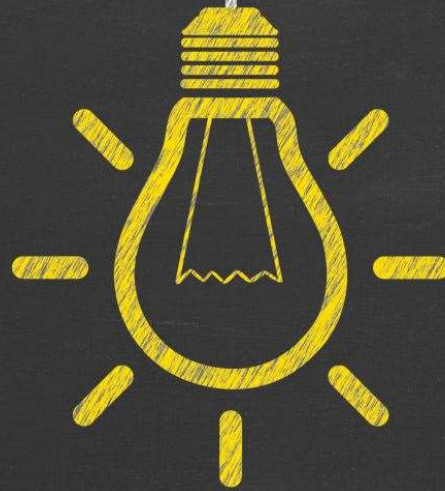




# Faculty Development Programs





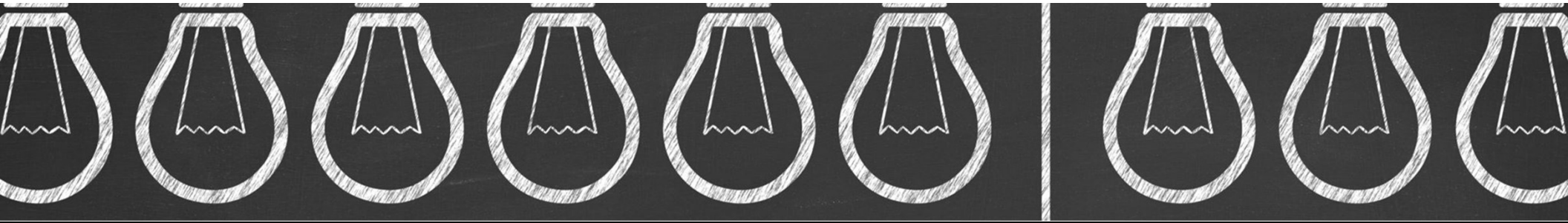


## Introduction of Panelists

Dr. Yao

Elizabeth  
Roan

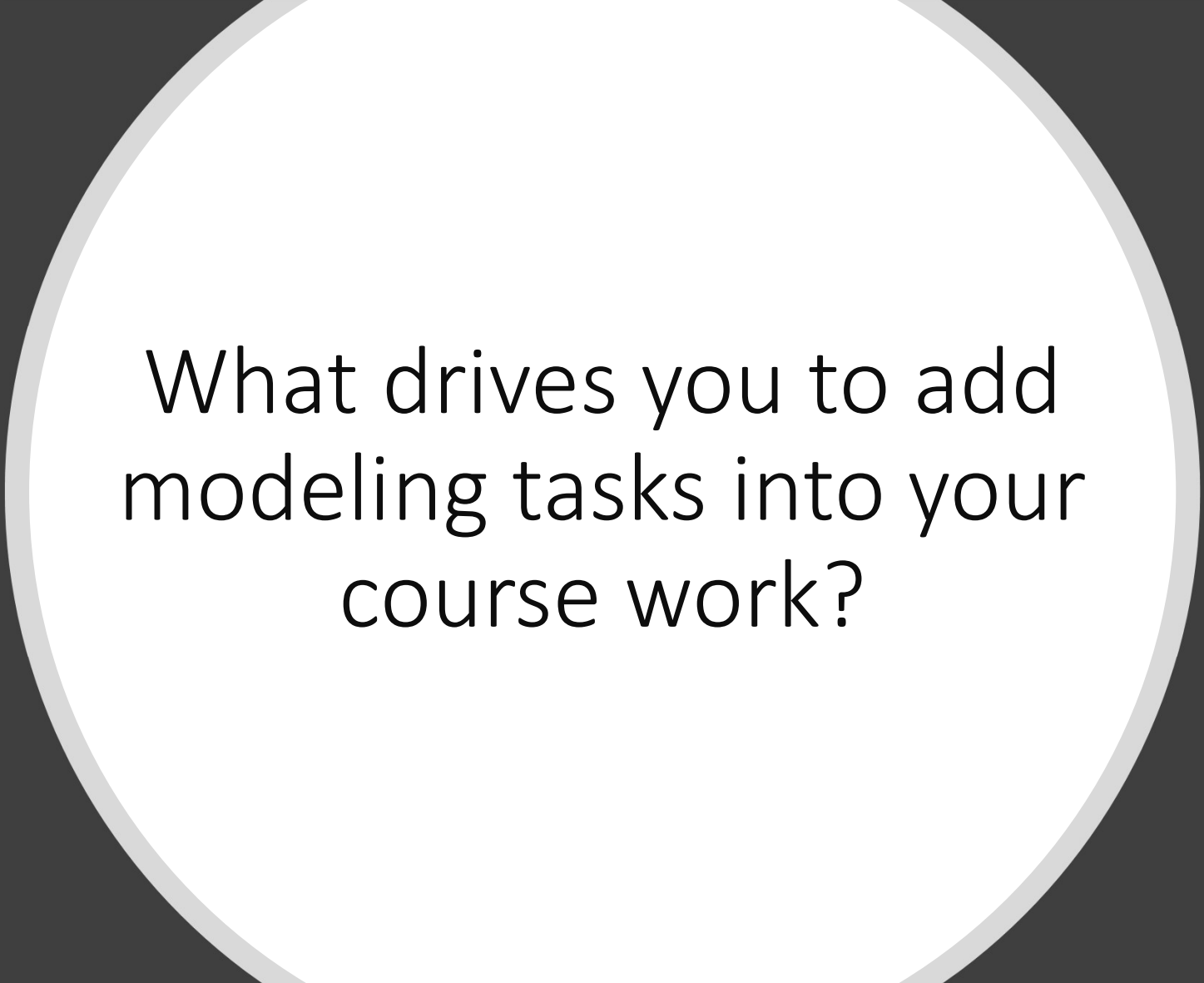




# Flow of the panel







What drives you to add  
modeling tasks into your  
course work?



## My hypothesis

Having positive, impactful experiences in mathematics might make one have a stronger resolve to implement modeling in classroom



Two  
Interesting  
Stories

Karter  
Economist

Parker  
Geologist



