

**ACCESS AGENDA**  
**Minneapolis, Minnesota**  
**October 31 – November 4, 2007**

2007-2008 Cohort

**Wednesday, October 31**

- |           |  |            |
|-----------|--|------------|
| 5:30-7:00 | Cohort 3 shares projects with Cohort 4<br>(snack provided) | Skyway A/B |
| 7:45-9:00 | ACCESS Reception with hors d'oeuvres                       | Skyway A/B |

**Thursday, November 1**

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|-------------|---|-------------------------|
| 7:00-8:15   | ACCESS Continental Breakfast with Cohort 3  | Lake Superior A         |
| 8:15-9:15   | Cohort 3 continues project sharing session with Cohort 4                                      | Lake Superior A         |
| 9:15-10:00  | <i>Who Are Our Students?</i> – Patrick Aeverbeck  | Lake Nokomis            |
| 10:00-10:15 | Break with snack  |                         |
| 10:15-12:00 | <i>Here's Something That Works!</i> – Laura Watkins and<br>Karen Hale                         | Lake Nokomis            |
| 12:00-12:50 | ACCESS Boxed Lunch with Cohort 3  | Lake Superior A         |
| 1:00-2:45   | <i>Learning and Assessment in the CC classroom</i> –<br>Laurie McManus                        | Lake Nokomis            |
| 3:00-4:15   | AMATYC Opening Session  | Nicollet Grand Ballroom |
| 4:30-5:30   | <i>Opportunities with NCTM/MAA/AMATYC</i> -<br>Jim Roznowski, Bruce Yoshiwara, Joanne Peeples | Lake Nokomis            |
| 7:00-9:00   | ACCESS Dinner with Cohort 3   | Lake Superior A         |

**Friday, November 2**

- |            |   |  |
|------------|---|--|
| 7:45-9:45  | AMATYC Regional breakfasts and meetings<br>See AMATYC Program for locations |  |
| 10:00-1:00 | AMATYC sessions on own  |  |

1:00-1:45	Keynote Address: <i>Ensuring All Students Learn Math</i> – Bill Thomas	Lake Nokomis
1:45-2:00	Break	
2:00-3:30	<i>How Your Brain Learns and Remembers: Implications for Students and Faculty</i> – Diana Hestwood	Lake Nokomis
3:30-?	Project Brainstorming	Lake Nokomis
4:00-?	Reception/reunion for all Cohorts	Lake Superior A

### **Saturday, November 3**

7:45-10:00	AMATYC Awards Breakfast and General Session	Nicollet Grand Ballroom
10:00-1:00	AMATYC sessions on own	
1:15-2:15	<i>Math Online: Who?What?Why?How?Where?</i> – Nancy Sattler/Mary Beth Orrange	Lake Nokomis
2:15-2:30	Break	
2:30-4:00	<i>Mathematics Across the Community College Curriculum</i> – Rebecca Hartzler (with Cohort 3)	Lake Superior A
4:00-4:15	Break	
4:15-5:45	<i>Patterns and Connections from the Spiral of Roots to the Chaos Game</i> – Pat McKeague (with Cohort 3)	Lake Superior A
5:45-6:45	Break on your own	
6:45-8:30	ACCESS dinner (with Cohort 3) & Cohort 3 Celebration	Lake Superior A

### **Sunday, November 4**

8:30-10:15	AMATYC sessions on own	
10:30-11:15	AMATYC Closing Session	

## Session Descriptions

### Thursday

Averbeck. *Who Are Our Students?*

In this session, we will perform an activity that will allow us to become familiar with each other and with our prospective students.

Watkins/Hale. *Here's Something That Works*

"Here's Something That Works!" provides session participants the opportunity to share a successful activity they (or a colleague) has used in a Mathematics classroom. Participants enjoy the added bonus of leaving with a number of new activities that have already been implemented in the classroom.

McManus. *Learning and Assessment in the CC classroom*

This interactive workshop will introduce participants to connecting learning and assessment in the community college mathematics classroom with professional standards for teaching mathematics. Participants will be introduced to a model for critical reflection on choices for assessing mathematical learning and understanding.

Roznowski/Yoshiwara/Peeples. *Opportunities with NCTM/MAA/AMATYC*

Dialogue about volunteer opportunities and leadership in three excellent mathematics organizations: National Council of Teachers of Mathematics, The Mathematical Association of America, and AMATYC.

### Friday

Thomas. *Ensuring all students learn math*

Much is and should be said about the academic aspects of the professorate. In addition, there is a moral aspect to the teaching of mathematics of which we should all be aware. We represent an opportunity for many students who would otherwise not be able to ACCESS the American dream. Let us endeavor to ensure that all our students learn mathematics to the best of their and our abilities.

Hestwood. *How Your Brain Learns and Remembers: Implications for Students and Faculty*

Success in developmental mathematics courses at Minneapolis Community and Technical College increased from 50% to 75% through the use of simple, brain-friendly teaching strategies and by teaching students how their brains learn and remember most effectively (dendrite theory). Learn how to apply the latest in brain research to the practical daily challenges in your developmental mathematics courses.

## **Saturday**

Sattler/Orrange. *Math Online: Who?What?Why?How?Where?*

This session answers the questions Who? What? When? Where? Why? How? about teaching math at a distance.

Hartzler. *Mathematics Across the Community College Curriculum*

The session will begin with a brief history of the MAC and MAC<sup>3</sup> projects. Specific examples of faculty projects will be shown. A short excerpt from the MAC<sup>3</sup> DVD will be shown of MAC<sup>3</sup> participants discussing the faculty development that they have experienced. After this the larger group will be divided into smaller discussion groups. Finally opportunities to participate in MAC<sup>3</sup> Curriculum Institutes and Traveling Workshops will be described.

McKeague. *Patterns and Connections from the Spiral of Roots to the Chaos Game*

This talk is about my two favorite topics: patterns, and connections between seemingly unrelated items. We start with simple sequences and end with fractals and chaos. The journey takes us by Pascal's triangle, the Fibonacci sequence, and the Sierpinski triangle. We connect each item with a topic in developmental mathematics.