CMC^3 Newsletter

California Mathematics Council, Community Colleges

March 2026

"Real World Applications of Pure Imagination"

In This Issue

From CMC³ Leadership

Behind the Scenes: Planning the CMC³ Spring 2026 Conference ..... *Lewis, Lori*

Our National Partners

AMATYC: From Reno 2025 to Philadelphia 2026 ..... *Tchertchian, Eddie & Moulton, Ben*

Faculty Contributions

Transform College STEM Education to Center Excellence and Democracy .... *Anderson, Jeff*

Real World Applications of Pure Imagination ..... *Iko, Nikol*

Wisdom Google Doesn't Have (Yet) ..... *Shaposhnikov, Nick*

Special Features

Wanna Test-Drive? ..... *Courtesy of Nikol Iko*

Click any title to jump directly to the article.
Every page has a "↑ Back to Contents" link in the footer.

Behind the Scenes: Planning the CMC^3 Spring 2026 Conference

Lewis, Lori — Conference Planning Committee Chair

As the Conference Planning Committee Chair, I am thrilled to share a glimpse into the process of organizing the 30th Annual CMC^3 Spring Conference, taking place March 13–14, 2026 at Santa Rosa Junior College. This year's theme, "The Radius of Learning," celebrates both Pi Day and the vibrant community of mathematics educators across Northern California.

Planning a conference of this scale is a truly collaborative effort. Our committee brings together faculty from a variety of community college mathematics departments, all dedicated to creating an engaging, informative, and inspiring experience for attendees. From selecting keynote speakers and organizing concurrent sessions to coordinating campus logistics, every detail is carefully considered to ensure a seamless experience for participants.

Attendees can look forward to sessions covering mathematics, statistics, applied math, and innovative teaching strategies, as well as opportunities to explore student research presentations, poster sessions, and hands-on workshops. Beyond the sessions, the conference provides a chance to network with colleagues, share ideas, and enjoy the beauty of the SRJC campus.

It takes a team of committed volunteers to bring this event to life. Whether you are a first-time attendee or a seasoned participant, we hope you will join us in March to celebrate mathematics, community, and learning.

For more information and to register, visit cmc3.org/conferences/spring.

AMATYC: From Reno 2025 to Philadelphia 2026

AMATYC 2025: Language & Poetry of the Universe

AMATYC 2026: Philadelphia Hosts During America's 250th Anniversary

Tchertchian, Eddie & Moulton, Ben

The Peppermill Resort in Reno, Nevada welcomed over 800 mathematics educators for the AMATYC 2025 conference this November 13–16.

Attendees experienced two compelling keynotes:

> *Anurupa Ganuly explored "A New Way to Teach, Powered by the Next Generation of Spatial Computers"*

> *John Eric Goff delivered an inspiring presentation on "Mathematics is the Language of the Universe: Physics is the Poetry."*

Sessions spanned diverse topics from AI challenges in classrooms to active learning strategies in calculus. Themed sessions addressed innovations in mathematics-intensive courses, formative assessment strategies for future teachers, equity considerations with artificial intelligence, curriculum development for mathematics pathways, and corequisite support structures.

Members also welcomed the new AMATYC Executive Board:

AMATYC Executive Board 2025–2026

- President-Elect – Christopher Oehrlein
- Secretary – Barbara Leitherer
- Northeast VP – Chris Yuen
- Mid-Atlantic VP – Jonathan Weisbrod
- Southeast VP – Kimberly Walters
- Midwest VP – Michael Caparula
- Central VP – Johanna Debrecht
- Southwest VP – Jennifer Travis
- West VP – Ben Moulton
- Northwest VP – Lori Holdren

Mark Your Calendars!

AMATYC 2026 in **Philadelphia, PA**

November 19–22, 2026

This conference coincides with America's 250th anniversary—a fitting backdrop for what promises to be an extraordinary gathering of mathematics educators!

Transform College STEM Education to Center Excellence and Democracy

Welcome

Anderson, Jeff — Foothill College Instructor, Academic Author, Content Creator

February 2026

This article is the debut installment of an ongoing column. The "column" format will be formalized in future issues of the CMC^3 Newsletter.

