

Course Syllabus Form:

MTH 595AR
Course Designator & Number

Mathematics
Department

School

MTH 595AR T^{3TM} International Conference Course
Designator Number Title

Credit 1 Cross Reference _____

Prerequisites: Registered participant in the T^{3TM} International Conference Course

Title Abbreviation: T^{3TM} Inter. Conference
(Title abbreviation restricted to twenty (20) characters and spaces or less.)

X Course number has been cleared with the Registrar's Office.

State rationale for course level:

The *Teachers Teaching with Technology International Professional Development (T^{3TM})* program has a 20-year history of providing high quality professional development for secondary mathematics and science teachers through various programs that respond to teachers and districts needs. These programs include extended courses of 9 days, 3 to 5-day summer programs, 1- and 2-day targeted sessions, on-line courses, and a highly respected annual International Conference attended by 3000 to 6000 professional educators each year. Up to the present time, graduate credit in Math and Science Education has been offered for all of the various T^{3TM} programs except for significant participation at the International Conference.

The T^{3TM} International Conference is unique in the genre of educational conferences since every session is focused on the use of hand-held and computer technology to teach and learn secondary mathematics and science. The sessions presented at the conference are chosen by a team of professionals for their quality and relevance to the theme of using technology to teach and learn secondary level mathematics and science using hand-held and computer based technology specifically designed for the classroom.

This course will offer 1 semester hour of credit to graduate students in Mathematics and Mathematics Education who participate in an identifiable major strand of sessions constituting 15 contact hours (900 minutes) at the conference. The strands will include the broad curricular topics of Algebra, Geometry, and Pre-Calculus-Calculus. It should be noted that sessions that connect two or more of these strands, like Algebra and Geometry, may be considered for inclusion in either major strand. Students will be required to report the hours attended, the topic and content of each session attended, and to summarize how all the sessions they attended fit within and represent the identified curricular strand. In addition, students will be required to submit a plan indicating how the content of the sessions they attended will directly affect their teaching when they return to the classroom, both short and long term.

Course Objective for the T^{3TM} International Conference Course:

1. To increase teachers' knowledge and understanding of mathematics content;
2. To explore alternate pedagogical methods of delivery using hand-held and computer technology;
3. To become more proficient in the use of hand-held and computer technology for teaching and learning mathematics at the secondary level;
4. To become familiar with curricular material available for high school mathematics classes;
5. To become familiar with planning and executing classroom lessons using techniques and knowledge gained in the course.

Bulletin description: (25 words or less)

This is a special professional development courses for in-service teachers who are registered participants in the T^{3TM} *International Conference* course.

Textbooks and other required material to be furnished by the student:

Material supplied as part of the course. No additional material to purchase.

Special requirements of the course (field trips, special fees, etc.):

Attendance in at least 15 hours of sessions at the T^{3TM} International Conference, February 29-March 2, 2008 in Dallas, Texas is required. Students will be obliged to cover their own costs for conference registration, travel, housing, and subsistence while attending the conference.

Written Requirements:

Participants will submit a portfolio (copy of a printed document or an electronic document) that will include the following synopsis for each session attended:

- a. Session title
- b. Presenters name and association to the T^{3TM} program (i.e. national or regional instructor)
- c. Number of minutes of attendance
- d. Detailed description of the content of the session (include a copy of the session hand-out)
- e. Comments about how this session fits into the student's identified strand
- f. Comments about the how the content of the session will help in the student's own classroom

In addition to these comments about each attended session, the student will submit an overall descriptive plan that includes details on how the information learned in the attended sessions will be implemented in their classroom over the short and long term. Other documentation used to support implementation plans could be a school improvement plans, math department goals, or other similar documents. The portfolio must be submitted to the instructor of record by April 15, 2008.

General methodology used in teaching the course:

Sessions at the conference will be presented in a variety of ways including lecture, hand-on workshops, and participant activities.

Conference session count and timelines:

Feb. 29: Day 1, Friday February 29, 2008

10:15 – 11:00:	21 60-minute sessions
10:15 – 1:00:	18 165-minute sessions
11:30 – 1:00:	21 90-minute sessions
1:15 – 2:15:	40 – 60-minute sessions
2:30 – 4:00:	40 90-minute sessions
4:15 – 5:15:	40 60-minute sessions

March 1: Day 2, Saturday March 1, 2008

8:15 – 9:45:	35 90-minute sessions
10:00 – 11:00:	40 60-minute sessions
11:15 – 12:45:	40 90-minute sessions
1:00 – 2:00:	40 60-minute sessions
2:15 – 3:45:	40 90-minute sessions
4:00 – 5:30:	35 90-minute sessions

March 2: Day 3, Sunday March 2, 2008

8:15 – 9:45:	35 90-minute sessions
10:00 – 11:30	35 90-minute sessions

References:

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Evaluation: How is the student's work evaluated and how frequently?

Completed portfolio that includes detailed information about attended sessions and the overall implementation plan for the student's classroom for the short and long term. This portfolio will be due to the instructor of record by April 15, 2008.....100%

Syllabus prepared by Charles Vonder Embse

Date December 20, 2007