

**ZMATH 2015e.00253**

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**Playing games to teach mathematics.**

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, 77-85 (2015).

Summary: The author's project was prompted by a desire to incorporate games as a learning device. This chapter details how the project unfolded in stages, because as he gathered evidence he kept refining his question. The first time he gathered evidence regarding whether the students enjoyed the activity. Next, he sought evidence of learning. Because of his knowledge of statistical methods he relied mostly on quantitative evidence. During the last iteration of the course, he became more interested in why game play might be having an effect, leading him to consider qualitative measures. Even readers having neither the interest nor the time to incorporate games in their teaching can learn about the process and the benefits of SoTL from this chapter.

*Classification:* D20 D45 U65

*Keywords:* scholarship of teaching and learning; universities; educational research; educational games; teaching aids; board games; multivariable calculus; experimental teaching; experience reports; evaluation; teaching-learning processes; didactics of mathematics; educational diagnosis; affective aspects; academic approach; professional development; peer review