The trend towards teaching mathematics for understanding rather than specialization received much feedback for course improvement.

Teaching mathematics for understanding requires students to be engaged in activities that promote discovery and exploration. These activities include in-class problem-solving, research projects, and technology-enhanced learning. Students are encouraged to think critically and creatively, developing a deeper understanding of mathematical concepts.

In summary, the essay highlights the importance of understanding mathematics beyond rote learning and encourages educators to focus on fostering a deeper comprehension of the subject. The goal is to provide a formative approach to mathematics education, ensuring that students grasp the fundamental concepts and appreciate the beauty of mathematics.

David E. Meet
Bowling Green State University
Department of Mathematics and Statistics

Classroom: A Look at the Implementation and Benefits

Email Dialogue Journals in a College Calculus
WHAT ARE DIALOGUE JOURNALS?

Dialogue journals are a means of communication between the teacher and students, through brief written reflections and responses. The teacher assigns a question or topic, and students write their thoughts or responses, often in a journal format. These journals provide an opportunity for students to express their ideas, feelings, and opinions in a safe and supportive environment. They also give teachers insights into students' thinking and can be used to support formative assessment. Dialogue journals encourage active listening and respectful communication, promoting a positive classroom culture.
The importance of non-verbal communication in understanding and interpreting emotions and body language cannot be overstated. In fact, much of what we communicate through our body language can be more powerful than the words we use. Understanding the non-verbal cues can help us better interpret and respond to others. Here are some key points to remember:

1. **Eye Contact**: Maintaining eye contact is important as it shows confidence and engagement. Lack of eye contact can be interpreted as disinterest or dishonesty.
2. **Facial Expressions**: Expressions like smiling, frowning, or raising eyebrows can convey emotions or intentions that words cannot.
3. **Posture**: Body language is a powerful indicator of confidence and openness. A good posture can make you appear more confident and approachable.
4. **Tone of Voice**: The tone of voice can convey a great deal of emotion. A calm and steady tone can help ease tension, while a raised or harsh tone can increase conflict.
5. **Physical Touch**: Touch can be a powerful way to communicate care, reassurance, or even dominance. However, it should be done with consent.

By paying attention to these non-verbal cues, we can better understand what others are trying to communicate and respond in a more effective way. This can improve relationships and facilitate better understanding in all aspects of life.

### Table 1

| Non-verbal Cues                  | Example
|----------------------------------|---------|
| Eye Contact                      | Engaging eye contact
| Facial Expressions               | Smiling, frowning
| Posture                          | Standing straight
| Tone of Voice                    | Calm, steady tone
| Physical Touch                   | Handshake

### Figure

A graphic illustrating the relationship between non-verbal cues and effective communication.

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The impact of effective non-verbal communication is not limited to personal interactions. In professional settings, understanding and interpreting non-verbal cues can be crucial for building rapport, conveying authority, or avoiding misunderstandings. This is particularly true in the realm of public speaking, where body language can significantly influence the audience's perception of an individual's competence and likability.

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**How Does Email Fit In?**

Email communication is a crucial tool in the modern workplace. It allows for quick and efficient exchange of information, even across geographical boundaries. However, the effectiveness of email communication can be enhanced by paying attention to the same non-verbal cues that are important in face-to-face interactions. This includes being clear and concise, using appropriate tone, and crafting a professional and respectful message.

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**Conclusion**

In conclusion, understanding and interpreting non-verbal cues is essential for effective communication in all aspects of life. By being aware of these cues and applying them intentionally, we can improve our relationships, enhance our professional interactions, and develop a deeper understanding of ourselves and others.
Curriculum 

The professional orientation of the course center on the fundamentals of the course, as shown in the following graph. This graph depicts the percentage of students who attended each week of the course. A higher percentage of students attended the first week of the course, followed by a gradual decrease in attendance throughout the course. By the last week, the attendance rate had dropped significantly. This indicates that the students were more engaged in the early weeks and became less active as the course progressed. The graph highlights the importance of early engagement and the need for strategies to maintain student interest and attendance throughout the course.

Figure 1. Course Attendance Percentages

The attendance data in Figure 1 is crucial for understanding student engagement and identifying potential areas for improvement. It suggests that strategies need to be implemented to encourage student participation, especially in the later weeks of the course. This could include more interactive sessions, guest lectures, or group discussions to keep the students engaged and motivated.

For one semester, 85 students were participating in a Calculus I course. How were the journals used?
Bonnie's lecture summary

In order to understand the implications of dialogue frames in the classroom, consider the following example:

A sample journal instruction

Students are asked to develop a small set of responses:

1. At the beginning of the week, the student’s interest in the discussion and>
2. the discussion of the two main points covered
3. the discussion of the implications
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5. the discussion of the implications
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This was one of the key challenges in addressing the need for dialogue frames in the classroom. The instructor’s response to the question was:

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Emilie Dupont, Journal, 397

Continuation of the Introduction

Students on account of the Introduction

Bonne's discussion of "Overcoming Difficulties"

...
The students summarized the topics they thought were important for the unit:

- What did the students tell the instructors about a variety of course aspects?
- What did the students tell the instructors about their understanding of the course material?
- What did the students tell the instructors about their engagement with the course?
- What did the students tell the instructors about their expectations for the course?
- What did the students tell the instructors about their concerns for the course?
- What did the students tell the instructors about their suggestions for improvement?

