

Dealing with Factors Which Affect Mathematics Learning

28th Annual Conference
of the
Research Council on Mathematics Learning

March 8-10, 2001
Las Vegas, Nevada



Fri.	Coney A	Coney B	Coney C	Beacon	Brighton	Boardroom	BCR 1	BCR 2	BCR 3
8:00	KEYNOTE	KEYNOTE							
9:10	Fleener et al.	Metheny/Harpold	Prdvd/Tuttle	Maxwell	Brtt/Klndrmn	Naylor	Menon	Taube/Arp	Hwng/Vrngstn
10:00	BREAK...HALLWAY								
10:15	Lrsn..CANCELLED	Bucci	Pinchback	Speer	Van Voorst	Orey/Rosa	Rhine	Craig	Ahmadi
11:10	-----	-----	Prdvd/Martin	Boliver	Babbitt	Rosa	Wohlhuter	Mallam	Sakshaug
12:00	LUNCH	LUNCH							
1:15	MEETING	MEETING							
2:00	-----	-----	Glickmn/Usnk/Frd	Barta/Barkley	Anderson et al.	Dvsn/Mthny	Swarthout	Krusel	
3:25	-----	-----	Sparks/Olson	Bucci	Zollman/Riehl	Gehrmann	S. Johnson	Wiest	Edgell/Edgell
4:15	BREAK...HALLWAY								
4:30	KEYNOTE	KEYNOTE							
Sat.	Coney A	Coney B	Coney C	Beacon	Brighton	Boardroom	BCR 1	BCR 2	
8:15	Strutchens/Martin	Lamm/Littleton	Lipka et al.						
8:40	"	"	"	J. Olson	Brahier	Biagetti	Foley		
9:30	BREAK...HALLWAY								
9:45	Bright et al.	Cassel et al.	S. Johnson	Lott	Perdue	Gibson/Geist	Shih	Watson	
10:45	-----	-----	Brown	Olson/Hartweg	Tarr	Jordan	Hrrngtn/Prdvd	McCoy/Alvrz	
11:45	KEYNOTE/LUNCH	KEYNOTE/LUNCH							

RCML 2001

Dealing with Factors Which Affect Mathematics Learning

THURSDAY

1:00-4:00 RCML Executive Board Meeting BOARDROOM

1:00 - 5:00 p.m. Registration HALLWAY

3:30-5:00 p.m. Reception and Cash bar BEACON

5:15 - 6:00 p.m.

1. KEYNOTE BEACON

Gene Hall
Dean, College of Education
UNLV

"Making the Giant Leap from Standards to Student Outcomes"

6:20 p.m. Those attending the "Legends in Concert" show should meet Bill Speer in HOTEL LOBBY.

FRIDAY

8:00-9:00 a.m.

2. KEYNOTE CONEY ISLAND A/B

Alfred B. Manaster
Director, Mathematics Diagnostic Testing Project

"Diagnostic Testing in the Context of NCTM and State Standards: One View from California."

9:10-10:00 a.m.

3. Jayne Fleener, Stacy Reeder, Elaine Young, and Anne Reynolds. CONEY A
"History of Mathematics: Building Relationships for Learning."
Examines efforts to incorporate history of mathematics topics across an elementary teacher education program and the effects on students' understandings of mathematics.

