

Connections and Extensions, CrCrTh 650, Fall 17

To see comments about yourself, move from commenter to commenter) and you will be in the same place in the order. --- stands for a gap in commenting.

Erik

Peter

C - I have also been educated in a lot of math and engineering that is largely irrelevant to how I think and what I do now

E - I'm curious to hear what your thoughts are on where the concept of there being a "right answer" fits into feminist pedagogy and localized research

Ted

C - I enjoy your approach to "big data"...using the library data to find patterns and solve problems

E - where do you see applications for big data mining in the present / future?

John

C - I have a B.S. in business management

E - what are you hoping to get out of this class?

Brad

C - I was also moved to consider the "fear of math"

E - I'm curious if you encounter a fear of science in your biology class.

Ali

C - What did you like and what did you find interesting about being in Japan? I was there for 3 weeks and it spurred a lot of thought for me. Also, I'm intimate with where the attacks on science are coming from.

E - what are your thoughts on the language of science in the elementary classroom?

Andrew

C - I am a personal fitness trainer, so I work with physical therapists a lot.

E - What do you hope to do with a more advanced mathematical capacity?

Nadija

C - I was also told I was good at math and then followed a kind of engineering academic path

E - I'd love to hear more about your teaching experience overseas!! I also want to work with disadvantaged and displaced people internationally.

Ted (Totsaporn)

Peter. C = development of mathematical thinking; E= application of mathematical thinking

Ted---

John? C = We have the same background in humanities.

E = application of mathematical thinking.

Brad. C = High school mathematics; E= application of mathematical thinking.

Alison. C = Educator; E= immigration and CCT program

Andrew. C= educator; E = Job transition, instruction design, curriculum development

Nadja. C = ...; E = training

Erik. C = mathematics is related to critical thinking. E = application of mathematical thinking on CCT.

Andy

Peter

C- As I have aged, I've found satisfaction in "right answer" kinds of problems, questions. Though, when I was actually

studying math as a child, I found very little enjoyment in problems like that.

E-

Ted

C- it's very interesting to learn about where this kind of thinking aligns with working as a librarian

E- "I'm curious about where you see the profession, and libraries in general, in the next decade, and even further out.

John

C- I really connect with the feeling of having enjoyed this kind of thinking earlier on in life, but ultimately choosing something in the humanities. It leaves you thirsty to return, I think.

E- Curious about the role MBA plays in your future aspirations

Brad

C- h

Ali

C - You've done some really interesting work! Japan, Cancer research, studying bears, very impressive!

E- I think you're very right that the current constellation of political leadership, culture, and thinking are threatening to leave science in a precarious place.

Nadjia

C- Wow! Biomedical Engineering. I've taught in Ghana, too!

E- You sound like an "out-side-the-box" teacher and learner.

Erik

C- sounds like you've had a great variety of application of your skills, in the professional world.

E- I think there is the dialectic that you described :)

Brad

Peter

C = not have kept up with math since my schooling (undergrad)

E = <http://datanuggets.org/>

Ted

C = Language as a pattern, formulaic

E = the idea of looking at student trends of library resources interests me, especially in the online database era

John

C = taking the next step in a career path

E = MBA and math, sounds like they should go together,

Brad---

Ali

C = data collection in research

E = elementary math and science overlap, does it exist?

Andrew

C = teaching teachers to think about their teaching

E = does this work/will this work connect to your action research from last spring

Nadjia

C = photosynthesis play! nice

E = this is a classic I have wanted to recreate with my students someday

<https://www.youtube.com/watch?v=u9dhO0iCLww>

Erik

C = creative thinking in math

E = <https://vimeo.com/77451201>

Andy

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Nadjia Edwards

Peter Taylor

C - Not feeling adequate enough amongst the other students in your university. I felt the same way at my tech school and it was difficult. I questioned how I got into the school and if I would be able to keep up with the other students. It was difficult trying to succeed while feeling that way.

Ted

C - I could not understand physics either! It was very difficult for me as well. It almost put me off my engineering career. I'm glad that you realized it wasn't for you and you focused on linguistics. What you said about language being similar to a mathematical equation was very eye opening to me. You have to structure a sentence in order for it to make sense, which is similar to an equation. If you answer the wrong section of the equation first, you will get the wrong answer.

