### Pre-Conference Session | Thursday, March 15

#### MONUMENT
- Teaching Mathematics in 3D
  - Douglas Meade
  - University of South Carolina
  - Lila F. Roberts
  - Clayton State University

### MINI-COURSES Friday, March 16

#### 9:30-11:00 a.m.
- An Introduction to GeoGebra and Dynamic Worksheets
  - David Ray
  - University of Tennessee at Martin
- Desmos and Geogebra: Teaching Calculus Conceptually
  - Michael McConnell
  - Marcella McConnell
  - Clarion University

#### 11:15 a.m.-12:45 p.m.
- Creating Interactive Learning Experiences for Any Course Format
  - Michael Sullivan
  - Joker Junior College
  - George Woodbury
  - College of Sequoias
- Assessment: From a Silent Killer of Learning to an Active Booster of Better Learning
  - Kristin Arney
  - Kayla Blyman
  - Lisa Bromberg
  - David Deissandro-Zimmerman
  - David Harness
  - Scott Warrike
  - Frank Wattenberg (Fellow)
  - Sarah Wolberg
  - United States Military Academy
- Versatile Solutions to Developing Online Videos
  - Julia Ledet
  - Michaela Stone
  - Louisiana State University
  - Reena Kohlhar
  - Normandale Community College

### DON’T MISS: Keynote Address 8:00 a.m.
- Pearson
  - Diane Hollister
  - MyLab Stats & StatCrunch
  - Gwen Terrillinger
  - Emeritus University of Toledo
- Pearson
  - Stephanie Walker
  - Custom Question Builder
  - Tom Reardon
  - Individualized with Solutions
  - Eric Gaze
  - Browerville High School

### MINI-COURSES Saturday, March 17

#### 9:00-10:30 a.m.
- 3D Printing in Calculus with Mathematica®
  - Jason Gregeren
  - Michigan Technological University
- Spreadsheets for Quantitative Reasoning: An Excel-lent Way to Engage Your Students with Mathematics
  - Eric Gaze
  - Browdrown College
- Creating Mathematics
  - Cathy Frey
  - Wayne State University
  - Desmos: A Free Online Graphing Tool for Developing Classroom Activities
  - Katie Pridemore
  - Valencia College

#### 10:45 a.m.-12:15 p.m.
- Lights, Camera, Action! Recording and Editing Videos in Camtasia®
  - Rose Jenkins
  - Midlands Technical College
- Using Edpuzzle to Flip a Class
  - Debra Pharo
  - Northwestern Michigan College
- Teaching with Interactive Figures
  - Eric Schulz
  - Waiaula Community College
- Math With an Assist: Coding in Grades 2-12
  - Jerome Caldwell
  - University of Wisconsin, River Falls
- All-Time Mathematically Rich Geometry Through Precalculus Activities, Individualized with Solutions
  - Tom Reardon
  - Youngstown State University
- Teaching Successful Online Math Courses
  - Calandra Davis
  - Pearson

### DON’T MISS: Keynote Panel 8:00 a.m.
- Pearson
  - Diane Hollister
  - Custom Question Builder – The Basics
  - Diane Hollister
  - Pearson
- Pearson
  - Stephanie Walker
  - Adaptive Learning
  - Stephanie Walker
  - Pearson
- Pearson
  - Calandra Davis
  - Results by Design
  - Pearson

### MINI-COURSES Sunday, March 18

#### 8:00 a.m.-9:30 a.m.
- Custom Question Builder – The Basics
  - Diane Hollister
  - Pearson
- Pearson
  - Diane Hollister
  - Pearson
- Pearson
  - Diane Hollister
  - Pearson

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10:30–11:00 a.m.

Applying New Research to Increase Success in Math Before Calculus
Gary Rockswold
Minnesota State University, Mankato

Extending Pathways Using Pathways to Bridge to College Mathematics Before Calculus
Kathleen Almy and Heather Foss
Rock Valley College

Geometric Conjectures in Dynamic Geometry Environments
Before Calculus

COREQ:自带或有需要课程

11:15–11:45 a.m.

