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# Math SPIN News

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Issue 1

March 1997

*Conference Edition*

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## Denver Spin Meeting

The SPIN meeting for this NADE conference will begin with a short business meeting. After the business meeting we will have a panel presentation followed by general discussion. The panel members are as follows.

### I. What Determines Student Success?

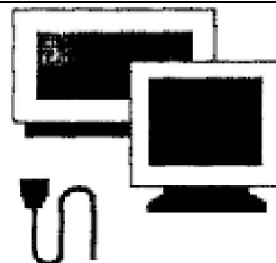
Carol Atnip  
Division of Transitional Studies  
University of Louisville  
Louisville, KY

### II. What are appropriate calculators in Developmental Math?

Warner Shew  
Mathematics Department  
Richmond Community College  
Hamlet, NC

### III. The Potential for Mathematical Learning: Can It be Assessed?

Martha M. Wood, Ph.D.  
Associate Professor of Mathematics  
Clayton College and State University  
Forest Park, GA



## Corning Community College Begins "Open Learning" in Evening Program

This fall fiber optics, computers, and traditional teaching combine to create a new kind of classroom for many evening students.

Also known as "Distance Learning" --the College's Open Learning Program gives many students a chance to have a unique learning experience. Those who live a long way from the campus or a regular off-campus site now have a larger choice of courses at a more convenient location.

Currently our Mathematics Department is offering Calculus I using this mode and in the Spring Intermediate Algebra and Trigonometry will also be offered. It is indeed a new experience for both the teacher and the students. Teachers that will use this mode have been trained to use the cameras and other technical equipment. In the studio on the Main Campus there are 2 cameras; the

teacher camera and the student camera. Located in the front of the room there are 4 TV monitors for the students to view and in the back of the room there are 4 TV monitors for the teacher to view. The teacher is able to see herself and also students in 3 off-site classrooms.

There are 42 Open Learning courses this fall, offered at 7 locations. Courses are transmitted from a studio at the Main Campus. The instructor's image and words are carried by fiber optics to all sites where students are enrolled. Voice communication between students and instructors is available at all times. Students can ask and answer questions whenever they need to. Even attendance can be checked through the system.

In each classroom the students can see the instructor of the course, and they can also see and talk with their fellow students at other sites. This Open Learning retains the best of traditional classroom courses.

In the Fall of 1997 I have applied for Sabbatical and hope to teach an experimental section using open learning. Many of us feel that the remedial students may not be as successful without the teacher being "right" next to them. I hope to tackle many of the challenges of teaching a developmental math course using Open Learning. I would appreciate any suggestions, thoughts or comments on the concept.

Joanne Methven

Assistant Professor of Mathematics  
Corning Community College

### INTERACTIVE-COMPUTER-LASER DISK LEARNING SYSTEM FOR MATHEMATICS

In 1993, the Mathematics Learning Center at Corning Community College in Corning, New York, began using an interactive learning system to teach one section of the Basic Mathematics Skills course. This involved using a computer & monitor, and laser discs & laser disc player. Students are required to interact with and test on 37 Arithmetic lessons and 7 Algebra lessons. This system was purchased from Wisconsin Technical College System Foundation (1-608-849-2400). In the Fall of 1992, Corning previewed the system and determined that the system had the potential to meet the needs of those students who prefer a self-directed, individualized, performance-based learning environment.

When the learning system section was initially offered, the students were enrolled into it without their knowledge. At the time of the first class, students were given the option of remaining in the section or transferring to a lecture section.

Students rarely changed sections because it was easier to stay than to change their schedule. The section was always filled, which prevented interested students from enrolling. So, the enrollment procedure was changed. All students are now scheduled into a lecture class and on the first day of class are given the choice to change to the interactive section. Now, only the students who really want to be there are enrolled. They are individually enrolled on the system, and signed up for four computer hours per week. They are given a course outline and syllabic with a schedule of

required lessons per week. Students interact using the computer with the lesson given on the disc. At all times, the student is able to interact with the lesson by selecting to replay, advance, pause, or exit the system. Upon finishing a lesson, the computer generates an exam. The students answer the questions as they appear on the screen. The instructor record management system allows for many testing options, for example, requiring a passing grade of 80% on a lesson before advancing. All dates of use, academic progress, and exam scores are recorded by the computer. Upon completion of the required lessons and exams, the students take a Departmental Written Final Exam. Final grades for students who choose this mode of instruction and the lecture mode are comparable.

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### Short Course Announcement

#### DEV Short Course Using the TI-83 and CBI. at APSU, June 26-28, 1997

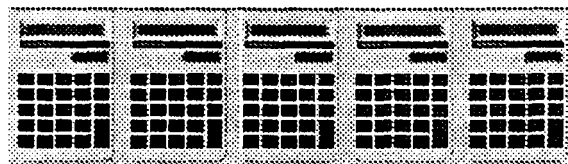
This institute is designed for developmental mathematics instructor's at the college level. The course content is applicable to Elementary Algebra/ Algebra I and Intermediate Algebra/ Algebra II. Thus, the course would be appropriate for high

school teachers as well. The instructor provided by The Ohio State University College Short Course Program will be Margaret Green of Florida Community College in Jacksonville, Florida.

Participants will be provided a loaner calculator and will be given the opportunity to purchase a Texas Instruments graphing calculator at a reduced price.

For further information and/or application forms, please contact the local coordinator:

Kay Haralson  
 Austin Peay State University  
 PO Box 4476  
 Clarksville, TN 37044  
 e-mail: harolsonk@apsu02.apsu.edu  
 office phone: 615-648-7608  
 home phone: 615-358-3626  
 fax: 615-648-7742



### Information Needed

Dear Colleague,

As manager of the Developmental Mathematics Tutoring Lab at Eastern Kentucky University, I am looking for mathematics tutorial software for our lab. We would like to find software for courses in Prealgebra, Beginning Algebra, Intermediate Algebra, and College Algebra that helps students understand mathematical concepts as well as practice skills. We are also looking for software to

help students prepare for the mathematics portion of the ACT.

We are interested in knowing about the software your school uses in these mathematics courses. In particular, we would like the following information about each package

- title
- publisher
- purpose (including course-level)
- evaluate comments (strengths, weaknesses, impact on your program, etc.).

We will be grateful for as much of the above information as you can supply, but will welcome incomplete responses as well.

Information can be returned to me at the address below or via e-mail. My e-mail address is

matghosa@acs.eku.edu

I will collate the information I receive and circulate it to all respondents.

If you are not familiar with the mathematics software at your school, please give this letter to someone who is knowledgeable about that aspect of your program.

Thank you so much for your help.

Mary Ann Ghosal, Manager  
Developmental Mathematics Tutoring Lab  
Math/Statistics & Computer Science  
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Eastern Kentucky University  
Richmond, KY 40475