Congratulations Class of 2005!
By Shari Eng

The TIME 2000 program is often described as, “a great, big family.” As is the case in many families, graduation can be a bittersweet experience. As the school year comes to an end, we must say “good luck” and “best wishes” to the seniors. After they graduate in June, they will be moving out into the “real world,” the exciting world of teaching.

As the seniors reflected on their experiences in the TIME 2000 program, from the first day of classes to the late night lesson planning this year, Luis Saltos remarked that the TIME 2000 program expanded and modified his view on teaching. Rebecca Steiner said, “I learned there is a whole lot more to teaching than just getting up in front of the room full of people and talking about math.” Oi Shan Chi is eager to start teaching, and desires “to facilitate students” construction of their own meaning of mathematical concepts so they will develop conceptual as well as procedural understanding of mathematics.”

Her goal after graduation is to “become a reflective mathematics teacher, one who ultimately makes a difference to the students.”

When this year’s graduates were asked to describe their favorite TIME 2000 memory, many of them could not pinpoint one event. According to Oi Shan and Luis, “all TIME 2000 events are memorable.” Chana Silbergleit said, “TIME 2000 has helped me learn a lot about myself as a person and as a future mathematics teacher. What I will miss the most about TIME 2000 is all of my friends and the ‘family’ environment that Dr. Artzt has created.”

Saeed Chaudhry offered that, “TIME 2000 is a wonderful program. I have gained a lot of knowledge being a part of the program. It was such a wonderful time. I would never forget such a great family. Many thanks to the faculty and staff.”

The TIME 2000 family will miss the graduates and wishes them all the best for their future years in education. Congratulations and best wishes to Annie, Isaac, Marie, Michelle, Saeed, Oi Shan, Shayna, David, Caroline, Andrea, Ana, Luis, Chana, Vanessa, Wendy, Vidya and Rebecca! Remember your TIME 2000 family…we hope to see you at the Reunion dinner in January and at the Graduate Seminar in February!

LIMAÇON
By Kristina Vitale

On Friday, March 18, 2005, forty-six TIME 2000 students attended the Long Island Mathematics Conference (LIMAÇON) at SUNY College at Old Westbury. LIMAÇON is a professional conference at which mathematics teachers attend a one-day series of pedagogy workshops.

The LIMAÇON workshop that influenced me the most was called “Chances are…” which was presented by Randi Albertelli from Lawrence Public School. This was a great session which gave me wonderful ideas on how to teach probability to middle school students. We used probability to find the percentage of land and water on Earth. I enjoyed this presentation so much that I had to share it with my fellow TIME colleagues. Shari Eng and I presented this demonstration at the March 22nd TIME 2000 seminar. We showed our colleagues an inflatable globe and asked them how we can use this to teach mathematics. Some of the answers were to find the area of the globe; to find the circumference of the globe; to use a CBR to find the graph the globe creates when you bounce it. Then I gave the students a 5 x 10 grid with the earth stretched out on it. I asked them to estimate how many of the boxes consist of only land. Students determined the percentage of how much land, approximately, the Earth consists. Then, Shari and I used an experimental approach to compare their estimates. The students were divided into 4 groups. Each group tossed a globe around. When each person caught the globe, they were to tell where their right index finger landed: on land or water? After 25 trials, we multiplied the number of times their finger was on land by four and that gave us an approximate percentage of land on Earth. The four groups found between 30-35% of Earth is land and the actual is about 27-33%. This demonstration is a great approach to use when teaching students probability. The lesson involves hands-on activities with real life application which is an excellent way to motivate the students.

Another session I attended was presented by one of our very own TIME 2000 graduates, Scott Stahl, and his colleague Elizabeth Leippe. It was called “The Do’s and Don’ts of First Year Teaching.” I found it to be very helpful and interesting. We observed a mock interview where they went over some seriously tough questions. This helped me learn about what to expect when preparing for next year’s job interviews.

