OnLine Seminar on Undergraduate Mathematics Education
https://olsume.org

2017–2018

Sep 12  Curated Courses in Mathematics
        Petra Bonfert-Taylor, Dartmouth
        Sara Eichhorn, University of California, Irvine
        David Farmer American Institute of Mathematics
        Jim Fowler, Ohio State University

Sep 26  Rolling the dice: Flipping an introductory probability and statistics class
        Jerry Orloff and Jon Bloom, Massachusetts Institute of Technology

Oct 10  Mathematical manipulatives: The MIT Mathlets
        Haynes Miller and Jennifer French, Massachusetts Institute of Technology

Oct 24  From lecture to active learning: Rewards for all, and is it really so difficult?
        David Pengelley, Oregon State University

Nov 7   MAA’s Instructional Practice Guide: Introduction to a new resource
        Beth Burroughs, Montana State University

Nov 21  Transforming the gateway: Redesigning large introductory-level courses
        Teena Gerhardt, Michigan State University

Dec 5   Active learning at Penn: 2013–2017
        Robin Pemantle, University of Pennsylvania

Dec 19  Supporting graduate students for successful teaching experiences
        Emily Braley, Harvard University and Duke University
        Robin Gottlieb, Harvard University

Feb 6   Impacting students’ practice of mathematics, especially at critical moments
        Dev Sinha, University of Oregon

Feb 20  Active learning 2.0: Making it inclusive
        Darryl Yong, Harvey Mudd College

Mar 6   The Illinois Geometry Lab: Fostering a culture of undergraduate research
        and community engagement in mathematics departments
        Jeremy Tyson, University of Illinois at Urbana-Champaign

Apr 3   Mathematics emporium with adaptive technology
        Andrew Tonge, Kent State University

Apr 17  A radical approach to calculus
        David Bressoud, Macalester College

May 1   The Inquiry Oriented Differential Equations Project
        Chris Rasmussen, San Diego State University

May 15  Inquiry based learning calculus
        Angie Hodge, University of Nebraska Omaha
2018–2019

**Sep 18** Rising to the challenge of diversifying the mathematics community
Allisa Crans, Loyola Marymount University
Dave Kung, St. Mary’s College of Maryland

**Oct 2** Active Calculus
Matt Boelkins, Grand Valley State University

**Oct 16** Educating the future professoriate: Summer Institute for Graduate Teaching Assistants
Catherine Snyder, Peter Turner, Seema Rivera, Clarkson University

**Oct 30** The College Mathematics Instructor Development Source (CoMInDS): Supporting faculty who provide professional development to the next generation of college mathematics instructors
Jack Bookman, Duke University
Natasha Speer, University of Maine

**Nov 13** Ask. Don’t tell.
Alfonso Gracia-Saz, University of Toronto

**Nov 27** Teaching students to communicate as mathematicians: threshold concepts and their application at MIT
Susan Ruff, Massachusetts Institute of Technology

**Dec 11** A mathematics learning community on inclusive teaching
Gavin LaRose, University of Michigan

**Feb 5** Inquiry and engagement in an interactive classroom
Annalisa Crannell, Franklin and Marshall College

**Feb 19** Redesigning a large linear algebra service course – a travel report
Philipp Hieronymi, University of Illinois at Urbana-Champaign

**Mar 5** Teaching probability and statistics from a purely Bayesian point of view
Sanjoy Mahajan, Olin College of Engineering

**Mar 19** Video textbooks in the active learning classroom
Mike Weimerskirch, University of Minnesota

**Apr 2** Inquiry based learning at Michigan
Ralf Spatzier, University of Michigan

**Apr 30** Active learning in calculus at Cornell
Steve Bennoun and Tara Holm, Cornell University

**May 14** Managing college group work and creating groupworthy tasks
Eric Hsu, San Francisco State University
2019–2020

Sep 10  Course-based undergraduate research experiences: Two examples
Sunil Chebolu, Illinois State University
Haynes Miller, Massachusetts Institute of Technology

Sep 24  A focus on student buy-in: Why it matters and what to do about it
Stan Yoshinobu, California Polytechnic State University

Oct 8  Student-centered assessment of mathematical proficiency
Benjamin Braun, University of Kentucky

Nov 5  Integrating sustainability into the mathematics curriculum
Bree Ettinger, Emory University

Nov 19  Incorporating service-learning into math courses
Sara Billey, University of Washington

Dec 3  Co-creating interactive online exercises
Annoesjka Cabo, Delft University of Technology

Feb 4  A scalable hybrid introductory ODE course
Dave Levermore, University of Maryland, College Park

