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Cynthia Huffman Woodburn* (cwoodburn@pittstate.edu). *Course Redesign Applied to a History of Math Course*. Preliminary report.

“Course Redesign” is currently a fashionable catchphrase in higher education. This presentation will focus on how principles of course redesign were applied to a History of Math course in order to achieve better learner outcomes and to improve the educational experience for undergraduate mathematics majors at a regional university. The redesign involved a shift from a professor-centered pedagogy to one in which students are more active learners. Since recent cognitive science research shows “higher level learning is enhanced by an experience in which students are actively engaged with the content and with each other” (Turner & Carriveau, Next Generation Course Redesign, citing Association for the Study of Higher Education, 2007), the redesign entailed utilizing a collection of cooperative hands-on activities so that students are provided active learning experiences and opportunities to engage with the interdisciplinary content (history and mathematics) as well as opportunities to engage with other students in the course, in order to move students from lower level cognitive skills on Bloom’s Taxonomy to higher levels. Another part of the course redesign involved incorporating available information technology such as video, applets, etc. . . into the course. (Received July 02, 2013)