LIMAÇON is a great conference that I enjoy going to each year. Through my experiences with LIMAÇON, I will be able to bring better lessons into my classrooms!

Presenting the Wonderful Dr. Goodman...
By: Nicole Francipane and Kendal Jones

Dr. Arthur Goodman has been a professor of Mathematics at Queens College for the past 32 years. Many TIME 2000 students have had the honor and privilege of being in his calculus classes. Sadly for us, he is retiring this year. He will be greatly missed. Originally from Regensburg, Germany, Dr. Goodman attended City College as an undergraduate and graduated with a B.A. in Mathematics. As an Interim Graduate School of Science for his postgraduate work. Since his childhood, he always had the desire to become a teacher. He is retiring this year. He will be greatly missed.

Dr. Goodman and his wife have four children and six grandchildren plus one more on the way. He is moving with his wife to Bet Schemesh, Israel, to be near to two of their children. Although he is leaving Queens College, rest assured, he may continue teaching in Israel.

Dr. Goodman, along with his colleague Lew Hirsch, wrote a series of textbooks, which include, “Understanding Elementary Algebra” and “Understanding Intermediate Algebra”. Dr. Goodman is now in the process of completing a sixth edition to each book. He has also written “Precalculus- Understanding Functions.”

One of the many fond memories of his teaching career at Queens College is of a student that Dr. Goodman taught about five years ago. This student came from a culture where schooling for women was not a priority. Dr. Goodman helped her to realize that she could accomplish her dreams. She

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was determined to work hard and succeed. This young woman went on to medical school. Helping this student recognize that she was capable of doing more than she thought possible was an amazing experience for Dr. Goodman.

Dr. Goodman had kind words to say about his TIME students: “They are conscientious and hard working and I very much enjoyed teaching them. I wish all of TIME a lot of luck as they transfer from the back of the classroom to the front.”

The best advice Dr. Goodman has for future TIME students: “Know your stuff. You can’t bluff your way through teaching. You must come to class with the attitude that your students are struggling like you may have struggled with something in the past. You need to put yourself in their shoes and try to teach the material from their point of view.”

To Dr. Goodman: you are an amazing teacher. Many of us hope to follow in your footsteps. On behalf of TIME 2000, we wish you the best of luck in your future endeavors! We will miss you!

WHAT? YOU WANT TO BE A MATH TEACHER?

By Sahel Kapoor

As a mathematics education student, I hear the above questions day in and day out. In today’s society, people are constantly bombarded with math paranoia. There has been an upsetting paradigm shift which asks all women, men and children to accept defeat to the monsters of Algebra! Geometry! Trigonometry! It seems to be acceptable to do poorly in mathematics, and that mathematics is reserved for those geniuses with long white hair, large noses and thick glasses. Only such nerds can comprehend the deep secrets of the laws of mathematics and it is their job to find the meaningful applications to the real world. Ordinary people have no business even trying to understand such mathematics. They should just accept that what the teacher told them is true, and since it’s going to be on the Regents Exam they better learn how to get the answer.

If these incorrect ideas are not eliminated from the minds of students, teachers, and parents, mathematics cannot be taught the way it is meant to be taught. A good mathematics lesson is designed to spark curiosity and to make students think. However, students have been brainwashed by endless messages from home and the media that doing poorly in math is the norm. Parents may think that they are comforting their children by saying, “Oh, it’s ok if you are not good in math. I wasn’t good either.” Matt Lauver recently announced on NBC’s “Today” show that he was never good in Algebra. These same adults would not be proud to say, “I can’t read,” but seem happy to flaunt their inability to understand mathematics.

Though not many students realize it, they have witnessed mathematics in their daily routines. Watching television, most people have come across commercials claiming that 8 out of 10 dentists recommend a certain toothpaste. A common misconception is that 80% of the U.S. dentists recommend this toothpaste, which is completely misleading to viewers. What this really means is that in a random sample of ten dentists, eight recommended this toothpaste. If it were 80% of U.S. dentists, that would mean that every single dentist in the U.S. had to have been questioned about their favorite toothpaste, which is not the case. By understanding simple probability and statistics, people can make informed decisions about the products they buy.

