Featured Speakers

Kimberly Pearson

Confidence Intervals for a Proportion in Introductory Statistics

Thursday, November 11, 11:20 am

Learn how binomial confidence intervals taught in introductory statistics courses can be used to introduce advanced statistical concepts at an accessible level, allowing students to gain insight into statistical concepts usually reserved for more advanced courses. Teachers of introductory statistics courses should be able to use the material in some of their courses.

Pearson received her doctorate in mathematics from Indiana University, writing her dissertation in algebraic K-theory. After ten years as a member of the faculty at Valparaiso University, she switched fields to biostatistics, receiving a Masters in Biostatistics from the Harvard School of Public Health. She now works in the pharmaceutical industry.

Becky Wai-Ling Packard

Off-Track to On-Track in Two Minutes? Faculty Facilitating Transfer

Friday, November 12, 1:00 pm

Drawing upon a longitudinal study of 200 community college students pursuing STEM fields, Packard shares how faculty helped students to get on-track with their transfer goals. Often through serendipitous two-minute conversations, students gained information, corrected misinformation, or got the boost needed to transfer. Packard will present findings from the study and practical ways faculty can increase their effectiveness in supporting students at both the two-year and four-year college level.

Packard holds a doctorate in educational psychology from Michigan State University. She has been on the faculty at Mount Holyoke College for 11 years. The recipient of two major National Science Foundation grants, her work was recognized by the White House in 2005 with the Presidential Early Career Award for Scientists and Engineers, the highest honor bestowed upon early career scientists by the federal government. She focuses on the persistence and mentoring of first-generation college students, women, and minorities in science and technical fields.

Symposium

AMATYC's newest academic committee, Research in Mathematics Education in Two-Year Colleges (RMETYC), is pleased to present this year's symposium. The symposium begins Thursday afternoon with two sessions, *Research as Faculty Development* by Patrick W. Thompson, professor of mathematics at Arizona State University, and *Research on Students' Reasoning and Sense-Making* by J. Michael Shaughnessy, president of the National Council of Teachers of Mathematics (NCTM). The sessions will be followed on Friday by *Investigating Teaching Practices Through Systematic Inquiry*, a workshop in which Thompson and Shaughnessy will join Vilma Mesa, assistant professor of mathematics education at the University of Michigan, and April Ström, chair of the RMETYC Committee and mathematics faculty at Scottsdale CC, to extend the ideas presented in Thursday's symposium sessions.

The goals of the symposium are to:

- Raise awareness about the potential of research to inform teaching practice;
- Raise awareness about the need to attend to classroom interaction processes in order to generate authentic learning opportunities for students; and
- Raise awareness about the need to attend to students' thinking as a means for enhancing mathematics curriculum and instruction.

Additional workshops and sessions focused on research in mathematics education will be scheduled during the remainder of the conference. Look for the "RB" code to identify these events.