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

4. Dixie Metheny and Marjorie Harpold. CONEY B
 "Using Cognitively Guided Instruction in a Primary Math Tutoring Program."
Examines the development, implementation and case studies of an America Counts Tutoring Program for primary children. Tutoring activities, taught by elementary education majors, are planned so that a child explains his/her thinking and later instructional decisions are based on an assessment of the child's mathematical understanding.
5. Roland Pourdavood and Nancy Tuttle. CONEY C
 "Teachers as Action Researchers in Their Classroom."
Explores the potentials of teaching research as an on-going process for teacher transformation and teacher professional development. Examines young children's learning of mathematics within the teacher research contexts of music, problem solving, and self-reflection.
6. Jeffrey Barrett and Dave Klanderma. BRIGHTON
 "A Multi-grade-level Study of Students' Understanding of Perimeter and Length."
Diagnoses children's (grades 3 -10) ways of quantifying length through structured perimeter tasks. Analysis of students' solution strategies also addresses preferences for spatial versus numerical approaches.
7. Sheryl Maxwell. BEACON
 "Nets to Knowledge: Enhancing K-8 Teacher Candidates' Geometrical Terminology Through Technology."
K-8 teacher candidates participated in a computer-based project designed to enhance their understandings of two-and three-dimensional geometry. Examines how a concept development activity and social interaction aided in participants' understanding of geometric concepts.
8. Michael Naylor. BOARDROOM
 "Conceptual Roadblocks to $.999...=1$.
Investigates preservice mathematics teachers' ideas about infinity as expressed in their explanations of why or why not $.999 = 1$. Studies students' traditional and nontraditional proofs and discuss implications for learning and pedagogy.
9. Young Suk Hwang and Konstantinos Vrongistinos. BCR 1
 "Young Children's Metacognitive Self-Regulated Learning."
Examines the relationship between young children's problem-solving abilities and metacognitive self-regulated learning (MSRL). MSRL refers to the process through which individuals direct and sustain their awareness, behaviors, and motivation to optimize their learning or to reach goals.
10. Rama Menon. BCR 2
 "Algebra: The Elementary Teacher's Undervalued Teaching Aid!"
Investigates how to incorporate games and pattern activities that lead to algebraic generalizations in elementary and middle school mathematics methods courses for preservice and inservice teachers. Discusses how algebraic understandings enhance teaching flexibility.
11. Sylvia Taube and Kimberly Arp. BCR 3
 "The Effects of a Full-year Math Intervention Program on At-risk Sixth-grade Students."
Examines the development, implementation and monitoring of an after-school mathematics intervention program for sixth graders who performed below grade level on the state assessment of mathematics skills. Discover the impact preservice teacher tutors had on these at-risk, diverse learners.

10:00-10:15 BREAK

HALLWAY

3

10:15-11:05

12. Carol Novillis Larson CANCELLED
"Analyzing and Assessing the Measure Subconstruct of Rational Numbers."
Investigates the similarities and differences between the ruler and number line as models for fractions. Assessment items and sample responses of students in grades 4-6 will be included. CONEY A
13. Terri Teal Bucci.
"Teachers' Reactions to CGI."
Studies the responses of four first-grade teachers to the practice of cognitively guided instruction (CGI). The results of this year-long study focus on teacher concerns, practices, and motivations for using the CGI method of instruction with students. CONEY B
14. Carolyn Pinchback.
"One District's Gifted and Talented Program."
Examines research efforts designed to longitudinally study the mathematical course selections, grades and AP scores of high school gifted and talented students enrolled in a radically accelerated mathematics program. CONEY C
15. Bill Speer
"Enabling Desirable Difficulties."
Discusses examples that show the benefits of creating DESIRABLE DIFFICULTIES designed to enhance long-term retention and transfer. BEACON
16. Conrad Van Voorst.
"Discovering Geometry: Technology in Mathematics Teacher Education."
Investigates the key elements of a graduate teacher education course that provides new mathematics teachers with a structured, supportive environment for integrating technology in their middle school and secondary mathematics classes. Focus will be on how Geometer's Sketchpad can transform the way geometry is taught while enhancing students' understanding of geometrical concepts. BRIGHTON
17. Daniel Orey and Milton Rosa.
"Ethnomathematics as Pedagogical Action (Part 1)."
Participants will be introduced to ethnomathematics as pedagogical action. Questions to be answered: What is ethnomathematics? Where is it from? How can I use it? This presentation examines research and inservice experiences with teachers from Sacramento and Sao Paulo. BOARDROOM
18. Steve Rhine.
"The Role of Research Regarding Students' Mathematical Thinking in Teacher Education."
Examines the role research may play in developing preservice teachers of mathematics. BCR 1
19. Dana Craig.
"How Effective are Preservice Elementary Teachers at Posing Problems?"
Examines the responses of preservice elementary teachers to problem posing as a method of teaching fractions in elementary mathematics and explores the relationship between the preservice teachers' mathematics background and attitudes as related to the ability to pose problems. BCR 2

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

20. Joe Ahmadi. BCR 3
 "Impact of Culture Circles on Minority High School Students in Mathematics."
Provides an overview of the impact of culture circles on African American high school students in mathematics.