An elementary knowledge of mathematics is essential to make informed financial decisions. For instance, most people have aspirations to be able to balance their own checkbook, buy a car, own a house, etc; all of these things require a good understanding of basic mathematics. When people hear advertisements such as, “Interest rates are lower than ever! Only 6.75%!” they may not realize that for a 30 year loan, they may pay close to double the principle borrowed. Unfortunately, very few young adults, especially high school students, really understand such a statement.

Mathematics is often used to manipulate consumers into making costly generalizations about products and services. Instead of overlooking and tolerating weak mathematical skills, teachers and parents must show students the mathematics in everyday life and the relevance of mathematics to their lives. Beyond the practical applications of mathematics, students can find mathematics enjoyable when taught properly. Teachers, parents, and students should realize that, “Mathematics is not a spectator sport!”

From a Mathematics Teacher to a Leader in the Field

By Mamadou Diallo

When I first joined the TIME 2000 program in the spring of 2003, the highest expectation of myself was to become a mathematics teacher. However, as a member of TIME 2000, I have come to understand that one’s expectations is no limit to what one can expect to be. The question is rather how far is one willing to explore and exploit the endless opportunities that this program has to offer.

Every year TIME 2000 sends a team of its students as speakers to mathematics education conferences, specifically designed to deepen educators’ mathematical understanding so that they can effectively meet student’s needs. This past April, I had the honor and the opportunity to be part of the team that spoke at the 2005 Annual National Council of Teachers of Mathematics (NCTM) Conference in Anaheim, California. The team consisted of two TIME 2000 graduates who are now teaching (Tara S. Wachtier and Georgia Tzortzatos, both at Herricks Middle School), a TIME 2000 senior (Rebecca Steiner) and myself, a current junior in the program. Thanks to TIME 2000, my fellow presenters had experienced presenting at past conferences. On the other hand, I was the only person on the team who had not had a taste of what it’s like to lead a presentation at a conference.

We led a presentation titled, “Effective Tutoring Strategies.” My team members and I started the project by first identifying students’ frequent areas of confusion in algebra and geometry. We were able to easily accomplish this task based on our prior tutoring experiences. Next, we used our findings to develop research-based strategies for tutoring students that could help eradicate the recurrent mistakes.

Through the development of this project I felt that I was advocating and representing a good cause. It gave me the opportunity to process and put forward some of the knowledge that I have gathered over three years of tutoring and turn it into useful information that many people can benefit from.

I have begun to see myself as a front-runner for something important. With this realization I have started to develop some of the basic skills associated with such responsibilities. An important thing that I have learned is that being a leader, in any field, requires good interpersonal skills. Working with my team members and being part of this honorable event gave me the chance to develop and apply these skills. At the conference, I interacted with people from all over the world. The thing that amazed me the most was that the power and the beauty of mathematics is what brought such a great number of people together. My dedication to being a mathematics teacher and future leader in the mathematics field grew even stronger after interacting with all of these people with whom I share common interests and strong dedication. Going to California and speaking at the NCTM conference certainly motivated me beyond my own expectations and growth to my full potential. My goals have been readjusted to being not only a mathematics teacher but to being a leader in the field as well!

TIME 2000 collaboration with LAMS is featured in the May 2005 issue of Mathematics Teacher in an article written by Frances Cucio, Alice Artzt, & Merna Porter

Congratulations to:

Dr. Alice F. Artzt on being recognized for her contributions to Queens College. She will be receiving the Q award at the upcoming QC Gala on June 2, 2005.

Dr. Arthur Goodman on his retirement!

The newly elected officers of MT4: Illyse Baum (President), Michael London (Vice President), Jessica Mercado (Secretary), Reanna Boodoo (Treasurer). [picture provided below from left to right]

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