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Using SoTL practices to drive curriculum development.

Dewar, Jacqueline M. (ed.) et al., Doing the scholarship of teaching and learning in mathematics. Washington, DC: The Mathematical Association of America (MAA) (ISBN 978-0-88385-193-7/pbk; 978-1-61444-318-6/ebook). MAA Notes 83, 191-199 (2015).

Summary: In this chapter, the author describes how she applied SoTL processes to aid in the development and evaluation of a new curriculum that integrated civic issues into a prerequisite course for college algebra. Her experience illustrates how it can take a long time to identify and frame an appropriate research question. She describes searching the literature and tells how it led her to a useful model, one that prompted her to change the site of her investigation and revise her research question. She provides insights into the problems that can arise in finding faculty members to teach experimental and control sections, and the tough decisions that have to be made about how much data to collect.

Classification: D20 D35 M15

Keywords: scholarship of teaching and learning; universities; educational research; assessment instruments; curriculum development; college algebra prerequisite course; civic issues; citizenship education; interdisciplinary approach; quantitative literacy; didactics of mathematics; educational diagnosis; analysis of learning outcomes; teaching-learning processes; institutional assessment; academic approach; professional development; peer review