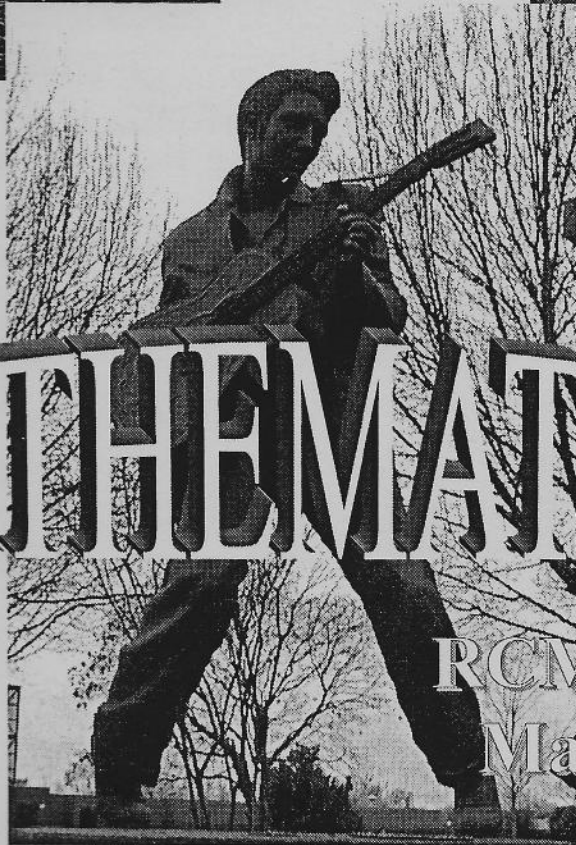




THE MUSIC

OF



MATHEMATICS

RCMIL Conference
March 7-9, 2002



IN



MEMPHIS

Conference Program Chairman

Sheryl A. Maxwell
College of Education
The University of Memphis
Memphis, Tennessee

Research Council on Mathematics Learning

2002-2003

Virginia Usnick President University of Nevada, Las Vegas	Sheryl A. Maxwell President-Elect The University of Memphis
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Daniel Brahier Newsletter Editor Bowling Green State University	Conference Committee Winifred Mallam Claudia Pagliaro Roland Pourdavood Carolyn Pinchback Diana Steele Sandy Johnson

Research Council on Mathematics Learning

seeks to simulate, generate, coordinate, and disseminate research efforts designed to understand and/or overcome factors that inhibit maximal mathematics learning.

Research Council on Mathematics Learning Conference

Thursday, March 7, 2002

Time	Activity	Room
8:00 - 5:00	Conference Registration	Atrium area
12:00 - 3:30	RCML Executive Board meeting	Exec. Boardroom
4:00 - 5:00	Cash Bar Reception w/appetizers	2 nd Floor Foyer

Keynote #1

Welcoming Remarks -- Dr. John Schifani,
Interim Dean, College of Education

5:00 - 6:00

Crump

John Evans

(Former Box Tops artist)

**Memphis, Mathematics,
and Music**

6:00 - 12:00	Seeing Memphis - On Your OWN Dinner and Activities	Memphis area
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Friday, March 8, 2002

Time	Event	Description	Room
7:00-7:50	Breakfast	Breakfast Buffet Menu	2 nd Floor Foyer

Keynote #2

8:00-9:00

Welcoming Remarks -- Dr. Ralph Faudree,
Professor of Mathematics, & Provost, University of Memphis

Overton

Jerry Becker

(Southern Illinois University)

**Developing Computational Skills
in Contexts of Problem Solving**

Friday	Presenter	Topic/Abstract	Room
1) 9:10 -10:00	Mary Shafer	Teaching for Understanding: Profiles of Teachers' Interactive Decisions Abstract: This presentation details methodologies developed to analyze the nature of teachers' interactive decisions with respect to practices that promote teaching mathematics for understanding. Particular attention is given to teachers' explanations, changes in instructional tasks and shifts in pedagogical approach. Profiles of such decisions were constructed to examine differences among teachers.	Hicks
2) 9:10-10:00	Dana S. Craig	Service Learning Projects for Mathematics Education Majors Abstract: This session examines the innovative use of service learning projects in the methods course for secondary mathematics education majors. Discussion will include student learning, mathematical content, pedagogy, implementation, and preliminary results.	Banks

