Mentoring Program

Fall 2002
MATH 24 DE, MATH 24, MATH 25

Post-Mentoring Narrative Description

Technology: MATH 24 DE, Applied
MATH 24, Enhanced
MATH 25, Enhanced

Instructor: Mavis Hara

Course: MATH 24 DE Elementary Algebra I
MATH 24 Elementary Algebra I
MATH 25 Elementary Algebra II

Course Descriptions (pre-mentoring description):
MATH 24 DE, 24 is an introduction to basic algebra topics. MATH 24 is the first course in a
two-semester sequence of Elementary Algebra courses. Instruction includes units on
operations with signed numbers, linear equations and inequalities in one variable, the
coordinate plane, and linear systems in two variables. A scientific calculator is required.

MATH 25 is a continuation of basic algebra topics. MATH 25 is the second course in a two-
semester sequence of Elementary Algebra courses. Instruction includes units on exponents,
polynomials, factoring, rational expressions and equations, radical expressions and
equations, and quadratic equations. A scientific calculator is required.

Technology Goal Through Mentoring (pre-mentoring description):
Linda would like to enhance her skills in web page design. Because her courses entail a lot of
paperwork, she wants to create a website for all of her students to access these documents.
These documents include handouts, syllabi, and worksheets. Before creating a website, Linda
will work to convert her documents into digital artifacts through scanning. She will also learn
to create and convert documents to a PDF format to be used for her website.

Finally, Linda would like to enhance her Power Point skills. As part of the course orientation
for students, Linda wants to be able to present information in an organized way so the
students do not feel overwhelmed. However, she wants to enhance her technical skills so that
it would be beneficial to both her and her students.

Faculty Mentoring:
Linda uses Microsoft Word to create any type of documentation, including syllabi for her
courses. She is an avid user of both IE and Netscape since she does teach an online course. In
addition to this, she also uses Microsoft Excel to manage her grade book. Linda also uses
EXP, an application to create math worksheets. Email is used as a primary means of
communication outside of class between Linda and her students.

Although Linda is an avid learner when it comes to technology, she is apprehensive about
the time it takes away from the learning of mathematics. The use of technology is supposed
to enhance the learning process, however for those with undeveloped technical skills, the
learning/teaching process of learning a new protocol for communicating proper mathematics
may prove overwhelming.

Linda has taken many of the workshops offered on campus to increase her technology skills.
These workshops include Microsoft Word and Excel, Graphics for the Web, and Web page
development. She is comfortable using both PC and Macs.

Linda met on a regular basis to learn new skills. A lot of time was spent trying to convert EXP
files into a format that would be viewable and downloadable at a website. No satisfactory
method was uncovered. Alternate applications were explored to generate math worksheets. No satisfactory alternative was found. Linda continues to use EXP.

Linda learned to use Netscape Communicator to generate html pages and created a gateway website for her math courses. The website consists of links to resources for her math courses, and general instructor contact information.

Linda also reviewed her PowerPoint skills and learned to incorporate images into her slides. Image scanning skills were learned and basic image editing was covered. A presentation was created highlighting her attendance at the national AMATYC conference. This presentation will be used at a local meeting of math instructors from across the state.

Pre-Mentoring Student Technology Use:
MATH 24 DE
• Communicates to instructor via email
• Access WebCT course via web browser
• Access independent learning exercises via CD-ROM
• Access worksheets, examples, assignments and quizzes at PHIM website

MATH 24, 25
Students communicate to instructor via email.

Post-Mentoring Student Technology Use:
MATH 24 DE
• Communicates to instructor via email
• Access WebCT course via web browser
• Access independent learning exercises via CD-ROM
• Access worksheets, examples, assignments and quizzes at PHIM website
• Access DE course related resources online

MATH 24, 25
• Communicate to instructor via email
• Access course related resources online

Faculty Comments:
"I have been teaching mathematics at Kapi‘olani Community College for over 30 years…from the days of ditto machines (purple copies) and white chalk dust all over my hands and clothes. For many years I resisted the move to technology and my fears were somewhat validated. I still contend that technology has brought me more work than having made my work easier.

However, I have recently actually taught an online Math 24 section. I couldn’t be as responsive to request for input, including sending attachments, as I was without email. Witnessing the presentations and demonstrations of others using Power Point, spreadsheets, etc., I have been challenged to prepare or update several lessons and materials (handouts).

The Lei Aloha Grant provided the INCENTIVE! Working one-on-one with mentor Jacie Moriyama was especially helpful and fun. Like a typical student I needed the quick turn around responses to my questions. And more, importantly, I needed the prearranged meetings to provide the impetus to actually produce something to have ready to show Jacie. Since Jacie’s departure from KCC, my work was dormant.

Reconnecting with a mentor, now Karl Naito, has me again focused. Again, there is the need to be prepared either with some project or questions. For example, I am currently working on a Power Point presentation describing my recent experience at the national AMATYC conference. This involves the process of learning to scan hard copy pictures all the way to inserting them into the slides.

What the future holds seems unlimited at this time…except for time, the time to plan and coordinate my various forays into the technological “forest”. It is the teacher in me that is..."
telling me to focus on one skill, maybe two, to imbed it into my long-term memory and make it part of my everyday unconsciousness...in the same way I’ve come to embrace emailing.”