grant  
#1750813



## Karter Economist

Worked  
very hard  
to study  
math

Believes  
every  
student  
should learn  
modeling

Adamant  
about  
discussing  
modeling in  
his class

Focuses on  
motivating his  
students to  
learn the  
math

## Parker Geologist

Always  
found  
math to  
be easy

Believes  
every  
student  
should learn  
modeling

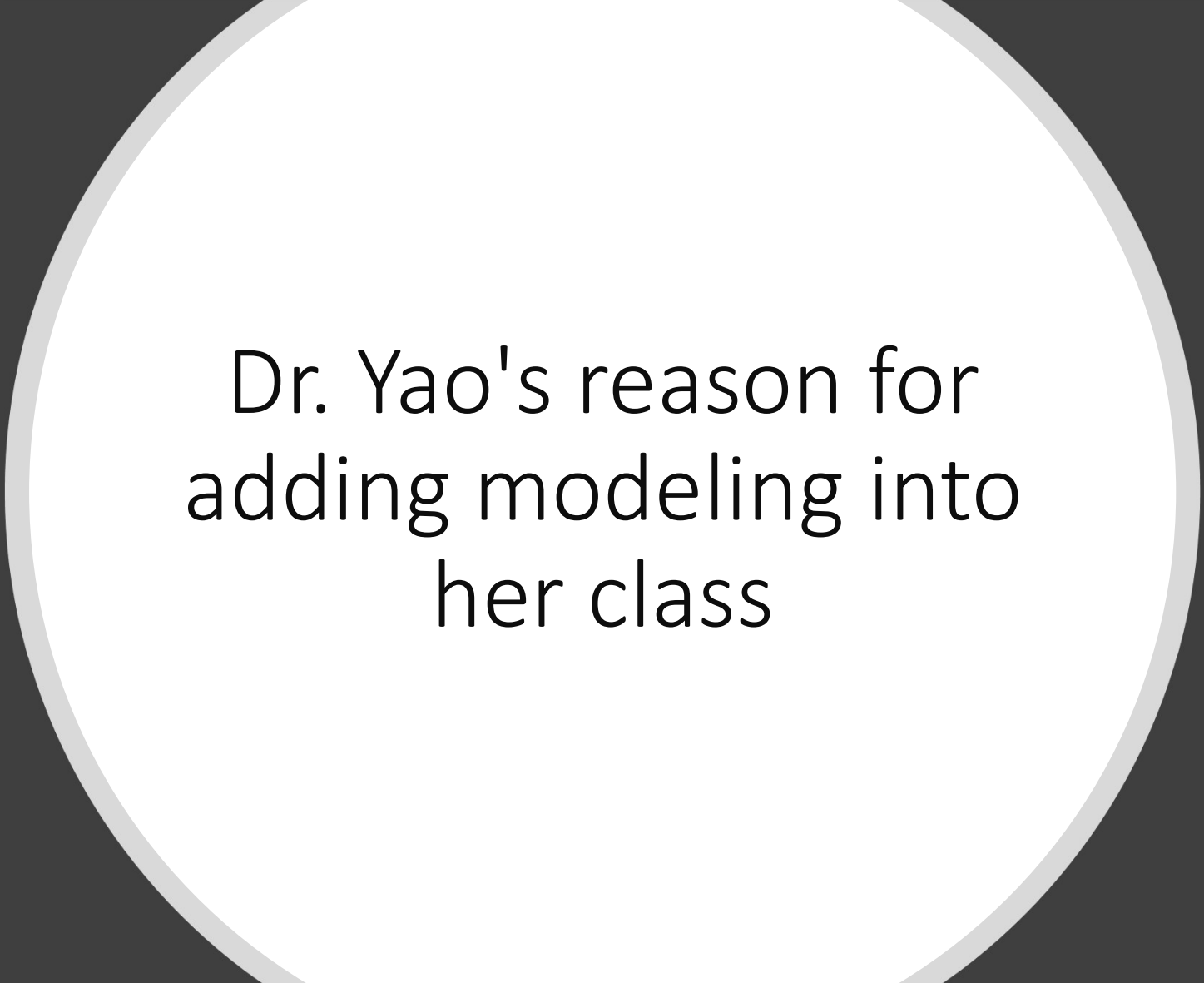
Seems  
resigned to  
not discuss  
modeling in  
his classes in  
depth

Focusses on  
the  
consequences  
of failing his  
class.



