

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

5-1-2020

Online Math FLC

Joyce Ahlgren
jahlgren@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Physical Sciences and Mathematics Commons](#)

Recommended Citation

Ahlgren, Joyce, "Online Math FLC" (2020). *Q2S Enhancing Pedagogy*. 166.
<https://scholarworks.lib.csusb.edu/q2sep/166>

This Other is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

Online Math FLC – Joyce Ahlgren – Reading Quizzes

As we transition to Semesters, for our Preservice Elementary School Teachers we are transitioning for the 4 courses we have now, Math 301A, Math 301B, Math 301C and Math 308 to three courses, Math 3011, Math 3012 and Math 3013. The Math 3011 course will have the content from Math 301A as well as a portion of Math 308.

Math 308 is a problem solving course in which the students do problems and are responsible in doing readings from “Powerful Problem Solving”. In the past I have taught Math 308 and I found my assignments were lacking. Previously I would ask the students to read a chapter and then we would discuss. It became apparent very quickly that no one had read the Chapter. Then I would ask them to make comments. I found their answers often did not make sense and often I could tell they had not read the chapter. That was very disappointing because the book is excellent. This quarter I would briefly highlight the items I felt important in the chapter not as much as I did previously.

One of my colleagues, Dr. Davida Fischman, suggested I give online quizzes. So I thought I may as well try. I gave them 3 quizzes on Chapters 2, 3 and 4. I would start with three fill-in the blank questions. Then I would ask them to pick an activity from the text and comment on the purpose of the activity. Then I would ask them to describe how the chapter spoke to them. I discovered very quickly most students actually read the material. It was also very obvious who had not. I have some of these students in the next course in the sequence and then mention the book often saying how much they enjoyed/enjoy it. I believe all it took was for them to read it. I do believe the Reading Quizzes were the reason they read the book.

Description

Instructions You may start this quiz on midnight morning, Thursday, January 23rd. The quiz will be stopped on midnight night, Monday, January 27th.

Good luck!

Multiple Attempts This test allows multiple attempts.

Force Completion This test can be saved and resumed later.

Your answers are saved automatically.

Question 1

1. We've always found that students blossom as math communicators when

_____.

2.5 points

Question 2

1. Also, most people like telling about their ideas, especially if they are going to be

_____.

2.5 points

Question 3

1. Students develop their "speak math" skills by

_____.

2.5 points

Question 4

1. Pick an activity you may use in your future classrooms. What was the purpose of the activity?

[Arial](#)

[3 \(12pt\)](#)

[Paragraph](#)

[Font family](#)[Font size](#)

 Mashups

Path: [p](#)

Words:0

2.5 points

Question 5

1. Why did you pick this activity?

[Arial](#)

[3 \(12pt\)](#)

[Paragraph](#)

[Font family](#)[Font size](#)

 Mashups

Path: [p](#)

Words:0

2.5 points

Question 6

1. How did this chapter speak to you?

[Arial](#)

[3 \(12pt\)](#)

[Paragraph](#)

[Font family](#)[Font size](#)

 Mashups

Path: [p](#)

Words:0

2.5 points

Click Save and Submit to save and submit. Click Save All Answers to save all answers.