INTRODUCING NUMERACY

Strategies for Success

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Hostos QR fellows
Workshop Agenda

• Introductions: what do you hope to learn today?
• QR/QL/Numeracy Overview
• Developing a QR activity
  – Initial Considerations
  – Anticipating Challenges
  – Best Practices
  – Troubleshooting
QR, QL, Numeracy ...

• Using “the power and habit of mind to search out quantitative information, critique it, reflect upon it, and apply[ing] it in ... public, personal, and professional [life].” (National Numeracy Network, vision statement)

• Low levels of QL among college graduates, but we are drowning in quantitative data

• Promotes critical thinking and comfort with quantitative information
More Rock (1950s)

• Rock as the neigh-inevitable result of economic integration and the rise of the radio.
• Much of what we call “Early Rock” is actually R&B covers.
• Early rock was lyrically, musically simple.
• Same song structure as country blues.
• Cars, girls, adventure.
• Lyrics were 'cleaned up' in Rock covers of R&B, so as not to offend middle-class listeners.
Initial Considerations

• Relevance
  – How does a QR activity fit with the larger lesson? Unit?
  – What does the QR activity demonstrate that a lecture/qualitative activity does not?

• Support
  – What information/materials will students need to succeed?
  – How will you anticipate/address obstacles students might face?
• Elvis Presley, *Elvis Presley* (1956)

• The Rolling Stones, *England's Newest Hitmakers* (1964)

• The Yardbirds, *Having a Rave Up with the Yardbirds* (1966)

• The Animals, *The Animals (US album, 1964)*
Anticipating Obstacles

What kinds of challenges might our students face when confronted with a QR activity?

• Aversion/resistance to “math”
• (Lack of) English fluency
• Weak mathematical knowledge
Developing a QR Activity

Best Practices:

– Low-risk (in terms of grading)
– Significant
– Relatable (larger context and application)
– Collaborative (group work; interdisciplinary; involving critical reading/writing)
– Flexible
– More than one (?)
When Things Don’t Go As Planned ...

• Don’t panic!
• Prioritize components of an activity to get to the most important part(s)
• Allow extra time (when possible)
• Demonstrate/model quantitative skills if students are struggling with the math
• Revisit the activity (or a similar one) to map student improvement
Further resources

• Our QR Initiative page, accessed through the CTL Commons website

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