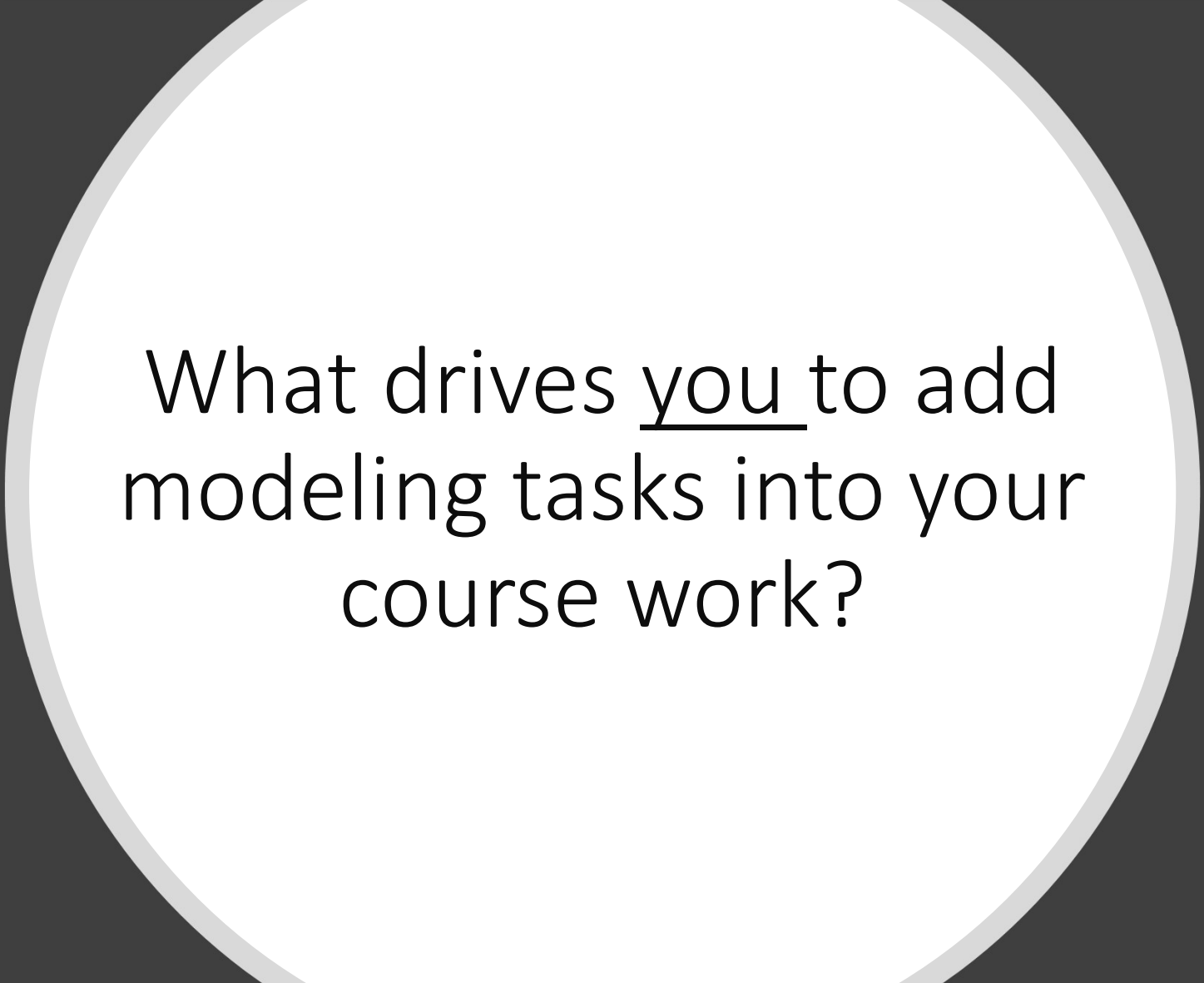
grant #1750813





Dr. Yao's reason for  
adding modeling into  
her class





What drives you to add  
modeling tasks into your  
course work?



What are some barriers you experience  
in adding modeling tasks?

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Mathematical preparedness seem to be a barrier to adding modeling tasks to the classroom.

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But what does mathematical preparedness mean?



Students  
need to  
know  
derivatives

Emerson  
Economist

Haven  
Psychologist

Students  
need to  
know  
algebra



grant  
#1750813



Some of the barriers Dr. Yao  
experienced when teaching  
modeling



What are some barriers you  
experience in adding modeling  
tasks?

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# How did you overcome those barriers?

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Alternatively, what would you have done differently?