	Friday	Presenter	Topic/Abstract	Room
3)	9:10-10:00	Winifred A. Mallam	Integrating Technology in the Liberal Arts Mathematics Curriculum Abstract: The session will describe how a spreadsheet program can be used to demonstrate compound interest, an amortization schedule, and average daily balance for a month. Results of students' attitudes toward using the spreadsheet when solving consumer mathematics problems will be presented.	Exc. Boardroom
4)	9:10-10:00	Melfried Olson, Judith Olson, Kim Hartweg	Professional Development to Impact Instruction and Assessment in Algebra and Geometry (5-9) Abstract: Teachers (Grades 5-8) who participated in an NSF funded professional development program in Algebra and geometry, generated assessments to ask students across grade levels and between schools in an effort to grasp students' understanding of mathematical concepts in algebra and geometry. Teachers' attitudes toward mathematics and their understanding of mathematical ideas were also assessed.	River City #1
5)	9:10-10:00	Mary Margaret Capraro, Robert M. Capraro, Gerals Kulm	Measuring One Factor for Preservice Teachers' Propensity toward Teaching Elementary/Middle School Mathematics: Pedagogical Content Knowledge Abstract: Teaching mathematics requires knowledge of content and pedagogy, and the understanding of the relationship between the two. Presenters will discuss how one institution is assessing preservice teacher performance in mathematics.	Iris
6)	9:10-10:00	Keith Adolphson, Stacy Reeder	Robotics: Developing Opportunities for Emergent Mathematics Abstract: Research focusing on students' development of mathematical knowledge as it emerged in the context of constructing and programming autonomous robots will be presented. The opportunities for students' mathematical understanding as they engaged in authentic, open-ended problem solving inherent to the challenges associated with robotics will also be highlighted.	River City #2
10:00-10:10		Refreshment Break		Hallway

Friday	Presenter	Topic/Abstract	Room
7)	10:15-11:05 Robin A. Ward, Cynthia Anhalt	Prospective Elementary Teacher's Development of Mathematical Pedagogical Knowledge Abstract: A study was carried out in which preservice teachers enrolled in a K-8 mathematics methods course were videotaped to (1) gain insight into their thinking about the teaching of mathematical topics, and (2) document their pedagogical development throughout the semester. Records reflecting their thoughts and ideas will be shared.	Hicks
8)	10:15-11:05 Kay Reinke, Juliana Utley	The Development of an On-Line Mathematics Education Course Abstract: This presentation looks at the process of the development of an on-line mathematics education course, including the implementation and assessment of its effectiveness.	Banks
9)	10:15-11:05 Pat Lamphere Jordan	Secondary Education Students' Conceptual Understanding of Geometry and Measurement Abstract: Discussion of the results of a study focusing on the misconceptions held by secondary preservice teachers in geometry and measurement concepts, the activities that were implemented to address these misconceptions, and the follow-up assessment.	River City #1
10)	10:15-11:05 Jim Telese	Communication in United States Eighth-grade Mathematics Classrooms: A TIMSS-R Analysis Abstract: This study examines the relationship between features of communication and US eighth-graders' achievement level. The 8th graders self reported results show indicate some insightful components that lead to how middle school mathematics classroom learning environments could be enhanced.	River City #2
11)	10:15-11:05 Angela Grant	Contrast of Traditional Lecture versus Self- Paced Elementary Calculus Abstract: This talk contrasts the demographics and success of undergraduate students at the University of Memphis taking Elementary Calculus in two distinct formats: traditional lecture vs. self-paced sections. The self-paced sections are web-enhanced, tutor assisted, and use self-guided workbooks. I discuss Final Exam scores as a gauge of learning retention.	Exc. Boardroom
12)	10:15-11:05 Working Group #1	Teacher Education and/or Curricular Issues Individuals attending this session will be networking with others across the nation to plan collaborative research.	Iris

