

Day One 1275EN Workshop

Introduction to 1275EN Pedagogical Strategies

Think about our audience: What do we know about them?

- incoming students - first-years
- continuing from developmental math
- possibly repeaters

Who places into this class?

- exempt from remedial
- poor scores on CUNY placement exam

Exempt from remedial =, at some point they've learned this material already.

Poor placement scores =, low retention and/or shallow comprehension

Conclusion: They've learned the content, but they haven't understood it and/or integrated the algorithms they've been taught with the broader mathematical concepts.

Alternatively, students possibly have decent comprehension and simply did not adequately review for the placement exam.

Regardless, students need to be pushed to see how the topics fit into a big-picture view of mathematics. Push them away from a procedural knowledge of math, and encourage deeper exploration.

What can we expect from students who are continuing from developmental math?

Varied level of effort may have been required. They haven't seen any "new" mathematics for years. (They've been repeatedly covering the same basic algebra topics.)

Learning outcomes:
Author(s): K. Andrew Parker

Again, more emphasis on deeper exploration of topics, and a focus on developing "softer" competencies: study habits, approaching "scary" problems, persistence...

What can we expect from repeaters?

- They're the most diverse group
- Various reasons for failure
- As with other groups, haven't seen "new" content in a long time.
- Use a similar approach as the students continuing from developmental.
- Extra attention as these students have taken a confidence-hit from failure.