11:10-12 noon

21. Belvia Martin and Roland Pourdavood. CONEY C
 "Mathematical Self-perception of African American Children."
Investigates how a select group of four African American students experience mathematics learning and school in general. In addition, the study explores what effects these experiences may have on these students' self-perceptions as mathematicians.
22. Bea Babbitt. BRIGHTON
 "The Performance of Students with Disabilities in Problem-centered Learning Environments."
Describes the emerging research literature on the performance of students with disabilities in problem-centered learning environments.
23. David Boliver. BEACON
 "Establishing Embedded Assessment Items for Both Liberal Arts and Preservice Elementary Education Major Mathematics Programs."
Discusses two general education college mathematics courses (one for liberal arts majors and the other for elementary education majors). Both courses cover many of the same topics and are similarly assessed. Specific assessment items and responses from both groups will be shared.
24. Milton Rosa. BOARDROOM
 "Ethnomathematics as Pedagogical Action (Part 2)."
Introduces ethnomathematics as pedagogical action and provides participants with an outline used in Sacramento and Sao Paulo so as to begin their own research and exploration of ethnomathematics. Focus will be on the use of mathematical modeling as well as specific tools for doing action research with students in the classroom.
25. Kay Wohlhuter. BCR 1
 "Beginning Teachers' Views on the Teaching and Learning of Mathematics."
Investigates Minnesota's state-wide project examining the teaching and learning of mathematics as seen in classrooms of beginning teachers. The session will briefly describe the state project and then address in detail the results generated from observations and interviews with nine beginning secondary mathematics teachers.
26. Winifred Mallam. BCR 2
 "Why Write in Math? Preservice Educators and Sixth Grade Students Exchange Ideas."
Examines the results of preservice educators' and students' letter writing experiences related to learners' understanding of mathematics concepts. Discussion will include letter writing strategies as an assessment tool.
27. Lynae Sakshaug. BCR 3
 "Electronic Links Between Field Experience and College Classroom: Can We Break the "Teach Math as I Was Taught" Mold?"
Examines a study in which preservice teachers interact with mathematics education faculty throughout three semesters of field experience and student teaching with regard to content and pedagogy.

12 :00-1:15 p.m. LUNCH

CONEY A/CONEY B

Everyone (attendees & paid guests) is invited to join us for lunch and the annual meeting which follows.

1:15-1:45 ANNUAL MEETING

CONEY A/CONEY B

2:00-3:15 p.m.

28a. Marilyn Sue Ford and Virginia Usnick.

CONEY C

"Connections Between Mathematics Achievement and Movement Development."
Presents results from preliminary investigations between motor development and mathematics achievement. Study is in the "pre-pilot" stage, but early data seem to indicate possible connections.

28b. Cynthia Glickman and Virginia Usnick.

CONEY C

"Affecting Mathematics Learning Through Movement."
Examines the connections between body movement and mathematical understanding. Investigates the Bodily-Kinesthetic intelligence strategy of "Math Aerobics" exercises.

29. Mary Enderson, Zhonghong Jiang, Azita Manouchehri, and Lyle Pagnucco

BRIGHTON

PANEL: "Using Technology to Support Teacher Change."
Examines the potential of technology to impact teachers' understanding of mathematics as well as classroom instruction. Panel members will share problem-situations that have been explored with pre- and in-service teachers and discuss the power of technology to influence teacher change.

30. Jim Barta and Cathy Barkley.

BEACON

PANEL: "Cultural Influences in the Teaching and Learning of Mathematics with Native American Students."
Presents a knowledge base describing how mathematics was embedded in the daily-living practices of Native Americans. Understanding how mathematical principles were contrived and applied by tribal members in culturally specific ways provides the basis for the development of a "culturally-inclusive" mathematics curriculum.

2:25-3:15 p.m.

31. David Davison and Dixie Metheny.

BOARDROOM

"Project PRIME: A Model for Preparing Elementary Math Specialists."
Examines Project PRIME, a program designed to mathematically prepare elementary teachers. Elementary education majors graduate with minors or concentrations in mathematics in conjunction with field experience placements in selected project teachers' classrooms.

32. Mary Swarthout.

BCR 1

"Concept Maps and Preservice Teachers: A Positive Impact?"
Examines the use of concept maps to positively impact the knowledge, attitudes, and beliefs of preservice elementary teachers enrolled in a mathematics content course. Discusses examples of student work and considers questions for future research in the use of concept maps in learning mathematics.

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

33. Libby Krussel.

"Students' Use of Manipulatives and Diagrams in a College-level Quantitative Skills Math Class." BCR 2

Examines the use of concrete and representational models by students learning mathematics in a "liberal arts" mathematics class which satisfies a college quantitative skills requirement.

3:25-4:15 p.m.

34. Alan Zollman and Suzanne Riehl.

BRIGHTON

"Integrated, Conceptual Units for Elementary Education Mathematics Content Courses."

Examines an undergraduate improvement project designed to delve into the traditional topics of an elementary mathematics content course through an integrated/thematic approach. Discussion of the thematic approach, examples of units, and report of preliminary results will be shared.

35. Billie Sparks and Jo Olson.

CONEY C

"Systemic Reform Through Staff Development."

