Spencer Bagley* (sbagley@westminstercollege.edu) and Anil Venkatesh. Using Primary Sources to Improve Classroom Climate and Promote Shared Responsibility.

To address a deteriorating classroom climate at the midpoint of a two-semester upper-division mathematics course sequence, we employed a novel instructor-led intervention: reading a mathematics education manuscript together with students as an invitation to legitimate peripheral participation in the scholarship of teaching and learning (SoTL). This intervention resolved many student complaints about the structure and level of the course, and the manuscript’s discussion of the didactical contract promoted the idea of shared responsibility. We propose that reading mathematics education literature (and perhaps especially SoTL literature) with students can be an effective tool for improving the climate of the classroom, and that using the didactical contract in this way can particularly help students claim their share of responsibility for their own learning. (Received September 17, 2019)