Welcome to the *Transform College STEM Education to Center Excellence and Democracy* column

Greetings brilliant and powerful colleagues. My name is Jeff Anderson. This 2025–2026 academic year is my thirteenth working as a full-time math instructor at Foothill College in Los Altos Hills, CA. I started paying my bills teaching college-level math classes in 2008 at UC Davis while earning my MA and PhD in mathematics.

I take great joy in pouring my professional life into helping Community college students build meta-learning systems, transferable skills, mathematical reasoning, and learning experiences that they can use to transform their world. I often say that I have the best job in the world, at least for me. In fact, there is nowhere else I would rather work than at a CA community college.

Every day we work, we invest in the next generation of leaders in our communities. We get to serve the top 100% of students in open admissions, inexpensive, and publicly available network of local colleges. I ask my students all the time: "what do you call a student who gets a better education for cheaper?" Then, after I get blank stares, I say: "I call those types of students smart. And community college students are HELLA smart."

I believe that so many CA Community College (CCC) instructors are effective, dedicated, and skilled educators who provide the most valuable and underrated learning experiences across our entire higher education landscape in California. Our beloved network of 116 CCCs is the largest college system in the United States and the third largest college system in the world. Our CCC system serves more students that the CSUs and UCs combined. And yet, CA community colleges receive less funding per student than any other public education system in our state: $13K per community college student, $36K for a UC student, $22.6K for a CSU student, and $21.6K on a K-12 student in California. In our work, we often provide substantially better educational experiences at a fraction of a cost compared to our better-funded kin in the CSU and UC systems.

In honor of the amazing work we do in this space, I dedicate this *Transform College STEM Education to Center Excellence and Democracy* column to Community College STEM students, teachers, and larger community members who want to build a better future in college STEM education.

In this writing, I share ideas, practices, principles, and resources that I hope will make you feel informed and empowered to make changes in your local spaces. I say the same motto to you that I share with my students every day I work: "You are brilliant. You are powerful. You are genius.

You are strong. You can learn anything you want to at the highest levels you want to fly to. You can transform your world even when very powerful people tell you that what you imagine is not possible. The future is unwritten and you are part of a larger community of people who can create a better world in your local spaces for people you love. ¡Si se puede!"

Why do I choose to write in our amazing CMC^3 newsletter?

One of my professional goals is to completely transform what is possible in college STEM education by creating high levels of educational excellence in local spaces that are freely available to anyone who wants it. I want to be part of and help strengthen a larger community of educators, learners, and thinkers who transform the harmful status quo that is college STEM education.

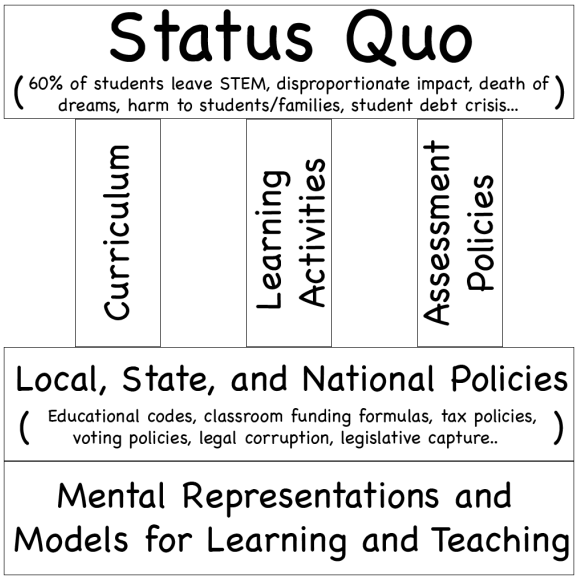
We have research-based evidence to document that traditional approaches to college STEM teaching weed out over 50% of students who want to earn college STEM degrees. In fact, fewer than 40% of students who enter college intending to major in a STEM field complete college with a STEM degree within six years of their start date. This represents a weed-out rate of 60%.

One of my favorite books that documents and discusses this historical reality is *Talking About Leaving Revisited: Persistence, Relocation, and Loss in Undergraduate STEM Education* edited by Elaine Seymour and Anne-Barrie Hunter. The front matter and Chapter 1 of this book should be required reading in every mathematics graduate school program in the United States. Below is one of the many gems found in the first 60+ pages:

> *"Unlike the prevailing presumptions that the students who were leaving didn't have 'the right stuff' for STEM, the evidence that emerged pointed to a much more complex story that included complicity of poor teaching by faculty and... neglect by institutions to declare the losses as unacceptable — to act and to provide needed support."*
>
> *—Talking about Leaving Revisited, page v.*

We can do better than this.