Session: Friday, March 16

Salon O

Learning Catalysts™ – An Effective Technology Tool to Promote Student Engagement and Interaction
Mya-Leitch Adam Chetcuti University of Virginia – Blue RIdge

Flipping / Jang Math Class Using Instructor Created Questions in MyLabMath Math
MyLab Math
Terry Barron
Georgia Gwinnett College
Peggy Slavit
Douglas Haidasz

Using Custom “Common Errors” MyLab Math Questions for “High Risk” Calculus Students
MyLab Math
Robert Strouse
Old Dominion University

Online Tools for Assignments in Hybrid Classes: To Use or Not to Use
MyLab Math
Rachael Carson
Georgia College

Effective Use of MyLab™ Math (MyLabPlus) For Positive Long-term Effects
MyLab Math
Rachit Agarwal
Manhattan, Alina Steinbok, and Ram Muthupatra University of Central Florida

What Can Direct Digital Access and MyLabPlus® Do For You?
MyLab Math
Melissa Reid, Terri McInight, and Learning Assistant


12:00–12:30 p.m.

Session: Friday, March 16

Salon A

Investing the Pedagogy of “Experiencing Mindful” in Teaching Math
Statistics
Beverly Ackerman and John Salben
Middlesex Community College

Mary Traita
Starr’s Station Community College

Engaging Statistics Projects Using StatCrunch® and Excel Statistics
Wendy Pogoda
Middle Mississippi Community College

Using Technology to Foster Students’ Conceptual Understanding of Confidence Intervals
Statistics
Melanie Austin
Western Kentucky University

Common Cents - Using Low Cost Materials in Your Classroom Before Calculus
Glenn Newman
Emory I-STEM Institutional

Bootcamps & Corequisites: Moving Students Through Their Math Sequence Faster Before Calculus
Jane Elser
Orange Coast College
Anna Fischer
Tulsa Community College

Visualizing Mathematics with Graphs & Equations without The Learning Curve Before Calculus
Ana Goberdat/Canaveral University of South Florida

Session: Friday, March 16

Salon C

Creating User-friendly Problems With MathXL
Mary Jane Sterling
Bradley University

Mathematical Modeling: Creating a Game Beyond Calculus
Paul Buschke
University of Pennsylvania-Tulsa

Using Geogebra as a Teaching tool Framework for Learning Quadratic Surfaces Calculus
Mohammed Gaafieh
Tarleton County Academy

Don’t Be Afraid of the F-Word: Flipping is Better Calculus
Darri Kapanja
Northern Community College

Who Says You Can’t Do Calculus in Excel? Calculus
Michael Semmes
and Andrew Platzker
United States Military Academy

Tools of Modern Mathematics: An Introduction to Experimentally Teaching Calculus Beyond Calculus
Owodu Hydorn
University of Mary Washington

Session: Friday, March 16

Salon S

Engaging Students by Using Learning Catalysts™
Pedagogy
Lazarra Ferrer and Martin Biv-Villani
Miami Dade College

Online Examination for Online Courses – Reduce Student Dishonesty Teaching Math Online
Occa Mangold, Alexandra Maceo, and Gabriel Mendes 21st Century Community College

Math in an Instant Feedback 2.0 Pedagogy
Jessica Bernardo
and Wendy Fish
Portland Community College

Using the Emporium Model to Improve Student Performance Research
Kathy Cousins-Cooper and Karina Nelson North Carolina A&M State University

Multimedia Design Principles of Animations: An Example for Precisely Functions Research
Alissa Sarah De La Luz
Dallas College

Online Versus Face-to-Face Teaching Math Online
Engaging Statistics Students with Clickers
Gabi Booth
Highlands Community College

Preparing New Faculty to Serve Effectively in Your Department
Pedagogy
John Bacon, David Harness, and Michael Yorksmith
University of West Georgia

Global Numeracy, Global Change Real-World Applications
Kurt Kreith
University of California-Davis

Using Shiny from RStudio to Teach, Motivate, and Evaluate a Classroom Created Social Network Real-World Applications
Darin Kapanjie
Boston University

