

## Schedule Overview

All events are held in Wells Hall, unless otherwise noted

FRIDAY NIGHT	
3:45-4:45	<b>On-site registration:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing
4:45-5:30	<b>Reception</b> (light refreshments): 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing
5:45-6:00	<b>Welcome</b> by Eric Gaze (NNN President), Doug Estry (MSU), and Vincent Melfi (MSU), Wells Hall, B122
6:00-7:00	<b>Keynote:</b> "Quantitative Literacy Should Not Be Optional" by Gail Burrill, Wells Hall, B122
7:00-9:00	<b>Dinner</b> (Paid attendees only): Crossroads Dining Hall, International Center

SATURDAY MORNING SESSIONS	
8:00-9:00	<b>Light refreshments:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing
9:00-10:00	<b>First session:</b> Wells Hall, A-Wing Rooms
10:15-11:15	<b>Second session:</b> Wells Hall, A-Wing Rooms
11:30-12:30	<b>Third session:</b> Wells Hall, A-Wing Rooms
12:45-2:00	<b>Lunch</b> (included with registration): Wells Hall B210/310

SATURDAY AFTERNOON SESSIONS	
2:15-3:15	<b>First session:</b> Wells Hall, A-Wing Rooms
3:30-4:30	<b>Second session:</b> Wells Hall, A-Wing Rooms

SATURDAY AFTERNOON KEYNOTE	
4:45-5:30	<b>Keynote:</b> "Innumeracy in the Lab and in the Wild," by Ellen Peters, Wells Hall B122

SUNDAY SESSIONS	
9:00-10:00	<b>Light refreshments:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing
10:00-11:00	<b>First session:</b> Wells Hall, A-Wing Rooms
11:15-12:15	<b>Second session:</b> Wells Hall, A-Wing Rooms
1:00-2:30	<b>NNN Board Meeting:</b> Wells Hall B243

<b>FRIDAY AFTERNOON</b>	
<b>3:45-4:45</b>	<b>On-site registration:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing
<b>4:45-5:30</b>	<b>Reception</b> (light refreshments): 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing

<b>Keynote Address and Discussion: Wells Hall B122</b>	
<b>5:45-6:00</b>	<b>Welcome</b> by Eric Gaze (NNN President), Doug Estry (MSU), and Vincent Melfi (MSU)
<b>6:00-7:00</b>	Quantitative Literacy Should Not Be Optional Gail Burrill, Michigan State University, President of the International Association for Statistical Education

<b>FRIDAY EVENING</b>	
<b>7:00-9:00</b>	<b>Dinner</b> (Paid attendees only): Crossroads Dining Hall, International Center

<b>SATURDAY MORNING</b>		
<b>8:00-9:00</b>	<b>Light refreshments:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing	
<b>Facilitated Session #1: Wells Hall A116</b>		
<b>9:00-10:00</b>	Quantitative Literacy and Global Warming Jeffrey Bennett, Big Kid Science	
<b>Presentation: Wells Hall A118</b>		
<b>9:00-9:30</b>	How to Write papers for <i>Numeracy</i> : The Editor's Perspective (Repeated at 2:45) Nathan Grawe, Carleton College, and Michael Catalano, Dakota Wesleyan University	
	<b>Paper Presentation: Wells Hall A118</b>	<b>Paper Presentation: Wells Hall A124</b>
<b>9:30-10:00</b>	Quantitative Reasoning Course: Resources and Challenges Nadia Benakli and Ariane Masuda, New York City College of Technology	Assessing Perceived Ability and Attitude in a Quantitative Literacy Course Becky Matz, Nicholas Rekuski, and Rachael Lund, Michigan State Univ.
<b>Facilitated Session #2: Wells Hall A116</b>		
<b>10:15-11:15</b>	Quantitative and Scientific Literacies: Collaborations Driving Gen Ed Curricular Reform Rachael Lund, Vince Melfi, Gabriel Ordng, and Luke Tunstall, Michigan State University	
	<b>Paper Presentations: Wells Hall A118</b>	<b>Paper Presentations: Wells Hall A124</b>
<b>10:15-10:45</b>	Using the Gini Coefficient and Other Measures of Inequality in a Quantitative Literacy Context Michael Catalano, Dakota Wesleyan University	An Inclusive Framework for QR McKenzie Lamb, Ripon College
<b>10:45-11:15</b>	Quantitative Literacy (QL) and <i>Numeracy</i> : A Discipline-Based Education Research Perspective from the Geosciences Meghan Cook and Victor Ricchezza, University of South Florida	Knowing Self or "Unskilled and Unaware of It?" How Numeracy Contradicts the Behavioral Sciences' Consensus About Human Self-Assessment Ed Nuhfer, University of Wyoming
<b>Facilitated Session #3: Wells Hall A116</b>		
<b>11:30-12:30</b>	Using Data Nuggets to Facilitate Quantitative Reasoning in Science May Lee, Elizabeth Schultheis, and Melissa Kjelvik, Michigan State University	
	<b>Paper Presentations: Wells Hall A118</b>	<b>Paper Presentations: Wells Hall A124</b>
<b>11:30-12:00</b>	Numeracy Skills Needed for QR Success in General Chemistry Deborah R. Walker, The University of Texas at Austin, and Diana Mason, University of North Texas	Toward an Integrated and Collaborative QR Teaching Model in SOC 101 Sarah L. Hoiland and Felipe Pimentel, Hostos Community College
<b>12:00-12:30</b>	Collaborative Quantitative Literacy Projects in an Intermediate Macroeconomics course and in a First-Year Seminar Maria Fung, Worcester State University	The Quantitative Literacy Demands of Nonfiction Texts Used in ELA Classrooms Ellen Agnello, The University of Connecticut

