

ZMATH 06670843

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Learner-centered pedagogy in a liberal arts mathematics course.

PRIMUS, Probl. Resour. Issues Math. Undergrad. Stud. 26, No. 9, 863-877 (2016).

Summary: We discuss the pedagogical redesign of a liberal arts mathematics course that enrolls roughly 3000 students per year. Flipping the classroom is a prominent feature of the new pedagogical approach. We describe the nature of this redesign, course resources, and how students are assessed for both preparation and understanding. We also indicate how the course redesign was implemented, and we assess its success. The results thus far are encouraging. For example, an analysis of course grades indicates increased performance for students participating in the redesigned course, but we are cognizant of several confounding factors.

Classification: D45 U55

Keywords: flipped classroom; liberal arts mathematics; learner-centered teaching; inverted pedagogy; flipped pedagogy; learner-centered pedagogy

doi:10.1080/10511970.2016.1193830