Mathematics, Science, and Reality Real-World Applications
Gary Rockswold
Bemidji State University, Minnesota

Solar Energy and Trigonometry Real-World Applications
James Cline
Lake Savoie
LAFAYETTE Instuctor of Technology

Session: Friday, March 16

Salon O

Document Camera Fun Pedagogy
Thomas Carseon
Indiana Wesleyan University

Cell Phonos on a Test? I Say Yes Pedagogy
Denise Nourie
St. Cloud State University

A College Algebra Corequisite Pilot at the University of Idaho Pedagogy
Mya-Leitch Adam Chetcuti
University of Idaho

Have Your “P” and Eat It “Two” Integrating College Functions
Phoebe Knowe
Louisiana State University

Bleeding Learning with OER Platforms in Undergraduate Mathematics Pedagogy
Yossi Kremen
University of North Georgia

Session: Friday, March 16

Salon N

Preparing New Faculty to Serve Effectively in Your Department
Pedagogy
John Bacon, David Harness, and Michael Yorksmith
University of West Georgia

Global Numeracy, Global Change Real-World Applications
Kurt Kreith
University of California-Davis

Using Shiny from RStudio to Teach, Motivate, and Evaluate a Classroom Created Social Network Real-World Applications
Darin Kapanjie
Boston University

Mathematics, Science, and Reality Real-World Applications
Gary Rockswold
Bemidji State University, Minnesota

Solar Energy and Trigonometry Real-World Applications
James Cline
Lake Savoie
LAFAYETTE Instuctor of Technology

OK, Take Out Your Cell Phones Real-World Applications
Dave Savoie
LAFAYETTE Instuctor of Technology

Session: Friday, March 16
### SESSIONS: Saturday, March 17

**DON'T MISS: Keynote Panel 8:00 a.m.**

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<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
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<tr>
<td>9:00-9:30 a.m.</td>
<td>The Importance of Adopting Evolving Technological Tools to Expand Content Knowledge to 3D Calculus</td>
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<tr>
<td>9:45-10:15 a.m.</td>
<td>The Taming Bombe and its Role in Breaking Enigma Beyond Calculus</td>
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<td>10:30-11:00 a.m.</td>
<td>Exploring Calculus with Mathematica Calculus</td>
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<tr>
<td>11:15-11:45 a.m.</td>
<td>Free Online Tools for Teaching Interactive Statistics</td>
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<td>12:30-1:00 p.m.</td>
<td>Using Software to Enhance Teaching in Math for Business and Social Sciences Before Calculus</td>
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<td>1:15-1:45 p.m.</td>
<td>The Hybrid Classroom: Best of Both Worlds Before Calculus</td>
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<tr>
<td>2:00-2:30 p.m.</td>
<td>Technology Usage to Promote Mathematical Thinks</td>
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<td>2:45-3:15 p.m.</td>
<td>Using Geometry’s Sketchpad® to Teach Geometric Thinking</td>
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<tr>
<td>3:30-4:00 p.m.</td>
<td>Transform Your Students’ Thinking about Geometry</td>
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<tr>
<td>4:15-4:45 p.m.</td>
<td>3D Printing: Making it Real Calculus</td>
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<tr>
<td>5:00-5:30 p.m.</td>
<td>Using Interactive Applets with Mathematica</td>
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<td>5:45-6:15 p.m.</td>
<td>Teaching with Interactive Figures with GeoGebra</td>
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<td>6:30-7:00 p.m.</td>
<td>Designing Successful Departmental Final Resources</td>
</tr>
<tr>
<td>7:15-7:45 p.m.</td>
<td>How to Make Real Progress with Real-World Applications</td>
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### ARCHAIVES

