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Re“modeling” college algebra: an active learning approach.

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Summary: In this paper, we discuss active learning in College Algebra at Georgia Gwinnett College. This approach has been used in more than 20 sections of College Algebra taught by the authors in the past four semesters. Students work in small, structured groups on guided inquiry activities after watching 15–20 minutes of videos before class. We discuss a portion of an in-class activity and a writing project used in the course. The results after one semester are that the students in this model did marginally better than students in the traditional lecture sections on common final exam questions.

Classification: D45 U85 U55 H45

Keywords: college algebra; active learning; flipped classroom; inquiry; modeling

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