

## Schedule Overview

Zoom links for all sessions will be shared via email to conference registrants  
All times listed in Central Standard Time (CST)

FRIDAY NIGHT	
5:45-6:00	<b>Welcome</b> by Milo Schield (NNN President)
6:00-7:00	<b>Keynote:</b> "Teaching a 'Calling Bullshit' course" by Carl Bergstrom and Jevin West, University of Washington

SATURDAY MORNING SESSIONS	
9:00-10:00	<b>First session</b>
10:15-11:15	<b>Second session</b>
11:30-12:30	<b>Third session</b>

SATURDAY AFTERNOON SESSIONS	
2:15-3:15	<b>First session</b>
3:30-4:30	<b>Second session</b>

SATURDAY AFTERNOON KEYNOTE	
4:45-5:30	<b>Keynote:</b> "Confounding, Multivariable Thinking and Interpreting Multiple Regression: Concepts and Examples" by Jessica Utts, University of California at Irvine

SUNDAY SESSIONS	
10:00-11:00	<b>First session</b>
11:15-12:15	<b>Second session</b>
1:00-2:30	<b>NNN Board Meeting</b>

**Friday, Feb 26**

<b>CST</b>	<b>Keynote Address and Discussion</b>
<b>5:45-6:00</b>	<b>Welcome</b> by Milo Schield (NNN President)
<b>6:00-7:00</b>	Teaching a 'Calling Bullshit' course Carl Bergstrom and Jevin West, University of Washington

## Saturday, Feb 27

### Morning Session 1 (Feb 27)

CST	Facilitated Discussion	
9:00-10:00	Making numerical literacy (NL), quantitative literacy (QL), and quantitative reasoning (QR) part of the origin story for a new high school Jason Makansi, Pearl Street; April Wiley, Steve Brown, and Sevi Wheatley, Desert Sage School Initiative	
	<b>Paper Presentation</b>	<b>Paper Presentation</b>
9:00-9:30	The interplay between data literacy and numeracy: Evidence from an online economics module Diego Mendez-Carbajo, Federal Reserve Bank of St. Louis	Does your first name affect your chances of being selected? Kostas Stroumbakis and Rommel Robertson, Queensborough Community College, City University of New York
	<b>Paper Presentation</b>	<b>Paper Presentation</b>
9:30-10:00	Videos with assessments to develop QR concepts and skills Gregory Foley and Michael Lafreniere, Ohio University	Hypothesis testing of the efficacy of Covid-19 vaccines Frank Wang, LaGuardia Community College of the City University of New York

### Morning Session 2 (Feb 27)

CST	Facilitated Discussion	
10:15-11:15	Is teaching quantitative reasoning worth the effort? Deependra Budhathoki and Greg Foley, Ohio University	
	<b>Paper Presentation</b>	<b>Paper Presentation</b>
10:15-10:45	Quantitative literacy/Statistical literacy/Quantitative reasoning/Data science: Fundamental components of the school curriculum Gail Burrill, Michigan State University	Promoting statistical literacy through experiential learning to non-STEM majors Amanda Ellis, University of Kentucky
	<b>Paper Presentation</b>	<b>Paper Presentation</b>
10:45-11:15	Connecting SL with social justice and human progress Mark Earley, Columbus State Community College	<i>Math for the People</i> : A textbook for teaching quantitative reasoning through social justice Mark Branson, Stevenson University; Whitney George, University of Wisconsin - La Crosse

**Morning Session 3 (Feb 27)**

CST	Facilitated Discussion	
11:30-12:30	Ethnomathematics, art, culture, and social justice John Jungck, University of Delaware	
	Facilitated Discussion	
11:30-12:30	Essential quantitative skills for quality and safe nursing practice Joan Zoellner, The Charles A. Dana Center at the University of Texas at Austin; Daniel Ozimek, Pennsylvania College of Health Sciences; Anna Wendell, Rivier University	
	Paper Presentation	
11:30-12:00	Quantitative reasoning: Skills for making decisions in an era of fake news Eric Gaze, Bowdoin College	
	Paper Presentation	
12:00-12:30	Lessons from Calling Bullshit: Using “mathematical essays” for quantitative literacy Erin Kiley, Massachusetts College of Liberal Arts	