To help myself think about the types of transformation we deserve, I created the following diagram:



I believe we need to change traditional approaches to curriculum, learning activities, and assessment policies in our classes. In my writing, I share a large collection of research-based evidence and time-tested teaching strategies to help readers reimagine our approaches to teaching and learning.

While I believe we can and should change traditional approaches to STEM teaching, I also want to see structural changes in local, state, and national laws to empower teachers to do our jobs. I want to see lower teacher-to-student ratios, higher salaries for instructors, more support staff in our schools, better benefits for part-time labor, and more money dedicated to education.

Anytime I hear discussions about the harms embedded in traditional teaching policies that does not also include dialog about necessary changes in local, state and federal tax policies, I like to say: you get what you pay for. Henry Fan, who is one of my previous students and also a great mentor of mine, is fond of saying: "Teachers working conditions are students learning conditions."

We need a concerted, multi-decades long efforts to build real democratic accountability into our local, state, and national political systems. I want to identify some of the underlying problems that have led to this very harmful status quo. I also want to highlight writers, thinkers, and scholars who produce ideas, practices, and techniques we can use to transform our world in local spaces.

What topics do I plan to write about in the coming months/years?

Given that this is my first column, I want to share some of the major intellectual and professional problems that I am working on right now. As I write in this column, I plan to share ideas, theories, principles, and practices that have inspired me on my journey to transform my teaching policies. Below is a synopsis of some of my current projects alongside some references that you can use to learn more about this work. I hope you feel inspired and empowered to make changes in your own spaces.

Strategic Deep Learning Project for Meta-Learning Support

This is a four-part meta-learning project I use in my classes to help my students become much more sophisticated and powerful learners in college. In the last 10 years, students who have finished this work thoughtfully have, cumulatively, made over $500K using the lessons I teach in this work. One of my most devout proteges recently won the highly-selective National Science Foundation (NSF) Graduate Research Fellowship (GRFP) alongside a full-ride to a PhD program in BioMedical Engineering at Stanford. When I met this student, he had 15+ withdrawals and had never earned higher than a B in his STEM classes. The first quarter he started working with this curriculum, he earned a 4.0 in three STEM classes and within 3.5 years of continuous effort, earned entry into Stanford's PhD program in BioMedical Engineering alongside over $200K in scholarships and paid work study money. While this story is very powerful, these types of outcomes are not unique.

One very fun feature of my work on this project is that I do not require my students to pay me for this type of coaching. I make all my previous writing on this project freely available and expect all students who take my classes to engage with this work during our classes. When students use this work to fundamentally transform their academic and professional lives, they often ask me: "Jeff: how we repay you for this effort?" In response, I request that my students share their stories and voices to document what is possible when this work is done well.

Further Reading

Strategic Deep Learning Project:
- Project Impact Statement (PDF)
- For Teachers — Final Deliverables (PDF)

I have been very careful in my authorship work to make sure that these resources are freely available so that other students and teachers can access them at the click of a button. Sometime in the next 10+ years, I plan to transform this into a sequence of four nonfiction books that will be available for purchase. These books will be a better researched, better written version of the work that is already publicly available. As I write this I am laughing because my students give me a lot of homework: many students have asked me to write these books so they don't have to click on so many links. After hearing that feedback from 50+ students, I am starting to take this seriously.

Hands-On Modeling Classes and Curriculum

STEM students start college hoping to build purpose for their lives and valuable skills for their careers. These students desire to find meaningful answers to questions like, "How does what I learn in school apply to problems I want to solve?" and "How does this relate to the future I want to build?" However, many college STEM courses focus on content that is far removed from students' lives and do not prepare students for a career in their chosen field. To address this problem, I am developing hands-on mathematical activities and laboratory equipment to create rich applied learning experiences for our students. So far, I have published two peer reviewed journal articles highlighting these activities.

