

1125-O1-2987 **John H. Johnson*** (johnson.5316@osu.edu). *Piloting an active learning course by a novice lecturer in a large enrollment calculus class.* Preliminary report.

As part of its two-year redesign project, the Ohio State University's Mathematics Department is supporting the introduction of active learning in its large enrollment first-year calculus courses. Ohio State's calculus program is "tightly coordinated": the syllabus, course calendar, all exams, and all homework assignments are prepared and selected by a course coordinator.

As a novice lecturer in this tightly coordinated environment, I piloted an active learning section of our Calculus I course. Based off surveys responses, students perceived that the active learning course was more active than our more traditional sections. Moreover, despite this difference in course organization and tight coordination, and as a novice Ohio State calculus lecturer, students' performance was comparable to the other traditional sections. (Received September 20, 2016)