	Time	Presenter	Topic/Abstract	Room
13)	11:10-12:00	Jeffrey E. Barrett	Using a Framework for Learning Measurement to Change Instruction	River City #1
			Abstract: This study describes second-grade children's ways of learning length measurement in a classroom setting while the teacher was working with a mentor. We examined children's way of thinking and learning during that process. This type of classroom intervention led children to attend more directly to abstracted units of length.	
14)	11:10-12:00	Kay Wohlhuter	Preparing Tomorrow's Teachers to Use Technology: A Mathematics Collaboratory	Hicks
			Abstract: A collaboratory consisting of a classroom teacher, A mathematics educator in an education department, a mathematics educator in a mathematics department, and three education students plan and implement technology infused units. This session will briefly describe the overall project and address the work completed by the team.	
15)	11:10-12:00	Charles Wallis	Classroom Assessment in Mathematics, Grades 4-12	Banks
			Abstract: Discussion of a current NSF-funded project on the development of workshop materials that support and extend teachers' understanding and use of classroom assessment in mathematics, specifically the assessment of student thinking and the use of that knowledge to inform instructional decisions.	
16)	11:10-12:00	Virginia Usnick, Marilyn Sue Ford	Potential Relationship Between Mathematics Learning and Motor Development	River City #2
			Abstract: Is there a connection between mathematics learning and physical motor development? This session will discuss a pilot study designed to investigate this question.	
17)	11:10-12:00	Aimee L Govett, Cynthia Hernon	The Efficacy of Integration of Secondary Math and Science Methods in Preservice Teacher Education	Exec. Boardroom
			Abstract: The presenters created a teacher education learning community within their secondary math and science methods courses. They designed mini-field experiences, facilitated electronic discussion boards, and planned a Desert Wetlands field trip to encourage preservice teachers to make connections among math, science, and technology.	

Friday	Presenter	Topic/Abstract	Room
18) 11:10-12:00	Jeff Bulington	Controlling the Center: Chess and Strategic Spatial Reasoning Abstract: A practical look at how chess strategy impacts the ways in which students approach related mathematical problems.	Iris
19) 11:10-12:00	Working Group #2	Technology, Tools & Strategies, and Learning Individuals attending this session will be networking with others across the nation to plan collaborative research.	Overton

12:00-1:15	Lunch Provided	Chicken Teriyaki Marinated and Grilled Breast of Chicken, Served on a Bed of Fried Rice with Stir Fried Vegetables	Crump
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1:15-1:45	RCML Business Meeting	Virginia Usnick - President	Crump
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Friday	Presenter	Topic/Abstract	Room
20) 2:00-2:50	William R. Speer	Mathematics and Science Enhancement -- A Project's Description and Promise Abstract: A NSF grant with mathematics, science, and technology for K-5 schools in the sixth largest school district in the country will be highlighted, including the parameters of a standards-based, inquiry-oriented project and the participation of teachers and principals in the collaborative schools that are taking part.	Iris
21) 2:00-2:50	Margie Mason	Using Performance-Based Tasks to Assess the van Hiele Levels of K-8 Students Abstract: After viewing videos of K-8 students performing tasks designed to assess the van Hiele levels of geometric understanding, we will explore the use of classroom assessment techniques such as these interviews and their implications, strategies for basing instruction on such assessments, and common geometric misconceptions.	Exec. Boardroom

Friday	Presenter	Topic/Abstract	Room
22) 2:00-2:50	Azita Manouchehri, Roger Solis, Abel Amora	Is College Algebra for ALL? The Challenge of Reforming Perspectives Abstract: Results of a conceptual test measuring the algebraic thinking of nearly 400 college algebra students' skills in areas emphasized by the algebra strand of the NCTM's Curriculum Stands. The college algebra instructors' reflections on the research results will also be discussed.	Hicks
23) 2:00-2:50	Gale A. Watson	Small Group Activities and Their Use to Promote Mathematical Understanding Abstract: This presentation includes a report on the use of small group activities and procedures that promote classroom discussion of mathematical topics. Group quizzes, design of worksheets, questioning techniques, and student reactions will be shared. Worksheets for both College Algebra and Business Calculus topics will be included.	Banks
24) 2:00-2:50	Lynae E. Sakshaug	Teaching a Graduate Math Methods Course Partially On-line: Design and Results Abstract: The design and results of teaching a graduate math methods course partially on-line will be shared. Goals were that students would interact on-line, community would be promoted, students would use technology to enhance understanding of mathematics, and students would engage in meaningful learning on-line <i>Angel</i> software was used.	River City #1
25) 2:00-2:50	Johnny Lott	Mathematics Models with Technology: How to Assess Abstract: Mathematics modeling with technology is a class that prospective secondary mathematics teachers take at The university of Montana. The class deals with appropriate problems that can be approached with models, technology, and assessed.	River City #2
26) 2:55-3:45	Alan Zollman	Making Connections: Helping Students Reflect on Their Mathematics Content Abstract: Students view mathematics as a list of topics to learn, rather than as a connected, single discipline. "Algebra" in high school is not associated with the "algebras" of linear algebra or abstract algebra by secondary majors. Elementary majors do not connect measurement, probability, and proportion problems as possible area representations.	Iris