SATURDAY AFTERNOON	
<b>12:45-2:00</b>	<b>Lunch</b> from Grand Traverse Pie Company, and brief remarks from Eric Gaze and Nathan Grawe: Wells Hall, B210/310

Facilitated Session #4: Wells Hall A116		
<b>2:15-3:15</b>	Building Information Literacy Practices into Numeracy Instruction: A Student-Centered Investigation into College Access Ander Erickson, UW Tacoma	
	<b>Paper Presentation: Wells Hall A118</b>	<b>Paper Presentation: Wells Hall A124</b>
<b>2:15-2:45</b>	QL Conceptualization—From Theory to Classroom David Deville, Northern Arizona University	Numeracy Proxies and Practices: Studies in Approximations of the "Real" Luke Tunstall, Michigan State University
<b>2:45-3:15</b>	How to Write papers for <i>Numeracy</i> : The Editor's Perspective (Repeated at 9:00) Nathan Grawe, Carleton College, and Michael Catalano, Dakota Wesleyan University	Quantitative Reasoning for High School Juniors and Seniors Greg Foley, Ohio University

Facilitated Session #5: Wells Hall A116		
<b>3:30-4:30</b>	Learning Data Science at the Library: Lesson Plans on Data Literacy Skills Charissa Jefferson, California State University-Northridge, Diego Mendez-Carbajo, Illinois Wesleyan University, Katrina Stierholz, Federal Reserve Bank	
	<b>Paper Presentations: Wells Hall A118</b>	<b>Paper Presentations: Wells Hall A124</b>
<b>3:30-4:00</b>	Mississippi Semester: New Social Justice Approach to Teaching Empirical Reasoning in Context Premilla Nadasen, Fatima Koli, Alisa Rod, and David F. Weiman, Barnard College	Quantitative Assessment for New Students: Effectively Measuring QL Across the Curriculum Matt Brown, Earlham College
<b>4:00-4:30</b>	The Quantitative Reasoning for College Science (QuarCS) Assessment: Emerging Themes from 5 Years of Data Kate Follette, Amherst College	The Promises of Numeracy and the Potential to Overpromise Jeffrey Craig, University of Arizona

Keynote Address and Discussion: Wells Hall B122	
<b>4:45-5:30</b>	Innumeracy in the Lab and in the Wild: A Focus on the Efficacy and Action of Subjective Numeracy Ellen Peters, Ohio State University, Director of OSU's Cognitive and Affective Influences in Decision Making Lab (CAIDe)

SUNDAY MORNING		
<b>9:00-10:00</b>	<b>Light refreshments:</b> 1 <sup>st</sup> floor Lobby, Wells Hall B-Wing	
<b>Facilitated Session #7: Wells Hall A116</b>		
<b>10:00-11:00</b>	A Mathematics and Social Justice Course: What Could Its Curriculum Be? Hyman Bass, Elena Crosley, and Matthew Dahlgren, University of Michigan	
<b>Paper Presentations: Wells Hall A118</b>		<b>Paper Presentations: Wells Hall A124</b>
<b>10:00-10:30</b>	Data Literacy—A Piece of the QL Puzzle? Mark Isaacson, Augsburg College	Emerging Issues in Mathematics Pathways Connie Richardson, Charles A. Dana Center
<b>10:30-11:00</b>	Teaching Quantitative Literacy to Non-Traditional Students with Math Anxiety Nicholas Rekuski, Michigan State University	Visualizing Outlier Analysis to Detect Gerrymandering with an Agent-Based Model Anne Yust, Eugene Lang College at The New School
<b>Facilitated Session #8: Wells Hall A116</b>		
<b>11:15-12:15</b>	Applying Genre Theory and Žižekian Philosophy to Explore the Possible Evolution of Quantitative Reasoning David Bowers, Michigan State University	
<b>Paper Presentations: Wells Hall A118</b>		<b>Paper Presentations: Wells Hall A124</b>
<b>11:15-11:45</b>	Using Survey Research to Teach Quantitative Reasoning Esther Wilder, Lehman College and the Graduate Center (CUNY), Dahlia Remler, Baruch College and the Graduate Center (CUNY)	What Can Cognitive Demand Help Us Learn About QL Tasks? Kathryn Appenzeller, Michigan State University
<b>11:45-12:15</b>	The Scanlon Effect: Reducing adverse outcomes tends to increase race-based disparities Milo Schield, Augsburg College	Quantitative Literacy Skills Across Disciplines in Community College Education Monika Sikand, Bronx Community College of the City University of New York
SUNDAY AFTERNOON		
<b>NNN Board Meeting</b> , Wells Hall B243 OPEN TO ALL ATTENDEES		
<b>1:00-2:30</b>	Acknowledgements: Eric Gaze, President Treasurer's Report: Marc Isaacson, Secretary/Treasurer Marketing/Web Report: Milo Schield, VP Business: Old and New: Eric Gaze, President	