

UNIVERSITY OF THE DISTRICT OF COLUMBIA

MATH FACULTY PEDAGOGICAL TRAINING

(May 2-12, 2006, 10:00 AM – 4:00 PM daily)

Sponsored by Title III Office of the University

Faculty Trainers: Drs. Daryao Khatri, Anne Hughes, and Prof. Brenda Brown

TRAINING EVALUATIONS

The following are unedited (only typos have been corrected) comments from different emails that were sent to Title III, UDC Officer. This workshop was conducted for nine full-days (May 2-12, 2006) from 10:00 AM – 4:00 PM daily. Nine faculty members from the department of mathematics participated in this workshop voluntarily.

Comments from Professor # 1

The Math Faculty Workshop is the best workshop that I have attended since I have been teaching at UDC. This is the only workshop that taught me how to handle students. The administration should encourage Dr. Khatri, Dr. Hughes, and Professor Brown to offer similar workshops because most faculty think that they know how to teach and reach these students but they don't. The workshop will teach them the techniques. I have the following additional comments:

- Each new faculty should be required to take this workshop
- If I had taken this workshop 30 years ago, I would be a better teacher today
- This workshop should be offered each semester so that the regular full time faculty will take advantage of this techniques
- I plan to use many of the techniques in all my classes starting this summer

Comments from Professor # 2

Thank you for affording me the opportunity to attend this workshop. This workshop on Improving Retention Rates was very informative. It provided me with ideas of how I can improve my teaching techniques. The incorporation of technology made the workshop very applicable to what we want to do in our classes today. The workshop provoked me to examine myself as an instructor to become even more effective. The workshop opened my eyes. It was so exciting. I can't wait to use some of these techniques in my future teaching experience. I feel this workshop would be great for education majors as a methods course on teaching techniques. It would also be wonderful to share this information with the entire UDC faculty so that we can all improve and glean from one another.

Comments from Professor # 3

I would like to take this opportunity to express my reaction and great delight in having been privileged to attend this pedagogically based retention workshop.

Being a committed and concerned educator for many years, I am very aware of the great challenges facing educators in reaching and retaining students in our diverse populations.

This "hands-on" participation has refreshed old techniques, taught new techniques, and suggested some innovative ideas worthy of application and evaluation.

I summarize the factors that I found most useful as follows:

- Compilation of many techniques and examples into a very well compartmentalized structure for quick review and detailed discussion.

- Tying the various pedagogical concepts to the teaching of math, physics, and computer sciences was effective...immediate feedback!
- Lots of examples for teacher-student role-playing, some evaluation of observed effects on students motivation, and some encouragement.
- Reinforcement of techniques was found effective.
- A reminder of a cardinal rule that says 'learning is maximized when the student is fully engaged in the process'.
- Thank you for helping to make this workshop possible.

Comments from Professor # 4

The faculty workshop in computer on computer applications to pedagogy is an excellent idea.

The techniques and skills acquired will be very useful to teaching in the classrooms. Workshops of this nature should be frequently conducted to a cross- section of learners and teachers.

We believe that departmental heads particularly for science and math should also be encouraged to participate in these kinds of workshops.

These kinds of workshops will benefit the whole society at large since the techniques and skills acquired will be passed on from generation to generation.

Congratulations for this great agenda! Keep the program alive.

Comments from Professor # 5

There is a great need for college faculty to meet to discuss teaching, especially in an open enrollment institution. Thus, I very much appreciate the opportunity to participate in this workshop on teaching at my home university.

I do feel holding the workshop after finals would have been better.

It is especially gratifying that the leaders of the workshop are all UDC faculty who have expertise in various teaching strategies.

It was also useful that the presentations were subject-specific to mathematics, physics, computer science rather just pedagogy in a general sense. Having it in the Electronic Lab, Room 105, made it easy to follow the presentations that involved using computer programs such as Excel.

The laptop computer will be of great benefit both in and out of the classroom.

