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TITLE: Looking at Math: Using Art to Teach Mathematics.

I am interested in math-art courses, searching for material that could be incorporated in the classroom. I recently developed a course in which students build “mathematical sculptures.” For instance, in 2000 we built a 6-foot tall Boy’s surface. Another math-art example includes exhibiting work in the teaching gallery of the College’s Art Museum, which was then part of ‘field trips’ for math students and a K-12 teacher training workshop for art instructors.

I am also interested in collaborations with artists as course experiences for students, particularly in the context of a liberal arts undergraduate curriculum. Depending on the group of students, these collaborations could go in many directions—often, it is the process that is a fruitful educational experience.

