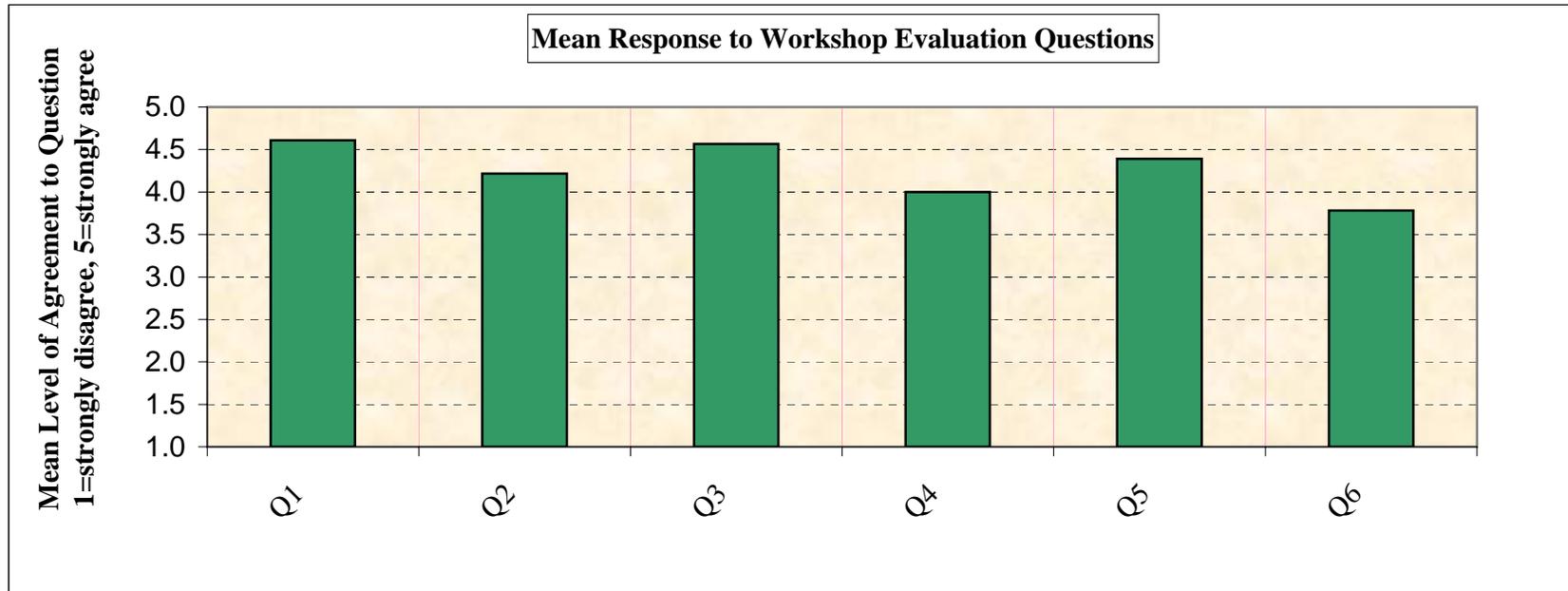


## ACM Quantitative Reasoning Conference

September - October 2005



**Q1. The conference was well organized.**

**Q2. I found the conference to be professionally useful.**

**Q3. The invited speakers were interesting and relevant.**

**Q4. During the conference I learned about new or different ways to strengthen quantitative reasoning in the curriculum at my institution.**

**Q5. Through this conference I was able to connect with and learn from others.**

**Q6. This workshop increased my interest in participating in future activities associated with Carleton's quantitative reasoning initiative.**

**Q7: Why did you decide to come to this conference?**

Asked by the dean

I am helping develop QL program at my school

Perceived institutional need

We are just starting to think about Quantitative Reasoning with the creation of Quantitative Reasoning Consultant position. We are at an information-gathering stage

Dean asked and I had time. Not really sure why I was chosen but hope to take back information to the correct committees

To learn what other ACM colleges are doing with respect to QR

General interest in Q. Request from the Dean's office

Asked by the Dean's Office to attend. I am the only one at the institution to have duties that are specific to QR.

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I came because I'm interested in Quant. Lit. and was looking forward to hearing the guest speakers.

involved in QR initiatives at my campus, in my research, and in QL initiatives nationally

curricular reform

Interest and pertinence of subject

TO see what QR is all about. What is the def. of QR?

