
University of South Florida Saint Petersburg

INVISTA r

University of Delaware

math courses, specifically Intermediate Algebra and College Algebra. She is also looking at whether there may be other factors such as high school grade point average that correlate better with success

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obtained the USFSP Online Teaching Certification in 2019 so I was well prepared when I had to take 3 classes online at the end of the Spring 2020 Semester.

I was selected to teach for the first USFSP Provost's Summer Institute. The Summer Institute is an initiative to help prepare FTIC's that did not meet criteria for Fall admission to be successful at USF. I developed a course that integrated Introductory Stats and Introduction to Environmental Science with Dr. Jim Ivey. We each taught 2 sections of about 30 students and we coordinated our lessons and assessments so students would have a sense of the integration of the subjects that they would learn. All the students were recent high school graduates, so teaching the course involved a lot of interacting with students to help them understand how to be successful university level learner as well as teaching them about Statistics. The course was taught in an online synchronous modality, so part of the challenge was to the students get comfortable with this mode of learning as well as ensuring that they had a sense of belonging to USF even though they were all distanced.

PUBLICATIONS

I co-authored an article published in ICPEL's Education Leadership Review; a peer reviewed journal published annually in the Fall by the International Council of Professors of Educational Leadership. The article "University First-Time-in-College Students' Mathematics Placement and Outcomes: Leadership Response to Local Data" Jenifer J. Hartman, Radford Janssens, and Karina K. R. Hensberry The article described a study and outcomes that was initiated along with colleagues from the USF College of Education to determine how analysis of extant student data could enable leaders to better understand the problem, identify ways in which university policies and/or practices could be modified to increase students' pass rates in their initial math courses,