

A Dialogue on CS and Math Education Itinerary

Tuesday, June 5th

Time	COMPUTER SCIENCE SESSIONS	MATHEMATICS SESSIONS
4:30 – 5:20	<p>Turing Tumble – Learn and play!</p> <p>High school teachers and university instructors together will learn how to use the cool new board game “Turing Tumble”. The game is designed to help anyone – yes, anyone! – to learn both how a computer works and how to think logically about coding. Playing Turing Tumble is an exciting activity suited to any introductory computer science course.</p> <p>Five Turing Tumbles will be raffled off after the session!</p>	<p>Calculus Readiness Assessment (CRA) – Are students ready?</p> <p>The CRA is a pre-calculus test for new undergraduate students. The test is administered at the beginning of a calculus course and helps students to identify the strengths and weaknesses in their mathematics background. Versions of the CRA are widely used at universities across Canada.</p> <p>Our CRA test will be discussed in this session. High school teachers are welcome to show the CRA to their students.</p>
5:20 – 5:35	BREAK	
5:35 – 6:20	<p>PyGames – Let’s be creative!</p> <p>Our top upper-year undergraduate CS students will create two PyGame demos that can be used in introductory computer science courses. High school teachers and university instructors will discuss how to refine and modify the demos to facilitate their incorporation into classroom exercises.</p> <p>The demos afford a great opportunity to develop and apply one’s skills to create a PyGame! Please bring a laptop if you can!</p>	<p>Smartboard Experience – A savvy way to teach!</p> <p>Tired of traditional instruments for teaching mathematics, such as the chalkboard? An exciting alternative exists!</p> <p>Gordana Maric, a high school mathematics teacher, will demonstrate to secondary and post-secondary instructors the ease and efficiency of using an audio-visual experience in the classroom.</p> <p>If you have a tablet, please bring it to learn how to use this savvy Smartboard experience to teach!</p>
6:20 – 6:35	BREAK	
6:35 – 7:20	<p>First-year CS Assessments – How CS learning is assessed!</p> <p>High school CS teachers will have an opportunity to see the opening assessments (e.g., assignments and labs) that are used in first-year CS course offered at UTM. This is an opportunity to see how CS learning is gauged in new, CS-focused students and, also, to consider the challenges that university instructors face in administering assessments. In turn, high school teachers are encouraged to share with university instructors their assessments that are administered in high school CS courses.</p> <p>This session should be useful for high school teachers and university instructors in learning about their students.</p>	<p>First-year Calculus Tests – The transition in assessing!</p> <p>High school mathematics teachers may peruse the first term-test for each first-year calculus course at UTM. This session provides a great opportunity to explore the expectations that shape university assessment. In turn, high school teachers are encouraged to share with university instructors’ information about the high school assessments.</p> <p>By means of such collaborative efforts, high school teachers and university instructors can learn more about their pupils and be better positioned to assist students as they transition to university.</p> <p>Copies of the past first-year term-tests will be available for high school teachers. Psst! We do not recycle test questions.</p>
7:20 – 7:30	WRAP-UP	

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Thursday, June 7th

Time	COMPUTER SCIENCE SESSIONS	MATHEMATICS SESSIONS
4:30 – 5:20	<p>Classroom challenges in a first-year CS course</p> <p>Sadia Sharmin, Course Lecturer Larry Zhang, Assistant Professor, Teaching Stream</p> <p>Sadia has been an instructor for a few years at UTM. She is a valued resource to have a discussion about teaching within CS.</p> <p>Larry is a master at his art, that is, being CS. He is a well-seasoned instructor that will share his challenges and successes teaching a first-year CS course.</p>	<p>Classroom challenges in a first-year mathematics course</p> <p>Parker Glynn-Adey, Assistant Professor, Teaching Stream Blake Madill, Assistant Professor, Teaching Stream Michael Pitocco, Assistant Coordinator</p> <p>Parker has taught for a few years at a university level and is heavily invested in mathematics education.</p> <p>Blake is a new instructor, and his (beginner’s mindset) insights about the teaching challenges in mathematics classroom are useful to hear.</p> <p>Michael has been a teaching assistant for several years at UTM. He completed OCAD and has taught mathematics in high schools.</p>
5:20 – 5:35	BREAK	
5:35 – 6:20	<p>High School CS Teachers’ Voices!</p> <p>This session provides a forum for addressing a wide range of issues, for asking questions, and for getting acquainted with both high school teachers and university instructors.</p> <p>Upon registration, we ask high school CS teachers to describe the topics that they would like to see addressed in this session.</p>	<p>High School Mathematics Teachers’ Voices!</p> <p>This session will be an opportunity to address a wide range of issues, to ask questions, and to get acquainted with both high school teachers and university instructors.</p> <p>Upon registering, we ask high school mathematics teachers to provide topics that they would like to be brought up in this session.</p>
6:20 – 6:35	BREAK	
6:35 – 7:20	<p>Students’ experiences taking a first-year CS course</p> <p>A few undergraduate CS students will share their experiences with first- or second-year CS courses.</p> <p>This session will have a Question and Answer format.</p>	<p>Students’ experiences taking a first-year mathematics course</p> <p>A few undergraduate mathematics students will share their experiences with first- or second-year mathematics courses.</p> <p>This session will have a Question and Answer format.</p>
7:20 – 7:30	WRAP-UP	

REMEMBER : This is a dialogue. Questions are always welcome. We are learning together!