Faculty Development Programs
Introduction of Panelists

Dr. Yao

Elizabeth Roan
Flow of the panel

- I will first present a question for everyone to think about.
- Dr. Yao will discuss her perspective on the question.
- Time will then be given to discuss the question with the audience.
- I will present some of my research findings about that question.
What drives you to add modeling tasks into your course work?
My hypothesis
Having positive, impactful experiences in mathematics might make one have a stronger resolve to implement modeling in classroom.
Two Interesting Stories

Karter
Economist

Parker
Geologist
Always found math to be easy
Believes every student should learn modeling
Seems resigned to not discuss modeling in his classes in depth
Focusses on the consequences of failing his class.

Always found math to be easy
Believes every student should learn modeling
Seems resigned to not discuss modeling in his classes in depth
Focusses on the consequences of failing his class.

Worked very hard to study math
Believes every student should learn modeling
Adaman about discussing modeling in his class
Focuses on motivating his students to learn the math

Karter Economist

Parker Geologist

Grant #1750813
Dr. Yao's reason for adding modeling into her class
What drives you to add modeling tasks into your course work?
What are some barriers you experience in adding modeling tasks?
Mathematical preparedness seem to be a barrier to adding modeling tasks to the classroom.

But what does mathematical preparedness mean?
Emerson
Economist

Haven
Psychologist

Students need to know derivatives

Students need to know algebra

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Some of the barriers Dr. Yao experienced when teaching modeling
What are some barriers you experience in adding modeling tasks?
How did you overcome those barriers?

Alternatively, what would you have done differently?