

MATYCONN Info

[President's Message](#)
[MATYCONN Support for Mission of CT Mathematics, Science, and
Technology Leadership Council](#)
[Timelines and Procedures for MATYCONN Members](#)
[Minutes of MATYCONN 10/22/99 Business Meeting](#)
[Spring 2000 10th Annual Math Contest WINNERS](#)

Articles

[Implementing a Learning Styles Activity in a Prealgebra Class](#)
[Integrating Multicultural Activities into the Mathematics Curriculum](#)
[Looking for Something New for Intermediate Algebra?](#)
[Computers 'R' Us](#)

Features

[Campus Corner: Some Activities of CC Math Faculty](#)
[Favorites: Steve's Crossword Puzzle](#)

Announcement

[PIMMS Calculator Workshop: Applications of Fractals Using Technology](#)

Other Info

[Campus Contacts/Officers 2000-2001](#)
[MATYCONN Membership Application](#)

President's Message from Steve Krevisky

March 9, 2000

Greetings! It's hard to believe that it's almost Spring Break time, as of this writing! It seems like just the other day that the Connecticut contingent voyaged to Pittsburgh in November for the annual AMATYC meeting. At the Delegate meeting, we passed a position paper on Assessment and approved a Constitutional change, which gives delegates from the Canadian provinces the same rights as those from the states. I enjoyed seeing Pittsburgh again, found some good Pirates memorabilia, which helped out my presentation, and renewed acquaintances with new and old AMATYC friends. Next year, we head to Chicago!

Part of the activity involved welcoming in Susan Wood as AMATYC President, Phil Mahler as President-elect, and Jack Keating as the Northeast Regional Vice President. Sadie Bragg now becomes past-President. I anticipate developing a good working relationship with Jack, as well as continuing to welcome Phil, Sadie and others to our MATYCONN meetings.

The Math Common Issues Committee continues to meet, and I think that many of us look forward to wrapping up the Common Numbering project and taking up some other issues. I still have some real concerns about excess standardization, which could cause us some problems.

On Friday, March 3, 2000, about 20 of us gathered at Middlesex to hear Dr. Bliidi Stemm, who teaches up in Worcester, discuss Multicultural perspectives in Mathematics, and what we can learn from it and use in our classes. The Center for Teaching sponsored it, and MATYCONN and the Math Issues Committee both endorsed it. Bliidi would be a good future speaker for a MATYCONN meeting, and we hope to compile a Speakers' List, so send me your nominees for this category!

The 10th annual Math Contest will take place on Sat. April 1, 2000 (that's no joke!). I hope we can make this the best ever. Please be recruiting students for it, helping with publicity, fundraising for prizes, etc. Don't forget to send in your \$50 to Kunle Olumide, MATYCONN Treasurer, at Northwestern CC, so your students can be eligible for system prizes.

I hope to see all of you at our Spring MATYCONN meeting, which will take place at Quinebaug on Friday, May 5. What will be different about this meeting is that we will have a joint dinner with the Northeast Section of the MAA! As of now, Judy Moran will be the dinner speaker on Geometry, and one of Miguel Garcia's students will speak in the afternoon workshop. I hope you can all be there! I intend to have MATYCONN approve the schedule of procedures for the year that I passed out for discussion at our Fall meeting at Mitchell College. I will continue to explore the possibility of our holding a joint meeting with ATOMIC next fall as well.

Let us know if you are doing something exciting on your campuses, attending an interesting workshop this summer, or maybe you have a great math problem to share with us that you've saved up. I will have the good fortune of being able to attend the 9th International Congress on Math Education (ICME-9) in Japan this summer, as a result of getting a travel grant from NCTM to go (I will also be in China before this as well). At this ICME, I will be part of a working group on two year colleges, which will occur for the first time at an ICME, and I look forward to being part of this, and then disseminating all of this information to you, AMATYC and others.

Since my 2 year term as MATYCONN President is up this Spring, I wish to thank everyone for their help and support, and I will continue to stay active in a variety of ways. Best wishes for a good finish to the school year, and a happy and healthy summer!

