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**Seeing things from others' points of view: collaboration in undergraduate mathematics.**

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Summary: We report on three approaches taken to incorporate collaborative activities into undergraduate mathematics classes. There is strong evidence from research in K–12 classrooms that these, and similar, approaches support a range of positive learning outcomes for students. Despite the potential benefits the cited studies have shown, research into the use of such methods at the tertiary level is limited. We describe the ways in which we have implemented research projects, collaborative tutorials, and team-based learning in a range of undergraduate mathematics classes in two countries. We present quantitative and qualitative evidence from these teaching experiences to support our claim that there is a definite mandate for significant opportunities within our courses for students to work cooperatively, talk together, and argue about mathematics.

*Classification:* D45 C65 C75

*Keywords:* collaboration; undergraduate mathematics

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