

**AMATYC  
34<sup>th</sup> Annual Conference**

**Math to GO**

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Session T3H  
Thursday, November 21, 2008  
10:50-11:05 am  
Jefferson East  
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This session provides an overview of the podcasts project for both traditional and online math classes.

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Why do you podcast?

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I am a very successful classroom math instructor. In 2001, I piloted and developed online math courses. Now I teach two online math courses every semester, including summer.

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I post lecture notes in the course website as an additional resources. I was constantly looking for ways to transfer my classroom delivery to online delivery.

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The IT department has the vision for the faculty at the college. They initiated the podcast pilot project.

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When I heard about the podcasting pilot project, I jumped immediately to sign up. To tell the truth, I did not even know what was podcasting nor had seen an ipod.

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How did you choose the format of the podcast?

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To design the right podcast to deliver my lectures was a long thought process. I had to consider the longevity of the availability of podcasts, how it should be delivered, whom it should be delivered, and the courses.

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I decided to podcast mathematics in a generic form without making specific reference to a book using audio and worksheets. This will serve a broader audience and wider student population. The courses are Intermediate Algebra, College Algebra, and Applied Calculus for Business.

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How do you use podcasts with your students or in your courses?

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I uploaded all audio lectures and lecture notes in the online course websites.

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The podcasts will be resources for my traditional and online students.

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I also gave permission to the IT department to upload my podcasts in the public domain. I was the first faculty to give public access to my podcasts. It was the right decision.

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How much work you had to do in order to get the podcasts going?

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I am not quite sure how to answer this question. I spent at least 200+ hours per course in audio recording using the ipod, developing and revising worksheets, file renaming, file upload and management.

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How often are the students accessing and using the podcasts?

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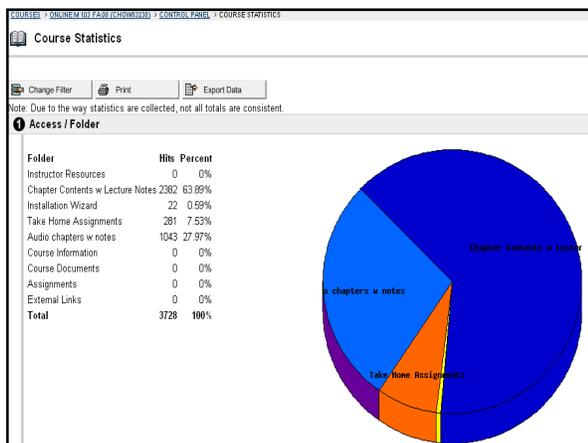
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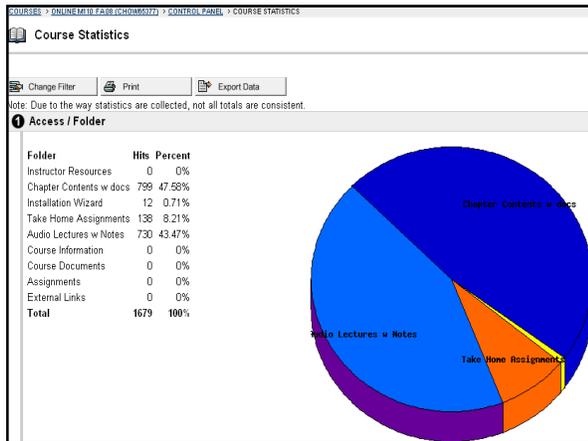
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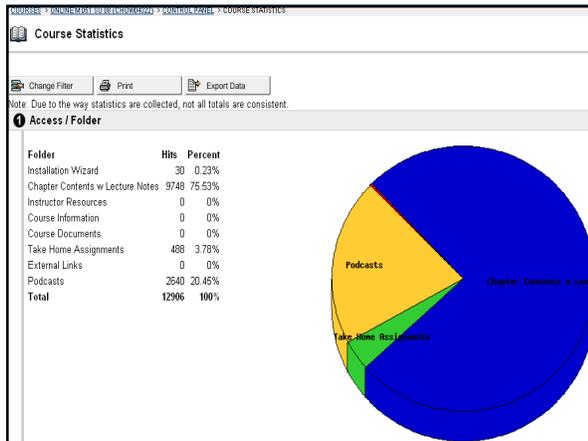
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What is the success rate?

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College Algebra, Fall 2008  
21 – initial enrollment  
3 withdrew within three weeks  
1 switched to a traditional class  
2 withdrew after the third week  
2 are failing  
1 is doing nothing  
12 remaining are doing well

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Applied Calculus, Fall 2008  
7 – initial enrollment  
1 withdrew within three weeks  
1 withdrew after the third week  
1 is failing  
4 remaining are doing well

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Thank you for attending this presentation

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