Further Reading

Hands-On Modeling:
- Make Eigenvalues Resonate
- Linear Algebraic Nodal Analysis
- PRIMUS Editor's Picks 2025

In the next 10+ years, I hope to have at least four more very rich modeling activities ready for public use. One fun reality that has come out of this curriculum is that I could use this work to create a novel course at Foothill College: Math 2BL – Applied Linear Algebra Lab.

Further Reading

Math 2BL Course:
- Course Catalog
- Welcome Page

Ungrading towards 100% Success Rates in College STEM Classes

Starting in fall 2023 and continuing through present day, I have focused on the following professional goal:

I want to achieve a 100% "success rate" with every single student who is officially enrolled in every class I teach within 18 months of the first day of instruction. I want to retain 100% of the students

that I serve. I want to build authentic relationships based in one-on-one dialog with every student I serve. Moreover, I want to create classes in which every single student I serve is more capable of thriving in their future because of the experiences we create in our class together.

I ground my work in this project on research-based theories and practices from the psychology of learning, assessment theory, the science of expertise, and the scholarship of anti-oppression. I am also very careful to follow current state law. I should note that I want to see changes in state law so that letter grades are no longer a required feature of my work with students.

I am overjoyed to report that 18 months after the start of fall 2023, my success rate for that quarter were 103/105. I have been working towards similar results every single quarter since then.

Further Reading

Ungrading Project:
- Ungrading Overview
- Essential Reading Lists
- Current Syllabus (PDF)

Further Reading

Podcasts & Videos on Alternative Grading:
- Teaching More by Grading Less (Jeff Schinske)
- Grading Conference 2025 Keynote (Video)
- Two Competing Theories of Power

Excellent Modeling-Based Linear Algebra Curriculum Available with No Required Paywall

In July 2025, I started my next 15+ year build of a 1+ million subscriber YouTube channel and associated Patreon community to help fund the development of excellent applied linear algebra curriculum that is specifically designed for the top 100% of students and their instructors. I call this project my *Applied Linear Algebra Fundamentals* textbook. I plan to make these textbook materials available to the world with no required paywall.

Further Reading

Applied Linear Algebra Fundamentals:
- Project Homepage
- Sample Draft: Introduction to Permutations (PDF)
- Applied Linear Algebra — Main Website

I am currently working hard to build my Patreon community with the goal of having 5000 subscribers, each at the $2 per month level. The good news is I'm not waiting for this community to grow to start this work. I am deep in my creation processes and I am having a ton of fun providing excellent applied mathematical resources to the world with no required paywall.

Organize for Power in Local Spaces

I believe we are in a moment of democratic crisis. I have known for a very long time that ultrawealthy people have captured our local, state, and national governments to legalize corruption so that we live in a system where money speaks more loudly than the will of the people.

Starting in September 2018 right after the Supreme Court attacked unions with the Janus Decision and continuing through present day, I have dedicated 2–4+ hours every week to learning more about how to organize for power in local spaces. I plan to maintain this commitment for the rest of my work life.

Further Reading

Organizing for Power:

- Contract Negotiations Feedback (PDF)
- Organizing Book Club Materials (PDF)

Further Reading

Understanding Democratic Crisis:

- *Master Plan* by David Sirota
- *Dark Money* by Jane Meyer
- Corruption is Legal in America (Video)

Fun resources for follow up listening, reading, and learning

In my writing, I work hard to provide links and pointers to resources that I hope will inspire you to think differently. Since I have already provided many such links above, I simply mention this intention here. As you might suspect, I am an avid reader and am constantly looking for ways to improve my skills for projects that are important to me. I hope to share this joy for reading and professional development with you. In all this work, I hope you feel the immense love, joy, and respect I have for this work we do and all the brilliance you bring into your labor! Cheers to dreaming of a different world and to working together in solidarity to turn those dreams into reality.

Real World Applications of Pure Imagination

Iko, Nikol — CCC (recently) & International Math Instructor

The AI era brings rainbow expectations and — let's be honest — manifold of dark fears. Education worldwide is poised for substantial, if not tremendous, transformations. Among the hottest topics? Re-imagining assessment and assignments. This article explores the unconventional side of human–AI partnerships — one that cherishes the human spark no machine can replicate. We introduce four sub-projects that turn ordinary assignments into engaging quests for creativity and critical thought.