E - I would love learn more about your time in Thailand and how the educational system is different compared to here in the United States. How did you end up here?

John

C - I agreed with what you said about John Bennet as well. Students should receive all middle and high school mathematics courses so they have this knowledge, even if they decide they won't use it in the future. In middle and early high school, they usually have no idea what they want to major in in college, so they should be able to explore everything. How will they know they don't understand math or don't like math if they don't have the experience to learn it.

Brad

C - I agree, I never knew if I truly liked math, or if it was just because my teachers and parents told me that I was good at it. I also, do not use any of the math that I learned in college in my every day career, so it feels as though it may have been a bit of a waste.

E - Showing videos might help with the tutoring as well. With kids now they need constant stimulus to keep them engaged.

Ali

C/E - I would really love to learn more about what it is like being a 1st - 6th grade teacher. Do they grasp the content faster these days? I did a few summer camps with students that age and they would pick up the concepts within minutes and it was extremely surprising and exciting! You also mentioned the climate today

Andrew

C/E - I would love to learn more about the non-profit you work for. I am interested in education and global education. I've had a few experiences with science/math/language education in a few parts of Africa, that I miss participating in.

Nadjia---

Erik

C - Connected on how we both took higher level math and science courses because we were told that we were good at math. Its sort of all we have known, but now want to learn more of the humanities side of mathematical thinking.

Ali **Orsi Davis**

Peter Taylor

C= Connecting and relating back to students is also a priority that I strive to improve on every day in my own classes

E= How have ideas on "revolutionary" practices in math education differed from year to year in this class from your students? Have you observed noticeable shifts even in the past few years?

Ted

C= What a wonderful reminder of how mathematics infiltrates everything from language structure to human behaviors.

E= How do you think mathematics, human behavior, and the hot topic of artificial intelligence are interconnected?

John O

C= I am on the other side of your grant analysis position. As a teacher pressed for funds, I feel like I am constantly applying for grants!

E= How long do you think accounting will remain rooted as work completed by humans, as coding, engineering, and computer science advance?

Brad K

C= Science teacher, what what! Right there with you.

E= Is there an upper limit in required mathematical studies that you think is appropriate at the high school level for Biology? Do you think it might differ for Chemistry or Physics? What are your thoughts about the US's "ranking" in science proficiency compared to other developed countries?

Ali---

Andrew S

C= What an interesting interpretation on teaching teachers, what with manipulating variables. Do you find any hesitancy or "pulling teeth" attitudes with your position?

E= You mentioned liking math, but not liking school. What are your thoughts regarding teaching practices such as Montessori schools and Khan Academy?

Nadjia

C= Great reminder about how patience and gratitude are large parts of teaching any subject.

E= Having worked in several underdeveloped countries, what are some hurdles you see as most pressing to acquisition of knowledge? Are human rights interpretations and cultural practices more of a barrier than literal teacher staffing and technology?

Erik

C= Along the lines of equality, I am heading our school site's equity and inclusion division.

E= What do you think are some connections, differences, challenges, etc between inclusive practices in education (through high school) compared to those the larger job market, especially for positions like yours?

Peter

Peter---

Ted

C = Liked pure math in high school

E = Looking for quantitative or logical or patterned aspects of humanities--Can/should this be brought into math. education?

John

C = likes doing accounts

E = what are the different levels of meth. thinking, from accounting to "real Math" that professors do

Brad

C = Not using lots of the math he learned in college as he teaches

E = Tension between helping students with the math they are required to do and getting them to think mathematically in a broader more engaged way

Ali

C = The value for researchers of something as simple as plotting (you with bears, me in plant breeding --my first job)

E = How to balance certainty (satisfaction of getting right answers in math) with acknowledgement of students' unstable worlds

Andrew

C = Teaching teachers by breaking the process into parts

E = What are the controllable parts in teaching mathematical thinking?

Nadjia

C = Not using the advanced math we learned in college

E = Is there an equivalent to the Cape Town street newspaper vendor project for mathematical thinking among the poor in the USA? (Could, e.g., learnng about drug doses help a little to prevent overdosing??)

Erik

C = Undividing the creative-mathematical divide

E = Is there a linguistics of stand-up (with its own systematic grammars)?