

# CONVERSATIONS AMONG COLLEAGUES

SATURDAY, MARCH 15, 2008

<b>8:20 – 8:50 Registration, Refreshments and Informal Conversation</b>		
<b>9:00 – 10:00 Plenary Talk by William McCallum: <i>Where's the Algebra?</i></b>		
<b>Morning Breakout Sessions</b>		
	<b>10:15 – 11:15</b>	<b>11:20 – 11:50</b>
<b>Room 1</b>	<i>A Paradigm Shift in the Preparation of Secondary Mathematics Teachers: Gathering Feedback from the Community</i> – Lapp	<i>Using Discourse Routines in the Preparation of Secondary Pre-Service Teachers to Learn About and Lead Classroom Mathematics Discussions</i> – Ghousseini
<b>Room 2</b>	<i>Abstract Algebra: Concrete Problems</i> – Hodge	<i>Establishing <math>P(k) \rightarrow P(k+1)</math> in Proof by Mathematical Induction: Does the end justify any means?</i> – Mingus
<b>10:15 – 11:45</b>		
<b>Room 3</b>	<i>Doctoral Programs in Mathematics Education in Michigan: Today and Tomorrow</i> – Lappan & Hirsch	
<b>Room 4</b>	<i>Preservice Elementary Teachers' Understanding of Mathematics and Students' Thinking</i> – Senk, Son, Mosier, & Brakoniecki	
	<b>11:50 – 12:50</b>	<b>LUNCH</b>

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Afternoon Breakout Sessions			
	12:50 – 1:50	2:00 – 2:30	2:35 – 3:05
Room 1	<p><i>Technology Use and Conceptions of Angle: Implications for a Geometry Course for Preservice Elementary Teachers</i> – Browning &amp; Garza-Kling</p>	<p><i>"I know that it works but I don't know why": Enhancing Preservice Teachers' Performance in Providing Explanations</i> – Charalambous</p>	<p><i>Using Knowledge of How Children Learn Mathematics in Mathematics Content Courses</i> – Feikes &amp; Schwingendorf</p>
Room 2	<p><i>Mathematics Capstone Courses for Prospective Teachers: Reflections from the Perspective of Instructors &amp; Researchers</i> – Aboufadel, Speer, &amp; Walker</p>	<p><i>Rethinking Lecture/Recitation Experiences as Fertile Ground for T.A.s to Work on Teaching</i> – Eisenhart</p>	<p><i>Classroom Interaction Patterns in Undergraduate Mathematics Classrooms</i> – Mesa &amp; Chang</p>
	12:50 – 1:50	2:00 – 3:00	
Room 3	<p><i>Comparing and Contrasting Different Video Formats That Develop Preservice Elementary Teachers' Mathematical Knowledge</i> – Kline &amp; Cengiz</p>	<p><i>Future Teachers' Understanding of the Straightness of Lines in Euclidean and Non-Euclidean Spaces</i> – Brakoniecki &amp; Cervello</p>	
Room 4	<p><i>Potential Impact of STEM Faculty on Teacher Preparation and on Continuing Professional Development of Teachers</i> – Verhey &amp; Flowers</p>	<p><i>Rational Numbers as a Site for Preservice Teachers' Reasoning and Justification</i> – Flowers, Rubenstein, Cengiz, &amp; Rathouz</p>	
Room 5	<p><i>A Functions-Based Approach to First Year Algebra and Beyond</i> – Beckman</p>	<p><i>Measuring Teachers' Mathematical Knowledge for Teaching Algebra: Assessment Development and Validation</i> – McCrory, Floden, &amp; Senk</p>	
<p><b>3:10 – 4:00 Closing Remarks by Glenda Lappan:</b> <b><i>What have we accomplished and where do we go from here?</i></b></p>			