Reflections on Math 260 – Spring 2014 Schmitt

I decided to collaboratively develop this with Alex Capaldi as a flipped/groupwork style course.

The course met every Tuesday for 1 class period.

Before class students were assigned videos from Khan Academy, and a small set of practice problems to do. (Assigned Friday if possible, Monday at latest)

In-class students did worksheets in small groups (3-4). (original due by end of day, changed to end of week)

After class they had a homework assignment to finish by the end of the week. (due by Friday)

Overall, things went fairly smoothly. The biggest change that could be made is turning into a 7-week course Tues/Thurs, or a double-period once a week class.

A few of the activities have typos. They should be worked through again before giving to the students. A few might be tweaked to focus better on the topics.

If pre-class problems and homework were all typed, the textbook would be largely unnecessary though many students still used it. Perhaps extract the linear algebra chapters from an IBL book or elsewhere. Especially important if students are NOT taking Diff-Eq at the same time (i.e. don’t need the book).

More important would be a revisiting of \_WHY\_ we are doing group activities/worksheets like this, mid-way through semester. Still got some negative feedback from doing this style.

Only 9 out of 20 filled out course evals (ack).

Students felt (probably correctly) there was still some disconnect from the pre-class videos to the in-class activities.

Perhaps make sure final exam is in-line with in-class activites?