Friday	Presenter	Topic/Abstract	Room
27)	2:55-3:45 Bea Babbitt	Using Performance-Based Tasks to Assess the van Hiele Levels of K-8 Students Abstract: After viewing videos of K-8 students performing tasks designed to assess the van Hiele levels of geometric understanding, we will explore the use of classroom assessment techniques such as these interviews and their implications, strategies for basing instruction on such assessments, and common geometric misconceptions.	Exec. Boardroom
28)	2:55-3:45 Sue Brown	Assessing Grant Students' Content and Pedagogical Knowledge of Mathematics Abstract: Kindergarten, first, and second grade teachers participated in a twelve month mathematics inservice program. This session describes how we assessed the Grant students' content and pedagogical knowledge of mathematics.	Banks
29)	2:55-3:45 Judith M. Flowers, Angela Krebs	Preservice Teachers' Understanding of Number in a Standards-Based Course Abstract: Presenters describe an innovative Standards-based content course for preservice teachers. They will discuss their preliminary findings from research that looks at the reasoning and understanding participating preservice teachers have about whole number relationships and operations.	River City #1
30)	2:55-3:45 Masoud Ghaffari, Roland Pouravood	An Intelligent Learning: Exploring Problem Finding-Problem Solving via the Trinity Paradigm Abstract: This presentation focuses on implications of the Trinity Paradigm of Intelligence in academic learning in general, and mathematics learning in particular. It describes why such a holistic approach is needed. In addition, creativity and intuition in learning and factors impeding their development will be discussed.	Hicks
31)	2:55-3:45 John Selisky	Authenticity and Test Items in Large-Scale Assessment - Abstract: What is authenticity in assessment? Are so called authentic items demonstrably better at measuring student performance than other types of items? By examining some student performance data, we can explore ways to answer some of these questions and help teachers and teacher educators better understand the relationship between instruction and assessment.	River City #2

3:45-3:55

Refreshment Break

Hallway

Time

Activity

Room

Keynote #3

4:00-5:00

John Wilson Memorial Address

Dr. Stephen T. Kitai, Ph.D.

Director, Neuroscience Institute

**How Does the Brain Control
Movement: By the Number or
by Trial and Error?**

Overton

6:00-12:00

**Activities in the
Community
of Memphis**

A bus will leave at 6:00 for Beale Street, returning to the hotel by midnight. The cost is just \$12.00 per person.

**Beale Street
area**

Saturday, March 9, 2002

7:00-8:00	Breakfast Provided	Breakfast Buffet	2nd Floor Foyer
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Saturday	Presenter	Topic/Abstract	Room
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32)	8:10-9:05	Sheryl A. Maxwell	Teaching/Learning Mathematics in the K-8 Block Format: Incidents and Insights	Exec. Boardroom
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Abstract: An integrated course, designed about INTASC Standards, was developed when a new Integrative Studies Major replaced the former licensure program for elementary/middle school teacher candidates. The BLOCK, a professional education portion of the major, consolidated three formerly autonomous methods courses and two pedagogy courses into one 12 hour course, with four components. This session describes the teaching/learning of mathematics of all participants with insights shared.

33)	8:10-9:05	Dixie Metheny	Integrating Technology in a Mathematics Class	Banks
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Abstract: This session will discuss integrating appropriate technology in mathematics classes for both elementary and secondary teaching majors. The intent of the author is to seamlessly include both computers and calculators in her classroom so that the technologies enhance the learning of mathematical concepts.

34)	8:10-9:05	Michael Meagher, Marlena Herman	Classroom Communication Systems and How People Learn: Developing Pedagogy	River City #1
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Abstract: This study is designed to investigate to what degree it is feasible, given the constraints of a typical one-week intensive inservice teacher enhancement institute, to teach high school mathematics teachers to use a Classroom Communication System (CCS), such as the TI-Navigator, effectively and make their teaching become more learner-center, knowledge-centered, assessment-centered and community-centered?