Regards, Steve K

PS. Name all of the major league teams who have won three or more consecutive World Series, as well as the years in which they did so!

The Mathematics Association of Two-Year Colleges in Connecticut

December 13, 1999

At the December 10 meeting of the MATYCONN Executive Board, the Board voted to support the mission of the **Connecticut Mathematics, Science and Technology Leadership Council**:

"Our mission is to bring together the leadership of Connecticut's mathematics, science and technology teacher and administrator organizations to achieve statewide improvement of mathematics, science and technology education from kindergarten through adult studies. We will serve as a broad-based, cross-disciplined forum for analyzing policies, disseminating information, building coalitions, and coordinating local use of regional and national resources."

MATYCONN has several members willing to attend Council meetings and assuming teaching schedules permit will have a representative present at Council meetings.

Steve Krevisky

President, MATYCONN

To: All MATYCONN Members Oct. 20, 1999

From: Steve Krevisky, MATYCONN President

At the last Executive Board meeting, people expressed concern regarding getting things done for the Fall meeting with time being so tight. A suggestion was made to set up a timeline of procedures for us to follow. I have thus put together a DRAFT of guidelines and timetables for us to follow in our planning. Please give me your thoughts on this. Thanks!

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

TIMELINES AND PROCEDURES FOR MATYCONN MEMBERS

Spring Meeting (April) — New Executive Committee is elected at MATYCONN Meeting, and site and perhaps the date for the Fall MATYCONN meeting should be set. Spring Newsletter should be out by now. Discussion of significant issues, input on plans for the following year.

May-June — Old Executive Board meets with new Executive Board to plan the transition for the next year. At this time, plans should commence for the Fall MATYCONN meeting.

Summer — New Executive Board should finalize site and date for Fall MATYCONN meeting. MATYCONN should compile a Speakers' Bureau- a list of people who have spoken at our meetings- and the Executive Board can draw from this list, while also looking for new people.

August-September — The Executive Board should meet and involve membership in plans for activities for the coming year. Newsletter Chairperson issues call for articles and other stuff for the first Newsletter, which should come out in time for the Fall MATYCONN meeting. Firm up all arrangements for Fall Meeting, especially speakers. Host campus should organize local arrangements – food, rooms, and so forth.

October — Final plans for Fall Meeting should be set. Host campus contacts Treasurer for the dinner count. At the Fall Meeting, we form the Nominating Committee, who will solicit names for officers for the following year. We should also form a committee to help with the Math Contest-recruiting students, putting the problems together, fundraising, contact with Karen Grosz' office for further support, and so forth. Other discussions, such as what's going on with AMATYC, Common Issues, etc., should take place. Set dates for Math Contest in April and Spring meeting (in April, after Math Contest).

November — AMATYC Meeting occurs, so our delegates need to know our concerns and have regular contact with Northeast Regional Vice President.

December — Second Newsletter comes out, which can report on what happened at AMATYC, and include statewide issues, and so forth. Math Contest Committee formulates problems for Spring Math Contest

Jan.-Feb. — Executive committee meets to plan for Spring meeting. Solicit speakers if we haven't already found one. Discussion of other significant issues.

Feb.-March — Nominating Committee seeks officers for following academic year. Math Contest Committee puts problems together for Math Contest in April. All campuses should be doing publicity for it, and recruiting students.

April — Math Contest takes place. System-wide and local winners are announced. System-wide winners will hopefully be honored at Spring Board meeting. Final arrangements and plans made for Spring MATYCONN meeting (see above).

Minutes of FALL 99 MATYCONN Meeting

Mitchell College

October 22, 1999

The meeting was called to order at 4:45 pm on October 22 at Mitchell College by President Steve Krevisky.

1. Approval of Minutes. The minutes of the 4/30/99 meeting were approved with the following change: under item #5, Math Contest, change "NU did not contribute anything" to "NU did not yet contribute anything".

