

Online Seminar on Undergraduate Mathematics Education

Course development and active learning: a retrospective spanning nine courses

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The long term success of a new course depends on a lot of factors: personnel to teach the course, student incentives to take the course and learning goals (careful, different interested parties are likely to see these differently).

I will tell some stories of course development spanning courses for pre-service teachers, calculus courses, and graduate level applied mathematics. Questions that will arise include whether to tweak an existing course versus re-invent from scratch and what pedagogies to build into the course. For clarity on the issue of pedagogy, one needs a solid understanding of the factors above, particularly the learning goals.



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

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