Amber Bieske

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Education

M.A. **Mathematics**. University of South Florida. Awarded August 2010.

B.A. **Mathematics.** University of South Florida. Awarded May 2006.

B.A. **Psychology.** University of South Florida. Awarded May 2006.

Experience

- University of South Florida: Instructor I — 8/2014-Present
- University of South Florida: Visiting Instructional Specialist — 8/2012-5/2014
- Hillsborough Community College, Dale Mabry Campus: Adjunct Instructor of Mathematics — 8/2013-8/2014
- University of South Florida: Adjunct Instructor of Mathematics — 8/2010-5/2012
- University of Tampa: Adjunct Instructor of Mathematics — Fall 2011

Course Experience

- **University of South Florida**
  - ❖ MGF 1106 Finite Mathematics - SMART Lab Course and Large Lecture
  - ❖ MGF 1107 Liberal Arts Mathematics
  - ❖ MAC 1105 College Algebra- SMART Lab Course and Large Lecture
  - ❖ MAC 1147 Pre-Calculus- SMART Lab Course and Large Lecture
  - ❖ MAC 2233 Business Calculus
  - ❖ MAC 2241 Life Science Calculus 1
  - ❖ MAC 2281 Engineering Calculus 1
- **Hillsborough Community College**
  - ❖ MAT 1033 Intermediate Algebra
  - ❖ MAC 1105 College Algebra
- **University of Tampa**
  - ❖ MAC 1105 College Algebra

Affiliations/Memberships

Pi Mu Epsilon National Honorary Mathematics Society — April 2006

- Golden Key International Honor Society — March 2006

Course Coordination Experience

- **MGF 1106 Finite Mathematics** — **Spring 2012-Present**

  Responsibilities included creating a common final exam and a comprehensive exam review.

  Finite Mathematics became a SMART Lab course during the spring semester of 2013. Additional responsibilities included adapting existing homework assignments and quizzes to the SMART Lab environment, preparing a pacing calendar in which the exams aligned with the SMART Lab test weeks, creating power point slides of questions for each section of material to use with the I-Clicker student response system and coding questions into Webassign in order to build two exams: multiple choice and free response. Additionally, ran a "Finite Bootcamp" and created a Finite Tutor Course in order to familiarize SMART Lab tutors with the material.

- **MAC 1147 Pre-calculus** — **Fall 2011**

  Responsibilities included creating a common final exam and a comprehensive exam review, accumulating and distributing student final exam scores, and communicating any changes with other Pre-calculus Instructors. Also created homework assignments, quizzes, and tests during Pre-calculus inaugural semester in the SMART Lab, as well as a preparation folder for the tutors.

- **Peer Leading Coordinator** — **Fall 2009-Spring 2010**

  Responsibilities included making weekly announcements and posting materials onto Blackboard, grading weekly of worksheets and quizzes, and posting grades to Blackboard.

Technology in the Classroom

- I-Clicker 2 is used to monitor student comprehension during class overview sections. Also used for in-class exam review questions.
- Webassign, MyMathLab, and MyMathLabPlus: currently using all three programs to assess student comprehension through homework assignments, quizzes, and tests.

Professional Development

- "A SMART Approach to Helping Students Succeed." Published in the USF faculty newsletter, *Faculty Voices, Spring 2013, Volume 1, Number 1.*
- Worked with Dr. Ignacio Bello on a grant during the Summer of 2013 in which we worked on making more resources available for students in Finite Mathematics. These resources included Interactive Video Lectures, tutorials, and practice questions created by Dr. Bello in addition to suggested readings (through the course e-textbook) and practice problems from the text. A week-by-week lab schedule was created for students. A new final exam and a comprehensive final exam review were also created.
- Worked as a Webassign Power User. A power user is tasked to visit any college that will be adopting or is already using the Webassign program and answer questions or troubleshoot problems that the instructors may have about the program.
- Worked with Dr. Fran Hopf on using Team-Based Learning in the College Algebra setting. Students are put into small groups and tasked to complete an application-based worksheet. Teams are expected to develop concepts and come to conclusions based on their work through group discussion and peer teaching.