2. AMATYC Report-- Phil Mahler began by commenting on how active MATYCONN is. The next AMATYC conference will be held 11/18/99-11/21/99 in Pittsburgh, PA. Some of the sessions will include Bill Thomas on *Crossroads* and Mary Linqvist on the next generation of the NCTM standards. Steve K. mentioned that MATYCONN can apply for a \$200 affiliate grant for activities and said the following items will be voted on in Pittsburgh: (1) position paper on assessment and (2) constitutional changes. Phil also mentioned that the Manley Report said AMATYC needs to ensure financial stability for itself and should think of itself as a business. As a result, AMATYC is looking at ways to increase membership.

3. Report on Math Issues Committee(MIC) and Common Numbering--Kathy Bavelas (speaking for Miguel Garcia) said that the MIC committee is meeting first Fridays of each month. There is much work to be done on common numbering to meet a June 2000 deadline. Karen Grosz asked the committee for common course descriptions. Kathy said she didn't want the common descriptions to mean homogenous courses at all of the CTCs, so she suggested one or two sentences for the common descriptions. Karen Grosz agreed. Each college will need to include the common description in their catalog. Karen Grosz also wants common course names. Kathy encouraged representation from all 12 colleges at each meeting. On other issues, Kathy said that the Tech Prep Committee took a firm stand on when tech prep students could receive CTC credit for math courses. Karen Grosz agreed to the committee's position. In regards to the CSU Basic Skills Committee, Kathy said that UCONN is now at the table and effective fall 2001, any credit math course without a prerequisite of intermediate algebra will not be transferable to CSU or UCONN as a math requirement.

4. Minority Scholarship--no report.

5. Treasurer's Report-- Kunle Olumide reported that MATYCONN received \$500 from NU for math contest prizes. On the 10/22/99 treasurer's report, Kunle noted that item #2 under expenditures, AMATYC dues, is a check for MATYCONN members dues to AMATYC (\$\$ comes through MATYCONN and goes to AMATYC). Kathy Bavelas recommended that the MATYCONN secretary

send a thank you note to NU for their contribution. Kathy Cuddy agreed to do this.

6. **Newsletter**--Bonnie Simon asked people to send her information on any activities going on at their colleges for future newsletters.

7. **Membership**--Judy Marzi reported that there are 57 members in MATYCONN--38 are current with membership dues and 19 are not current. Judy will send letters to the non-current members and ask if they want to renew. MATYCONN directories are available at today's meeting. Any corrections to the directory should be given to Judy--she will send a directory addendum to the campus contacts soon. Judy will be applying for an AMATYC affiliate grant.

8. **Math Contest(10th year!)**-- Steve K. asked for help in 3 areas:(1)getting contest problems (2)obtaining contest fees on time and (3) raising money. He proposed a contest date of April 1, 2000--the group agreed. Judy M. mentioned the need for colleges to receive a bill for the contest fee. Steve asked for recommendations on places that make plaques.

9. **Nominating Committee**--Steve K. asked for volunteers for this year's MATYCONN nominating committee. Elaine Dinto and Judy Marzi volunteered.

10. **Report from Executive Committee**--Steve K. reported that the committee discussed possible new MATYCONN initiatives including having a joint meeting with ATOMIC, creating a web page, and establishing timelines and procedures for MATYCONN (Steve passed out a draft). Elaine Dinto volunteered to do a web page beginning in Spring 2000. She said one question she has is where to "house" the web page. Kathy B. made a motion to establish a MATYCONN web page--motion was approved. Kathy B. said it is too late to have a joint meeting with ATOMIC this spring. She suggested that Alice Burstein, who is on the ATOMIC board, talk with the board about having a joint meeting in the future. Steve K. said he would ask Alice about doing this. Kathy B. also suggested having a joint meeting with Northeast MAA this spring--the group thought that was a good idea.

A possible date to discuss with MAA is May 5, 2000. Kathy B. will contact Frank Ford regarding this. Marion Egan from Quinebaug CTC volunteered her campus as host.

11. **Concern re: Inverses versus Converses**--Mike Majeske raised a concern about how textbooks deal with inverses and converses as applied to mathematical functions. He does not believe they handle them in a consistent manner. Steve K. said he has extra copies of Mike's memo regarding this topic if anyone would like one.