1. 21 Universities

We all know that HOW a problem is presented changes how students experience it. And WHAT IF students could experience the voice, culture, and personality of different real universities around the globe?

Well, even though the author's tireless efforts to build a working prototype of a "Time Machine" haven't come to a successful resolution (yet), in 21 Universities, an educator partners with AI to craft an actually working **"Teleportation Educational Machine" (TEM)**. In the *Wanna Test-Drive?* section of this Newsletter, you can push TEM's pedals to the floor — transporting your students into 21 universities worldwide to experience how culture, tone, and framing shape the way they think about mathematics.

Where will TEM take you?

MIT hands you the problem with a cold stare: "The proof is trivial. If you disagree, you may be in the wrong room."

Community College greets you at the door: "You've got this! Let's work through it together — and yes, there's free tutoring on Tuesday."

West Point doesn't ask: "Solve this. That's an order. You have twelve minutes. Dismissed."

Oxford slides the problem across a mahogany desk with a cup of tea: "One trusts you'll find this rather straightforward. Centuries of tradition suggest it is."

Stanford pitches it like a startup: "What if this integral could disrupt an entire industry? Let's iterate."

The Sorbonne presents it with philosophical gravitas: "Before we solve, we must ask — what does it mean to solve? Discuss amongst yourselves. Wine is on the table."

University of Tokyo delivers it with exquisite precision: "Please observe the elegant structure. Each step follows naturally. Harmony in logic."

University of São Paulo brings the energy: "Mathematics is alive, my friend! Feel the rhythm of this problem — now dance with it!"

University of Melbourne keeps it casual: "Yeah, nah, give this one a go, mate. She'll be right. Grab a flat white and have at it."

Vocabulary Reference

For those who haven't visited Australia in a while — a brief vocabulary reference:

What they said	*What they meant*
"Yeah, nah"	*"Well, actually..." (simultaneously agreeing and disagreeing — very Australian)*
"give this one a go"	*"try this problem"*
"mate"	*"friend" (universal Australian greeting — even your professor is "mate")*
"She'll be right"	*"It'll be fine" ("she" = the situation, not a person)*
"flat white"	*A coffee drink born in Australia — like a latte, but don't tell an Australian that*
"have at it"	*"go ahead"*

Translation: "Look, just try the problem, friend. It'll be fine. Grab a coffee and go for it."

[See? TEM is already educational — and we haven't even started the math yet.]

Same math. Diverse voices. A world of difference in how it feels to learn.

Note: TEM is responsible for educational content only; tea, coffee, and wine are not provided.

2. Relative Progress Integrity Tutor

Unlike traditional assessments that reward absolute performance, this sub-project credits students based on the **"delta"** — the genuine increase in understanding measured against their own starting point.

Here's how it works: the AI Tutor engages students in Socratic dialogue — not feeding answers, but asking the kind of questions that make you stop mid-sip-of-coffee and mutter, "Wait... actually..." Every response reveals whether a student is truly building understanding or just hunting for the right words to type. And here's the kicker: the DELTA Activity is designed to be completed within a set timeframe (15–30 minutes), and the rules of the game are simple — a student who genuinely improves their understanding earns full credit for that growth. A student who wastes that same time copy-pasting answers from external sources? They don't save a single minute, they don't earn better credit than the honest learner, and they risk being exposed as a cheater by the very structure of the conversation.

The beauty? Honest struggle is rewarded. A student who wrestles through confusion and arrives at clarity earns real credit for real growth. Meanwhile, cheating becomes the objectively stupid choice — all of the risk, none of the reward, and zero time saved.

No gotcha traps. No surveillance software. Just a conversation that makes genuine learning the path of least resistance — and shortcuts the hardest route of all.

3. Surpassing Perfection Challenge

Here's a question that would have sounded absurd throughout the entire history of human thought: What comes after perfection?

Ask any AI to solve a math problem and — if not for all yet, but for the most already — you'll get a flawless, polished, technically perfect response in seconds. So what's left for the student to do? Copy it? Paraphrase it? Pretend they wrote it?

The **Surpassing Perfection Challenge** flips this crisis into an opportunity. Students are given the AI's perfect solution — no hiding, no pretending it doesn't exist. Then comes the real assignment: surpass it.