Wouldn't miss it

Easy call--I'm at Carleton; involved in QUIRK and hoped to meet others from ACM institutions and be able to contribute to their discussions.

Invited. I have a particular interest in quantitative instruction in my own discipline. I am also particularly interested in advising

What is Quan. Reasoning? How to implement?

Strong personal interest in the topic plus determined effort/persuasion/encouragement from the Dean's office

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Joel Best was giving a talk. Carleton's focus on integrating quantitative literacy with Writing across the curriculum.

**Q8: What aspects of the conference were most useful to you?**

Small Group Discussion  
conversations with others

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Group discussions about QR at each institution and steps in getting QR initiative going.

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Bill S's talk about what went on at Yale

Invited speakers. Small conversations over the meals

Talking with others, esp in breakout group (although we had few conclusions)

other models from various schools diverse

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Invited talks and conversations with people in statistics education  
nuts and bolts!

Interchange of ideas

Joel Best's talk and small group

Joel Best's talk and the group breakout

The talks and the discussion on Sat, also meeting several people I'd not met before who have common interests

Individual discussions with participants

What others are doing

Bill Segrane's presentation was most valuable for me. I would like more time to learn from his experience. But all four main components (3 speakers and one group discussion) were good

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Joel Best's talk

Increased awareness of differences between QR skills for life/citizenship and QR skills for majors (usually quantitative)

**Q9: How could the conference have been improved?**

A little more structure as to the purpose of the conference. I'm still not sure why we met. I see it's important to talk about these issues but I have a hard time seeing any outcomes from the conference

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Make breakfast have more protein.

More directed group discussions (not enough time to talk about every topic that could come up)

Brainstorming break-out sessions were too broad and I think more formal speakers would have been more helpful.

Break-out groups could have been organized along common interests

More focus on the break-out groups. More of a "working" group--less of a broad brainstorming atmosphere.

Atmosphere seemed good. A slightly more substantial breakfast would have been nice.

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Start earlier on Friday. Don't have two meals before sessions begin.

I really didn't have a chance to fully learn what faculty are doing at other institutions. Perhaps some more formal discussions in panels of people from diff. schools would have been helpful.

discussion of some specific topics (faculty development and support; transfer of learning)

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Although Best's presentation was very good, one by someone experienced with the issue from an institution similar to those in ACM would have provided useful info. The talk by Seagraves was appropriate and useful, but would have been nicely supplemental

More time to talk in small groups, perhaps mixed up a second time. Protein at breakfast

Prepare speakers from large research universities for the small-school audience. They need to better understand the faculty culture at small schools and the emphasis on teaching.

Time for institutional participants to get together and give out what's needed in their own campus.

Maybe some more detailed planning for follow-up activities on a consortial basis. These tend to get lost or diffused after people leave.

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More dialog--small group discussion. Probably best if groups of 4 to 8 people with some focused topics and some opening for self directed reflection.

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Another group discussion w/ people grouped by dept or division so more nuanced discussion could have taken place

More details on what Carleton has learned from their analysis of the use of numbers in students' essays

**Q10: How can the colleges represented at the conference work together to continue to strengthen connections between our campuses as well as strengthen quantitative reasoning efforts at our institutions?**

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Share info. Continue to dialog.

Continued meetings/updates sent out/contacts among those invited.

This seems the important aspect of all of this. Not sure how but very important.

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Share Q. initiatives as they develop. A web-site that might include proposals in draft for so we can continue to talk/continue the conversation

Reach out with specific questions as needed. Ongoing continuing contact isn't totally necessary document progress of things like implementation of Q requirements--what works and what doesn't at these schools.

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Funded shared projects--e.g. each institution working on developing an interactive computer model that teaches/reinforces a quantitative reasoning concept (see e.g., M. Lovett's work (Carnegie Mellon)

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keep talking and sharing initiatives

The many or stated needs seems to be examples at all levels--individual exercises, course examples (especially from non-STEM fields) examples from similar disciplines, "Traveling conferences/workshops" tailor made to each campus on department/disciplinary

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Short on-line web conferences could be good. Exchange of written comments at some later time would be useful.

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Sharing descriptions of classes that count as QR so some depts could see models. Also class activities could be shared

More focus on the tension between QR/QL as a means to help students present and evaluate arguments where the conclusion is not necessarily a number and QR as an end so the outcome is generally a quantitative relationship or a number