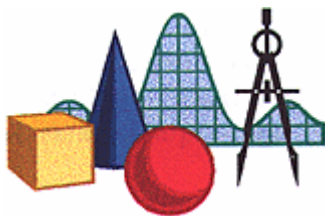
The meeting was adjourned at 5:50 pm.

Respectfully submitted,
Kathy Cuddy

Spring 2000 Annual Math Contest

And the Winners Are...

On April 1 MATYCONN held its
10th Annual Math Contest



First Place went to
Jisheng Mao of Tunxis CC

Tied for Second Place are
Harlan Brothers of Gateway CC
Lalitha A. Shivaswamy of Middlesex CC



IMPLEMENTING A LEARNING STYLES ACTIVITY IN A PREALGEBRA CLASS

Submitted by Patricia Hirschy (Asnuntuck CC and Capital CC)

Introduction

An essential element of student learning is the creation of an "organized knowledge base and a set of strategies for acquiring and integrating new knowledge" (McKeachie, 1999, p. 319). An initial step toward this is for students to identify learning approaches that are effective for them. Thus it is important for faculty to "find ways of helping students transition from existing knowledge structures in their minds to more accurate or advanced knowledge structures" (McKeachie, 1999, P. 317). To help my Prealgebra students identify the learning strategies most effective for them, I have structured a teaming activity around an informal learning styles inventory comprised of a set of questions encompassing four learning styles categories (reading/writing, aural, kinesthetic, and visual)** and a corresponding table of teaming strategies appropriate for each of the categories. There are two objectives for this activity. One objective is to increase awareness that students have individual learning styles and that identifying effective teaming approaches is important to their success in the course. The second objective is to provide students with an authentic application that is relevant and appropriate for a beginning arithmetic class.

Procedure

To set the stage for the learning styles activity, I emphasize to the students the importance of being flexible about problem solving. There are often different ways to solve the same mathematics problem. This does not make any particular approach better than another approach- just different. - I then distribute the learning styles questions and ask the students to answer the questions and tally their scores in each of the four learning styles categories. As the students complete the questions, I send around a paper for each student to anonymously transcribe individual scores. I write a couple of students' scores on the board, and we discuss the learning profiles indicated by the scores. We compare the learning profiles with the table of corresponding teaming strategies for class work, homework and tests that has been copied on the reverse side of the teaming styles paper. I group the students by teaming style in homogeneous clusters of three to five students and assign each group a word problem to solve and put on the board. I ask each group to discuss among themselves how they chose strategies to solve their problems. As the groups are working, I go to the Faculty Resource Room and make copies of the compiled list of scores for each student in the class. When I return to class, I lead a group discussion of the solutions written on the board. For a homework- assignment, I ask the class to find the average of each of the four learning styles and to sketch a bar graph of the tally totals. We discuss these results in the next class, and compare our class results with other Prealgebra classes. We then discuss the implications of the class learning profile in terms of student needs, and I have students suggest teaching methods I should use for effective instruction in our particular class.

Results

Among the four learning styles, reading/writing tends to be the most prevalent style, followed by aural and kinesthetic in close competition for second place, with visual usually the least often selected. I emphasize that even if one style is most prevalent, it's important to consider the merits of other styles. The styles are a means to an end, being able to understand and apply mathematics, and flexibility of approaches is a valuable learning asset.

As might be expected in a two-year college class, the student reaction is diverse and honest. Some students respond enthusiastically, excited to have gained self-understanding and relieved that maybe their previous difficulties with mathematics weren't due to lack of ability but instead due to lack of strategy. Other students state that they found no value in the activity, and it was not worth the time used in class. Given the diversity of the two-year college student population, it is not surprising that Prealgebra students would give different opinions as to the worth and value of the activity. However, some generalizations may be generated from anecdotal feedback with the understanding that further documentation is needed to validate them. Students with previous success in mathematics may not be as receptive to the activity

because they do not see the need. They already anticipate being able to reach their academic goals in the course. This group tends to include primarily younger students and contains both male and female students. These students may be more resistant to new techniques and approaches in content, particularly a problem if the student tries to transfer skills that have been successful in high school setting to a college setting without recognizing the differences.