Add an insight the AI missed. Find an alternative approach it didn't consider. Connect the problem to a real-world context no machine would think of. Inject humor, elegance, or a creative twist that makes the solution not just correct — but human.

It turns out that "perfect" is just the starting line. What lies beyond it? That's where the human spark lives — and no machine can get there without us.

4. Extraterrestrial Field-Trips

Welcome to Planet Zygma-7, where gravity pulls sideways, circles have corners, and π equals exactly 4. Good luck with your homework.

In Extraterrestrial Field-Trips, students are dropped into a fully imagined world where the familiar rules of mathematics are artfully rewritten. The formulas they memorized? They don't work here. The standard approaches they rely on? Useless. The AI they might ask for help? Just as lost as they are — because this world doesn't exist in any training data (well, until and unless your students drain your tests to the web).

Students must observe, adapt, and reason their way through problems that have no precedent — using creativity and critical thinking as their only tools. It's the mathematical equivalent of landing on an alien planet and figuring out the physics before your oxygen runs out.

Why does this matter back on Earth? Because the real world constantly throws problems that don't match the textbook. Extraterrestrial Field-Trips train students to think when the rules change — which, in the AI era, is the single most valuable skill we can teach.

Pack your bags. Leave your calculator. Bring your imagination.

Four sub-projects. One philosophy: AI is here to stay — so let's stop fighting it and start designing experiences where human creativity isn't just welcome, but required. The future of education isn't human vs. machine. It's what becomes possible when they work together — with the human spark leading the way.

Head to the "Wanna Test-Drive?" section of this Newsletter to explore some of these projects and discover a few more AI tools along the way.

Wisdom Google Doesn't Have (Yet)

Shaposhnikov, Nick — Laney College Instructor

Maybe your students will surprise you too?

Below is the actual forum prompt I posted for my students, followed by what they created. I was blown away.

Philosophy, Humanity, Psychology, General Wisdom, and Humor... in Math?

Is there a connection? I believe there is, but I'd love to hear your thoughts!

After all, if math can explain the universe, surely it can handle a little humor, right?

We all know how inspirational quotes, old wise sayings or funny proverbs can resolve unsolvable issues, cure depression, and help with... "Calculus and Above".

We all know where to find all of them... on the web, of course.

But wait, not all... maybe most of them except the ones below...

Yes, our Community College Math class Forum does have something that Google hasn't.

Let's discover, collect and share the wisdom and humor unknown to the world so far:

> *One bad result doesn't equate to bad results forever. And one good result doesn't equate to good results forever.*
>
> — ***Simran Dulal***

> *It's always good to find something you LOVE in something Difficult... like Calculus.*
>
> — ***Athena Zapantis***

> *Try to think of doing things little by little until it all adds up.*
>
> — ***Josephine Lam***

> *Mathematics boils down abstract concepts and bits of imagination into formulas that can fit on a piece of paper...*
>
> — ***Joshua Shorter-Ivey***

> *I hate math, it's my favorite subject.*
>
> — ***Inder Brar***

> *Sometimes math is like trying to sweep sand in the ocean.*
>
> — ***Kasey NG***

> *You are what you eat, and I eat math.*
>
> — ***Destiny Okoh***

> *A failed problem a day keeps the doctorate away.*
>
> — ***Olivia Lewis***

> *Math is like cat fur. You can remove it from your black shirt, but it always comes back, so you might as well find a way to love math like you love your cat.*
>
> — ***Sara Pettinger***

> *Most people who say math is boring never got to the part where it explains how one infinity can be bigger than another infinity!*
>
> — ***Herri G***

> *Math is like legos. It builds upon itself until it creates something beautiful.*
>
> — ***Rehaan Arya***

> *Intuition's beauty is found in the disorder it symbolizes.*
> *Failures open the door to new ways of thinking.*
>
> — ***Tayen Johnson***

> *Sucking at math is scary when you go into a forest. There are so many natural logs.*
>
> — ***Allen Li***

Who are those celebrities-authors above? You may know some of them but I got lucky to know all of them. They are... my Math students! Just like You!

So, create your own saying, share with your own wisdom or insight.

Make this life a fire match brighter.

