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An active classroom: the emerging scholars program at West Virginia University.

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Summary: In an effort to support the success of minority students and to incorporate inquiry-based learning (IBL) into the calculus sequence of courses at West Virginia University, a modified version of the Emerging Scholars Program (ESP) was implemented in the fall of 2009. Since then, approximately 100 students have taken ESP Calculus I, with many of them subsequently taking the ESP sections of Calculus II, III, and Differential Equations. In this paper, we describe in detail the use of class time in this modified course with a focus on IBL and present student success data and information from student evaluations of instruction. Data indicate students take authority for their own learning in this class and prefer the format to that of a traditional classroom. Success rates indicate they are succeeding at higher rates than their non-ESP counterparts in Calculus I and at the same rates as the general population in Calculus II.

Classification: D45 I15

Keywords: emerging scholars program; calculus; inquiry-based learning

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