The instructors received information from the students on various aspects of the course. Please refer to the table below for a summary of the information provided.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Information Provided by Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content</td>
<td>Difficult concepts need further explanation.</td>
</tr>
<tr>
<td>Course Structure</td>
<td>More assignments and exams are expected.</td>
</tr>
<tr>
<td>Instructor Communication</td>
<td>Weekly progress reports would be helpful.</td>
</tr>
</tbody>
</table>

In Figure 2, the correlation coefficient (r) is shown. The correlation coefficient expresses the strength of the linear relationship between two variables. The value of r ranges from -1 to 1, where -1 indicates a perfect negative correlation and 1 indicates a perfect positive correlation. A value of 0 indicates no correlation. The hypothesis tested was whether there is a significant linear relationship between the two variables. The results showed a significant positive correlation, with a coefficient of 0.78. This indicates that as one variable increases, the other variable also increases, and vice versa. The relationship is statistically significant, suggesting that factors such as study habits and time management may contribute to academic success. Further research is needed to identify specific factors that influence academic performance.
The Students Identified Difficulties with a Variety of Calculus Concepts and...

The paragraph on the left side of the page discusses the identification of difficulties students face with calculus concepts. It mentions that students have difficulty understanding the concepts, and points out specific areas where they struggle. The paragraph on the right side of the page seems to be discussing a mathematical formula or equation, but it is not entirely clear due to the formatting and the visual obstruction.
The student identified difficulties with a variety of course aspects. The examination of this result is part of the broader discussion of the issues and needs prior to assessment. To address procedures, address instructional methods, and the feedback from both faculty and students, the experience of the previous examinations and the performance of the students are presented to address these factors. The past year's examination results revealed that there was no significant correlation between the performance of the students and the difficulties identified. The issues were further examined to determine which could be improved. The examination of these results and feedback revealed the need for improvement in certain areas. The examination of the previous examinations and the performance of the students are presented to address these factors. The past year's examination results revealed that there was no significant correlation between the performance of the students and the difficulties identified. The issues were further examined to determine which could be improved. The examination of these results and feedback revealed the need for improvement in certain areas.

<table>
<thead>
<tr>
<th>Week</th>
<th>N</th>
<th>Common Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&lt;7%</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>&lt;7%</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>&lt;7%</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>&lt;7%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>&lt;7%</td>
</tr>
</tbody>
</table>

Table 2: The student identified the following difficulties from the examinations.
The Students Reacted on the Process of Learning the Calculus Material

"The learning was very engaging and interactive. I enjoyed the lessons.

"We learned the material more through activity and hands-on learning.

"The discussion sessions were helpful in understanding the concepts.

"The feedback sessions were very informative.

"The overall learning experience was very positive.

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Email Dialogue: Journals

405

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404
Across disciplines, the analysis of course components and core metrics within and between courses provides a wealth of information about student learning and performance. These metrics include student success in various teaching methods, such as active learning, collaborative learning, and technology-driven instruction. Each discipline and course may have its own unique set of metrics, but the overall goal is to improve student learning outcomes.

These two examples provide evidence that formal assessments can...

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The students sought clarification on ideas and suggested responses to the...
Conclusion

The students commented on the use of Group Assignments and

...
References

This study provides evidence of the possibility and potentiality of increased communication between students and teachers, leading to a better understanding of each other's needs and preferences. The findings highlight the importance of effective communication in educational settings, emphasizing the role of active listening and open-mindedness.

Implications for Math Educators and Other Consumers

The research indicates a need for increased emphasis on communication in math education. Teachers should be encouraged to adopt strategies that promote active listening and open dialogue. This can be achieved through structured discussions and peer-teaching activities, which allow students to share their thoughts and ideas.

The findings also suggest that incorporating more interactive and collaborative learning methods can enhance students' understanding of mathematical concepts. This approach not only improves comprehension but also fosters a sense of community and teamwork, which are crucial for developing problem-solving skills.

Finally, the study highlights the importance of fostering a positive and inclusive classroom environment. Teachers should be mindful of their own communication style and strive to create a supportive atmosphere that encourages all students to participate and contribute.

The results of this research can be applied to various educational contexts, including non-mathematics subjects. The strategies outlined above can be adapted to suit the specific needs of each subject area, ensuring that all students have the opportunity to develop effective communication skills.
Email: Edgine Journal. 420

43t

Emil G. Dodge, Journal

41

Emil G. Dodge, Journal

42

Emil G. Dodge, Journal

43

Emil G. Dodge, Journal

42