35)	8:10-9:05	Conrad Van Voorst	Thinking About Mathematical Thinking in Secondary Teacher Education	Iris
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Abstract: The purpose of this presentation is to share certain findings and insights of classroom research that engages prospective secondary teachers in problem-based discussions about the nature of teacher and student thinking about mathematics.

Saturday	Presenter	Topic/Abstract	Room
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36)	8:10-9:05	Sally A. Robinson	Misconceptions of Undergraduate Elementary and Secondary Math Methods Students	River City #2
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Abstract: Responses to conceptual math questions asked of elementary and secondary math methods students will be shared with the participants. Open discussion about additional questions and further research options will be welcome.

37)	9:10-10:00	Diana S. Perdue	Mathematics Online: Preparing Teachers via Distance Learning	Exec. Boardroom
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Abstract: How do you design a mathematics education course for online delivery? What are the advantages and disadvantages of distance learning compared to classroom learning? What are the differences in student performance and affect between the two delivery methods? Come investigate the answers to these questions and more during this presentation.

38)	9:10-10:00	Robert Mann	The ADAGE Approach to Mathematics and the Concept of Function	Hicks
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Abstract: This presentation will explain how the ADAGE approach to teaching mathematics can improve student math attitude and aptitude. The ADAGE approach will be described and research regarding the influence of this technology-enhanced methodology upon student understanding of the concept of function will be discussed.

39)	9:10-10:00	Sylvia R. Taube, Carolyn Pinchback	Preservice Teachers' Use of Children's Literature to Teach Mathematics	River City #1
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Abstract: This presentation compares two groups of prospective elementary teachers (juniors and seniors) who were each assigned to develop and teach a mathematics lesson for grades 3-5 using selected children's literature books involving geometry, measurement, and whole number operations. Assessment results, lesson plans, and post-instruction reflections will be shared.

Saturday	Presenter	Topic/Abstract	Room
40) 9:10-10:00	Tisa M. Lach, Lynae Sakshaug	Using Math Games to Improve Spatial Sense and Algebraic Reasoning Abstract: The purpose of this study was to determine whether playing math-related games along with mathematics instruction improves students' ability to solve problems involving algebraic reasoning and spatial sense. Using two fifth grade classes, one received mathematics instruction, while the other played games along with mathematics instruction. Findings will be discussed.	Banks
41) 9:10-10:00	Rama Menon	Elementary School Children's Number Sense Abstract: Results of a study of number sense of more than 400 students from Grade 4 to Grade 8, based on a 10-item test, will be discussed. Some factors that might have influenced students' responses will be put forward.	Iris
42) 9:10-10:00	Genevieve Knight Moderator	Panel: Teaching/Assessing Mathematics in the 21 st Century Panel will discuss the problems and solutions of combining assessment with teaching and learning of mathematics. Participants are encouraged to ask questions.	River City #2
10:00-10:10		Refreshment Break	Hallway
43) 10:15-11:05	Jean J. McGehee, Linda K Griffith	Large-Scale Assessment Combined with Curriculum Alignment: Agent of Change Abstract: This study investigates the effectiveness of a professional development model based on coaching and alignment of the intended (written), the taught, and the tested curricula.	Banks
44) 10:15-11:05	Edwin McClintock, Zhonghong Jiang and others	Integrating Mathematics and Science in a Teacher Development Workshop Abstract: Connection is an important mathematical process standard in mathematics identified in recent reform documents. We present a theoretical framework addressing both the content and process aspects of integration as well as the issues pertaining to teaching and learning surrounding integration. We then give examples of different facets of integration from our experience of conducting a teacher professional development workshop.	Iris