- The Importance of Adopting Evolving Technological Tools to Expand Content Knowledge to 3D Calculus
- The Taming Bombe and its Role in Breaking Enigma Beyond Calculus
- Exploring Calculus with Mathematica Calculus
- Free Online Tools for Teaching Interactive Statistics
- Students Analyzing Real Polling Data: Enhancing Your Statistics Course
- Statistical Investigations: You Might Already Be Teaching Data Science
- The Mathematics of Video Poker
- Simulations: From Playing Cards to StatCrunch™
- Teaching Students to Use Technology in Calculus
- Using Office Mix™ for Teaching Calculus
- Teaching with Interactive Figures
- 3D Printing: Making it Real Calculus
- Using Technology to Facilitate the Implementation of Problem Based Learning in Calculus
- Transforming Assessments to an Active Beast
- Engaging Students in Learning About the History of Calculus
- Interactive Applets with Online Mathematics Lessons for Blind Students
- Creating Accessible Online Mathematics Lessons for Blind Students
- Interactive Applets with Shiny from RStudio®
- CALL for an Alternative to Coordinate Models

### SALON A

- **Free Online Tools for Teaching Introductory Statistics**
  - Paul Velleman
  - Sarah Shah
  - John Weimer

- **The Hybrid Classroom: Best of Both Worlds**
  - Jay Lehrmann
  - Gail Boush
  - Ethan Raymore

- **Using Original Software to Enhance Teaching in Math for Business and Social Sciences Before Calculus**
  - Vinodh Sivakumar
  - Kariann Lee

### SALON B

- **Pre-studies: Acceleration and New Hope for Non-STEM Majors Before Calculus**
  - Jay Lehrmann
  - Lincoln Eastwood

- **Using Technology to Promote Mathematical Thinks**
  - Matthew Mogensen
  - Dan LeCroy

- **Service Learning in an Online Math Course**
  - Thomas Zvobgo

- **Using Geometry’s Sketchpad® to Teach Geometric Thinking**
  - Shafia Abdulrahman

- **The Hybrid Classroom: Best of Both Worlds Before Calculus**
  - Sarah Shah

- **Using Original Software to Enhance Teaching in Math for Business and Social Sciences Before Calculus**
  - Vinodh Sivakumar

- **Creating Video Tutorials for Pearson’s Interactive Figures - Lessons Learned Before Calculus**
  - John Driscoll

- **Creating a Three-Year Pathway to Quantitative Reasoning**
  - Joe Zordell

- **Using Office Mix™ for Teaching Calculus**
  - John Weimer

- **Teaching the Theory of Calculus to Students Through Calculus and Beyond**
  - Robert Strozak

### SALON C

- **Software and Resource Considerations for Teaching Online Calculus**
  - Sarah Shah
  - Lincoln Eastwood

- **Using Technology to Facilitate the Implementation of Problem Based Learning in Calculus**
  - Paul Velleman
  - Sarah Shah

- **Transforming Assessments to an Active Beast**
  - John Weimer
  - Kariann Lee

- **Creating Accessible Online Mathematics Lessons for Blind Students**
  - Scott Klimko

### SALON D

- **Modeling Important Social Issues with a Data: Opioid Overdose Deaths**
  - Tom Reardon
  - Kseniya Kuvshinova

- **Technology Usage to Promote Mathematical Thinks**
  - Matthew Mogensen
  - Dan LeCroy

- **Using Original Software to Enhance Teaching in Math for Business and Social Sciences Before Calculus**
  - Vinodh Sivakumar

- **Creating Video Tutorials for Pearson’s Interactive Figures - Lessons Learned Before Calculus**
  - John Driscoll

- **Creating a Three-Year Pathway to Quantitative Reasoning**
  - Joe Zordell

- **Using Office Mix™ for Teaching Calculus**
  - John Weimer

### SALON E

- **Improving Learning Outcomes with Math Based Courseware Technology**
  - Andrew Rourke
  - Dan LeCroy

- **Using Interactive Songs for Teaching Mathematics**
  - John Weimer
  - Kariann Lee

- **Creating Accessible Online Mathematics Lessons for Blind Students**
  - Scott Klimko

- **Interactive Applets with Shiny from RStudio®**
  - Joseph Furner

- **CALL for an Alternative to Coordinate Models**
  - Kim Walters

- **Using Office Mix™ for Teaching Calculus**
  - William Tchuma
  - Sarah Shah