

Online Seminar on Undergraduate Mathematics Education

Adapting Active Learning in Precalculus and Calculus Courses to Changing Conditions

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Efforts of integrating active learning into introductory, Precalculus and Calculus courses started Fall 2014 at the University of Illinois at Chicago (UIC). Pass rates improved, student retention increased, and the performance gap between underrepresented and white students decreased. The active learning program reached a peak in 2019 with new active learning classrooms, a robust Learning Assistant program and a library of active learning materials for instructors. Then we were faced with new challenges with the global pandemic, challenges on access, equity and inclusion as well as challenges moving instruction to remote and online instruction.

What does active learning look like post pandemic? What was the impact of the pandemic on student success? What did we learn? And where do we go from here?

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Zoom link: <https://cornell.zoom.us/j/92415199317>, passcode olsume

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