Feb 18  Who are we?: On the diversity and demographics of the mathematics community
Ron Buckmire, Occidental College

Mar 17  Active learning online: A panel discussion
Rick Cleary, Babson College
Rachel Levi, MAA
Mike Weimerskirsch, University of Minnesota

Mar 31  TPSE’s top ten things every online instructor should do
Abbe Herzig, AMS
Dave Kung, TSPE

Apr 7  Keep it active: Engaging students in virtual classrooms
Rena Levitt, Minerva Schools at KGI

Apr 14  Calculus in context: Introducing calculus ideas through epidemeology models
Eric Stade, University of Colorado, Boulder

Apr 28  Project-based learning
Rachel Levy, Mathematical Association of America

May 12  What mathematical knowledge improves high school math teaching?
Yvonne Lai, University of Nebraska, Lincoln

May 26  Reliable classification of classroom practices using lecture recordings
George Kinnear, University of Edinburgh
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<th>Speaker(s)</th>
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<td>A touch of calculus: Shaking up the pre-requisite structure of college mathematics</td>
<td>Rick Cleary, Babson College</td>
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<td>Assessing students’ proofs online</td>
<td>Chris Sangwin, University of Edinburgh</td>
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<td>Creating accessible materials</td>
<td>Rob Beezer, University of Puget Sound</td>
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<td>Quantitative reasoning and intellectual need as design principles for instructional materials</td>
<td>Jason Martin, University of Central Arkansas, Michael Tallman, Oklahoma State, Matt Thomas and Aaron Weinberg, Ithaca College</td>
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<td>Nov 10</td>
<td>Welcoming freshmen to the world of mathematics</td>
<td>Uri Treisman and Erica Winterer, University of Texas, Austin</td>
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<td>A fun, engaging, and effective approach to teaching calculus</td>
<td>Shay Fuchs, University of Toronto</td>
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<td>Dec 15</td>
<td>Tuning up your remote mathematics teaching</td>
<td>Maria Anderson, Westminster College</td>
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<td>Meaningful, motivating online assessments</td>
<td>Paul Bourdon, University of Virginia</td>
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<td>The value of computational thinking in statistics education</td>
<td>Jo Hardin, Pomona College</td>
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<td>Mathematical proof, online assessment, and high school connections in first-year discrete mathematics</td>
<td>Doug Ensley, Shippensburg University</td>
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<td>Using inquiry and active learning in mathematics - and how COMMITs can help</td>
<td>Christine von Renesse, Westfield State University</td>
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<td>PrairieLearn: A flexible platform for writing randomized auto-grading questions</td>
<td>Matt West, University of Illinois</td>
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<td>Documents for teaching a lesson: Lecture notes and their production</td>
<td>Vilma Mesa, University of Michigan</td>
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<td>A course to prepare students for careers in business, industry, and government – PIC Math</td>
<td>Michael Dorff, Brigham Young University</td>
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<td>The Mathematical Inquiry Project</td>
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<td>Mastery-based grading in higher education</td>
<td>Silvia Huebach and Sharona Krinsky, Cal State LA</td>
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<td>Onboarding instructors to an active-learning class</td>
<td>Jason Siefken, University of Toronto</td>
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<td>A cheat-proof calculus exam?</td>
<td>Lew Ludwig, Denison University</td>
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<td>Linear algebra and deep learning</td>
<td>Gil Strang, Massachusetts Institute of Technology</td>
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<td>Incorporating research opportunities in undergraduate math courses</td>
<td>Pamela Harris, Williams College</td>
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<td>Manipulative calculus: Active learning with 3D models</td>
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<td>Rethinking linear algebra</td>
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<td>Eddie Tchertchian, Pierce College</td>
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<td>Fostering positive collaboration</td>
<td>Kathryn Leonard, Occidental College</td>
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<td>Active learning in a remote classroom</td>
<td>Angie Hodge-Zickerman, Northern Arizona University</td>
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<td>Open Textbook Initiative</td>
<td>Kent Morrison, American Institute of Mathematics</td>
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<td>New Horizons: Exploring the possibilities and benefits of study abroad programs post-pandemic</td>
<td>Vladimir Ivanov (Math in Moscow), Ran Libeskind-Hadas (Aquincum Institute of Technology), Ryota Matsuura (Budapest Semesters in Math Education), Rogelio Ramos Quiroga (Mathematical Sciences Semesters in Guanajuato), Kathryn A. Ziegler-Graham (Budapest Semesters in Mathematics)</td>
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<td>Phil Gressmann, University of Pennsylvania</td>
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<td>Brendan Kelly, Harvard University</td>
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