

Mathematics: MATH 441 Geometry I (DL—synchronous) (Spring 2022)

Assignment: The culmination of the course is a final project presentation in which you will incorporate everything that you have learned throughout the curriculum: the geometry content and the corresponding methodology to teach it; this will become a Final Teaching Project, real-life teaching in a real classroom. Through this project you will present the beauty of the subject as you see it, which will encourage mastering your knowledge and sparkle your creativity. The project can be any artistic creation of your choice: a PowerPoint presentation; a two-dimensional geometry collage; a three-dimensional geometry solid or composition of solids; a real-life model using geometry ideas and optimization. While presenting the final project, the camera must be on and you must be visible while sharing screen.

Spring 2022	Organization and Structure	Content	Language	Delivery
<b>Presentation 1</b>				
Reader 1	n/a	n/a	n/a	n/a
Reader 2	3	3	3	3
Reader 3	3	3	3	4
AVG/median	3.00	3.00	3.00	3.50
<b>Presentation 2</b>				
Reader 1	2	2	3	3
Reader 2	1	2	2	2
Reader 3	2	3	3	2
average	1.66	2.33	2.66	2.33
median	2.00	2.00	3.00	2.00
<b>Presentation 3</b>				
Reader 1	4	3	3	4
Reader 2	3	3	3	4
Reader 3	4	3	3	4
average	3.66	3.00	3.00	4.00
median	4.00	3.00	3.00	4.00
<b>Presentation 4</b>				
Reader 1	3	3	3	3
Reader 2	3	3	3	3
Reader 3	3	3	3	3
AVG/median	3.00	3.00	3.00	3.00
<b>Presentation 5</b>				
Reader 1	4	3	3	3
Reader 2	3	3	3	2
Reader 3	3	3	3	2
average	3.33	3.00	3.00	2.33
median	3.00	3.00	3.00	2.00
<b>Presentation 6</b>				
Reader 1	3	3	3	3
Reader 2	3	3	3	3
Reader 3	3	3	3	2
average	3.00	3.00	3.00	2.66
median	3.00	3.00	3.00	3.00
<b>Presentation 7</b>				
Reader 1	3	3	3	3
Reader 2	2	2	3	2
Reader 3	3	3	3	3
average	2.66	2.66	3.00	2.33

median	3.00	3.00	3.00	3.00
Presentation 8				
Reader 1	3	3	3	3
Reader 2	3	4	3	2
Reader 3	3	4	3	3
average	3.00	3.66	3.00	2.66
median	3.00	4.00	3.00	3.00
Presentation 9				
Reader 1	2	3	3	3
Reader 2	3	2	3	3
Reader 3	3	2	3	3
average	2.66	2.33	3.00	3.00
median	3.00	2.00	3.00	3.00
Presentation 10				
Reader 1	3	4	3	4
Reader 2	3	4	3	4
Reader 3	4	4	3	4
average	3.33	4.00	3.00	4.00
median	3.00	4.00	3.00	4.00
OVERALL AVERAGE	2.93	3.00	2.97	3.00
<i>n</i> = 10 Percent agreement (sum): 75% (Reader 1 & 3, Exc P1) Correlation: 0.53 P-value: NA Kappa: NA	Rater 1: 3.00 Rater 2: 2.70 Rater 3: 3.10	Rater 1: 3.00 Rater 2: 2.90 Rater 3: 3.10	Rater 1: 3.00 Rater 2: 2.90 Rater 3: 3.00	Rater 1: 3.22 Rater 2: 2.80 Rater 3: 3.00
Inter-Rater	4/10 (40%)	6/10 (60%)	9/10 (90%)	4/10 (40%)

Comments:

- Several students opted for pure lesson/teaching presentations. These would work well in Elementary or Beginning HS classes, but often fell at a level too low for this class.
- Other than a few select presentations the committee felt that topics were uninspired even though students were instructed to choose a topic that interested them.
- Most areas were competent, but delivery scores were commonly low because students didn't fully engage the audience over Zoom. For example, some presenters infrequently looked directly at the camera or were reading their notes. All but one presenter had their camera on. (This was a technological limitation as tablets don't allow video and screensharing at the same time, however, ample time was given to help resolve this.)
- A few presenters prompted questions to the audience and most had good participation. Those who asked questions and didn't get a reply were not clear in what they were hoping to have answered. It should be noted that presenters often acknowledged audience members by name, an effective technique in teaching that was practiced over the semester.
- Three presenters effectively utilized a tablet and stylus to enhance their presentations. The committee felt that this technique greatly enhanced the effectiveness and delivery of the presentations.
- Some presenters used color coding on geometric figures to highlight/direct attention which was also very effective.

Response by Program (closing the loop):

- This class is historically enrolled by the students in the teaching track. The Mathematics program should work to incorporate clear Oral Communication content into both tracks (Traditional & Teaching.)

- Students put together this presentation at the end of the semester rather than working on it throughout the semester. A capstone class may allow students to work on and practice their delivery on the talk.
- Future projects in this class may consider a project where students are asked to do research on a topic beyond the classroom.