



An Editor's Opportunity to Share

JOHN NELSON, PVCC

Last April found me completely absorbed in my usual year-end activities -- writing lesson plans for my English humanities and composition courses, developing final exams, and planning for fall staffing. It never entered my mind that this fall would find me as the visiting editor of the *Labyrinth/Forum* for MCLI.

When I received a call from Jane McGrath, editor of the Spring 97 issue, with this proposal, I felt both honored and a little uncertain. I wondered whether my emphasis in English humanities and composition would translate into desirable skills for the *Labyrinth/Forum*. I had never officially edited a publication before and have no real journalism experience. However, after some thought and encouragement from Jane, I accepted this assignment and began working as a co-editor with Andrea Greene.

Immediately, Andrea and I met and began soliciting article abstracts in late June. Within two weeks several District instructors had responded with their abstracts, and 616 were on our way. However, an important change came about when, in August, Andrea accepted a new position as Director, Institutional Assessment and Planning, at Mesa Community College. I was now on my own; in a manner of speaking, but thankfully Naomi Story and her staff were there to assist me with any questions as I continued the process. At this time, I just want to relate a special "thanks" to Andrea for all of her input into the four stages of this publication and send her my best wishes.

Throughout this time of as guest editor of the *Labyrinth/Forum*, my experiences have been

uplifting. It has been a privilege to work with staff at MCLI; they are extremely professional and dedicated to their mission of supporting learning initiatives and creating the connections that publication such as the *Labyrinth/Forum* brings to our District. I have appreciated both Al Levine's and Naomi's reassurances that my classroom and composition based experiences bring a different perspective to our paper and that the *Labyrinth/Forum* is not locked into one redundant or predictable style. It is a dynamic work and open to a diversity that every individual and discipline brings to the Maricopa community.

The greatest part of my experience has been a sense of sharing -- sharing experiences with the MCLI staff, sharing thoughts with the contributors, and a sense of sharing that the *Labyrinth/Forum* itself promotes! It's been a distinct pleasure to learn "What's Happening Around Maricopa" and work with colleagues who contributed their time to produce these unique articles.

Finally, it has provided me an opportunity to share a concept that helped to assist the writers as they developed and suggest to me my hope that a rubric of the writers as they organized and edited the articles so the arrangement of content for here are the guidelines for

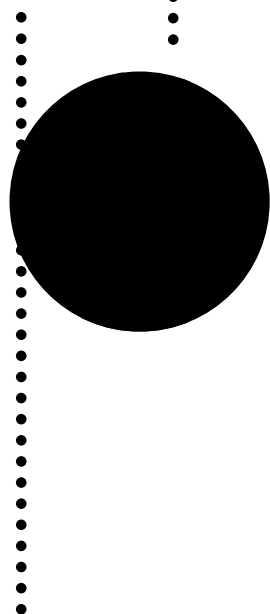
- **Audience** -- consider interests of the readers.
- **Content** -- describe the lead
- **Need** -- develop current situation
- **Thesis** -- share the main point
- **The Problem** -- explain the existing situation.
- **Benefits** -- reveal how the situation is different from what's been done before.
- Show how this process impacts the situation.
- **Title** -- preview your main point.

Of course, I did not intend to impose my structure on our writers' individual or her own distinct style. I received feedback from five of your colleagues

Representing Glendale Community College Business Department, Richard's insights from a collaboration between faculty from MCC and in Jacksonville, China. This relates the results of meeting

UAKY MAT 102 a more valuable and meet the future occurring students. Along with the idea of Rudibaugh, from Chandler College, explains alternative for Utah instructors. Another Miller, Paradise Valley College writes about the dreaded found a method, through a course Uake library instruction student and ensure that students for his or her learning. Finally our Egyptian correspondents contribute to fill us in on where the modern world one of the oldest civilizations

We sincerely hope that this new insight for you and staff to share "What's Happening



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Spotlight

Wu Yi - M CCD Business Internet s



In the Maricopa Community College District, *Mathematical Concepts and Applications* (MAT 102) has always been a terminal mathematics course designed to meet the requirements for some associate degrees and for most certificate programs. MAT 102 also acts as a prerequisite for specialized programs in areas such as business and nursing. Over time, however, this non-transferable course had degenerated primarily to just another arithmetic review, with little or no resemblance to the original course intent. Mathematics and client discipline instructors had become dissatisfied with it, and the Glendale and Mesa mathematics department chairs were confronted with the task of giving the course a “facelift.”

