Ave. therockwfk.com/
- 1:00 p.m. Session 5: The Un-session session
- 1:45 p.m. Session 6: Implementing and Conducting Successful Undergraduate Research
- 2:45 p.m. Project NExT Meeting Adjourns. (MAA Minicourses begin at 3:00 p.m.)
- 6:00 p.m. Dinner: The Harmon Brewery, 1938 Pacific Ave. harmonrestaurant.com/
- 8:00 p.m. Evening Lecture – Francis Su, “My Favorite Math Fun Facts” Phillip Hall

2015 PNW Section NExT Abstracts

Session 1

Panel Discussion: Flipped Learning in the Mathematics Classroom

Organizer: Matt Roscoe, University of Montana

Abstract: Flipped Learning has been defined as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Three mathematics educators will discuss how flipped learning has transformed the teaching and learning of mathematics in their classrooms.

Panelists: Allison Henrich (Seattle University), Craig McBride (UW Tacoma) and Spencer Bean (Ramstein High School, Germany)

Session 2

Presentation: The Common Core State Standards - What do they mean for College Students?

Abstract: The Common Core provides curriculum guidelines for K-12 teachers across the nation. We will give a brief overview of what these are and consider the biggest change to the 9-12 curriculum, which involves an emphasis on transformation, and we will discuss the effects these changes may have on future students at 2-year and 4-year colleges.

Speakers: Chris Black (Central Washington University) and Megan Buzby (University of Alaska Southeast)

Session 3

Panel Discussion: Mixing It Up: engaging students by changing up the classroom flow

Organizers: Erin McNicholas (Willamette University), Carl Toews (University of Puget Sound)

Abstract: As teachers we put a great deal of work into figuring out how to get students to engage meaningfully with new material. Even when we are successful, however, the challenge of *maintaining* this engagement remains. Any particular classroom activity runs the risk of growing stale over the course of a long class period, or a long semester. This panel investigates “disruptive” strategies for maintaining student engagement, i.e. strategies that explicitly vary the pace, flow, or structure of the class. In the first part of this session, panelists will discuss their own schemes for “mixing things up”, and in the second part, the floor will be opened to comments, questions, and contributions from the audience.

Panelists: Erin McNicholas (Willamette University), Colin Starr (Willamette University)
Courtney Thatcher (University of Puget Sound) and Carl Toews (University of Puget Sound)

Session 4

Presentation: Diversity and NSF ADVANCE grants

Abstract: It is well known that comparatively few women end up teaching math at the university level, and the picture is even worse for other under-represented groups. How can we change this? I will talk about how my experience in the NSF ADVANCE program has supported my own career, and how programs like this can be a catalyst for broader change.

Speaker: Vest Coufal (Gonzaga University)

Session 5

Discussion: The Un-session session

Organizer: Jenny McNulty (University of Montana)

Abstract: Modeled on the basis of a un-conference, in this un-session session, participants will be asked to suggest topics for discussion. Those that suggest a topic will be asked to facilitate a discussion on this topic in a designated location (probably a corner of the room). Others are asked to choose a topic they want to discuss and go the meeting place and participate with the proviso that everyone is free to move from one discussion to another.

Session 6:

Panel Discussion: Implementing and Conducting Successful Undergraduate Research

Organizer: Bonni Dichone (Gonzaga University)

Abstract: In today's university culture, research at the undergraduate level is no longer just a suggestion, but is now a requirement for the students to have on their résumés and the faculty to have on their CV's. This panel discussion will address the implementation and conduction of successful undergraduate research, including topics such as: appropriate level and topics, independent study vs. research class, preparation for REU's, recruitment of students, faculty preparation, prerequisite requirements, showcasing, resources for faculty, and more.

Panelists: Richard Cangelosi (Gonzaga University), Kevin Vixie (Washington State University), and Katie Oliveras (Pacific University)