Where are we on the mathematics and statistics education hype curve?
Où en sommes-nous sur la courbe d'hype de l'enseignement des mathématiques et des statistiques ?
(Org: **Andie Burazin** (University of Toronto Mississauga) and/et **Diana Skrzydlo** (University of Waterloo))

SAMANTHA-JO CAETANO, University of Toronto
Using student feedback to tailor your teaching.

In recent years, there has been a large development of new and exciting tools to implement in our math and statistics classrooms. Implementation of these tools are not always smooth and so it might be good to have measures in place to ensure that the tool is working well for both student engagement and learning. In this talk I will chat about different ways to collect student feedback and use it to implement, pivot and navigate your courses in order to check that new features to your course are working as intended.

JULIE JENKINS, McMaster University

DIANA SKRZYDLO, University of Waterloo
Discussion and Next Steps

We'll have time for a lively discussion about what we've seen and heard, and think about what we can look into in the future.

AMANDA HARSY, MARIE MEYER, MICHAEL SMITH, CARA SULYOK, Lewis University
Grading with a Growth Mindset

Instructors can support student development by encouraging and recognizing students for their growth in learning and by using assessment practices that support the idea that through practice and effort concepts can be understood. Growth grading systems, often referred to as mastery grading, are alternative assessment techniques that professors have implemented to support a growth mindset of learning. This talk will provide an overview of growth-based grading systems such as mastery grading, standards-based grading, and specifications grading, as well as results from a multi-institutional study analyzing the impacts of this growth grading system. Throughout our collaboration, we have been surveying students at the beginning and end of the semester regarding their attitudes about mathematics and learning as well as test anxiety and growth mindset. We will discuss this study along with other noteworthy research results related to using these alternate assessment methods.

PETER TAYLOR, Queen's
How are we doing?

The question I want to ask first is what am I teaching and why am I teaching it. And only then am I ready to ask how I am teaching it and how well is it working. And I guess my experience of moving from the "what" to the "how" is somewhat organic, in that I can only think about the how in the context of the what, though of course that still leaves lots of room for imagination. And how well is it working? Well I guess I ask my students, and then also myself! I'll give some examples.

DAN WOLCZUK, University of Waterloo
Fact, Fiction, or Fad?

As we seek to improve teaching and learning in mathematics and statistics, we encounter a constant stream of innovative ideas. For any of these ideas, it is generally easy to find some sources that support them and some other sources that refute them. Thus, evaluating whether these methods will be effective for our students is a challenging endeavor.

In this presentation, I will discuss a strategy for determining if an educational approach is fact, fiction, or fad. I will also share what I've learned after having applied this strategy over the last 7 years.