Discusses and contrasts two staff development mathematics reform initiatives by looking for the key elements that support teacher change and enhance student understanding of mathematics.

36. CANCELLED

37. Terri Teal Bucci and Ed Wachtel.

BEACON

"Math and Math Methods: Working Together."

Integrates content and methods courses by giving preservice teachers the opportunity to be students in a mathematics content course which used methods of instruction and assessment that would later be addressed in methods courses. The effects of integration on preservice teachers' attitudes towards and aptitude in mathematics will be discussed.

38. Roberta Gehrman.

BOARDROOM

"Factors that Affect the Geometry Strand of Instruction in Preparation Courses for Elementary School Teachers."

Examines published research design, implementation, and results that assess geometry instruction and the relation of the research to factors influencing successful mathematics learning for elementary education majors taking mathematical content courses. Research, design and implementation will be discussed.

39. Sandy Scaffetta Johnson.

BCR 1

"TE-PLUS Teacher Education Program at the University of Oklahoma."

Provides an overview of the teacher education program and the mathematics education program at the University of Oklahoma. Last year, Education Week rated the state of Oklahoma's teacher preparation program as an A- (all other states were below this rating). The University of Oklahoma Teacher Education Program was nationally rated in the top 50.

40. Lynda Wiest.

BCR 2

"The Impact of a Leadership-in-Mathematics-Education Course on K-12 Teachers."

Examines the results of a new course, "Leadership in Mathematics Education." Course content, student feedback data, and future revisions will be discussed.

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

41. John Edgell and Lucy Edgell. BCR 3
 "Applications of Algebraic Modulo Structures at the Fifth and Sixth Grade Levels--A Formative, Field Research Study."
Investigates applications of algebraic modulo structures to rational number arithmetic with fifth- and sixth-grade students.

4:15-4:30 p.m. BREAK

HALLWAY

4:30-5:30 p.m.

42. KEYNOTE

CONEY A/CONEY B

WELCOME
 Peter L. Starkweather
 Interim Dean, College of Sciences
 UNLV

KEYNOTE
 Karl Schaffer
 DeAnza College, Cupertino, CA

"Developing Mathematical Concepts through Dance."

 DINNER ON YOUR OWN

SATURDAY

8:15-9:30 a.m.

43. Marilyn Strutchens and Gary Martin. CONEY A
 "What are U.S. Students Learning About Geometry? Insights from the 1996 NAEP."
Examines findings from the NAEP, including over-all achievement in geometry as well as student responses to particular items. Instructional implications will be discussed.

44. Harriet Lamm and Pam Littleton. CONEY B
 PANEL: "Infusing Inquiry into the Mathematics Classroom."
Participate in a mathematics lesson which integrates inquiry-based learning. Presenters will model inquiry questioning techniques using technology. Participants are encouraged to bring their own TI83.

45. Jerry Lipka, Sandra Wildfeuer, Tod Shockey, and Valerie Barbara. CONEY C
 PANEL: "Mathematics Curriculum Development: Adapting Yup'ik Elders' Knowledge."
As members of a long-term National Science Foundation project, the panel will chronicle and discuss the process of developing (ethno) mathematics curriculum based on Yup'ik Elders' everyday experiences and share factors that influence students' mathematical performance.

8:40-9:30 a.m.

8

46. Judith Olson.

BEACON

"Are We Integrating Technology Into the Mathematics Classroom in Equitable Ways?"
After summarizing recent research findings related to gender and technology, research on middle, high, and post-secondary school students will be reported. Students' and teachers' perceptions of using technology for learning mathematics will also be shared.

47. Daniel Brahier.

BRIGHTON

"Study Groups as a Professional Development Model."
Examines the use of a study group model to provide professional development for classroom teachers. Research data on teachers' attitudinal and behavioral changes will be shared to stimulate others to use a similar model for inservice activities.

48. Stephanie Capitolo Biagetti.

BOARDROOM

"Using Student Work to Bolster Algebra Teachers' Learning."
Studies samples of student work collected by algebra teachers during a year-long project. Through group activities, teachers created and elaborated frameworks of their students' strategies, identified student misconceptions, and discussed how to successfully foster student learning in their classrooms.

49. Mary Ellen Foley.

BCR 1

"Preservice Secondary Teachers' Nontraditional Paths Through College Mathematics."
Examines the cases of two nontraditional students who overcame deficits in precollege mathematics preparation to become successful in upper division mathematics courses. Identifies the motivations and beliefs which lead to their success after beginning their true mathematical journey with remedial college math courses.

9:30-9:45 BREAK

HALLWAY

9:45-10:35 a.m.