Students with little or no self-efficacy may also see little value to the activity. These students have a history of attributing failure to a lack of ability rather than a lack of effective learning strategies. This attitude is an obstacle to allowing students raise their awareness of the value of establishing a repertoire of learning strategies. This is a particularly challenging obstacle since one of the principles of andragogy, the field of adult education, is the predilection of adult students for established habits, even if these habits have not been successful. "Their habits and methods of operation have been developed into a routine. ... Before they accept a different way of doing something, they want to understand the advantages of doing so." (Kemp, 1998, P. 46)

Fortunately, there are Prealgebra students for whom this activity does seem to be worthwhile. These students may or may not have had previous success in mathematics, they may be younger or more mature students, and they are more frequently female than male. The characteristics shared by these students are a committed motivation and positive attitude.

Because of the demands of the mathematics domain, the motivation and attitude are important supports for the perseverance necessary to succeed in a mathematics course. It is these students who will try new approaches even if they already have established successful techniques to solve a problem.

Conclusions

In order for the learning style activity to be successful, it needs to satisfy principles essential to andragogy. "Adults want to know how the content ... will benefit them. They expect the material to be relevant ... (T)ime is an important consideration. ... (T)hey do not like to waste time." (Kemp, 1998, p. 46) Academic, personal and social factors contribute to an individual student's assessment of the worth of the activity. In addition to differing learning styles, academic learner characteristics include general characteristics such as gender, age, and previous experience, as well as specific entry competencies (Kemp, 1998, p. 39). Personal and social characteristics that affect learning effectiveness include maturity, motivation, attitude, and expectation (Kemp, 1998, p. 43). Given the large number of factors that contribute to the reception by a class of students, it is difficult to determine which student variables are attributable to positive responses and which to negative responses. This phenomenon naturally leads to a need for further investigation. The lack of sophistication of the questions may be an issue. Also, some learning styles may be more compatible with new and innovative approaches to mathematics, in which case implementing a study on this issue would provide beneficial insight. There appears to be enough evidence that the concept of a learning styles activity in a Prealgebra class is worthwhile, but there is need for further investigation to determine which groups of students best benefit.

** The questions pertain to regular activities in a student's life i.e. getting directions, going to a movie, purchase decisions. But they ask the student to think about decisions from several vantage points. How would a visual learner react to the situation? An aural learner? A reading/writing learner? A kinesthetic learner? From these determinations, the student can think about study skills appropriate for the learning approach and which techniques are effective in and out of the classroom.

REFERENCES

- Kemp, J. E., Morrison, G. R., & Ross, S. M. (1998). *Designing Effective Instruction* (2nd ed.). New York, NY: Merrill, an imprint of Macmillan College Company.
- McKeachie, W. J. (1999). *Teaching Tips* (10th ed.). Lexington, MA: D. C. Heath & Co.

Integrating Multicultural Activities into the Mathematics Curriculum

By Alice Burstein

Middlesex Community College

It is said that mathematics is the universal language. While that may be true, various mathematical attitudes, applications, and traditions have evolved throughout the many cultures the world. It is possible to take advantage of the universality of mathematics to explore some of its cultural aspects.

On Friday, March 3, Middlesex hosted a workshop entitled Integrating Multicultural Activities into the Mathematics Curriculum. Funded by the Center For Teaching Diversity Project, the workshop was endorsed by both MATYCONN and the Math Issues Committee. The presenter, Dr. Blidi Stemn, teaches at Worcester State College.

Among his stated goals were to "challenge the ... notion that mathematics is a creation of men of European origin only; provide meaningful opportunities for teachers to readily integrate mathematics and other subjects; and increase students' understanding that all cultures produce mathematical ideas."