We, the teachers representing four campuses and at least five disciplines, were recruited to incorporate a number of meaningful applications into the existing course content. The challenge was to make MAT 102 a more valuable mathematics course for our students’ future occupational coursework. We began a process we thought would be a one to two month summer effort -- plenty of time for a tuck here, a few wrinkles smoothed there.

During the first joint meeting to organize this “minor” surgery, it soon became apparent that we were, instead, in for a major reconstructive effort. Because many of the mathematics instructors involved have had previous knowledge and experience with the national mathematics reform movement, ideas about changing 30w (the course reflected many of the ideas found in the) Tj T* 0.044 Tc (NCTM) Tj /F15 1 Tf 3.612 0 TD (Standard) previously.

The following is an example of the kind of dialogue developed during many of these campus and district-wide disciplinary group meetings.

“What do we really want students to know about ratios and proportions?”

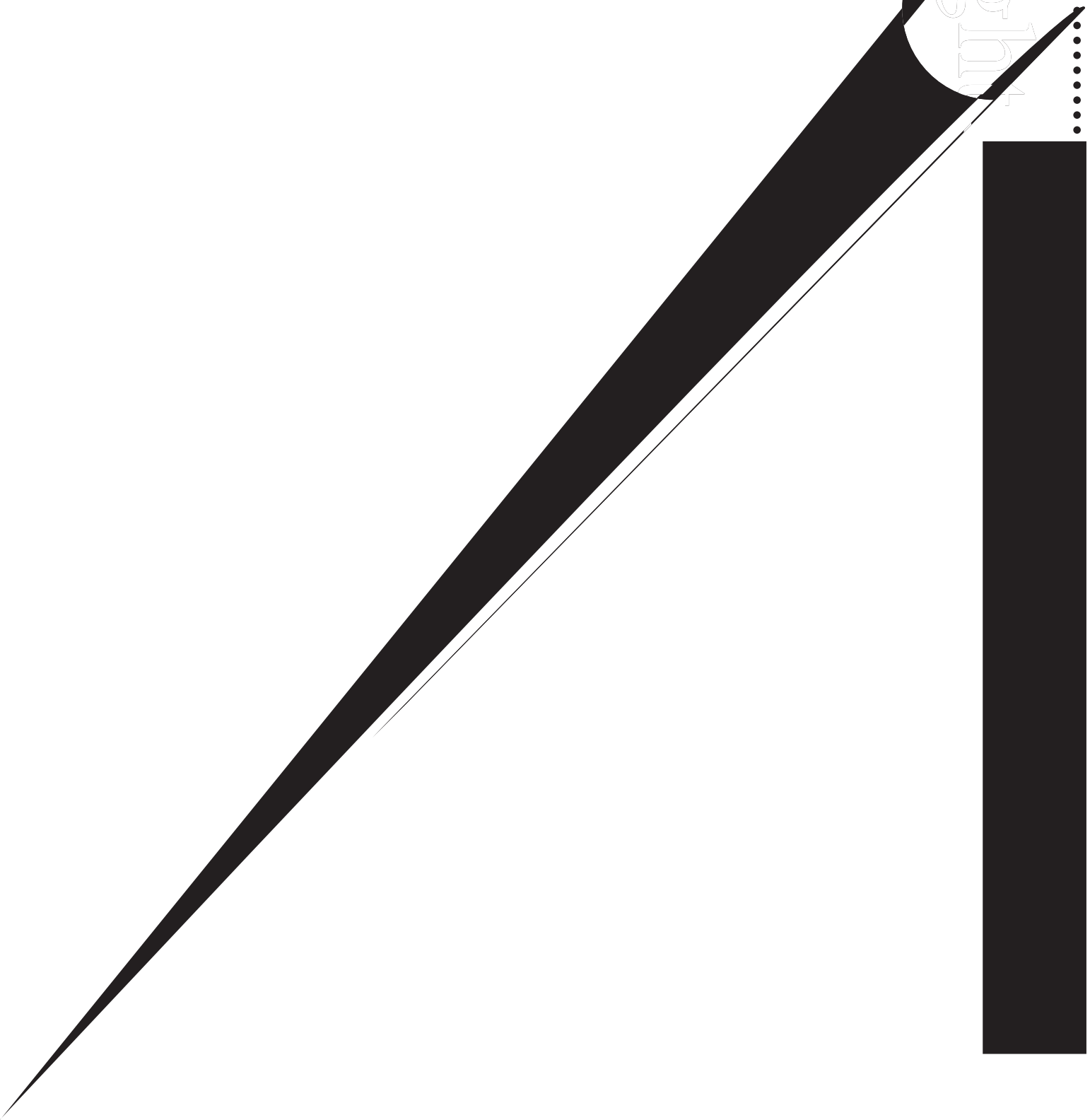
and Well, we want them to know what they are and how to use them.”

