OnLine Seminar on Undergraduate Mathematics Education
https://olsume.html

2017–2018

Sep 12  Curated Courses in Mathematics
        Petra Bonfert-Taylor, Dartmouth
        Sara Eichhorn, University of California, Irvine
        David Farmer American Institute of Mathematics
        Jim Fowler, Ohio State University

Sep 26  Rolling the dice: Flipping an introductory probability and statistics class
        Jerry Orloff and Jon Bloom, Massachusetts Institute of Technology

Oct 10  Mathematical manipulatives: The MIT Mathlets
        Haynes Miller and Jennifer French, Massachusetts Institute of Technology

Oct 24  From lecture to active learning: Rewards for all, and is it really so difficult?
        David Pengelley, Oregon State University

Nov 7   MAA’s Instructional Practice Guide: Introduction to a new resource
        Beth Burroughs, Montana State University

Nov 21  Transforming the gateway: Redesigning large introductory-level courses
        Teena Gerhardt, Michigan State University

Dec 5   Active learning at Penn: 2013–2017
        Robin Pemantle, University of Pennsylvania

Dec 19  Supporting graduate students for successful teaching experiences
        Emily Braley, Harvard University and Duke University
        Robin Gottlieb, Harvard University

Feb 6   Impacting students’ practice of mathematics, especially at critical moments
        Dev Sinha, University of Oregon

Feb 20  Active learning 2.0: Making it inclusive
        Darryl Yong, Harvey Mudd College

Mar 6   The Illinois Geometry Lab: Fostering a culture of undergraduate research
        and community engagement in mathematics departments
        Jeremy Tyson, University of Illinois at Urbana-Champaign

Apr 3   Mathematics emporium with adaptive technology
        Andrew Tonge, Kent State University

Apr 17  A radical approach to calculus
        David Bressoud, Macalester College

May 1   The Inquiry Oriented Differential Equations Project
        Chris Rasmussen, San Diego State University

May 15  Inquiry based learning calculus
        Angie Hodge, University of Nebraska Omaha
2018–2019

**Sep 18**  Rising to the challenge of diversifying the mathematics community  
Allisa Crans, Loyola Marymount University  
Dave Kung, St. Mary’s College of Maryland

**Oct 2**  Active Calculus  
Matt Boelkins, Grand Valley State University

**Oct 16**  Educating the future professoriate:  
**Summer Institute for Graduate Teaching Assistants**  
Catherine Snyder, Peter Turner, Seema Rivera, Clarkson University

**Oct 30**  The College Mathematics Instructor Development Source (CoMInDS):  
Supporting faculty who provide professional development to the next generation of college mathematics instructors  
Jack Bookman, Duke University  
Natasha Speer, University of Maine

**Nov 13**  Ask. Don’t tell.  
Alfonso Gracia-Saz, University of Toronto

**Nov 27**  Teaching students to communicate as mathematicians:  
threshold concepts and their application at MIT  
Susan Ruff, Massachusetts Institute of Technology

**Dec 11**  A mathematics learning community on inclusive teaching  
Gavin LaRose, University of Michigan

**Feb 5**  Inquiry and engagement in an interactive classroom  
Annalisa Crannell, Franklin and Marshall College

**Feb 19**  Redesigning a large linear algebra service course – a travel report  
Philipp Hieronymi, University of Illinois at Urbana-Champaign

**Mar 5**  Teaching probability and statistics from a purely Bayesian point of view  
Sanjoy Mahajan, Olin College of Engineering

**Mar 19**  Video textbooks in the active learning classroom  
Mike Weimerskirch, University of Minnesota

**Apr 2**  Inquiry based learning at Michigan  
Ralf Spatzier, University of Michigan

**Apr 30**  Active learning in calculus at Cornell  
Steve Bennoun and Tara Holm, Cornell University

**May 14**  Managing college group work and creating groupworthy tasks  
Eric Hsu, San Francisco State University
2019–2020

Sep 10  Course-based undergraduate research experiences: Two examples
        Sunil Chebolu, Illinois State University
        Haynes Miller, Massachusetts Institute of Technology

Sep 24  A focus on student buy-in: Why it matters and what to do about it
        Stan Yoshinobu, California Polytechnic State University

Oct 8   Student-centered assessment of mathematical proficiency
        Benjamin Braun, University of Kentucky

Nov 5   Integrating sustainability into the mathematics curriculum
        Bree Ettinger, Emory University

Nov 19  Incorporating service-learning into math courses
        Sara Billey, University of Washington

Dec 3   Co-creating interactive online exercises
        Annoesjka Cabo, Delft University of Technology

Feb 4   A scalable hybrid introductory ODE course
        Dave Levermore, University of Maryland, College Park

Feb 18  Who are we?: On the diversity and demographics of the mathematics community
        Ron Buckmire, Occidental College

Mar 17  Active learning online: A panel discussion
        Rick Cleary, Babson College
        Rachel Levi, MAA
        Mike Weimerskirsch, University of Minnesota

Mar 31  TPSE’s top ten things every online instructor should do
        Abbe Herzig, AMS
        Dave Kung, TSPE

Apr 7   Keep it active: Engaging students in virtual classrooms
        Rena Levitt, Minerva Schools at KGI

Apr 14  Calculus in context: Introducing calculus ideas through epidemic models
        Eric Stade, University of Colorado, Boulder

Apr 28  Project-based learning
        Rachel Levy, Mathematical Association of America

May 12  What mathematical knowledge improves high school math teaching?
        Yvonne Lai, University of Nebraska, Lincoln

May 26  Reliable classification of classroom practices using lecture recordings
        George Kinnear, University of Edinburgh
2020–2021

Sep 15  A touch of calculus: Shaking up the pre-requisite structure of college mathematics
         Rick Cleary, Babson College

Sep 29  Assessing students’ proofs online
         Chris Sangwin, University of Edinburgh

Oct 13  Creating accessible materials
         Rob Beezer, University of Puget Sound

Oct 27  Quantitative reasoning and intellectual need as design principles for instructional materials
         Jason Martin, University of Central Arkansas,
              Michael Tallman, Oklahoma State,
              Matt Thomas and Aaron Weinberg, Ithaca College

Nov 10  Welcoming freshmen to the world of mathematics
         Uri Treisman and Erica Winterer, University of Texas, Austin

Dec 1   A fun, engaging, and effective approach to teaching calculus
         Shay Fuchs, University of Toronto

Dec 15  Tuning up your remote mathematics teaching
         Maria Anderson, Westminster College

Jan 5   Meaningful, motivating online assessments
         Paul Bourdon, University of Virginia

Jan 19  The value of computational thinking in statistics education
         Jo Hardin, Pomona College

Feb 2   Mathematical proof, online assessment, and high school connections in first-year discrete mathematics
         Doug Ensley, Shippensburg University

Feb 16  Using inquiry and active learning in mathematics - and how COMMITs can help
         Christine von Renesse, Westfield State University

Mar 2   PrairieLearn: A flexible platform for writing randomized auto-grading questions
         Matt West, University of Illinois

Mar 16  Documents for teaching a lesson: Lecture notes and their production
         Vilma Mesa, University of Michigan

Mar 30  A course to prepare students for careers in business, industry, and government – PIC Math
         Michael Dorff, Brigham Young University

Apr 13  The Mathematical Inquiry Project
         Bus Jaco and Mike Oehrtman, University of Oklahoma

Apr 27  Mastery-based grading in higher education
         Silvia Huebach and Sharona Krinsky, Cal State LA

May 11  Onboarding instructors to an active-learning class
         Jason Siefken, University of Toronto