Oh, wait a bit, one more saying:

> *Mathematics is designed to solve problems beyond human being abilities...*
> *That's why it's weird!*
> ***Corollary:*** *all Math teachers are weird... No Exceptions.*
>
> — ***Nick Shaposhnikov****, Math Teacher*

Now Your Turn!

Please, do not populate this forum with the citations from the web.

This is Only For Your Own Insights, Inventions, Wisdom... (half-&-half profound & silly humor is also welcome!)

Try This In YOUR Class?

The prompt above took five minutes to write. The responses took my breath away.
What might YOUR students create if you gave them permission to be wise, silly, and original—all at once?

Wanna Test-Drive?

Courtesy of Nikol Iko

The CMC^3 Newsletter has collected pilot projects and AI apps from Nikol Iko's "Real World Applications of Pure Imagination" in one convenient place.

Each test-drive below is a live, working AI tool — free to use, no installation required. Want to see what AI-enhanced learning actually feels like? Pick one and take it for a spin!

What's inside:

Tools in this section fall into three categories:

Curriculum Innovation — reimagine how content is presented

Academic AI Tutoring — Socratic DELTA activities, each with up to three clickable components:

Student Instruction — the exact guide your students would see (so you experience it from their perspective)

Course Summary — the source content the AI Tutor is trained on

AI Tutor — the live Socratic tutor itself — jump in and start a conversation!

Student Support — 24/7 AI companions for emotional and cultural navigation

You can go straight to any AI tool if you're feeling adventurous, or follow the Student Instruction first for the full experience.

Curriculum Innovation

TEM — Teleportation Educational Machine

Style any math problem in up to 21 university voices. See how culture, tone, and personality change the way students experience mathematics — without changing a single number. Same math. Many voices. A world of difference in how it feels to learn.

Launch TEM

Academic AI Tutoring

DELTA Activity: Statistics — Numerical Descriptions of Data

Explore a Socratic AI Tutor session on descriptive statistics (Chapter 3). Can the AI guide you to understanding without giving you the answer?

Student Instruction Course Summary AI Tutor — Jump In!

Academic AI Tutoring

DELTA Activity: Statistics — Probability Topics

Try a Socratic AI Tutor session on probability (Chapter 4). Same tutor, different content — see how the AI adapts.

Student Instruction Course Summary AI Tutor — Jump In!

Academic AI Tutoring

DELTA Activity: Calculus II — u-Substitution

Experience AI-guided learning on one of the most powerful integration techniques. The AI won't solve it for you — but it'll make sure you can solve it yourself.

Student Instruction AI Tutor — Jump In!

Academic AI Tutoring

DELTA Activity: Calculus II — Quarter-1 Test Prep

See how AI tutoring supports students preparing for a real exam — 51 problems with Socratic guidance. No answers handed out. Just real learning.

Student Instruction AI Tutor — Jump In!

Student Support

Calma — 24/7 Emotional Support Companion

Simple habits that soothe big stress — for those who need support without the spotlight

A 24/7 AI companion for when everyone else is asleep but your thoughts are wide awake. No appointments. No waiting. Just open, chat, and breathe easier.

More Details Talk to Calma

Note: Calma focuses on emotional support, not academic content. This is a pilot project — your feedback helps improve support for all students.

Student Support

Roots & Wings — Cultural Navigation Companion

Where cultural wisdom meets academic success

An AI companion for students navigating college while honoring their cultural or religious identity. Ancient wisdom applied to modern academic challenges — in a judgment-free space.

More Details Start a Conversation

Note: Roots & Wings focuses on cultural navigation, not academic content. This is a pilot project — your feedback helps build more inclusive learning environments.

All tools are free to explore. Some serve specific courses; others are universal.
All are designed to give you a firsthand feel for AI-enhanced learning —
experiment, get curious, get inspired.

Interested in developing similar tools for your own classes?
Let the CMC^3 Newsletter know — if there's enough interest,
we'll invite Nikol to present a hands-on tutorial in a future issue.

More test-drives coming in future issues!

Thank You for Reading!

CMC^3 Newsletter — March 2026

California Mathematics Council, Community Colleges

"Real World Applications of Pure Imagination"

Questions? Submissions for future issues?
Contact: newsletter-coordinator@cmc3.org

↑ Return to Table of Contents