50. George Bright, Anita Bowman, and Nancy Vacc.

CONEY A

"Instructional Planning in the Context of Cognitively Guided Instruction."
Shares the instructional decision-making of five teachers who implemented cognitively guided instruction (CGI) during a four-year teacher development project. Researchers studied the ways and extent to which teachers made instructional decisions based upon their knowledge of students' thinking.

51. Darlinda Cassel, Anne Reynolds, and Eileen Lillard.

CONEY B

"Problem-centered Classroom, Learning Styles, and Brain Research."
Examines a problem-centered learning environment in a primary-grade mathematics classroom and explores the connection between this classroom research and the research on learning styles and brain functioning with implications for mathematics learning.

52. Sandy Scaffetta Johnson.

CONEY C

"How Can We Help Prospective Elementary Teachers Know Mathematics?"
Examines findings to determine if individualized research, peer discussions or class discussions on specific mathematics topics would enhance knowledge base in mathematics content for preservice elementary education majors.

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

53. Johnny Lott. BEACON
 "Writing Mathematics for Families of Middle School Students."
Investigates The Figure This! campaign, an action research project designed to influence families to do mathematics with middle-school children. Examines what developers and teacher writers learned such as language considerations when writing home-school problems for families.
54. Diana Perdue. BRIGHTON
 "Using Adventure Education in the Mathematics Classroom."
Mathematics teachers will participate in practical, classroom-ready activities and initiatives designed to incorporate adventure education into the mathematics classroom. Examines how adventure mathematics promotes increased student interest and improves student learning, especially in problem solving.
55. Martie Gibson and Eugene Geist. BOARDROOM
 "Problem Solving and the MTV Generation."
Examines effects of TV programs on children's ability to attend to a task, time on task, and engagement in rough and tumble play.
56. Jeffrey Shih. BCR 1
 "The Influence of Representation on Preservice Teachers' Knowledge of Fractions."
Examines preservice teachers' fractions content knowledge. Offers the opportunity to discuss preservice teachers' responses to two fraction items which are mathematically identical yet differ in the representation of the solution strategies.
57. Gale Ann Watson. BCR 2
 "Cooperative Learning: Making Math Meaningful and Correct Recurring Errors."
Examines how the innovative use of cooperative learning in a laboratory supplemental class for college algebra increased mathematics enrollment and success for remedial students.
- 10:45-11:35 a.m.
58. Sue Brown. CONEY C
 "The Effect of Questioning and Answering Techniques in a Cooperative Group Environment."
Examines the mathematical achievement effects of teaching students how to use questioning and answering techniques as they work in cooperative groups.
59. Melfried Olson and Kim Hartweg. BEACON
 "How Preservice Elementary Teachers With an Emphasis in Mathematics Model and Solve Division of Fractions Problems."
Identifies and discusses the difficulties preservice elementary education students have in understanding and modeling division of fractions.
60. James Tarr. BRIGHTON
 "Confounding Effects of "50-50 Chance" in Making Conditional Probability Judgments."
Reports fifth-graders' misuse of the phrase "50-50 chance" in two distinct ways, each of which had a confounding effect on their ability to make conditional probability judgments.

THIS TIME SLOT CONTINUES ON THE NEXT PAGE

61. Patricia Lamphere Jordan. BOARDROOM
 "Elementary and Secondary Education Students' Conceptual Understanding of Fractions."
Compares the understandings of fractional concepts demonstrated by both secondary and elementary preservice teacher and discusses the impact of teacher misconceptions on student learning.
62. Timothy Harrington and Roland Pourdavood. BCR 1
 "Understanding Preservice Teachers' Beliefs and Practices."
Examines the complex process of changing preservice teachers' beliefs and practices as students move from a methods course in mathematics through practicum/student teaching experiences. Findings suggest reforming mathematics education requires more communication and collaboration between university and public schools.
63. Kathleen McCoy and John Alvarez. BCR 2
 "Using Art Activities to Reduce Math Anxiety in Hispanic Elementary Students."
Examines efforts to reduce mathematics anxiety in Hispanic children who perform poorly in mathematics through the application of art-based activities.

11:45 a.m.-1:15 p.m.

64. KEYNOTE AND LUNCH

CONEY A/CONEY B

Allan Ackerman
 Community College of Southern Nevada, Las Vegas, NV
 "The Mathematical Magic Show: From the Simple to
 the Complex--A Mathemagician Uses It All."

1:30-4:30 p.m. Executive Board meeting

BOARDROOM

Thank you for coming to the 2001 RCMQ conference.

We hope to see you in Memphis next year.

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