Saturday	Presenter	Topic/Abstract	Room
45) 10:15-11:05	Michael Naylor	Generating Excitement with Preservice Teachers Through Math Connections Abstract: This lively and engaging talk describes a successful and motivating classroom experience in which students made connections between patterns in a problem solving activity and many areas of mathematics and music.	River City #1
46) 10:15-11:05	Mary B. Swarthout	Using WebCT: Lessons Learned for Teaching and Learning Mathematics Abstract: Presents information gathered during the use of WebCT in a mathematics content course for preservice elementary teachers. Examples of how the software was used to supplement and enhance classroom instruction together with examples of student work will be followed by the discussion of the role the web should play in courses for future educators.	Hicks
47) 10:15-11:05	Art Johnson	Assessing Adolescents' Knowledge of Similarity and Area Abstract: The study assesses adolescents' abilities to enlarge plan geometric figures on the basis of a scale factor of their areas. Subjects were drawn from three course enrollment groups: Algebra I, Geometry, and Algebra II. Three of eleven solution methods dominated the data results. Results indicate there were (1) no significant differences relative to strategy (pencil-paper versus use of software program), (2) poor recall of area formulas, and (3) weak understanding of the quadratic nature of area.	Exec. Boardroom
48) 10:15-11:05	Helen Gerretson	Hands-on Mathematics for Nurturing Science Literacy Abstract: This presentation is a description of research focused on elementary school teacher professional development that supports student achievement. Elementary school teachers were given opportunity to thoroughly develop their knowledge of measurement concepts, thus enhancing their ability to implement mathematics as a tool of scientific inquiry.	River City #2
49) 11:10-12:00	Mary Enderson, Lauren J. Wright	Teacher Change: Is it Possible in Today's Classrooms? Abstract: This presentation will focus on teacher change as it relates to the mathematics reform movement. The research has involved one high school math teacher's use of non-traditional forms of instruction and how she has come to reach this point.	River City #1

	Saturday	Presenter	Topic/Abstract	Room
50)	11:10-12:00	Darlinda Cassel, Eileen Lillard, Anne Reynolds	Role of Discourse/Argumentation in Students' Construction of Mathematical Meaning Abstract: This paper seeks to define and understand the role of discourse/argumentation in individual constructions of mathematical meanings during whole-class discussion portions of problem-centered learning setting. We also explore socio-mathematical norms that emerge, social dynamics of the class, and how learning occurs.	Hicks
51)	11:10-12:00	Nicole Carignan, Roland Pourdavood	Culture, Society, and Mathematics: Is Mathematics A-Cultural and A-Social? Abstract: This paper presentation focuses on three different aspects of ethnomathematics: (1) To revisit three take-for-granted notions of culture, mathematics and context, (2)To discuss the promise of a multicultural perspective, and (3)To propose a viewpoint of mathematical ideas within a context of multicultural perspective.	Banks
52)	11:10-12:00	David E. Boliver	Generation of Artifacts as Assessment of Mathematics Teacher Education Programs Abstract: A variety of assignments and evaluation rubrics will be shared and participants will have an opportunity to discuss these and share their related efforts.	Exec. Boardroom
53)	11:10-12:00	Working Groups Wrap-up	Working Group #1 Teacher Education/Curricular Issues Working Group #2 Technology, Tools & Strategies, and Learning	Iris River C #2

Time	Event	Description	Room
12:00-12:45	Lunch Provided	Chicken Fajita Salad Grilled Marinated Chicken Breast, sliced and served over a Bed of Lettuce, with Grilled Vegetables and Peppers and topped with a three cheese blend. Served on a Crisp Flour Tortilla	Crump
12:30-1:30	Keynote #4	<p style="text-align: center;"> James Segars Federal Express, Manager of Concept System Form Design Flying Forward with FedEx </p>	Crump
1:45-3:45	Executive Board Meeting		Exec. Boardroom

Have a SAFE trip Home. See you next year!

Sessions to Attend

#	Time	Presenter	Title/Activity	Room
	R 5 - 6 pm	John Evans	Memphis, Mathematics, and Music	Crump
	F 8 - 9 am	Jerry Becker	Developing Computational Skills	Overton
1-6	F 9:10 10:00			
7-12	F 10:10 10:15		Refreshment Break	Hallway
12-19	F 10:15 11:05			
	F 11:10 2:00			
	F 12:00 1:45		Lunch -- Business Meeting	Crump
20-25	F 2:00 2:50			
26-31	F 2:55 3:45			
	F 3:45 3:55		Refreshment Break	Hallway
	F 4:00 5:00	Dr. S.T. Kitai	How Does the Brain Control Movement?	Overton
32-36	S 8:10 9:05			
37-42	S 9:10 10:00			
	S 10:00 10:10		Refreshment Break	Hallway
43-48	S 10:15 11:05			
49-53	S 11:10 12:00			
	S 12:00 1:30	James Segars	Lunch - Flying Forward with FedEx	Crump

Index

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Holiday Inn

SELECT

MEMPHIS EAST