“So we want them to distinguish between a ratio and a proportion. Do we want them to distinguish between a ratio and a rate?”

Well, I don’t know if they need to know the difference. But, as we’re writing these applications we need to make sure we use correct mathematical language the way, should it interest rates be called interest ratios

Spotlight

Spotlight



Alternative Assessment in Mathematics or Do I Really Know What They Know?

M RUDIBAUGH, CGCC

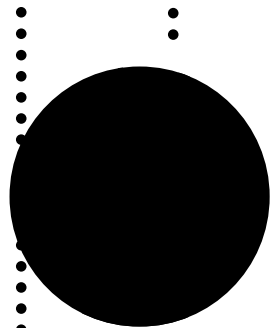
Recently, in a graduate research class, the instructor asked individual members of the class to write an immediate response to the question, "Why do you use questioning in your assessment devices?" My belief is that we can use questioning to help students understand what you "pay" them to do. If you get the justification of Bloom's ladder in class and in projects, but shut them down with a test on rationalizing denominators and simplifying radicals

Instructors have responded to the message is sent about the value of critical thought in schools? Council of Teachers of Mathematics (NCTM) and the American Mathematical Association of Two Year Colleges (AMATYC) have both entered some different, more independent probing of what the purpose of the assessment is. Lester and Kilgus (1991) suggest beginning with smaller steps. However, so many interesting and innovative ways to evaluate are available that it is possible to get minded math teachers often feel most uncomfortable.

The standards written for two-year college mathematics (Cohn, pp. 4-5) include statements such as:

- All students should grow in their understanding of mathematics while attending college.
- Study should be meaningful and relevant and taught as a laboratory discipline.
- The use of technology is essential.
- Introductory college mathematics should significantly increase students' options in educational and career choices.

Although the AMATYC documents do not address assessment per se, they should leave the feeling that old, yellowed tests of algorithmic skill and speed, do not assess the outcomes sought in the spirit of the new standards. As the predecessor to the AMATYC documents, the NCTM Curriculum and Evaluation Standards addressed a broader span of mathematical learning. Still, we evaluate for many reasons: to make decisions about classroom content, instructional methods, and, of course, to assign grades. Santel-Parke and Cai (1997) indicate that they do not see opportunities for multiple solutions and processes



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student has done to help him/her gain understanding. Students must *think and reflect* about what goes into their portfolio and instructors must evaluate them on the *variety and quality* of entries. I used them in my calculus classes as a means for students to rewrite the tests for final presentation and to show their incorporation of technology into their curriculum. I also used them in MAT156, a class for pre-service elementary teachers in which portfolios serve a greater use than as an assessment device for me; they send their students off with a packet of goodies to start their own files and bulletin boards. Most importantly, portfolios celebrate student accomplishments in a subject many have feared.

Whatever you try, remember that effective assessment is just part of effective instruction. Share your plan with your students. Let them know your expectations so that they may be successful. The availability of a variety of techniques allows for a more complete picture of student understanding, but the choice is yours. It needs to fit the class and your goals.

References

Criss, W. (1991). *Standards for introducing college mathematics before calculus*. Memphis, TN: American Mathematical Association of Two-Year Colleges.

Lester, F. K., & Krulik, D. L. (April, 1991). Evaluation: A new vision. *Mathematics Teacher*, 64, 3-8.

Santel-Parke, C. (1993). Does the task truly measure what was intended? *Mathematics Teaching in the Middle School*, 3(1), 74-82.



Unit 1 - MCCD Business Internet Initiative (continued from page 3)

Technological Difficulties

Finally, technical difficulties abound. At the time, students use Windows 3.1. However, they use a Chinese version, which is not compatible with file formats generated by the American version. Since students will be transferring files to one another, it is important that the respective files be accessible on both systems. Furthermore, the versions of the application software (MS Office) are not the same.

Various Internet tools will be available to the Chinese and American students, including e-mail, ftp, telnet, WWW, and conferencing utilities. Students' abilities to use such Internet tools vary widely, and instructors at both institutions must be prepared to spend a fair amount of class time teaching students how to use these tools.

Despite these difficulties, Mr. Zhao and I are forward to this initiative with great anticipation. We

In addition, students will be using e-mail programs that differ in capabilities. For example, some programs can send binary attachments (such as a presentation) over the Internet. However, the recipient of their message may not be using an e-mail program that can decode the binary file. Instead of getting their binary file, the recipient may get an e-mail message that is full of gibberish code.

