

MinnMATYC/MCTM Conference
Duluth, MN
April 2008

Rob Kimball gave a presentation from 4:00 – 5:00 at the MinnMATYC/MCTM Conference in Duluth, MN. Here are the results from the evaluations.

The information provided in this session was		The presentation was	
Very worthwhile	19	Excellent	14
Worthwhile	22	Good	22
Not Worthwhile	1	Fair	6
		Poor	0

The comments were

- Very timely talk! We needed to hear this!
- I already do stress modeling, but this talk gave good ideas for trying to find and incorporate real-world data.
- I will be emailing you for the 17 modules!
- I'm sorry some people see no need to change what we do.
- Very informative.
- Examples were very helpful
- This is more of NSF promoting ideas like the CMP and IMP movements that have not worked in K-12 schools. I disagree strongly. Your examples of applications are what we do in my introductory algebra course.
- Excessively authoritarian approach to curriculum development.
- In a way, it is sad that we have to do the same things in college.
- I choose a textbook and look for materials that use applications. I still emphasize the background of the mathematics that is the foundation of the application. It seems they memorize applications – and do not wish to know the background. Hence, they forget – or don't know why the application is the way it is. And don't care – unless they see the math behind it.
- Excellent materials. I've been through the reformed calculus process and this seems like a natural extension down to college algebra.
- This is information I've hearded <sic> before. As teachers who learned under the old system and we are not as comfortable with applications as we should be. We need to know how to do it not what to do!
- Great examples, thanks!
- Food for thought! HUGE issues with change within the system.
- The ideas were good.
- OK, would have been better with hands-on and actual use of calculator and/or computer.
- Glad to know college people are using the real data; constructivist approach!
- Nice to see the importance in re-focusing our course.
- You are not telling new ideas. At the high school level, we have been doing this for several years. Textbook companies need to change for this to happen.

- Most of our students would quit reading on about the third line of text. Our foreign students would have great difficulty with the language.
- Yes, absolutely! I think I need to do a better job of refocusing by asking the right questions.
- This all happened in the NSF high school curriculums. CORE and IMP, ARISE. You college people shot those down. You made our student do ugly algebraic fractions, simplify radicals, etc. And when they couldn't, you put them in remedial math! It is time for you to say you were wrong and ask high school to reintroduce these curriculums.

Message from Rob: I had one hour to deliver the information about college algebra reform to an obviously diverse audience (MCTM and MinnMATYC). I appreciate all the comments. I understand the different opinions expressed by participants as we all strive to find the best ways to strengthen all the skills our students will need to be successful. I urge those who are skeptical of the need to change to read more from the ***Voices of the Partner Disciplines*** (maa.org/CUPM/CRAFTY). I enjoyed meeting so many of you during the social functions and around the sessions, and enjoyed being in Duluth, and the snow!