

Cooperative Learning

# **ENGAGING MATHEMATICS STUDENTS**

## **USING COOPERATIVE LEARNING**



An Eye On Education Book

Cooperative Learning

**JOHN D. STREBE**

# Cooperative Learning In Undergraduate Mathematics Issues And Strategies That Work

**Allen C. Hibbard, Ellen J. Maycock**



## **Cooperative Learning In Undergraduate Mathematics Issues And Strategies That Work:**

**Cooperative Learning in Undergraduate Mathematics** Elizabeth C. Rogers, Neil Davidson, Barbara E.

Reynolds, Anthony D. Thomas, 2001 Seven participants in the Cooperative Learning in Undergraduate Mathematics Education Project discuss the practical implementation issues involved in creating a cooperative learning environment in the undergraduate classroom Topics include how to develop a positive social climate form groups and prevent or resolve difficulties as well as a number of theoretical issues The book lacks a subject index c Book News Inc *Doing the*

*Scholarship of Teaching and Learning in Mathematics* Jacqueline M. Dewar, Curtis D. Bennett, 2014-11-03 The Scholarship of Teaching and Learning SoTL movement encourages faculty to view teaching problems as invitations to conduct scholarly investigations In this growing field of inquiry faculty bring their disciplinary knowledge and teaching experience to bear on questions of teaching and learning They systematically gather evidence to develop and support their conclusions The results are to be peer reviewed and made public for others to build on This Notes volume is written expressly for collegiate mathematics faculty who want to know more about conducting scholarly investigations into their teaching and their students learning Envisioned and edited by two mathematics faculty the volume serves as a how to guide for doing SoTL in mathematics Resources for Preparing Middle School Mathematics Teachers Cheryl Beaver, Laurie J. Burton, Maria

Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors Cover

**Teaching Mathematics with Classroom Voting** Kelly Slater Cline, Holly Zullo, 2012 Are you looking for new ways to engage your students Classroom voting can be a powerful way to enliven your classroom by requiring all students to consider a question discuss it with their peers and vote on the answer during class When used in the right way students engage more deeply with the material and have fun in the process while you get valuable feedback when you see how they voted But what are the best strategies to integrate voting into your lesson plans How do you teach the full curriculum while including these voting events How do you find the right questions for your students This collection includes papers from faculty at institutions across the country teaching a broad range of courses with classroom voting including college algebra precalculus calculus statistics linear algebra differential equations and beyond These faculty share their experiences and explain how they have used classroom voting to engage students to provoke discussions and to improve how they teach mathematics This volume should be of interest to anyone who wants to begin using classroom voting as well as people who are already using it but would like to know what others are doing While the authors are primarily college level faculty many of the papers could also be of interest to high school mathematics teachers Publisher description *The Moore Method* Charles Arthur Coppin, W. Ted Mahavier, E. Lee May, Edgar Parker, 2009 The Moore method is a type of instruction used in advanced mathematics courses that moves away from a teacher oriented experience to a learner centered one This book gives an overview of the Moore Method as practiced by the four authors The authors outline six principles they all have as goals

elevating students from recipients to creators of knowledge letting students discover the power of their minds believing every student can and will do mathematics allowing students to discover present and debate mathematics carefully matching problems and materials to the students and having the material cover a significant body of knowledge Topics include establishing a classroom culture grading methods materials development and more Appendices include sample tests notes and diaries of individual courses     The First Sourcebook on Nordic Research in Mathematics Education Bharath Sriraman, Simon Goodchild, Christer Bergsten, Gudbjorg Palsdottir, Lenni Haapasalo, Bettina Dahl Søndergaard, 2010-09-01 The First Sourcebook on Nordic Research in Mathematics Education Norway Sweden Iceland Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world The book is organized in sections coordinated by active researchers in mathematics education in Norway Sweden Iceland Denmark and Finland The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas informed practice framed curricula and policy The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside the Nordic countries

**Applications of Mathematics in Economics** Warren Page, 2013 Shows instructors what mathematics is used at the undergraduate level in various parts of economics Separate sections provide students with opportunities to apply their mathematics in relevant economics contexts Brings together many different mathematics applications to such varied economics topics     *Learning to Teach and Teaching to Learn Mathematics* Matt DeLong, Dale Winter, 2002 Addressing the need for tools to train college mathematics instructors in both basic teaching skills and innovative methods this work describes training and mentoring activities that have been used in a variety of settings with new instructors including graduate student teaching assistants undergraduate tutors graders and lab assistants as well as faculty The book offers ideas for the structure of an integrated program of professional development support material for a brief pre semester orientation session material for a semester long program of weekly training meetings and procedures and forms for conducting a system of class visits and feedback This work lacks a subject index DeLong is affiliated with Taylor University Winter is affiliated with Harvard University Annotation copyrighted by Book News Inc Portland OR     **Mathematics in Service to the Community** Charles Robert Hadlock, 2005 Publisher description This book looks at the wide variety of ways in which math statistics and math education teachers have incorporated service learning into their courses These projects are not just stand alone community service initiatives but rather they specifically target the improvement of mathematics skills and insights of the college students in the courses with which they are associated In some cases the projects are the major focus of the courses In others they may range from an essential component to one of several options The book also speculates about

heretofore untapped possibilities for service learning even including courses in pure mathematics College faculty often may not fully appreciate the wide range of support mechanisms for such ventures even within their own institutions so the book includes a lengthy chapter on the details of converting a rough idea to a solid action plan sometimes even picking up financial support and other often unexpected benefits along the way Creative teachers rarely implement a project in exactly the same way as a colleague might have so the emphasis here is to display a wide range of successful projects in order to encourage readers to develop some of their own