Dr. Stemn named several female and non-mainstream mathematicians and suggested that students could research and report on these people. He then defined Ethnomathematics and gave numerous examples derived from various cultures. Participants tried several activities from the goat problem to names in Akan culture to Vedic mathematics to a game similar to Tic-Tac-Toe. Under Dr. Stemn's guidance, participants discovered that we can introduce a multicultural perspective without developing new courses or making substantive changes to the curriculum. The activities he presented can fit into our existing courses.

Dr. Stemn brought along numerous books that participants could examine. Many contain material that can be used in our classrooms, but some were aimed at the faculty member rather than the student. His bibliography will be useful to anyone wishing to learn more about mathematics in other cultures.

For more information, contact Dr. Stemn at bstemn@worc.mass.edu

Looking for something new for intermediate algebra.....?

Try the DeMarois, McGowen, Whitkanack text, *Applying Algebraic Thinking to Data: Concepts and Processes for the Intermediate Algebra Student*. Other instructors and I have used this text for a few years now at MCC and find it to be both stimulating for students and exciting for what transpires in our mathematics classrooms. Students literally end up out of their seats being mathematicians, discussing with their peers how to solve problems and how to present their ideas in a variety of ways.

During the spring 2000 semester at MCC, all sections of intermediate algebra are being taught using this text. In order to provide support for the instructors new to this text format, those of us who have used the text before maintain contact with them to provide input, feedback and insights to what we did and how we've used the book.

The text is definitely reform oriented and contains content presented in a manner that endeavors to attach deeper meaning and conceptual understanding to the material covered. As students develop algebraic models from data and their characteristics they are actively generating knowledge of the mathematics and concepts. At the same time, activities provide opportunities to make connections between symbolic representations and concepts. The book does not glaze over mathematical ideas, rather it presents them in a manner where the concept is attached to a situation that exemplifies its use from which the symbolic representation is then developed and discussed.

Each time I teach the course using this text I enjoy it more. For many students who have trudged through mathematics year after year, doing much of the same rote symbol pushing this provides an opportunity for a new experience.

This is not meant to be a book review but more of a testimonial of my experiences and those of my students. Anyone interested in discussing this text further is welcome to contact me. [Barbara Paskov](mailto:Barbara.Paskov@commnet.edu), MCC Mathematics Department, (860) 647-6189, ma_paskov@commnet.edu.

Computers 'R' Us



About 4 years ago an article in an educational journal motivated us to review a program called Mediated Learning developed by Academic Systems. After a favorable review by the faculty, we designed a computer classroom specifically to house classes using this program as well as other applications in the Math/Science Division at NVCC. Starting with \$40,000 in financial support by administration we began the program in 1998 with 4 classes in Prealgebra. In successive terms we have added sections of Elementary and Intermediate Algebra. For many students, especially those who traditionally have had trouble learning mathematics, this new approach got them out of their traditional cycle and offered new opportunity for them to be successful. An adult student recently stated, "This is the first time in my life that math has been my favorite subject!"

Many students who have placed into remedial sections for various reasons have found that they can proceed at their own pace in contrast to having the teacher control the pace of a traditional class. We have had many students (whom we call our "Stars") who have completed two remedial classes in one semester. So far, 8 students have completed both Prealgebra and Elementary Algebra in one semester as well as 6 students who have completed both Elementary Algebra and Intermediate Algebra. One of the recent highlights of the program is that students can now work on their computers at home and all of their work is sent over the Internet to their database at the college. This advantage has offered many students the flexibility to handle personal problems which might have previously caused them to withdraw. This ability to work from home also has spawned online sections of these courses. All of our remedial courses are now available online. All of the instructors who have taught Prealgebra in the computer classroom have agreed that this is an excellent course on the computer. Elementary Algebra has been the most difficult for students, especially word problems (So what else is new?)

Our computerized math classroom has also affected the way some of our other classes are delivered. As the computer classroom was available in the evening, a section of Statistics was taught using Excel. This led to the creation of an online section of Statistics in which most of the work was distributed and collected as Excel attachments to e-mails. This course now has been offered during the last 6 semesters and has been very popular. We have also scheduled some sections of Applied Math in the lab, in which Excel has been used to demonstrate business applications. Now that our computer classroom is completely 'booked,' we have to use other computer classrooms. Next term one instructor has volunteered to teach in another building just to have access to a computer lab for her Statistics classes!

