

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	Welcome by Milo Schield (NNN President)
6:00-7:00	Keynote: "Teaching a 'Calling Bullshit' course," by Carl Bergstrom and Jevin West, University of Washington

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

SATURDAY AFTERNOON SESSIONS	
2:15-3:15	First session
3:30-4:30	Second session

SATURDAY AFTERNOON KEYNOTE	
4:45-5:30	Keynote: "Confounding, multivariable thinking, and interpreting multiple regression: Concepts and examples," by Jessica Utts, University of California at Irvine

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

Friday, Feb 26

CST	Keynote Address and Discussion
5:45-6:00	Welcome by Milo Schield (NNN President)
6:00-7:00	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	
	Paper Presentation	Paper Presentation
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
	Paper Presentation	Paper Presentation
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	
	Paper Presentation	Paper Presentation
10:15-10:45	Quantitative literacy/Statistical literacy/Quantitative reasoning/Data science: Fundamental components of the school curriculum Gail Burrill, Michigan State University	Connecting SL with social justice and human progress Mark Earley, Columbus State Community College
	Paper Presentation	Paper Presentation
10:45-11:15	Promoting statistical literacy through experiential learning to non-STEM majors Amanda Ellis, University of Kentucky	<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	Report on the NNN/MAA QL/QR survey project Nadida Benakli, New York City College of Technology, City University of New York; Kathryn Knowles, Texas A&M-San Antonio; Andrew Richman, Boston 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	Confounding, multivariable thinking, and interpreting multiple regression: Concepts and examples 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	
	Paper Presentation	Paper Presentation
10:00-10:30	How to write papers for Numeracy: An Editor's perspective Nathan Grawe, Carleton College; Michael Catalano, Dakota Wesleyan University	The role of affect and cultural competency in explaining achievement gaps in the Quantitative Reasoning for College Science (QuARCS) Assessment Kate Follette, Soon-Young Shimizu, Sanlyn Buxner, and Erin Galyen, Amherst College
	Paper Presentation	Special Session
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	"Pop" talks from various presenters Facilitated by Kate Follette, Amherst College

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	
	Facilitated Discussion	
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	NNN Board Meeting OPEN TO ALL ATTENDEES	
1:00-2:30	Agenda to be shared ahead of meeting	