### **Readings in Cooperative Learning for Undergraduate**

**Mathematics** Ed Dubinsky, David M. Mathews, Barbara E. Reynolds, 1997 *A Fresh Start for Collegiate Mathematics*

Nancy Baxter Hastings, Florence S. Gordon, Sheldon P. Gordon, Jack Narayan, 2006 This volume is an outcome of the NSF funded conference Rethinking the Preparation for Calculus which took place in Washington DC in October 2001 P vi *MAA Notes*, 1983 Leading the Mathematical Sciences Department Tina H. Straley, Marcia P. Sward, Jon W. Scott, 2005

**Making the Connection** Marilyn Paula Carlson, Chris Rasmussen, 2008 The chapters in this volume convey insights from mathematics education research that have direct implications for anyone interested in improving teaching and learning in undergraduate mathematics This synthesis of research on learning and teaching mathematics provides relevant information for any math department or individual faculty member who is working to improve introductory proof courses the longitudinal coherence of precalculus through differential equations students mathematical thinking and problem solving abilities and students understanding of fundamental ideas such as variable and rate of change Other chapters include information about programs that have been successful in supporting students continued study of mathematics The authors provide many examples and ideas to help the reader infuse the knowledge from mathematics education research into mathematics teaching practice University mathematicians and community college faculty spend much of their time engaged in work to improve their teaching Frequently they are left to their own experiences and informal conversations with colleagues to develop new approaches to support student learning and their continuation in mathematics Over the past 30 years research in undergraduate mathematics education has produced knowledge about the development of mathematical understandings and models for supporting students mathematical learning Currently very little of this knowledge is affecting teaching practice We hope that this volume will open a meaningful dialogue between researchers and practitioners toward the goal of realizing improvements in undergraduate mathematics curriculum and instruction

### **Innovations in Teaching Abstract Algebra**

Allen C. Hibbard, Ellen J. Maycock, 2002 **Creativity and Collaborative Learning** Jacqueline S. Thousand, Richard A. Villa, Ann Nevin, 2002 Using cooperative and partner learning models this newly revised book illustrates how professionals can enhance their powers of creativity to facilitate learning and respond to academic and behavioral challenges preK 12

**Changing Core Mathematics** David C. Arney, Donald B. Small, 2002 Mathematicians engineers and physical scientists discuss how the first two years of a core college mathematics program should change over the next five to ten years to meet

the mathematical needs of partner disciplines and society's needs arising from globalization and the information age. They examine issues related to goals and content, anticipated advances in technology, and new instructional techniques, and make recommendations for future course designs that emphasize modeling, inquiry, and conceptual understanding. Arney is dean of the School of Mathematics and Sciences at the College of Saint Rose. Small is on the faculty of the Department of Mathematics at the United States Military Academy. There is no subject index.

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Exploring Signature Pedagogies Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2023-07-03

From the Foreword: These authors have clearly shown the value in looking for the signature pedagogies of their disciplines. Nothing uncovers hidden assumptions about desired knowledge, skills, and dispositions better than a careful examination of our most cherished practices. The authors inspire specialists in other disciplines to do the same. Furthermore, they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women's Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas.

Anthony A. Ciccone, Senior Scholar and Director, Carnegie Academy for the Scholarship of Teaching and Learning: How do individual disciplines foster deep learning and get students to think like disciplinary experts? With contributions from the sciences, humanities, and the arts, this book critically explores how to best foster student learning within and across the disciplines. This book represents a major advance in the Scholarship of Teaching and Learning (SoTL) by moving beyond individual case studies, best practices, and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines. Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices, paying particular attention to how faculty evaluate success. Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research. Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning. Each author is concerned about how to engage students in the ways of knowing, the habits of mind, and the values used by experts in his or her field. Readers will not only benefit from the chapters most relevant to their disciplines. As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education, they will appreciate the cross-disciplinary understandings this book affords.

Innovations in Teaching Statistics Joan B. Garfield, 2005

This is a book of stories about teaching statistics. These stories are told by fourteen different instructors of innovative statistics courses who demonstrate that learning statistics can be a positive, meaningful, and even exciting experience. Despite the prevailing opinion that statistics courses are dull and difficult for students, these stories paint quite a different picture. In the classes of the instructors whose stories fill this book, students are engaged in learning, are empowered to do statistics, and appreciate the instructional methods of their

teachers The instructors profiled in this book are inspiring dedicated teachers who have devoted considerable effort to creating courses and materials that enable students to successfully learn statistics Each chapter begins by describing how the author became a teacher of statistics then provides details about the courses they currently teach describing their teaching method textbook types of student assessments and uses of technology One typical class is described in detail to provide a snapshot of what each person s teaching looks like The writers then tell the story of the process they went through in developing an innovative course and conclude their chapters with a discussion of their future plans for course revision or development As you read these stories you will learn about some great activities some helpful technological tools and some innovative assessment methods By reading these stories teachers of statistics will understand and be motivated to try different ways to implement reform recommendations so that these recommendations may continue to lead to a variety of new materials activities and teaching approaches I hope that teachers of statistics may be inspired by these stories and feel encouraged to try new methods leave behind more traditional approaches to teaching statistics and carefully examine the effect of their teaching on student learning Publisher     Resources in Education ,1998

Ignite the flame of optimism with is motivational masterpiece, Fuel Your Spirit with **Cooperative Learning In Undergraduate Mathematics Issues And Strategies That Work** . In a downloadable PDF format ( \*), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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