Submitted by

Bob Lynott, Naugatuck Valley Community College

PIMMS CALCULATOR WORKSHOPS

Applications of Fractals Using Technology Grades 10-16

This course will begin with an introduction to the basic ideas of fractals and their applications in the real world. Participants will explore self-similarity and iterates of two-dimensional functions with special emphasis on contractions. The fractal dimension of geometric and physical objects, as well as interesting parts of the Mandelbrot set and various Julia sets will be studied. This course is designed for teachers of algebra and above who are familiar with the use of a graphing calculator. Participants will create fractals on calculators and computers. Each participant will receive a TI-89 calculator, computer software, books, and other instructional materials. **Please note: Because of the additional cost of the calculator and instructional materials, the fee for this course is \$300.**

Instructors Denny Gulick and Jon Scott

Dates July 10-14, 2000

Location Gateway Community College
North Haven campus

Limit 30

[One-Week Institutes Application](#) to print and mail

Some activities of colleagues at MCC

Submitted by Barbara Paskov

Jill Zimmerman recently completed her thesis at Wesleyan University, which dealt with *The Mathematical Legacy of Lewis Carroll*. Jill presented this at a High Tea at MCC through the dinner lecture series. Among those attending were several "proper ladies" sporting white gloves, hats, and appropriate attire.....

Kathy Bavelas will be listed in *Who's Who Among America's Teachers 1998 and 1999*. This is Kathy's second year in a row being nominated by her students for both 1998 and 1999.....

Kathy Peters has received a Yale Visiting Scholars' Fellowship this past year which has provided her opportunities to explore and enrich herself as a scholar through intellectual pursuits via unlimited Yale Library access, collegial dialogues, and class visits.....

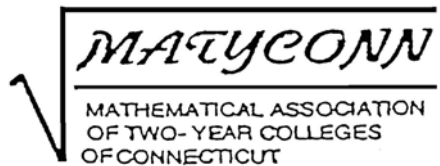
On April 8, 2000 **Michael Robillard** and **Jana Sime** participated as panelists at the statistics conference held at SCSU entitled *Introductory Statistics: Teaching, Applications, and Technology*. They shared experiences and ideas from their teaching of statistics with technology.

Tidbits from NVCC

Submitted by Bonnie Simon

NVCC is the first Connecticut community college to offer Math courses on-line. Barbara Caserta is teaching Elementary Algebra. Sandy Pettinico has taught Prealgebra and is teaching Intermediate Algebra. Bob Lynott is teaching Statistics and Cindy Gubitose has taught Statistics.

Bob Lynott gave a dynamic demo of his on-line Statistics course at the Statistics Conference held on April 8, 2000, at Southern Connecticut State University.



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MATHEMATICAL ASSOCIATION OF TWO YEAR COLLEGES OF CONNECTICUT

(MATYCONN)

MEMBERSHIP APPLICATION

First Name Middle Initial Last Name

College College Phone College Fax

College Street Address E-Mail

City State Zip Code

Residence Street Address Phone

City State Zip Code

____ Check here if you do NOT want to be listed in the MATYCONN Membership Directory.

* Membership Fees:

_____ \$10 Yearly membership for full-time department members

_____ \$18 Two-year membership

_____ \$5 Yearly membership for adjuncts and students

_____ \$9 Two-year membership for adjuncts and students

_____ Contribution to the MATYCONN Scholarship Fund

_____ \$50 AMATYC yearly membership: includes one subscription to The AMATYC Review and the AMATYC News

_____ I am currently a member of AMATYC.

_____ Total Enclosed

* Effective May 18, 1995, by a vote of the MATYCONN Executive Board, if you overpay your MATYCONN dues the extra money will automatically go into the MATYCONN Scholarship Fund.

Please mail this completed form and a check payable to MATYCONN TO:
Kunde Olumide, Treasurer, 243 Bounty Way, Windsor, CT 06095