**Afternoon Session 1 (Feb 27)**

CST	Facilitated Discussion	
1:15-3:15	Quantitative student support centers (All welcome!) Luke Tunstall, Trinity University; Eric Gaze, Bowdoin College; Özlem Elgün, DePaul University; Lin Winton, Carleton College	
	Facilitated Discussion	
2:15-3:15	Who benefits from Sweatshops? Looking at a social justice issue through a quantitative lens Debasmita Basu and Carol Overby, The New School	
	Paper Presentation	
2:15-2:45	Evaluating the effectiveness of applied numeracy courses Lisa Kuehne and Jimin Ding, Washington University in St. Louis	
	Paper Presentation	
2:45-3:15	Statistical illiteracy and Covid-19 Milo Schield, Augsburg University	

## Afternoon Session 2 (Feb 27)

CST	Facilitated Discussion	
3:30-4:30	Reading and responding to arguments "in the wild" Andrew Miller, Belmont University	
	Paper Presentation	Paper Presentation
3:30-4:00	Mathematics corequisite models at a Massachusetts State University Eileen Perez and Elizabeth Gilbert, Worcester State University	Student-generated data to address misconceptions and fallacies in introductory statistics Andrew Bulawa and Kostas Stroumbakis, Queensborough Community College, City University of New York
	Paper Presentation	Paper Presentation
4:00-4:30	Too many cooks in the QR kitchen? Leveraging interdisciplinary expertise in developing an alternative mathematics pathway Beverly Wood and Debra Bourdeau, Embry-Riddle Aeronautical University	Exploiting technology to adapt a QR course for a new reality Nadia Benakli and Ariane Masuda, New York City College of Technology, City University of New York

CST	Keynote Address and Discussion
4:45-5:30	Title: "Confounding, Multivariable Thinking and Interpreting Multiple Regression: Concepts and Examples" by Jessica Utts, University of California at Irvine

## Sunday, Feb 28

### Morning Session 1 (Feb 28)

CST	Facilitated Discussion	
10:00-11:00	How faculty support student quantitative skill development in online environments Melissa Eblen-Zayas, Carleton College; Laura Muller and Jonathan Leamon, Williams College; Sundi Richard, Davidson College; Ellen Altermatt, Ellen Iverson, and Kristin O'Connell, Science Education Resource Center	
	<b>Paper Presentation</b>	
10:00-10:30	How to write papers for Numeracy: An Editor's perspective Nathan Grawe, Carleton College; Michael Catalano, Dakota Wesleyan University	
	<b>Paper Presentation</b>	
10:30-11:00	Never miss a teachable moment: How to cultivate statistical literacy and time-management traits that foster success Marla Sole, Tamika Daley, and Mendel Batashvili, Guttman Community College, the City University of New York	

### Morning Session 2 (Feb 28)

CST	Facilitated Discussion	
11:15-12:15	The numeracy of self-assessment: Learned consequences and rich opportunities Edward Nuhfer, California State University; Steven Fleisher, California State University Channel Islands; Karl Wirth, Macalester College; Rachel Watson, University of Wyoming; Paul Walter, St. Edwards University; Christopher Cogan, Memorial University of Newfoundland; Lauren Scharf, U.S. Air Force Academy; Kali Nicholas Moon, Respect Academy; Cinzia Cervato, Iowa State University; Eric Gaze, Bowdoin College; Patrick McKnight, George Mason University; Matt Rowe, University of Oklahoma	
	<b>Facilitated Discussion</b>	
11:15-12:15	Connecting QL/SL/QR with Diversity, Equity and Inclusion (DEI) Larry Lesser, University of Texas at El Paso	

SUNDAY AFTERNOON		
CST	<b>NNN Board Meeting</b> OPEN TO ALL ATTENDEES	
1:00-2:30	Agenda to be shared ahead of meeting	