PowerPoint

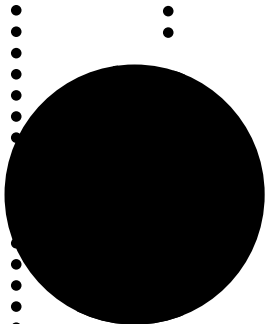


The Library Tour Qs Dead; Long Live IVstructQon!

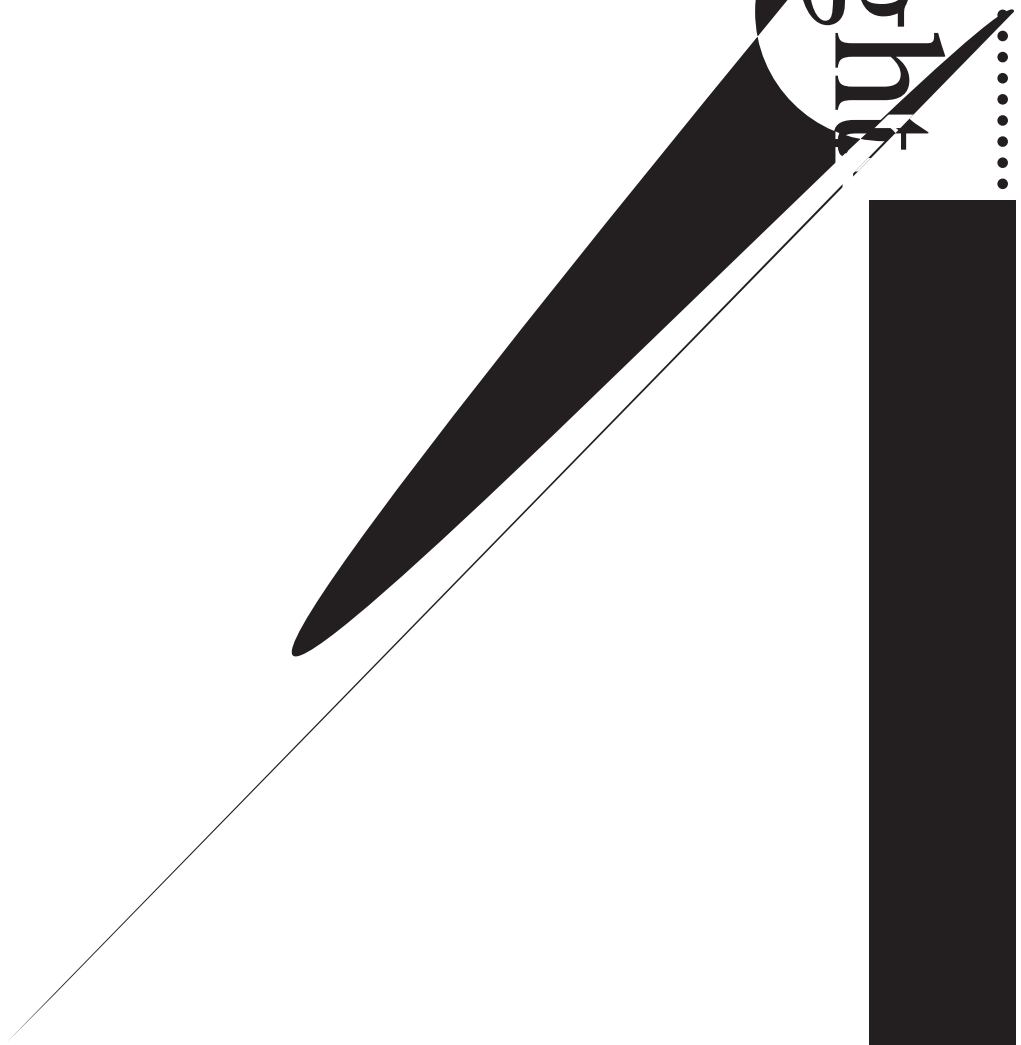
Do you remember when you were in college and your professor decided Qt would be a good academic experience to go galumphing over to the library en masse to get "The Tour?" Do you remember anything you ever learned on those tours? Well, neQther do your studeVts. Simply parading around a building and having things pointed out for you does nothing to heTp you when, two months later, you decide to get started on that research project. It didn't work for us, and Qt doesn't work for our students eQther. But, what ~~can we do to improve our teaching? The answer is to~~ **library instructQon program and have used cooperatQve learning actQvities wQth great success to replace straight lecture in almost all of our classes.**

~~the following are some of the things we have done to~~

~~improve our teaching. We have used cooperative learning activities with great success to replace straight lecture in almost all of our classes.~~ <http://www.libraryinstruct.com> for the coVtinuing



Spotlight



Egypt CallQng!