Comments from Professor # 6

I would like to let you know that how much I appreciate to have the opportunity to participate this workshop. I found this workshop to be very interesting. Attending this workshop is full of exciting and fun. I believe by participating in this workshop I have learned a lot of new techniques which I may apply to my future teaching. It certainly has great impact on my teaching outlook. I hope we could have more of this kind of opportunity in the near future.

Comments from Professor # 7

Let me take this opportunity to express my sincere appreciation for your support and sponsorship of one of the most awesome experiences for me here at UDC. One cannot say enough about the efficient and professional manner in which you and your staff ensured the success of the Math Faculty Workshop.

These nine days have been a very powerful learning and transforming experience. I observed the growth of myself and of my colleagues. We became re-energized each day as Dr. Khatri and Dr. Hughes introduced each new teaching strategy. Each one

responded to the problems that confront all of us in the teaching-learning environment. Teaching the pedagogy through a content area for which we only had a vague notion, helped us to witness the growth and development of each other. It also confirmed that these strategies and principles work.

As confident and sometimes arrogant mathematicians we were humbled and given a new construct for the “highway” to success for our students and ourselves. If our students succeed we succeed.

“Let’s Do it Again!”

Comments from Professor # 8

I very much enjoyed the challenging, demanding, informative workshop. It was very well organized, useful, and I learned a lot especially in the area of using computer applications in facilitating instruction and in the delivery of instruction. The program would be valuable for all teachers new as well as experienced. New teachers need the program to help them begin using effective techniques in teaching and classroom management early in their teaching career. Experienced teachers need to participate in such a program to update them on new populations of students who are enrolled in all grade levels and how to effectively plan for instruction using new, innovative approaches. The program gave teachers a chance to participate by giving individual presentations as well as paired presentations—a valuable experience to help teachers build relationship in planning together and presenting together. The opportunity to present and receive constructive criticisms as well as self-analysis of ones performance was extremely useful to each participant—as stated by each teacher. The workshop presenters were well trained and professional throughout all activities. It was a great experience and I look forward to sharing lessons that I learned and encouraging other teachers to take the time to participate. Most importantly I look forward to using the knowledge and techniques in teaching mathematics in my next class. I expect to be a more effective, sensitive, organized teacher. I appreciate being a part of such a positive innovative program to improve teaching and to improve my students’ achievement in mathematics.

Comments from Professor # 9

- Outstanding course.
- Learned importance of more regulations early on.
- Reinforced importance of avoiding dominance in class by a few students.
- Agree with focus on techniques of solving problem with student help.
- Reinforced/highlighted principle of differential knowledge base. (i.e., everyone brings somethingto the class)
- Stressed one of my WEAKNESS: did not lay clear ground rules for class management/ conduct on day one!! (i.e., no eating, cell phones off/silent; considered absent if more than 10 minutes late without valid excuse; no discussion among students while I am speaking; no speaking with[out] hand recognition.)
- Like idea of scanning homework upon entry.
- Like idea of letting students know of exemption from FINAL EXAM if all A’s or B’s earned and $\leq x$ absences ([what it means is that if a student is absent for more than 2 or three days, that student will not get an A or B in the course].. explanation added)
- Computer tool most helpful

Summary: Course reinforced my concepts of:

- “teaching students, not classroom”
- Making material/concepts relative to daily lives and real world applications.
- Importance of blending academics with theory and applied learning.

Comments from evaluation sheet

The workshop was a fantastic idea and the pair that conducted it were superb. The combination of a mathematical physicist and social scientist reinforced computer applications to pedagogical techniques. The participants had diverse knowledge and experience to the mutual benefits of everyone. The individual and/or pair presentations and the evaluations that followed were thrilling experience and a wonderful way of consolidating knowledge and enriching experience. The simulation of such an adult class to our normal classroom teaching brought a lot of the anomalies of student behavior patterns and how they could be remedied and thus make the teacher master of the class. The participants with their diverse backgrounds had a complimentary influence on each other and on the workshop success. These workshops should be encouraged and facilitated more often particularly for math and science teachers.