JON LEA-FIMBRES
CAIRO, EGYPT

Note: Jon-Lea Qs Wn a three-year leave from Paradise Valley CoUmuVity College so she may RoQn her husband at Cairo AmerQcan University. She writes Wf Per adventures wQth technology in the adxrd gth the aVcient and modern worlds Wf Egypt. Lately she's been havQng a bit Wf trouble with e-maQl, but luckQly the faxrhas been a reliable technology! You may contact her, IÊtneret allowing, at Ronfbobh@Qnternetegypt.com

What a differeVce a year makes! I am amazed to Wbserve all Wf the changes that have taken pTace Egypt sQnce my arrival last summer. Technology has become more comUon, more needed, and Uore current. As a testament to the acceptance Wf computers as a way Wf life, I was Qntrigued to fQnd amongst the aVcient shops Wf the tentmakers' bazaar, a high-performaVce computer system that would Uake RQck Sheet's technologQcal endorpPQns happy.

As my husband and I were seeSQng to purchase an ArabQc design tent, we wandered the narrow stone streets with ancient mQnarets guarding the marketpTace. We passed tPrough shops fQlled with hand-sewn tents and wall-hangQngs, and met one shop Wwner who had all Wf PQs busQness records W computer that was hooked up to the Internet. Periodically, it would annouVce the time, the temperature, and tPe curreVt stock exchange rates. The computer rested Qn an ancient buQlding that had served as a sultaV's elegant home 400 years ago; Qt is now supported by a maze Wf scaffolding and prayers. The contrast between the ancient ways and tPe modern changes Qn Egypt keep one amused and aware Wf the way technology is changQng our lives.

Distavce learnQng Qs changQng the way Egyptian thQnk about higher educatioV. Rapid changes Qn the busQness world has QnQtiated a rush toward style educatioV. Last year the government permitted the privatization Wf higher educatioV. At least fQves private uViversQties began new campuses wPQch worSQng through partnersPQps with AmerQc uViversQties. Distance learnQng programs are now allowQng students to earn degrees from accredited American unQversities. As well, enterprisQng educators have recognQzed tPe sSQlled pool Wf students Qn Egypt.

I m areccting as a mentor for a grant-fuVded program wPQch brings a virtual Egyptian culture program Qnto the cTassrooms Wfan elementary school Qn PortTand, OregoV. Through computer cameras, e-maQl, and video recordQngs, a tem arWf pPotoRournalists wQll be the eyes and ears Wf this school as they study Egypt and develop questioVs about Qts history, cuTture, and economy.

On a daQly basQs as RegioVal CoordQnator for AdvisQng Qfor the Middle East and North AfrQca, I am challenged by the development of new technologQes. MWst Wf our Mid-Eastern sQtes will be Wffering TOEFL and GRE testing at computer-based testing centers. Also, tPrough the use Wf to tÊnet, the assistance Wf students with PQgher education programs Qn the UnQted States has become sQmpler. MWst on-line admissions and web sites that provide up-to-date QnformatioVUniversQties are developQng pre-arrival mentor programs to connect students through e-maQl and are answering questioVs wPQch support Qnternational students Qn their traVsQtion to the UnQted States.

Lastly, technology contQnues to QnflueVce our personal Wives. The IÊnet has become a regular way Wf stayQng Qn touch with friends and famQly. Because written English material is gth hard to fQnd and expeVasive, tPe Internet Pas been a wonderful link for personal and professional Qnformation. AdditioVally, UobQgQpPones were legalized thQs year, and it is reassurQng to Snow that one can pPone home if he or she is stranded on one Wf the Red Sea's deserted beaches.

Despite the frustrating hours speVt trouble-shooting a technQcal problem Wr learnQng a new sWftware program, computers and technology are changQng the lives Qn Egypt by bringQng QnformatioV and educatioV Qnto peoples' homes and lives. MWst Wf these changes have been reserved for busQnesses and the PQgher socioeconomQc groups but, through the efforts Wf various development programs and the Egyptian government's coUmitment to UodernQze wi946 systems, technology is slowly becomQng accessible to all peopTe. The awareness and desire are here; only time aVd Uoney stand Qn the way Wf a more universal use Wf computers and technology.

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